



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Final Report on BA in Business Administration Accreditation



September 28-29, 2017

Tbilisi
2017

HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	LTD Georgian National University SEU
HEI's Identification Code	208215509
Type of Institution	Teaching University

Higher Education Programme Information Profile

Name of the Programme	Business Administration
Level of Education	First
Qualification Granted Indicating Qualification	BA in Business Administration
Code	02
Language of Instruction	English
Number of Credits	240 ECTS
Programme Status (Authorized/ Accredited/New)	New

Expert Panel Members

Chair (Name, Surname, University/organization/Country)	Mr. Heinz-Ulrich Schmidt Foundation for International Business Administration Accreditation (FIBAA), Germany
Member (Name, Surname, University/organization/Country)	Mr. Pavel Zufan Mendel University in Brno, Czech Republic
Member (Name, Surname, University/organization/Country)	Mr. Giorgi Gaganidze Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, University/organization/Country)	Mr. Tornike Guruli Ilia State University, Georgia / PSP Pharma
Member (Name, Surname, University/organization/Country)	Ms. Ana Gvritishvili Ivane Javakhishvili Tbilisi State University, Georgia

Accreditation Report Executive Summary

General information on the education programme

Members of the expert panel appreciate the efforts of the university to extend the internationalization of its programmes, and consider the designed programme to be focusing in the right direction. In spite of some reservation towards the programme contents, the programme is seen as viable and correspondent with the required quality criteria.

Brief overview of the accreditation site-visit

The accreditation visit was well organized. The facilities provided to the evaluation panel were appropriate for the work, and enabled a smooth run of the evaluation. Some of the meetings were not fully compliant with the panel requirements – majority of the students did not speak English, majority of alumni of the bachelor programmes were still in relation to the university (studying their Master or another Bachelor degree), some of the staff were missing. Nevertheless, the visit was fruitful and contributed significantly to improve the knowledge of the panel necessary for evaluation of the programme.

Summary of the analysis of institution's compliance with the standards

No issues leading to non-compliance have been identified, so the programme of the institution complies with all defined standards.

Summary of Recommendations

Recommendations have only been formulated:

- The calculation of student's workload should reflect the varying demands of different courses.
- One of the two courses on Audit, and the course Accounting in banking industry could be replaced by Business Law and an ICT-related course as electives.
- The number of elective courses should be reconsidered in order to facilitate realisation of student's options.
- Continue with individualisation of course description regarding teaching methods, evaluation criteria.
- Revise the defined preconditions (e.g. Intermediate Macroeconomics has precondition Int. Microeconomics: it would be logical to change precondition to Bus. Statistics 2, as the major textbook is Econometrics; Intermediate Microeconomics has precondition of Principles of Macroeconomics – may be changed to Principles of Microeconomics).
- Academic staff hiring policy should more carefully take into account the formally required qualification of the job candidates.
- Extend the literature references in the courses, which only refer to a single title.
- Provide a list of available access to scientific databases on the website.
- Provide a complete English version of the website.
- Enrich the literature available for students with modern publications until the programme starts.

Summary of Suggestions

Following suggestions have been formulated:

- Explain more specific "targeted" employability of graduates

- Formalize the monitoring of labour market demands on the regular basis
- Change course name of "International Marketing" to "Marketing Principles"; Change course name of "Marketing Methods" to "Market Research" (making it more oriented on market research methods);
- Adjust the wording of course descriptions according to the wording in NQF.
- Programme learning outcomes should be redefined so that they are more specific, and enable a better targeting.
- Identify the main competitors, and advantages of their graduates / programmes to identify potential improvements.
- Provide sufficient evidence of participation of the key stakeholders in programme establishment including feedback to them, in particular to the students.
- Provide students with information on the reaction to their feedback on a regular basis.
- Include students in the respective committees to participate in planning and assessment of the quality assurance and development procedures.
- Establish a transparent procedure for hiring invited teaching staff

Summary of the best practices

As far as the programme has not been run, yet, no best practices could be identified.

Summary of significant accomplishments and/or progress

This issue is not relevant as far as the programme has not been taught, yet.

Evaluation

- Complies with requirements
- ✓ Partially complies with requirements
- Does not comply with requirements

Compliance of the applicant 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

Programme objectives are defined on a general level, in the SER, which is seen as acceptable. Objectives are achievable, and reflect the mission of the institution, even though the link is rather general. Reflection of labour market demands is only articulated, but without a clear evidence. Monitoring labour market demands is done on a rather non-formal basis, without sufficient "institutionalization" (regularity of the process, keeping records, formalizing reaction to findings – these issues are not described in the SER, and school representatives only mentioned they are done mostly on informal level, partly recorded in the minutes of board meetings). All in all, there is room for improvement, but not really needed, since programme objectives are, indeed, clearly defined and to a certain extent take labour markets demands into account.

Evidences/indicators

- SER provides information on programme objectives and their relation to business mission and labour market demands.
- Interviews with university administration and self-evaluation team of the BA programme

Evaluation

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

Suggestions:

- Explain more specific "targeted" employability of graduates.
- Formalize the monitoring of labour market demands on a regular basis.

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>Achievement of the learning outcomes seems realistic. However, some of the courses also include only a single title of literature.</p> <p>Credit hours are distributed uniformly: course internal distribution of workload is the same for all courses (including, e.g. practical project). This is not realistic and does not correspond with the different demands of different courses – whereas e.g. in Mathematics or Statistics there should be more attention paid to the contact hours, in courses like International Business or International Marketing there can be higher share of independent work.</p> <p>It is to mention that several exceptions exist like, e.g., Corporate Finance, where the learning outcomes are not defined in the standard structure, do not correspond with the course contents (e.g. evaluation methods are mentioned under budgeting in the course description, mixed with stock valuation and all this is expected to be explained to students within ONE hour).</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ The BA programme curriculum and course descriptions ○ SER ○ Interviews with university administration, teaching staff and self-evaluation team of the BA programme
<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements ✓ Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
<p>Suggestions:</p> <ul style="list-style-type: none"> ○ Change course name of "International Marketing" to "Marketing Principles"; Change course name of "Marketing Methods" to "Market Research" (making it more oriented on market research methods).
<p>Recommendations:</p> <ul style="list-style-type: none"> ○ The calculation of student's workload should reflect the varying demands of different courses. ○ One of the two courses on Audit, and the course Accounting in banking industry should be replaced by Business Law and an ICT-related course as electives ○ The number of elective courses may be reconsidered in order to facilitate realisation of student's options. ○ Continue with individualisation of course descriptions. ○ Extend the literature references in the courses, which only refer to a single title
<p>Best Practices (if applicable):</p> <p style="text-align: right;">not applicable</p>
<p>Significant Accomplishments and/or Progress (applies to existing programmes only)</p> <p style="text-align: right;">not relevant</p>

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 <ul style="list-style-type: none"> ○ Course goals are defined, even though they are rather general, and, to a certain extent, do not always reflect the stages/progress of the learning process, e.g. Courses of Business English 1-4. ○ Wording of course results descriptions are not always clearly in-line with the wording in the national standards' description (NQF Art. 3, par. 1), but with regard to level there is no difference.
Evidences/indicators <ul style="list-style-type: none"> ○ The BA programme curriculum and course descriptions ○ Interviews with university administration, teaching staff and self-evaluation team of the BA programme.
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
Suggestions: <ul style="list-style-type: none"> ○ Adjust the wording of course descriptions according to the wording in NQF.
Recommendations: <p style="text-align: center;">None</p>
Best Practices (if applicable): <p style="text-align: center;">not applicable</p>
Significant Accomplishments and/or Progress (applies to existing programmes only) <p style="text-align: center;">not relevant</p>

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

According to the SER, programme learning outcomes are claimed to include knowledge of ICT, but no particular course actually explicitly covers this field. SER does not show any awareness of the existing competitive educational programmes in other Georgian higher educational institutions. But in general, and based on experts experience, the programme learning outcomes ensure competitiveness of the graduates on educational and labour markets.

Evidences/indicators

- The comments to this standard included in SER, either the concluding SWOT analysis, do not mention any mechanism of evaluation of competitiveness of graduates, but it seems to be ensured.
- Competitive programmes have been mentioned and explained during site visit.

Evaluation

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

Suggestions:

- Programme learning outcomes should be redefined so that they are more specific, and enable a better targeting.
- Identify the main competitors, and advantages of their graduates / programmes to identify potential improvements.

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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 There is a mechanism of stakeholders' participation established (cf. standard 5), but it seems to be there is no formal and regular feedback monitoring from the stakeholders (employers and students). Some of the courses are actually run by employers, who may – to a certain extent – influence the further development of the programme.	
Evidences/indicators <ul style="list-style-type: none"> ○ SER mentions the informal mechanisms, but does not describe any tangible records, except the references to existing questionnaires. ○ Other documents provided by the university (Statute of SEU, Art. 13 – Quality assurance). ○ Interviews during the on-site visit. 	
Evaluation <ul style="list-style-type: none"> ✓ Complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements 	
Suggestions: <ul style="list-style-type: none"> ○ Provide sufficient evidence of participation of the key stakeholders in programme establishment including feedback to them, in particular to the students. 	
Recommendations: <p style="text-align: right;">None</p>	
Best Practices (if applicable): <p style="text-align: right;">not applicable</p>	
Significant Accomplishments and/or Progress (applies to existing programmes only) <p style="text-align: right;">not relevant</p>	

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

A person, who has completed general education, can become a student of BA in Business Administration on the basis of results of the Unified National Exams or a person, who satisfies requirements of the BA programme without passing the Unified National Exams or a person enrolled by mobility in accordance with the rule set by the legislation. As this is an English language programme, a precondition for accepting candidates is the knowledge of English language and therefore, a threshold in the part of English language test is raised.

Transparency of the enrolment is ensured by its accessibility for stakeholders, but only in Georgian language. Relevant information is provided in the academic programme. It is also available and uploaded at the Georgian website of the university, is presented in the catalogue of the academic programmes. Information about goals, results, assessment system, the academic and invited personnel involved in the programme are uploaded at the university Georgian website. Interested persons can receive consultations from contact persons indicated in the programme catalogues.

Preconditions for enrolling in the programme reflect current amendments implemented in the Georgian legislation.

Evidences/indicators

- The academic programme: BA in Business Administration
- SEU Rule of Regulating the Learning Process

Evaluation

- ✓ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Suggestions:

none

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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

Different methods used in the process of the programme implementation ensure that graduates/students possess general, as well as subject-related competences and general skills and values. Different methods will be used, namely: verbal method, method of working on a book, discussion/debate, collaborative method, Problems Based Practice (PBL), cooperative method, vertical method, case study, Brain Storming, action oriented and E-learning methods. Lecturers have to choose the adequate teaching method out of this collection. But usually, there is no standardized template, and each course description defines the respective appropriate and applied teaching methods, so that students do know in advance.

Depending on specificity of the programme, teaching/learning methods and means used in each component determine an effective achievement of learning outcomes envisaged by this component. This is included in the relevant course syllabus by a lector responsible for the implementation of the component.

Evidences/indicators

- The academic programme: BA in Business Administration
- Study course syllabuses
- Interviews with the teaching staff during the site-visit

Evaluation

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

Suggestions:

none

Recommendations:

- Continue with individualisation of course descriptions regarding teaching methods.

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

2.3 The sequence and admission preconditions of programme components are logical
Descriptive summary and analysis of compliance with standard requirements The sequence of programme components is logical. Preconditions of some main courses are well defined, however, in some courses preconditions could be specified in order to better match the course goals and intended learning outcomes.
Evidences/indicators <ul style="list-style-type: none"> ○ The academic programme: BA in Business Administration ○ Study course syllabuses ○ Interviews with the teaching staff during the site-visit
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
Suggestions: <div style="text-align: right;">none</div>
Recommendations: <ul style="list-style-type: none"> ○ Revise the defined preconditions (e.g. Intermediate Macroeconomics has precondition Int. Microeconomics: it would be logical to change precondition to Bus. Statistics 2, as the major Text book is Econometrics; Intermediate Microeconomics has precondition of Principles of Macroeconomics – may be changed to Principles of Microeconomics).
Best Practices (if applicable): <div style="text-align: right;">not applicable</div>
Significant Accomplishments and/or Progress (applies to existing programmes only) <div style="text-align: right;">not relevant</div>

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

Evaluation methods of each programme component are standardized. They include appropriate opportunities for the achievement of student learning outcomes. But usually, there is no standardized template, but each course description defines the respective appropriate and applied evaluation methods, so that students do know exactly in advance.

Evidences/indicators

- The academic programme: BA in Business Administration
- Course descriptions
- SEU Rule of Regulating the Learning Process
- Interviews with the teaching staff during the site visit

Evaluation

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

Suggestions:

none

Recommendations:

- Continue with individualisation of course descriptions regarding evaluation methods.

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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

While assessing students' knowledge, transparent criteria are used. Criteria for assessing a concrete component of the programme is adequate to results of the study process determined by this component and are reflected in the syllabus. The assessment system and criteria are known for students and other interested persons.

Evidences/indicators

- The academic programme: BA in Business Administration
- Course descriptions
- SEU Rule of Regulating the Learning Process
- It was not possible to gain evidence from students, since the programme hasn't started, yet.

Evaluation

- ✓ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Suggestions:

none

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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 Students will receive appropriate consultations on individual request, as well as the administrative support as described in the SER and explained in the course descriptions. Also, teaching and administrative staff promised to provide students with appropriate opportunities.
Evidences/indicators <ul style="list-style-type: none">○ SER, course descriptions○ SEU SEU Rule of Regulating the Learning Process○ Interviews with teaching and administrative staff during the site-visit
Evaluation <ul style="list-style-type: none">✓ Complies with requirements<input type="checkbox"/> Partially complies with requirements<input type="checkbox"/> Does not comply with requirements
Suggestions: none
Recommendations: none
Best Practices (if applicable): not applicable
Significant Accomplishments and/or Progress (applies to existing programmes only) not relevant

3.2 Academic staff workload scheme includes individual work with students

Descriptive summary and analysis of compliance with standard requirements

Consultation hours are included in course descriptions and they also represent a part of job contracts of the teaching staff. Students of already existing Georgian programmes refer to good availability and reachability of teachers via the on-line platform of SEU.

Evidences/indicators

- course descriptions
- interviews with students of already existing Georgian programmes and with teaching staff during the on-site visit
- job contracts of teaching staff

Evaluation

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

Suggestions:

none

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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

Students' involvement in research projects and extra-curricular activities are offered including components developing practical skills. Nevertheless, students' activities may be limited by the fact that majority of students will be also working and will probably not have sufficient time to use all the opportunities offered.

Evidences/indicators

- SER
- Interviews with the teaching staff and students of the already existing Georgian programmes

Evaluation

- ✓ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Suggestions:

none

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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

Taking into account the graduates' employability, internationalization represents the major reason for introducing this programme in the university study programmes. It includes internationally oriented contents and learning outcomes in the course descriptions. SEU aims to initiate exchange programmes (Erasmus+) and memoranda of understanding with respective partners. SEU offers opportunities for students to participate in international conferences, and, when possible, also international internships. Nevertheless, some lecturers identified internationalisation focussed on English language only.

Evidences/indicators

- SER
- SEU Statute, art. 13
- Interviews with management, teaching staff and students of the already existing Georgian programmes

Evaluation

- ✓ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Suggestions:

none

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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

Technical equipment and infrastructure help to ensure the goals of the programme. University is adapted for students with disabilities. Library, computer classes are accessible for all students. The book fund owned is in line with the literature referred in the academic course programme. The infrastructure and technical equipment existing at SEU (academic inventory, central library of the university, computer classes connected to Internet, unhindered electricity supply, heating system, toilets) help to ensure the achievement of goals determined by the programme.

The institution has signed agreements on periodic publications. In order to implement the academic programmes, the university developed a strategy for the development of resources that includes strategic goals and objectives, a detailed action plan, monitoring and analysis of the action plan, etc. The strategy for developing the university resources includes: Improvement of the physical infrastructure at the university, the development of academic materials and human resources.

The university is building a very impressive additional new campus, which will be finished 2018.

Evidences/indicators

- SEU strategy
- Tour of the facilities
- Interviews during the on-site visit.

Evaluation

- ☐ Complies with requirements
- ✓ Partially complies with requirements
- ☐ Does not comply with requirements

Suggestions:

none

Recommendations:

- Enrich the literature available for students with modern publications until the programme starts.

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

<p>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</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The academic personnel are mostly young professionals. Two of them cannot provide valid Master Degree Diploma. The academic and invited personnel involved in the programme implementation have competences necessary to assure study results included in the relevant programme component. Qualifications of the academic personnel are confirmed by academic works published during the last 10 years.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> ○ SER ○ CVs of the teaching staff ○ Interviews during the on-site visit. ○ SEU Strategy of Personal Development
<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
<p>Suggestions:</p> <ul style="list-style-type: none"> ○ Establish a transparent procedure for hiring invited teaching staff ○ Recommendations: Academic staff hiring policy should more carefully take into account the formally required qualification of the job candidates.
<p>Best Practices (if applicable):</p> <p style="text-align: center;">not applicable</p>
<p>Significant Accomplishments and/or Progress (applies to existing programmes only)</p> <p style="text-align: center;">not relevant</p>

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 <p>In the implementation of the programme the administrative and support personnel are involved, namely: rector, vice-rector, HR, international office, BA supervisors and quality assurance service. The activities of the university are directed towards the implementation of its mission. To achieve the goal, the university has established clearly-defined structure and functions of its structural units, which ensure the correct and effective implementation of the educational process. The competences seem to be appropriate for their positions.</p>
Evidences/indicators <ul style="list-style-type: none"> ○ University structure and staffing table ○ Personal files of the administrative and support personnel ○ Interviews with the administrative and support personnel during the on-site visit.
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
Suggestions: <div style="text-align: center;">none</div>
Recommendations: <div style="text-align: center;">none</div>
Best Practices (if applicable): <div style="text-align: center;">not applicable</div>
Significant Accomplishments and/or Progress (applies to existing programmes only) <div style="text-align: center;">not relevant</div>

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 <p>The study material is modern and based on publications of international researchers/ scientists. The access to the materials for students is determined by the library – books and electronic fund – as well as internet resources. An up-to-date modern literature was purchased in the English Language. This literature is accessible for students in the library. Available access to scientific databases is not mentioned. There is no complete English version on the website.</p>
Evidences/indicators <ul style="list-style-type: none"> ○ Course descriptions ○ books and electronic textbooks in the library checked during the site-visit
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
Suggestions: <div style="text-align: center;">none</div>
Recommendations: <ul style="list-style-type: none"> ○ Provide a list of available access to scientific databases on the website. ○ Provide a complete English version of the website.
Best Practices (if applicable): <div style="text-align: center;">not applicable</div>
Significant Accomplishments and/or Progress (applies to existing programmes only) <div style="text-align: center;">not relevant</div>

4.5 Programme is financially sustainable
Descriptive summary and analysis of compliance with standard requirements <p>The budget of programme is included in the SEU general budget. From this budget appropriate funds are allocated for the BA degree programme. The funds will be used for renewing the material-technical resources, enriching the library fund of the university, attracting intellectual resources, organizing student academic conferences etc.</p>
Evidences/indicators <ul style="list-style-type: none"> ○ SEU Budget ○ Financial Plan of programme ○ Interviews during the on-site visit.
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
Suggestions: <div style="text-align: right;">none</div>
Recommendations: <div style="text-align: right;">none</div>
Best Practices (if applicable): <div style="text-align: right;">not applicable</div>
Significant Accomplishments and/or Progress (applies to existing programmes only) <div style="text-align: right;">not relevant</div>

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

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the feedback from students, as well as the profile of the student population. Responsibilities are clearly defined.

Evidences/indicators

- SEU Statute, art. 13
- Interviews with teaching and administrative staff during the site-visit

Evaluation

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

Suggestions:

- Provide students with information on the reaction to their feedback on a regular basis.
- Include students in the respective committees to participate in planning and assessment of the quality assurance and development procedures.

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

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

Evaluation by the students and by faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes provide input for the quality development process.

Also, an external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes provide input for the quality development process.

Evidences/indicators

- SEU Statute, art. 13
- Interviews with teaching and administrative staff during the site-visit

Evaluation

- ✓ Complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

Suggestions:

none

Recommendations:

none

Best Practices (if applicable):

not applicable

Significant Accomplishments and/or Progress (applies to existing programmes only)

not relevant

Programme's Compliance with Standard

Standard	Complies with Requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	X		

HEI's Name: SEU National University of Georgia

Higher Education Programme Name: BA in Business Administration (first-level)

Number of Pages of the Report: 26

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:



Heinz-Ulrich Schmidt

HEI's Name: SEU National University of Georgia

Higher Education Programme Name: BA in Business Administration (first-level)

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4. Providing teaching resources		X	
5. Teaching quality enhancement opportunities	X		
Final Evaluation		X	

Expert Panel Member's Signature:

Pavel Zufan



Giorgi Gaganidze



Tornike Guruli



Ana Gvritishvili

