განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Report on Higher Education Programme
BUSINESS ADMINISTRATION (English Language)
LTD Sulkhan-Saba Orbeliani University

Date(s) of Evaluation: August 23, 2017

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Tbilisi
2017

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LTD Sulkhan-Saba Orbeliani University
HEI's Identification Code	204426834
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	Business Administration (English Language)
Level of Education	Bachelor's Degree
Qualification Granted Indicating Qualification Code	Bachelor's Degree in Business Administration 02 Business Administration
Language of Instruction	English
Number of Credits	240
Programme Status (Authorized/ Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Pandelis Ipsilandis, Technological Education Institute of Thessalia, Larissa, Greece
Member (Name, Surname, University/organization/Country)	Natalja Gurvits, Tallinn University of Technology, Tallinn, Estonia
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Member (Name, Surname, University/organization/Country)	Otar Antia, LEPL Enterprise Georgia, Georgia
Member (Name, Surname, University/organization/Country)	Maka Gvelesiani, Ph.D. Student, Ivane Javakhishvili Tbilisi State University, Georgia

- **General information on the education programme**

The Sulkhan-Saba Orbeliani University started in 2002 as a Theology Institute and operated as such until 2009. In 2010 started its accreditation process for Bachelor programmes and in 2013 a new faculty of Business was added having the first graduating class of the Business Administration programme this year. The University grew and currently offers five Bachelor level and three Master level programmes by its five Faculties. Strategic plans are in place to wide infrastructure, staff, and teachers. The University looks at internationalization as a vital and challenging issue in its development and expects that the Business Administration program in English language will strengthen its international profile further enhancing relations and cooperation with European universities.

Having responded to the rising tendency among Georgian students to enrol in study programmes delivered in English language, and high demand on Business Administration BA programmes as shown in analysis of student enrolments in Georgia, Sulkhan-Saba Orbeliani University based on its experience of already delivering a B.A. programme in Georgian language has set up and plans to deliver this new B.A. bachelor programme in Business Administration taught in English, targeted to both Georgian and foreign students. The programme is planned to start in 2018-19 academic year and the management team estimates the first cohort of about 20 students enrolling.

- **Brief overview of the accreditation site-visit**

The accreditation visit took place on Wednesday, August 23. Before the visit, the experts' panel received a well-prepared Self Evaluation Report (SER), the Programme Description document accompanied by detailed syllabi of all programme elements, a copy of the University Regulations, and CVs of academic staff.

During the visit, the panel had the chance to meet and interview representatives of the University administration, the programme management team, the SER work group, teaching staff (both faculty members and invited teachers), students and graduates of other programmes, and representatives of employers. All participants were very cooperative and willing to participate in discussion in an open and frankly way. Requests from the panel regarding the provision of additional information were handled professionally and efficiently during the visit. The experts' panel would like to express sincere thanks for the cooperation of all participants and their participation in fruitful discussions during the visit. Since the programme has not started yet, the team interviewed student and graduates from other University programmes, in order to form an opinion regarding the capacity of the university to provide quality in the study process and supporting services to students.

- **Summary of education programme's compliance with the standards**

The programme's objectives are generally compatible with what is expected from a 1st cycle programme in the area of Business Administration. Preparing students to work in an international business environment, emphasis on developing strong analytical and quantitative

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skills, concentration in the areas of finance and marketing, along with a study process that is based on English language literature and methods that enhance communication skills in English, critical thinking, and teamwork, are the strong points of the programme. The position of the employers participated in the interview is that the programme responds well to the need for graduates with strong skills in fast growing business areas. The current structure of the programme is not entirely aligned with its aims and objectives as the marketing component is underrepresented, building practical skills is not supported by an internship element and development of research skills are lacking the support of a formal introduction to business research methodology. The "Competency Map of Learning Outcomes of Programme Components and Courses" should be described in broader terms so that it reflects the links between the LOs of each subject/course and the corresponding programme LO that the subject LO supports. At the same time, subject LOs must be reviewed and expressed coherently and sharply.

The programme operates in a teaching and learning environment that is responsive and supportive to student needs. Students are offered enough flexibility to choose subjects depending on their interest, while guidance and support is provided by programme administrators. A plurality of proper teaching methods and appropriate assessment processes contribute to the achievement of Learning Outcomes in courses. The bachelor thesis element gives students the opportunity to engage in research, while introduction of internship as compulsory component of the programme should be considered.

The programme is delivered by an experienced and professionally competent group of teachers. Invited teachers were selected based on their academic profile and their competences to deliver courses in the English language. Invited teachers have contributed to developing the programme's curriculum and teach a large part of specialized courses, while the full time academic personnel of the university involved in the programme are mostly teaching general courses like Business English, Academic writing etc. It is important that the university act appropriately so that the programme is supported by a core team of dedicated teachers who will play central role in its future development. As the programme develops, it should seek to intensify participation of visiting foreign professors, as well as industrial partners in the delivery of the programme. The university has invested a lot in providing proper premises and facilities in excellent condition for the delivery of its programme. IT technologies including electronic learning platform, electronic access to library catalogue, access to scientific databases and journals are available to students on and off campus.

Administrative services are well organized and geared to support students both academically and socially, but special attention is needed to develop mechanisms for addressing the needs of international students that the programme intends to attract. The small size of the university fosters a friendly environment, where students feel comfortable to approach their teachers, the programme administrators and even the Dean for guidance and support. The University creates opportunities for students to participate in research conferences, competitions, and other extracurricular activities. Preparation for the implementation of the Business Administration programme in English Language programme include agreements with foreign universities for student and faculty exchanges and memorandums of cooperation with businesses, lecturing to students, etc. It is expected that efforts towards internationalization and links with businesses will be intensified once the programme starts.

Management and Quality Assurance functions are in place and administered by strong, enthusiastic and dedicated persons. More emphasis to participation of all stakeholders in programme development and empowerment of quality enhancement culture at programme level is anticipated. Existing academic regulations and quality assurance manual are very comprehensive and transparent. Active participation of teaching staff, employers, students and graduates in the development of the programme will help to build a stronger quality culture. An initial improvement action plan can follow deliberations among all programme stakeholders based on the SER and the External Review Report.

- **Summary of Recommendations**

Programme's aims and Learning Outcomes (Los) should be reviewed to become sharper and more concise and consistent across all programme related documents. Sulkhan-Saba Orbeliani University has to review programme syllabi, rationalize subject LOs by expressing them, where necessary, in a way that they are achievable within the framework of the study programme and their achievement is measurable. A "Map of Competences" should show clear links between subjects and specific program-level LOs. Literature used for teaching of several subjects should be also updated and kept up to date.

Sulkhan-Saba Orbeliani University should strengthen the Management & Marketing module by including courses in the mainstream of marketing. Rationalize and bringing into context courses related to quantitative skills and the role of the IT in contemporary business should also be considered. Including a Business Research Methodology course in the programme will provide students with fundamental skills regarding undertaking of research and prepare them for their thesis.

Introducing internships for practical training as compulsory component of the programme will help achieve the programme's aim to develop students' practical skills. As the programme intends to prepare students to work in an international business environment internship should take place at companies with an international profile.

Information about the programme should be transparent to prospective students, employers and any other stakeholders. As the programme aims to promote its international character, all programme related information should be readily available and easily accessible on the university Web. This should include aims and objectives of the study programme, learning outcomes, admission criteria, programme layout and short course syllabi.

For any institution of higher education, international as well as national cooperative relations constitute a crucial lifeline for their competitiveness and overall academic quality. The programme should stay constantly active in expanding its cooperative links with universities/organizations in Europe and elsewhere, in order to enhance international culture within the programme and provide more opportunities to students and teaching staff.

The teaching process should also be enriched by participation of invited professionals from industry, especially coming from companies operating internationally.

Supporting literature should be kept up to date and provisions ought to be made for the library to hold enough copies of the English language textbooks and supplementary books for the Business Administration English language programme

Sulkhan-Saba Orbeliani University has to prepare itself for accepting international students, as it is necessary for HEIs to provide international students not only with academic but also with social integration services/activities.

As part of Quality Assurance framework, Sulkhan-Saba Orbeliani University should establish formal procedures for the participation of stakeholders' (employers, academic staff, students, graduates) in a new programme development and periodic programme reviews. Sulkhan-Saba Orbeliani University should empower teaching staff and employers to participate in the development of the programme. Employer representation can be enhanced by recruiting companies with a growing international profile. A core team of teaching staff that shares "ownership" and works close with the leaders of the programme could increase the programme's development momentum. Sharing of good practices (teaching activities, setting LOs, student participation in research, inviting industry experts, etc.), increased participation in programme development activities, as well as increased interaction among all stakeholders will help in creating a Quality Culture. Making the SER and the External Review Report public, and creation of an improvement action plan following deliberations at formal meetings among all programme stakeholders should be part Quality Culture enhancement.

- **Summary of Suggestions**

The panel suggests that the programme is benchmarked against similar programmes offered in Georgia and other countries, which is necessary to achieve and maintain the competitiveness of the programme and its continuous enhancement.

The panel also suggests that the University works on a marketing strategy to define the target market regarding potential students in Georgia and other countries and develop proper promotion actions. Wide publicity of the programme is a crucial element not only for promotion reasons but also for being transparent to potential students, as they have to know what to expect from the programme. The panel suggests the HEI to place the programme on the university Web-site as a planned new programme along with detailed information related to the admission of foreign students in a step-by-step arrangement under a special heading, so that it is easily reached, properly understood and receives immediate attention.

As the programme is not at a delivery stage yet, no feedback from graduates and corresponding employers was available. Nevertheless, the programme management should work together with the teaching staff and targeted employer representatives to review certain areas. Indicatively:
- Enhance the entrepreneurship dimension of the programme providing more room for activities related to development of entrepreneurial skills. Providing university space for entrepreneurial activities, bringing students in contact with entrepreneurs etc.
- Review programme syllabi and express where necessary subject LOs in a way that their achievement is measurable.
- Describe in broader terms the "Competency Map of Learning Outcomes of Programme Components and Courses" so that it reflects the links between. the LOs of each subject/course and the corresponding programme LO that the subject LO supports
- Establish a mechanism to review evaluation methods and criteria at least once a year, taking into consideration students' feedback.
- Assess processes as well as outcomes and implement system of monitoring students' academic performance during the semester.

- Provide sufficient and detailed feedback on time focused on student performance, to monitor students' performance and ensure it can be improved during the course
- Develop and implement support policies for international students before the inauguration of the programme.
- Provide incentives for student involvement in research (i.e. Best student paper award, find industrial sponsors who can set awards for research work in certain business areas, etc.)
- Enrichment of programme syllabi with relevant scientific articles.
- Introduce additional entry requirements for foreign students (e.g. interview, statement of purpose, scholastic performance, etc.), in order to ensure that admitted foreign students can handle the study requirements.

As this programme aims to have a strong international dimension, mobility of teaching staff both outgoing and inwards should be established. Participation of foreign teachers and giving local staff opportunities to get international experience will upgrade the programme's internationalization.

The university has to put an emphasis on the professional development of teachers in form of international mobility, implementation of new contemporary teaching methods, attract lecturers form abroad and involve industrial partners, especially from companies operating internationally, in the delivery of the programme.

Ensure that the programme is supported by a core team of teaching staff who are actively involved and devote significant time and effort towards its development. Build mechanisms to develop of a sense of "programme ownership" among teaching staff. Interaction between students, teachers, employers and programme management during programme reviews should be intensified. Sense of programme "ownership" among stakeholders is important for programme development.

In the future, the programme may consider establishing an Industrial Advisory Board according to best international practices

The current report lacks quantitative data and metrics. At this stage, this is justified because the programme has not started yet. As part of Internal Quality Assurance, the programme should start maintaining a database of relevant time-series indicators. Indicatively: Number of applications, admission, drop-outs, subject failures, student progress data, graduates, employability of graduates, average time to complete the degree, number and turnover of staff, students to teacher ratio, student and staff mobilities (incoming and outgoing), staff publications (by category), teacher's ratings, student publications, etc.

- **Summary of best practices (If Applicable)**

Excellent organization and content in subject descriptors.

Organization of award-winning competition for the best student entrepreneurship idea with the support of employers.

Sulkhan-Saba Orbeliani University has two comfortable rooms within the premises available for inviting professors from regions of Georgia and foreign countries.

- **Summary of significant accomplishments and/or progress (In case of Existing Programme)**

The expert panel is not able to comment on accomplishments and/or progress of the programme as it has not started yet.

Compliance of the Programme with Accreditation Standards

1. **Educational programme objectives, learning outcomes and their compliance with the programme**

> 1.1 Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands

Descriptive summary and analysis of compliance with standard requirements

The programme's objectives are generally compatible with a first cycle programme in the area of Business Administration. Having responded to the rising tendency among Georgian students to enrol in study programmes delivered in English language, and high demand on Business Administration BA programmes, as shown in analysis of student enrolments in Georgia (publicly available), Sulkhan-Saba Orbeliani University based on its experience of already delivering a Business Administration programme in Georgian language, has set up and plans to deliver this new bachelor programme taught in English, targeted to both Georgian and foreign students.

This programme is seen by the university as a stepping-stone in its effort to increase internationalization and expand its collaboration with the EU and other international Universities. Initial contacts with universities of Ukraine, France and Germany, with which Sulkhan-Saba Orbeliani University has established cooperation agreements under the ERASMUS+ scheme, and contacts with one of the USA universities (Mendoza School of Business) resulted in expressions of interest for staff and student exchanges, which can be materialized upon the delivery of the new programme.

The uniqueness of this programme is that it intends to prepare students to work in an international business environment, its emphasis on developing strong analytical and quantitative skills and its concentration in the areas of finance and marketing. The above features are supported by a teaching process that is based on English language literature and methods that enhance communication skills in English, critical thinking, and teamwork. As part of its internationalization development strategy, the university plans to implement staff and student exchanges with the partner universities, admit foreign students and involve foreign professors in teaching. To fully meet its objectives, enhancing programme links with international businesses, so that students have opportunities to experience an international business environment, is also necessary.

It is advisable to use research data on labour market needs in Georgia, as well as input from employers in establishing the programme's objectives. Most of the partner employers were contacted and their feedback was used as input during the programme development. Interviewed Employers endorsed the programme as supporting needs of employers and confirmed the alignment of its objectives to the needs of the evolving Georgian labour market. However, a formal benchmarking of the programme against similar programmes in Georgia or other countries has not taken place yet.

Although the programme is expected to start right after a decision on its accreditation is made, no clear answers were provided to the question of „what is the target market for the programme". The university is aware of the need of focusing on target market and considers applying various means for this purpose (like using mediators, presentations to potential candidate groups, participation in Georgian and international educational fairs, hiring a specialist, etc.), but no specific marketing and promotion plan is in place. Based on information collected through informal contacts, the management team of the programme expects to accept about 20 students (both Georgian and foreign) for the first year intake.

Evidences/indicators

- o Self-Evaluation Report (SER)
- o Programme description
- o Interview with University Administration team
- o Interview with SER team
- o Interview with Employers

Recommendations:

- o Objectives of the programme should be polished in a way that it gives better international perspective to students. Indicatively "*needs of the country's economic and social development*", "*newly considered labour market*" do not express the intended international character of the programme, while the fourth objective should focus on the benefits, which students derive from "*collaboration with other institutions and world-wide universities*" (instead of describing the means). This will help to promote the programme not only among prospective students but also among potential partner HEIs too (see suggestions). It is important that the description of Programme Aims, Objectives, and Learning Outcomes should be consistent along all programme related materials not only for matters of external communication to prospective students, employers, potential partner HEIs, etc., but also for internal use, since they determine a reference baseline, common to all stakeholders, for the development of programme structure, content, teaching approaches and individual course learning outcomes.

Suggestions for programme development:

- o A marketing strategy will help the university to define the target market regarding potential students in Georgia and other countries and develop proper promotion actions. Wide publicity of the programme is a crucial element not only for programme promotion purposes but also for ensuring programme transparency for potential students, as they have to know what to expect from the programme.
- o Benchmarking of the programme against similar programmes offered in Georgia and other countries is necessary to achieve and maintain the competitiveness of the programme and its continuous enhancement.
- o Placement of the programme on the university Web-site as a planned new programme.

Best Practices (if applicable):

- o Not applicable

Significant Accomplishments and/or Progress (in case of existing programme)

- o The experts panel is not able to comment on accomplishments and/or progress of the programme as it has not started yet

Evaluation
☐ Complies with requirements
☑ **Partially complies with requirements**
☐ Does not comply with requirements

1.2 The content of a programme component (a course, a module, etc.) ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized

Descriptive summary and analysis of compliance with standard requirements

The programme is consistent with the ECTS framework. The scope of the study Programme is 240 ECTS credits (6000 hours) offered as a full time 4 year (8 semesters – 30 ECTS points each). In the opinion of the Experts' panel, this study load and the scope of the programme adequately covers the basic elements of the management field.

The courses of the programme are organized in 3 modules: *General module* (48 credits) *Business Administration module* (108 credits, including a bachelor thesis) and *Specialization module* (84 credits). All three modules contain both compulsory and elective courses so students have enough flexibility to adopt their study programmes to their own needs.

The plan of the Programme has been developed by ensuring the interdisciplinary nature of delivered subjects and practices and is arranged in such a way that - when necessary - the learning outcomes of a subject are connected with the learning outcomes of an earlier studied subject. The presented syllabi does not seem to contain unnecessary duplications and overlaps and since the programme has not been started yet, it was not possible to get students' opinion regarding their satisfaction with the flow of the programme and their perception on duplication and overlaps in the courses or any other matter.

For each module a very detailed well-organized subject descriptor has been developed. Each descriptor contains: Course objectives, Intended learning outcomes according to NQF scheme, Teaching methods used to achieve learning outcomes, Detailed description of weekly content and individual work, Assessment methods for each component of assessment work, as well as clear criteria linking student achievement to grades, and suggested literature. The programme management team and the teachers should be commended for producing such detailed and well-organized syllabi.

Depending on the nature of the component, a number of teaching methods are used to achieve learning outcomes. Teaching methods employed include inductive and deductive teaching, Discussions/debates, Group work, Case studies, Presentations, Performance-oriented teaching, Demonstrative methods, Simulation and role-playing, Problem bases teaching (PBL). The methods used in the study of the components of the programme are indicated in the relevant syllabi, teaching methods descriptions are available on the website: *http://sabauni.edu.ge/en/for-students/regulations-rules* and are available to all stakeholders. Effectiveness of these practices was not possible to be confirmed by the experts' panel, since the programme has not been started yet, but interviews with management and students of other programmes, convinced the panel that the university places special emphasis on active participation of students in class, which is considered by stakeholders as a strong point of the institution.

One of the goals of the programme is to enable students *develop creative ideas and undertake entrepreneurial activities* (BBA program-9.08.2017). Recognizing the importance of this generic goal, the university initiated extracurricular activity such as the organization of an award-winning contest

for student entrepreneurship ideas with very good results. However, the syllabi of the programme does not include any specific element/component that would be strongly dedicated to entrepreneurship, (area of entrepreneurship is limited to a lecture in the course of *Business Planning*).

Attention should also be given to enhance the area for development of practical skills. Currently practice is limited to in-class activities.

Evidences/indicators

- ○ Self-Evaluation Report (SER)
- ○ Course syllabi
- ○ Interview with Programme Administration team, SER team, Staff and Students

Recommendations:

- ○ Consider introducing internships for practical training as compulsory component of the programme. As the programme intends to *prepare students to work in an international business environment* internship should take place at companies with an international profile.

Suggestions for programme development:

- ○ Enhance the entrepreneurship dimension in the programme providing more room for activities related to development of entrepreneurial skills. Providing university space for entrepreneurial activities, bringing students in contact with entrepreneurs etc.

Best Practices (if applicable):

- ○ Excellent organization and content in subject descriptors
- ○ Organization of award-winning competition for student entrepreneurship idea

Significant Accomplishments and/or Progress (in case of existing programme)

- ○ None as the program has not started yet

Evaluation

☐ Complies with requirements

☒ **Partially complies with requirements**

☐ Does not comply with requirements

1.3 Programme components ensure the achievement of programme objectives and student learning outcomes of the appropriate level of qualification in the National Qualifications Framework

Descriptive summary and analysis of compliance with standard requirements

Overall, both programme and subject LOs are at the right level for a first cycle program. Programme LOs are classified according to NQF categories. It has been observed that programme LOs contain unnecessary detailed information, which would be more appropriate for individual course LOs. In

certain cases, LOs resemble content of courses referring to elements of business process. For example, "*Knowledge of economic terms and terminology*" sufficiently describes a LO. The rest of the description "*human action and behaviour; how firms make decisions; market forces; market structures; trade-off idea and benefits of trade; why market fails; the consequences of different government policies; how fiscal policy operates, its tools, and its advantages and drawbacks*" adds unnecessary details to LO. Overall, this approach in defining LOs makes the whole set of programme LOs difficult to communicate to prospective students, employers and partner institutions.

For each of the programme courses the Learning Outcomes (LOs) are stated explicitly and clearly in the corresponding syllabus in accordance to the six criteria of the Georgian NQF. Furthermore, the programme description provides a summary "*Competency Map of Learning Outcomes of Programme Components and Courses*" that shows which courses or programme components contribute to each of the six types of LOs (Knowledge and understanding, Applying knowledge, Making judgments, Communication skills, Learning skills, Values).

Overall LOs correspond to the first cycle programme. The scope of the programme provides proper breadth and depth of theoretical knowledge of the business environment and management functions, while through case study analysis, practice and project work students can develop abilities to put knowledge into practice. Teaching methods promote critical thinking and enhancement of communications skills. Independent study requirements are sufficient to make students responsible to manage their learning process.

Further elaboration of the "*Competency Map of Learning Outcomes of Programme Components and Courses*" in regard with highlighting links between subjects and the specific LOs at program-level will provide a tool to assure that all programme LOs are supported sufficiently and provide a common reference base for programme management and teaching staff. In regard to the subject LOs, attention should be given to avoid words like "understand", "appreciate", "know about", "aware" and use words such as (depending on the criteria): define, list, recognize, describe, explain, identify, locate, recognize, sort, implement, perform, categorize, compare, differentiate, formulate, organize, synthesize etc. in order to make them measurable.

Evidences/indicators

- o Self-Evaluation Report (SER)
- o Course syllabi
- o Programme description

Recommendations:

- o Review programme syllabi and express where necessary subject LOs coherently and sharply (*see above*) in a way that their achievement is measurable.
- o Describe in broader terms the "Competency Map of Learning Outcomes of Programme Components and Courses" so that it reflects the links between the subjects/courses and the programme-level LOs,

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Suggestions for programme development:

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)
○ None as the program has not started yet

Evaluation
☐ Complies with requirements
☒ **Partially complies with requirements**
☐ Does not comply with requirements

1.4 Programme learning outcomes ensure the competitiveness of its graduates on educational (at the next level of education) and labour markets

Descriptive summary and analysis of compliance with standard requirements

Programme learning requirements are well supported by the three programme modules (General, Business Administration and Specialization). The General module aims in building students' generic, as well as fundamental skills in social sciences. The Business Administration module intends to build students analytical and computing skills and introduce them to the basic of economics and business. The Specialization module consists of two parts: *Finance*, and *Management & Marketing*. Although, the target market of the programme is not clearly defined (i.e. it is not very clear whether the programme targets at Georgian or international students, on employment in Georgia or abroad), the employers who participated in the interview, expressed a uniform position that there is a need for graduates with strong skills in these two fast growing areas of Banking and International Business.

The *Finance* component seems indeed very strong. But this is not true to the same degree for the component of *Marketing & Management*, which needs to be strengthened, especially in the area of Marketing; currently Marketing component is supported by only two courses (*Sales Management, International Marketing*), while according to one of the programme LOs the graduates of the programme will be equipped with *in-depth knowledge of marketing*. Courses such as Market Research, Consumer behaviour, etc. are not included in the programme curriculum, while other ones either fit better with the Business Administration module (e.g. *Fundamentals of Investment*) or their relativeness to the component is marginal (e.g. *Destination Management, Tourism and Hospitality Management*)

The presence of a *Bachelor Thesis* component along with opportunities for students to participate in university organized scientific conferences supports the aspiration of the programme aims to develop students research skills and prepare them for continuing 2nd cycle studies. Including a course on *Business Research Methodology* could strengthen this area and prepare students for writing their BA thesis.

Having responded to Employers suggestions, the programme placed strong emphasis on the development of math skills for the graduates. Although the need for the development of strong quantitative skills for graduates is acknowledged, the panel expressed some concerns related to the overemphasis on courses the content of which is purely mathematical, and does not fit with the context of business. Typically, in Business Administration international programmes courses with mathematical content are tailored to the needs of Business environment and are represented as courses in Business Mathematics, Financial Mathematics, Quantitative models for business etc.

Evidences/indicators

- o Programme description
- o Programme Syllabi
- o Interview with programme management team
- o Interview with teaching staff (Invited teachers)
- o Interview with Employers

Recommendations:

- o As the programme is not at a delivery stage yet, no feedback from graduates and corresponding employers is available. Nevertheless, the programme management should work together with the teaching staff and targeted employer representatives to review certain areas such as:
  - Strengthening the Management & Marketing module
  - Rationalizing and bringing into context courses related to quantitative skills and the role of the IT in contemporary business

Suggestions for programme development:

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)

- o None as the program has not started yet

Evaluation

☐ Complies with requirements

☒ **Partially complies with requirements**

☐ Does not comply with requirements

1.5. The mechanism of stakeholders' (employers, academic staff, students, graduates) participation in the establishment of programme learning outcomes and programme development, is established and implemented

Descriptive summary and analysis of compliance with standard requirements

Established relationships between University, academic staff and employers was exploited for the development of the new programme. Additional teaching staff from academic and or industry was also invited to participate.

The Academic regulations of the University provide that *interested parties are involved in programme development process.*

Based on the evidence provided, employers and invited lecturers actively participated in programme development, providing significant input in the creation of the programme by indicating employers' needs, outlining graduates' knowledge and skills portfolio, defining content and writing course syllabi and providing feedback during the programme development process. Involvement of students and graduates was not evident, as the programme has not started yet. Although informal, this arrangement effectively met its goal.

Evidences/indicators

- o University regulations
- o QA documents
- o Interviews with University Administration team, SER team, Employers, Invited-teaching staff.

Recommendations:

Suggestions for programme development:

- o In the future the programme may consider establishing an *Industrial Advisory Board* according to best international practices

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)

- o None as the program has not started yet

Evaluation

☒ **Complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme		X	

2. Teaching methodology and organization, adequate evaluation of programme mastering

2.1. Programme admission preconditions are transparent and ensure the admission of students of relevant knowledge, skills and values necessary to master programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

Prerequisites for admission to the program are transparent and ensure the entrants of the program with the appropriate level of the knowledge, skills and values, which is required to achieve the learning outcomes of the program. The information about the admission criteria is present on the website, clearly defining the admission criteria for the foreign students as follows: completed general education confirmed by the Certificate recognized by the National Center for Educational Quality Enhancement and the knowledge of English language corresponding to the B1 level according to the Common European Framework of Reference for Languages.

During the interview session with the Program Administration, it became evident that the assessment of the knowledge of English language of applicants is made by the university based on the special test; in case applicants pass the test and get score equivalent to B1 level they are admitted to the program. However, the university is strongly advised to introduce additional entry requirements for foreign students (e.g. interview, statement of purpose, scholastic performance, etc.), in order to ensure that admitted foreign students can cope with their studies. Program framework contains regulations for admission.

During the interviews it was noted that in general high-grade applicants prefer to go to state Universities. Although the admission requirements are nominally tolerable, the university should be alert and monitor the adequacy of admitted students to achieve programme LOs and be prepared to implement additional requirements or actions (e.g. preparation courses, etc.).

Evidences/indicators

- Site visit interviews with stakeholders (SER group and program administration)
- Information on the website of the University

Recommendations:

- Clear information about the language admission criteria should be present on the website, stating the required level as B1, and outlining the fact that the test of the English language is held by the university.

Suggestions for programme development:

- Allocate the detailed information related to the admission of foreign students in a step-by-step arrangement on the website under a special heading to be easily reached and properly understood.
- Introduce additional academic requirements for foreign student admission

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)
o   None as the program has not started yet

Evaluation
☐ Complies with requirements ☒ **Partially complies with requirements** ☐ Does not comply with requirements

2.2 Teaching methods utilized in various components of the programme ensure the achievement of programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements
During the interviews, it became evident that teaching staff was involved into the development of the program by writing the syllabus in good collaboration with the Head of the Program. Teaching methods are selected by the teaching staff depending on the course and are described in detail in the syllabus. The new program puts a great emphasis on the development of the mathematical and entrepreneurship skills of students, as well as the knowledge of contemporary IT technologies. Therefore, various teaching methods are used by teaching staff to achieve learning outcomes of program learning outcomes in general, and the learning outcomes of the subjects of the program, in particular. Among the teaching methods embedded into the courses used by the teaching staff are case studies, development of projects, solving various and business situations, discussion, role plays, team work in the form of group tasks and preparation of group presentations, research tasks, literature review, lectures and seminars. Teaching staff also mentioned that there are new IT technologies implemented in the programme.

Evidences/indicators
o   Interviews with the teaching staff, the Program Manager, Students o   Information stated in the syllabus

Recommendations:

Suggestions for programme development:
o   Put an emphasis on the professional development of teachers in form of international mobility, implement other new contemporary teaching methods, attract lecturers form abroad and involve industrial partners in the delivery of the programme.

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)
o   None as the program has not started yet

Evaluation
☒ Complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

2.3 The sequence and admission preconditions of programme components are logical

Descriptive summary and analysis of compliance with standard requirements
Program construction corresponds to the law acts, sequence and coherency of the subjects. Study program curriculum design meets legal requirements. The study subjects and/or modules are spread evenly. The content of the subjects and/or modules is consistent with the type and level of the studies. The structure of the program is focused on the labour market demand. Program duration is 4 academic years or 8 semesters and enables 240 credits in total. The program consists of three modules: General module, business administration module and specialization module. Specialization module consists of two parts: Finance, and Management & Marketing. Finance module was outlined to be very strong finance module in line with the requirements of social partners. The consequence of the subjects ensures the achievement of the intended learning outcomes of the program. The general module subjects are taken during first and second semesters and are the prerequisites to choose the specialization and the specialization subjects. The program components are in a logical sequence and follow one another.

Evidences/indicators
o   Programme description document o   Interviews with Program Manager and the SER Group

Recommendations:

Suggestions for programme development:
o   Enhance the further development of the programme by strengthening the international aspect and put a greater emphasis on the development of practical and entrepreneurship skills.

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)
o None as the program has not started yet

Evaluation
☒ **Complies with requirements**
☐ Partially complies with requirements
☐ Does not comply with requirements

2.4 The evaluation methods of each programme component ensures the achievement of student learning outcomes of this component, which is proved by evaluation results
Descriptive summary and analysis of compliance with standard requirements
The assessment of students is made in accordance with the European Credit Transfer and Accumulation (ECTS) system (Brussels; 2005.14.02); the Law of Georgia on Higher Education (2004.21.12) and Calculation of Higher Education Program Credits (Order No. 3 of the Minister of Education and Science of Georgia 2007.05.01) with an Assessment System. The assessment of each course is made by a 100-point system with maximum positive assessment - 100 points, minimum positive assessment - 51 points, according to the University Academic Regulations. The assessment is based on the student activity during the whole course, with the final exam accounting for 30 points maximum, while the mid-term assessments in form of written tasks, tests, case studies, teamwork, projects etc. allow student to get 70 points maximum. The final score reflects the gained knowledge and skills through the whole course and ensures the achievement of intended learning outcomes. The assessment criteria are stated in the syllabi of each course and can be found on the university platform, which is used by all students and teaching staff.
Evidences/indicators
o Course Syllabi
o Interviews with the teaching staff and students of the program taught in Georgian
Recommendations:
Suggestions for programme development:
o Take into consideration students' feedback in reviewing and updating the evaluation criteria.
o Review evaluation methods and criteria at least once a year.
Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)   o None as the program has not started yet

Evaluation   ⊠ **Complies with requirements**   ☐ Partially complies with requirements   ☐ Does not comply with requirements

2.5 Student evaluation criteria are transparent; students are informed about the achievement of learning outcomes, their gaps and ways for improvement
Descriptive summary and analysis of compliance with standard requirements The evaluation criteria are clearly defined in the syllabus of each course, explained by the teaching staff at the beginning of each course and available on the university electronic platform used by all teachers and students. Student can enter the system anytime and get information about grades, achievements, get feedback and information about the results. Teaching staff is easily accessible by email or phone; students can also attend consultation hours fixed for all lecturers and get a detailed explanation of their grades. The regulation of dealing with students' complaints is in force. During the interviews, it became evident that certain procedures are in place in case student is dissatisfied with the examination results.
Evidences/indicators   o Regulations regarding the Student complaints, o Regulations regarding providing feedback to students o Interviews with Teaching staff and students of the program taught in Georgian o University Study Process Management System o Graded exams and assignments
Recommendations:
Suggestions for programme development: o The experts' panel suggests that the HEI assesses processes, as well as the outcome and implements system of monitoring students' academic performance during the semester. o Provide sufficient and detailed feedback on time focused on student performance, to monitor students' performance and ensure it can be improved during the course
Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)
o   None as the program has not started yet

Evaluation
☒ Complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering	X		

3. Student achievements and individual work with them

3.1 Students receive appropriate consultations and support regarding the determination of their profile, planning of learning process and improvement of their academic achievement
Descriptive summary and analysis of compliance with standard requirements
In all academic and administrative matters, the students are free to approach a member of a university staff and a faculty for assistance. Students are assigned individual supervisor but for administrative matters, they contact the programme coordinator, for academic matters - their teachers and for general academic matters or consulting to the dean. As student cohorts are small, dean, teachers and program coordinators usually know their students quite well and have a detailed picture of their academic progress. The students and graduates (from other programmes) who were interviewed during the site visit were very aware of the support mechanism and reported that they are well supported by the university staff in all academic and non-academic matters. However, special attention should be given to support foreign students for this international programme. Orientation guidebook, special induction sessions, welcome events, and other supporting mechanism should be considered. Currently no such information exists on the university's web-site. The teaching process is monitored very closely and students are obligated to attend all classes. The monitoring department among its other duties is in charge of monitoring the normal flow and the logistics of class schedules. The relatively small size of Sulkhan-Saba Orbeliani University stipulates close contacts between the staff and students, and thus the students' achievements can be closely followed, which apparently is being taken care of exceptionally well by the university. The procedures are adequate and support its

mission ("know your students") and overall educational goals.

Evidences/indicators

- o Interview with students/alumni
- o Interview with an academic staff
- o Syllabi of educational programs
- o Electronic learning process management system
- o Component evidences/indicators including relevant documents and interview results

Recommendations:

Suggestions for programme development:

- o Develop and implement support policies for international students before the inauguration of the programme.

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)

- o None as the program has not started yet

Evaluation

☒ **Complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2 Academic staff workload scheme includes individual work with students

Descriptive summary and analysis of compliance with standard requirements

The academic staff workload scheme, according to their work contracts, includes individual work time with students. The experts' panel expresses a concern as to the overall work load of part-time teaching staff who works at other HEIs as well (common fact in Georgia) and how it is controlled. It is expected, when the programme commences, to be supported by a core team of dedicated teachers who will play central role in its future development. In all academic matters, the students are free to approach a member of a faculty for assistance. The date and time of the consultation is also indicated in the

syllabus of the particular course. In addition, the electronic system of the learning process management is the way to online communication between students and corresponding professors. The student can communicate quickly with the desired academic personnel and appoint individually a meeting and/or an online consultation with a professor. Interviewed students reported that professors are easily accessible and responsive.

Evidences/indicators

- o Interview with students/alumni
- o Interview with academic staff
- o Syllabi of educational programs
- o Electronic system of learning process management

Recommendations:

Suggestions for programme development:

- o Ensure that the programme is supported by a core team of teaching staff who are actively involved and devote significant time and effort towards its development.

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)

- o None as the program has not started yet

Evaluation

☒ **Complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements

3.3 The institution supports students' involvement in research projects and extra-curricular activities, and also offers them components developing practical skills

Descriptive summary and analysis of compliance with standard requirements

The students and graduates who were interviewed during the site visit displayed a high level of satisfaction and motivation regarding extra-curricular activities and developing practical skills. Participation in setting up business plans and see how they work, intellectual club – competition of

two group in complex questions, visits to companies organized by the Business club were reported by students as great experiences.

In order to develop student practical skills, Sulkhan-Saba Orbeliani University is currently working on providing students with opportunities to build practical skills. Agreements with employers to accept students for internship are signed, special courses to enhance practical skills are being set up, and invited lecturers provide teaching on entrepreneurship in the business administration programme that is currently delivered in Georgian language.

However, internship is not included in the programme under review, as the programme leaders, after discussion with employers, decided not to include it, arguing that practical skills can be obtained by other program components and courses. As a result, students will not get the opportunity for internship.

The panel suggest (as explained in 1.2) making Internship a compulsory component of the programme as it gives students the opportunity to deal with real business environment and integrate knowledge. In their spare time, students can participate in a large number of extracurricular activities offered by the university and student clubs.

From both students and staff the Start-Up competition was mentioned as the best practical experience.

The University systematically encourages students to take part in scientific conferences. During the meeting, some teachers mentioned that they involve their students in research activities. However, the students are not fully aware of the process of the involvement in the research and none of Business Administration students of the existing programme has participated in any research activity.

Evidences/indicators

- Self-Evaluation Report (SER)
- Interview with SER team
- Interview with students
- Interview with alumni Component evidences/indicators including relevant documents and interview results

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Recommendations:

- Include a Business research course in the programme to provide students with fundamental skills regarding undertaking of research.
- Making Internship a compulsory component of the programme as it gives students the opportunity to deal with real business environment and integrate knowledge.

Suggestions for programme development:

- Provide incentives for student involvement in research (i.e. Best student paper award, find industrial sponsors who can set awards for research work in certain business areas, etc.)

Best Practices (if applicable):

- Business Start-up competition among students organized by the university and supported by employers

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Significant Accomplishments and/or Progress (in case of existing programme)

o	None as the program has not started yet

Evaluation

☐ Complies with requirements

☒ **Partially complies with requirements**

☐ Does not comply with requirements

3.4 The institution aims to internationalise its teaching and scientific work as well as the employability of its graduates

Descriptive summary and analysis of compliance with standard requirements

The university gives importance to the internationalization of research activities and employability of its graduates and considers it as the main objective of the activities of faculties. The university clearly understands the issues in this field and clearly points them out. So far, although students, as they reported, were aware of exchange opportunities, internationalization indicators/data from Business/Management study programmes was very limited; the interviewees assumed that the main reason for this was that all the courses had been offered in Georgian language.

The students / alumni strongly indicated the enhancement of internationalization as a top priority for the institution and the programme.

Some planned actions, which are mentioned in SER, are in the process of implementation. As a first step, several memorandums of cooperation have already been signed with foreign universities and relative actions in students and staff inward and outward mobility is expected to start after the programme receives the accreditation.

Evidences/indicators

- o Self-Evaluation Report
- o Interview with students
- o Interview with alumni
- o Interview with University administration and programme administration teams
- o Samples of MOCs

Recommendations:

- o For any institution of higher education, the international as well as national cooperative relations constitute a crucial lifeline for their competitiveness and overall academic quality. Thus, the experts' group can only recommend that the programme stays constantly active in pursuing to expand its links in Europe and elsewhere, with similar programmes to strengthen its international dimension and provide more opportunities for students and staff.

Suggestions for programme development:
Best Practices (if applicable):
Significant Accomplishments and/or Progress (in case of existing programme)   o   None as the program has not started yet
Evaluation   ☐ Complies with requirements   ☒ **Partially complies with requirements**   ☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them		X	

4. Providing teaching resources

4.1 The infrastructure and technical equipment of the institution ensures the achievement of programme learning outcomes
Descriptive summary and analysis of compliance with standard requirements   Sulkhan-Saba Orbeliani University has appropriate infrastructure and study facilities for learning and teaching activities. In particular, renovated building, appropriate teaching room with necessary technical equipment and internet, library with computer lab, working rooms for academic stuff. During the interviews, students expressed their satisfaction about the conditions of the premises, except the cafeteria, which according to them needs improvements.   Students have the opportunity to use Internet and have access to international electronic resources (EBSCO, Cambridge University Press). The Library of Sulkhan-Saba Orbeliani University has an electronic catalogue. Moreover, in the hall and corridors of the university there are computers, which is important for students to have a quick access to the information they need. For financial courses, bachelor's program is provided by software like ORIS accounting program.   The electronic system of the student assessment and learning organization is used to control assessment of students, facilitate student academic performance and study processes. The University web site, which contains educational program catalogues and information about educational processes serves as a tool for providing information to the public

Furthermore, University has infrastructure development plan and according to this, they are planning to expand.

Evidences/indicators

- o The material-technical base of the university
- o University budget
- o Interview with administration
- o Interview with staff
- o Visual survey, examination

Recommendations:

Suggestions for programme development:

- o Take into consideration stakeholders' opinion regarding the condition of facilities.

Best Practices (if applicable):

- o Sulkhan-Saba Orbeliani University has two comfortable rooms available within the premises available for inviting professors from regions of Georgia and foreign countries.

Significant Accomplishments and/or Progress (in case of existing programme)

- o None as the program has not started yet

Evaluation

☒ Complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.2 Programme staff has necessary competences required for the achievement of intended learning outcomes of the component they teach, which is proved by-in case of academic staff- scientific papers written during the past 10 years (in arts field- creative projects) proving staff's competence in the relevant field; in case of invited staff -may be certified by practical experience

Descriptive summary and analysis of compliance with standard requirements

Business administration bachelor's program is implemented by permanent academic personnel, as well as invited personnel who have scientific, educational and practical experience confirmed by at last 10 years' of publishing experience of monographs, textbooks, scientific articles, systematic participation in

national and international scientific conferences, training and capacity building activities.

Invited teachers were specially recruited for the needs of the programme by the programme administration team and contributed to its development. The experts' panel had the opportunity to review all CVs of personnel who are involved in program development and implementation. Moreover, there was an interview session with several members of the personnel – mostly invited teachers, who seemed enthusiastic, caring about their subjects, aware of various learning approaches and supportive to the programme implementation. Interview session covered the areas like academic personnel's involvement in program development and implementation; assessment system; practical components, teaching methods and so on. Thus, based on the interview session and CVs, university ensures to have competent, qualified and experienced academic personnel for the programme

The university applies fair and transparent processes for the recruitment and development of the staff. Interviewed students from other programmes expressed their satisfaction about the responsiveness from the side of academic staff, quality of teaching, and support they received from their teachers.

Evidences/indicators

- o Personal files
- o Interview with Staff
- o Interview with Teachers
- o Examination and analysis of teachers CVs and related material

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Recommendations:

- o As this programme aims to have a strong international dimension, mobility of teaching staff both outgoing and inwards should be increased. Participation of foreign teachers and giving local staff opportunities to get international experience will upgrade the programme's internationalization.
- o The teaching process should also be enriched by participation of invited professionals from industry, especially from companies operating internationally.

Suggestions for programme development:

- o Build mechanisms to develop of a sense of "programme ownership" among teaching staff. The interviewed teachers (both full-time faculty invited) were well aware about their subject but not so much aware about the programme as a whole. Trainings on methods of teaching, using outcome-based approach, sharing of good practices, active involvement of stakeholders in programme reviews and development etc. can be effective tools for the development of the programme.

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)

- o None as the program has not started yet

Evaluation

☐ Complies with requirements

☒ **Partially complies with requirements**

☐ Does not comply with requirements

4.3 Programme implementation is ensured by the administrative and support staff of an appropriate competence

Descriptive summary and analysis of compliance with standard requirements

The two departments that are more connected to the administration of academic work are the Quality Assurance and the Monitoring department. According to the organizational structure of the university, both report directly to the rector of the University and are directed by very competent heads. The monitoring department is responsible for evaluation of practices of the various administrative units and make sure they correspond to external and internal regulations and for the administration of the teaching process. The Quality Assurance department is responsible for maintaining the quality of teaching and the enhancement of links between teaching and research within the scope of a teaching university, with actions like organization and hosting of conferences.

A Foreign language centre offers to students courses in European languages. Students can attend Italian, French, and German languages courses, as well as the Russian language course and improve listening and speaking skills.

The structure and structural units of the university ensure the implementation of the activities in the university, specifically the school's educational programs. Each of the structural units of the university has an authority and functions that are clearly defined by the university regulations.

Overall, all the administrative units including the library, computer services, provide students with information about the study program and the study process, helping them to overcome any problems which they might face during their studies.

The department of International Relations is expected to be actively involved in supporting foreign students for this international programme. Foreign students should be provided with all relevant information for their studies and living in Georgia. Currently, no such information exists on the university's web-site. Support mechanisms for their social integration while studying at the universities should be also in place.

Evidences/indicators

- o Interview with administration
- o Interview with Students
- o Interview with Alumni
- o University regulations

Recommendations:

- o Prepare for accepting international students, as they may need more support not only academic but also with regard to their social integration.

Suggestions for programme development:

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)

- ○ None as the program has not started yet

Evaluation

☐ Complies with requirements

☒ **Partially complies with requirements**

☐ Does not comply with requirements

4.4 Teaching materials are based on the core achievements in the field and ensure the achievement of intended learning outcomes

Descriptive summary and analysis of compliance with standard requirements

Teaching activities are based on literature for mandatory and supplementary reading, which is accessible for students through the library. Overall, teaching materials that are used in the syllabi are in compliance with the course content and ensure achievement of learning outcomes.

In only few cases teaching material in the published syllabi include scientific articles and in some cases, the basic literature needs to be upgraded.

Evidences/indicators

- ○ Existing syllabi
- ○ Interview with the teaching staff
- ○ Library Catalogue
- ○ Electronic resources Component evidences/indicators including relevant documents and interview results

Recommendations:

- ○ Some literatures are obsolete and need to be updated. For instance:
    1. *Event management - Glenn A. J. Bowdin. Events Management 2nd edition 2006;*
    2. *Corporate Finance, Ventus Publishing ApS, 2008, SBN 978-87-7681-273-7;*
    3. *Fundamentals of Investments -*
       Myles G.D., Investment Analysis, University of Exeter, Exeter, Devon, UK, May, 2008.
       Jordan B. D., Thomas W. Miller Th. W. Jr., Fundamentals of Investments: Valuation and Management, Fifth Edition, McGraw-Hill/Irwin, New York, USA, 2009.
    4. *Introduction to Business   Jeff Madura, Thomson, South-Western Publ. Co., 4th ed. 2007*

o   Provisions should be made to for the library to hold enough copies of the English language textbooks and supplementary books for the Business Administration English language programme

Suggestions for programme development:
o   Enrichment of programme syllabi with relevant scientific articles.

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)
o   None as the program has not started yet

Evaluation
□ Complies with requirements
☒ **Partially complies with requirements**
□ Does not comply with requirements

4.5 Programme is financially sustainable

Descriptive summary and analysis of compliance with standard requirements
Financial stability is ensured by university's whole budget, which ensures provision of range of resources to assist student learning within the Bachelor's Degree Program in Business Administration. Certain amount of funds is also allocated for the renewal of the university study facilities and infrastructure, as well as library resources. Based on this budget, university administration plans to finance publication of academic-scientific works of the students.
An initial budget plan under the scenario of 20 student being admitted was presented to the experts' panel during the site visit. As the programme has not been started yet, it is not possible so far to make factual judgements related to the programme's financial sustainability.

Evidences/indicators
o   Interview with the administration
o   Budget of university

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)
o None as the program has not started yet

Evaluation
☒ Complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources		X	

5. Teaching quality enhancement opportunities

5.1 There is a publicly available quality assurance system which is based on the "Plan-Do-Check-Act" cycle

Descriptive summary and analysis of compliance with standard requirements

Regulatory documents regarding quality assurance in teaching and supporting services are readily available at the University's web site and cover all aspects of academic matters (*University Regulations, Provisions for Regulation of Academic Processes, Provisions for Conducting Competition for Academic Positions, Rules for Developing and Launching Academic Program, Guidelines for Developing Course Syllabus*, etc.).

The *Rules for Teaching Quality Assessment* provide description of the PDCA approach in improving quality in the study process.

The Planning and implementation of the program is carried out with the agreement with the Faculty and University Quality Assurance Service, which sees that *the main challenge is to maintain the quality of teaching, one of the ways to enhance the quality of teaching are questionnaires for students and lecturers, attending lectures by QA representative and evaluation of the process.*

During the interviews, the panel has observed that one of the challenges of the QA service *is to maintain the quality of teaching.* The academic community is aware of the overall aims of QA processes. Quality monitoring mechanism is in place which implies evaluation of the elements of teaching and learning process by the students every semester, evaluation of the courses by teaching staff, monitoring of class attendance, and peer review of teachers, especially of newly recruited ones. In addition, students can leave their suggestions or complains unanimously at the library.

Evaluation results are considered by the Head of the Department and discussed with teachers.

The small size of the university facilitates the interaction between stakeholders through informal meetings and discussions. Notwithstanding the importance and effectiveness of these activities, formal procedure, which will ensure involvement of all teaching staff, students and employers in the quality enhancement of the study programme, is missing.

Evidences/indicators

- ○ Interview with University Administration
- ○ Interview with the SER team
- ○ Interview with the Programme management team
- ○ Component evidences/indicators including relevant documents and interview results
- ○ Review of University Regulation documents

Recommendations:

- ○ Establish and implement formal procedures, which will ensure involvement of all teaching staff, students and employers in the quality enhancement of the study programme.
- ○ Empower quality enhancement actions at departmental / programme level.

Suggestions for programme development:

- ○ Interaction between students, teachers, employers and programme management during programme reviews should be intensified. Sense of programme "ownership" among stakeholders is important for programme development.

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)

- ○ None as the program has not started yet

Evaluation

☐ Complies with requirements

☒ Partially complies with requirements

☐ Does not comply with requirements

5.2 Internal and external quality assurance results are utilized to improve the achievement of programme learning outcomes

Descriptive summary and analysis of compliance with standard requirements

The programme has not started yet, thus no feedback from stakeholders on QA results is available. The Self Evaluation Report is the first attempt to carry out a formal internal review of the programme. The SER team compiled a very comprehensive report that establishes a reference baseline for future development. The SER team should be commended for the critical SWOT analysis included in the SER, which along with the recommendations of the external evaluation could provide directions for future improvements.

Evidences/indicators

- o Self-Evaluation Report
- o Interview with SER team

Recommendations:

- o The SER and the External Review Report should be made public and discussed at a formal meeting among all programme stakeholders to develop an improvement action plan.

Suggestions for programme development:

- o The current report lacks quantitative data and metrics. At this stage, this is justified because the programme has not started yet. As part of Internal Quality Assurance, the programme should start maintaining a database of relevant time-series indicators. Indicatively: Number of applications, admission, drop-outs, subject failures, student progress data, graduates, employability of graduates, average time to complete the degree, number and turnover of staff, students to teacher ratio, student and staff mobilities (incoming and outgoing), staff publications (by category), teacher's ratings, student publications, etc.

Best Practices (if applicable):

Significant Accomplishments and/or Progress (in case of existing programme)

- o None as the program has not started yet

Evaluation

☐ Complies with requirements

☒ **Partially complies with requirements**

☐ Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with	Partially Complies	Does not Comply with

	Requirements	with Requirements	Requirements
Teaching quality enhancement opportunities		X	

Enclosed Documentation (If Applicable)

HEI's Name: LTD Sulkhan-Saba Orbeliani University

Higher Education Programme Name: Business Administration (English Language)

Number of Pages of the Report: 34

Programme's Compliance with the Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		X	
2. Teaching methodology and organization, adequate evaluation of programme mastering	X		
3. Student achievements and individual work with them		X	
4. Providing teaching resources		X	
5. Teaching quality enhancement opportunities		X	
Final Evaluation		X	

Expert Panel Chair's Signature:

Pandelis Ipsilandis

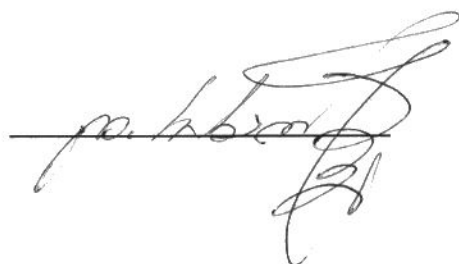**HEI's Name:** Ltd. Sulkhan-Saba Orbeliani University

Higher Education Programme Name: Business Administration (English Language)

Number of Pages of the Report: 34

Programme's Compliance with the Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		X	
2. Teaching methodology and organization, adequate evaluation of programme mastering	X		
3. Student achievements and individual work with them		X	
4. Providing teaching resources		X	
5. Teaching quality enhancement opportunities		X	
Final Evaluation		X	

Expert Panel Member's Signature:

HEI's Name: Ltd. Sulkhan-Saba Orbeliani University

Higher Education Programme Name: Business Administration (English Language)

Number of Pages of the Report: 34

Programme's Compliance with the Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		X	
2. Teaching methodology and organization, adequate evaluation of programme mastering	X		
3. Student achievements and individual work with them		X	
4. Providing teaching resources		X	
5. Teaching quality enhancement opportunities		X	
Final Evaluation		X	

Expert Panel Member's Signature:

HEI's Name: Ltd. Sulkhan-Saba Orbeliani University

Higher Education Programme Name: Business Administration (English Language)

Number of Pages of the Report: 34

Programme's Compliance with the Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		X	
2. Teaching methodology and organization, adequate evaluation of programme mastering	X		
3. Student achievements and individual work with them		X	
4. Providing teaching resources		X	
5. Teaching quality enhancement opportunities		X	
Final Evaluation		X	

Expert Panel Member's Signature:

HEI's Name: Ltd. Sulkhan-Saba Orbeliani University

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Number of Pages of the Report: 34

Programme's Compliance with the Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands		X	
2. Teaching methodology and organization, adequate evaluation of programme mastering	X		
3. Student achievements and individual work with them		X	
4. Providing teaching resources		X	
5. Teaching quality enhancement opportunities		X	
Final Evaluation		X	

Expert Panel Member's Signature: