განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

# Accreditation Expert Group Report on Higher Education Programme

## Higher Education Programme Name, Level of Education

## HEI's Name

Date(s) of Evaluation

Report Submission Date

Tbilisi

## HEI's Information Profile[1]

| | |
|---|---|
| Name of Institution Indicating its Organizational Legal Form | 1. LLC Caucasus University (Georgia)<br>2. Rennes School of Business (France) |
| HEI's Identification Code | |
| Type of Institution | 1. University<br>2. Business school |

## Higher Education Programme Information Profile

| | |
|---|---|
| Name of the Programme | Joint Bachelor's Program in Business Administration |
| Level of Education | Bachelor Level |
| Qualification Granted[2] | Bachelor in Business Administration |
| Detailed field and Code | 0413 Management and Administration |
| Indication of relevant secondary education subject/subjects/group of subjects<br><br>(In case of Integrated teacher Bachelor's and Master's programme and Teacher training programme) | |
| Language of Instruction | English |
| Number of ECTS Credits | 184 |
| Programme Status (Authorized/ Accredited/Conditionally Accredited/New/Internationally accredited) indicating the relevant decision (Number, Date) | New |

## Expert Panel Members

| | |
|---|---|
| Chair (Name, Surname, University/organization/Country) | DEMIL Benoît, University of Lille, France |
| Member (Name, Surname, University/organization/Country) | KHOKHOBAIA Merab, Ivane Javakhishvili Tbilisi State University, Georgia |
| Member (Name, Surname, | KARTSIVADZE Davit, Insurance company « |

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[1] In case of joint programme, please indicate the HEIs that carry out the programme. If the joint programme is carried out in collaboration with the foreign HEI, indicating ID Number and Organizational-legal form is not obligatory

[2] If the programme is carried out in collaboration with the foreign HEI and the formulation of the qualification granted after the completion of the programme is different, the qualification is indicated according to the respective university

| University/organization/Country) | Imedit », Georgia |
|---|---|
| Member (Name, Surname, University/organization/Country) | BOTSVADZE Ilia, International Black Sea University, Georgia |
| Member (Name, Surname, University/organization/Country) | BERAIA Vladimer, University of Georgia, Georgia |

## Accreditation Report Executive Summary

- ### General information on the education programme

The Joint Bachelor's Program in Business Administration is a new joint program between Caucasus Business School, a faculty of the Caucasus University (Georgia), and Rennes Business School (France). The partners have long-standing relationships as each of them sent and hosted students from the other institution in the past.

This program is presented as a strategic and ambitious one for both institutions to internationalize their curricula portfolio. The general agreement between the parties is valid for five years (extended by written agreement of the parties) and was established on March 4th 2021. As stated by the self-evaluation report, the objectives of the program consist in the '*training of competitive, highly qualified, morally perfect specialists, who follows democratic ideals on local and international labor markets and ensures satisfaction of the educational requirement of the society in this sphere*'. The program displays congruence with these global objectives as it provides international experience in a multi-cultural environment, management qualification, specialization in marketing and finance, and it favors individual and collective reflection.

This general statement is declined into four more detailed objectives: providing theoretical and practical skills of business administration; developing skills necessary for different low and medium level of managerial positions and prepare for local and international companies; giving theoretical knowledge and improve skills necessary for entrepreneurial activity; establishing a world vision and values for the students. The five learning outcomes fit well with these objectives as they enable students to discover and then to deepen their knowledge in the main functional areas of a company, especially in marketing and finance. Program objectives and learning outcomes are congruent and align with the EHEA standards. Moreover, the students are prepared for an international career as teaching sessions take place in English and their third year takes place abroad, in France.

Potential Georgian employers were associated with the design of the syllabi and the learning outcomes. On the French side, employers are associated in the governance of the school to ensure that the taught programs correspond to companies' needs. Results of the program learning outcomes assessment are utilized for the improvement of the program.

The program consists in 184 ECTS (according to Georgian and European standards) obtained in three years. These three years are divided into two periods: (1) 120 ECTS are earned during two years in the Caucasus School of Business (60 ECTS each year) and (2) 64 ECTS are obtained in the third year in Rennes Business School. Each academic year is based on the semester principle, with each semester comprising 20 academic weeks. After completing their curriculum, students will be

awarded a Caucasus school of business and Rennes business school a joint degree "Bachelor of Management".

Learning and teaching methodologies as they appear in the syllabi are various and updated. They enable the students to develop their practical and theoretical knowledge individually and collectively. English is the basic language used during teaching sessions in coherence with the international positioning of the program.

The student evaluation criteria are clearly stated and detailed. Student knowledge at Caucasus University will be assessed according to the criteria established by Order N3 of the Minister of Education and Science of Georgia of January 5th 2007. The evaluation is conducted mainly according to midterm and final exams. Students have the right to ask to have feedback on their exams and a discussion with a lecturer. An appeal system exists in case a student fails her / his exam.

Although the visit took place online, the websites of the institutions and a detailed description of buildings and modern equipment were presented in the documents. They ensure the quality of hosting the students and good working conditions. During the visit, the panel exchanges with the staff in charge of libraries in both institutions to ensure the availability of a large set of documents and database, and those textbooks cited in the syllabi. The financial sustainability of the program should be insured essentially by student tuition fees (18 300 €) which should cover staff and equipment expenditures. A university reserve fund has been provisioned and approved by the Caucasus University to cover eventually an unbalanced budget.

A career service, a student service and an incubator exist in both institutions. They provide support services to students for finding jobs or internship offers and eventually for launching an entrepreneurial project.

40 academic staff are dedicated to the program all along the three years. Each academic staff member has a relevant degree and work experience. The professional development of the academic staff is validated by a research activity consisting of conferences and publications (working papers, articles in national and international refereed / non refereed journals).

Both institutions have a service of 4 people in charge of the quality assessment, supporting the staff in the monitoring, evaluation and further development of the program. The quality assessment systems were explained in detail in both institutions during the interviews and in the documents. Questionnaires are sent regularly to the stakeholders involved in the program. Students, academic and administrative staff, employers regularly give feedback. Academic staff is evaluated by students. The quality assessment staff has regular meetings with the program managers. In Rennes business school a complete review of each program is organized every two years involving a committee of academics and professionals. Twice a year a quality survey is conducted among students. In Caucasus business school employers provide feedback. Students are evaluating the lecturers, the educational process and the administrative processes.


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

The online visit for accreditation took place on Friday 18th February 2022. Around two weeks before the visit, experts had an access to the different documents pertaining to the program (fourteen folders). The documents cover large and various aspects of the program: self-evaluation report, detailed syllabi of the courses, human resources dedicated, learning outcomes, memorandum of cooperation, quality assurance mechanisms, budget. Before the visit, the chair of the panel received an overview of the Georgian standards policy during more than two hours. The first meeting

between the experts also took place one day before the visit. It allowed us to coordinate members and to have a first exchange about the program. The visit allows interviewing numerous and various stakeholders of this program. During the visit, the panel had the opportunity to meet and to interview representatives of the Caucasus University and of Rennes Business School, the members of the self-evaluation team, the program directors, a selection of academic staff, administrative staff in charge libraries and learning centers in both institutions, employer representatives, students of both institutions and quality staff members. Overall, more than 20 people were interviewed during the visit. The exchanges were frank and direct, and the answers obtained were appreciated by the panel.

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

The expert panel concludes that the Joint Bachelor's Program in Business Administration fully complies with the standard requirements for criteria 1, 3, 4 and 5. It concludes for a substantial compliance for criterion 2.

- **Summary of Recommendations**

<div align="center">none</div>

- **Summary of Suggestions**

- The panel suggests harmonizing the syllabi in terms of requirements, planning of sessions, details in learning outcome and update mandatory readings. Some are currently extremely detailed while others are more general. An update of the syllabi could also be envisaged for launching the program in 2022 or 2023.
- The internship periods to gain work experience could be included explicitly in the program structure (standard 2.4). This implies developing their objectives, periods, student monitoring and eventually method of evaluation.
- The panel suggests envisaging regular meetings between academic staff of both institutions in the same field to ensure a coherent progression in the teaching sessions and learning outcomes. This advice holds especially for the finance and marketing courses that are the core skills developed by the program.
- Research activity seems heterogeneously distributed among Caucasus University academic staff. The panel suggests intensifying the effort to improve a minimum level of publications for all academic staff, even if most of them display a minimum level of conference participation.
- The program should encourage developmental peer review, which involves attending lectures by academic and visiting staff colleagues. Sharing feedback with each other will help improve the quality of teaching.

**After reviewing HEI's argumentative position about the Joint Bachelor's Program in Business Administration, we share HEI's position.**

- Summary of best practices (If Applicable)


- In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)

# Compliance of the Programme with Accreditation Standards

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

   A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis in order to improve the programme

   | **1.1 Programme Objectives** |
   | --- |
   | Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society |

   **Descriptive summary and analysis of compliance with standard requirements**

   - Joint Bachelor's Program of Business Administration established by LLC Caucasus University and Rennes School of Business (Rennes, France) is focused on four core goals: 1. To give wide theoretical and practical skills of business administration as in basic, as well as in functional directions; 2. To develop skills necessary for different low and medium level of managerial positions and prepare to effectively fulfill relevant functions for local and international companies; 3. To give theoretical knowledge and improve skills necessary for entrepreneurial activity; 4. To establish world vision and values, which makes him/her a competitive, highly qualified, morally perfect person, loyal to universal ideals, ethically responsible and with high public self-consciousness. The program objectives reflect and adequately define the knowledge, skills and competences should to developed in business studies. In particular, on the one hand, graduates will generate the general competencies and on the other, acquire the specific skills related to business administration.
   - According to the studied documents the program objectives correspond to the vision of the Caucasus University (The mission of Caucasus University is to prepare for local and international markets, through research-oriented teaching and learning, competitive, highly-qualified, morally-grounded professionals committed to the ideals of democracy and thus satisfy society's educational needs and requirements) and Rennes School of Business (Through its "Unframed Thinking" positioning, its market-driven, differentiated educational programmes, and its emphasis on pedagogical innovation, Rennes School of Business seeks to prepare its students and participants to become innovative and responsible managers in a global environment…).
   - In clarifying the objectives and goals of the program, references to the type of employment positions of graduates are made, including consulting Sector, banking, and non-banking financial institutions, various professional and managerial positions in the advertising or marketing research organization, small, medium, and large enterprises, governmental, public, and budgetary organizations, non-governmental Organizations. Overall, program objectives are suitable to the business administration program and take into consideration the labor market demand and trends, societal development needs. Herewith, it should be noted that engagement of the different stakeholders in the program development and sharing the program objectives was confirmed during the interviews. Moreover, the governance of Rennes Business School and its triple-accreditation implies de facto the industry involvement. However, no explicit market study was done in the documents provided.

**Evidences/indicators**

- o Joint Bachelor's Program in Business Administration;
- o Self-Evaluation Report on Accreditation of Higher Education Program
- o Interviews
- o Web page: https://www.cu.edu.ge/
- o Web page: https://www.rennes-sb.com/

**Recommendations:**

- o Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- o Non-binding suggestions for programme development

**Best Practices (if applicable):**

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

  o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

   x☐ Complies with requirements

   ☐ Substantially complies with requirements

   ☐ Partially complies with requirements

   ☐ Does not comply with requirements

1.2 Programme Learning Outcomes

- ➢ Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- ➢ Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;
- ➢ Programme learning outcomes assessment results are utilized for the improvement of the programme.

**Descriptive summary and analysis of compliance with standard requirements**

- o The learning outcomes provided by the educational program describe in detail the basic knowledge and skills graduates will acquire, as a result of completing the program. The program defines five learning outcomes: 1. Defines, describes, and discusses the basic theories, concepts, models and approaches of business administration; 2. Uses necessary knowledge and skills for the relevant managerial position; 3. Analyses current situations based on relevant models and analytical methods, identify core issues and make applicable decisions. 4. Uses Effective written and oral communication related to the sphere of business administration in the local and international environment.  5. Defines the meaning of world vision, human values, social responsibility and ethical behavior and uses it in practice.
- o The five program learning outcomes are clearly stated and fulfill the four objectives of the program. A grid is provided to show how each course participates in the fulfilling of the learning outcomes.
- o Generally, program learning outcomes are realistic and achievable. But some system areas that should be improved, from the perspective of formulation of the learning outcomes. As the program aims to be in compliance with the obtained (classifier of fields of study) qualification (Bachelor in Management), it's recommended to reflect coherently and underline the learning outcomes addressing knowledge, skills, and competencies in the context of management. Hence, based on the mentioned changes educational institutions have to update the developed: map of learning outcomes and map of objectives and learning outcomes which demonstrates compliance of each learning outcome with each program objective. Herewith, the program academic/invited staff confirmed participation in the generation of program learning outcomes. Furthermore, the program on both sides has a defined mechanism for assessing learning outcomes and established the methodology of observing learning outcomes, which comprises both direct and indirect methods. All the principal mandatory courses of the program during the 3years of education are monitored on a regular basis.

**Evidences/indicators**

- o Joint Bachelor's Program in Business Administration;
- o Self-Evaluation Report on Accreditation of Higher Education Program;
- o Results of interviews;
- o Mechanisms of Learning Outcomes Evaluation of the Program of Bachelor of Business Administration;
- o Survey results;

| Recommendations: |
| --- |
|     o |

| Suggestions for programme development: |
| --- |
|     o   Non-binding suggestions for programme development |

| Best Practices (if applicable): |
| --- |
|     o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |

| In case of accredited programme, significant accomplishments and/or progress |
| --- |
|     o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

| Evaluation |
| --- |
| o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>   ☒ Complies with requirements<br><br>☐ Substantially complies with requirements<br><br>   ☐ Partially complies with requirements<br><br>   ☐ Does not comply with requirements |

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially 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

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

| |
|---|
| **2.1 Programme Admission Preconditions** |
| Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions |
| **Descriptive summary and analysis of compliance with standard requirements**<br><br>    o   The selection of students is the responsibility of the Caucasus University.<br>    o   The entry requirements are transparent, public, and accessible. Georgian applicants who have completed full secondary education are entitled to enroll in the Bachelor's program of business administration, based on the results of the Unified National Examinations. Prospective students eligible to the program without having passed the Unified National Examinations must attest English language B2 level of proficiency or they have to pass a university administered English language B2 level exam.<br>    o   Enrolment in the Bachelor's program of Business Administration through mobility is allowed according to rules established by Georgian Legislation. |
| **Evidences/indicators**<br><br>    o   Joint Bachelor's Program in Business Administration;<br>    o   Self-Evaluation Report on Accreditation of Higher Education Program; |
| **Recommendations:**<br><br>    o   Proposal(s), which should be considered by the institution to comply with requirements of the standards |
| **Suggestions for programme development:**<br><br>    o   Non-binding suggestions for programme development |
| **Best Practices (if applicable):**<br><br>    o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |
| **In case of accredited programme, significant accomplishments and/or progress**<br><br>    o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |
| **Evaluation**<br><br>    o Please mark the checkbox which mostly describes your position related to the programmes |

compliance with this specific component of the standard

    X ☐ Complies with requirements

    ☐ Substantially complies with requirements

    ☐ Partially complies with requirements

    ☐ Does not comply with requirements

## 2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes

**Descriptive summary and analysis of compliance with standard requirements**

- The structure of the program has been developed jointly to insure the progression of learning and a progressive specialization during the third year in finance or marketing.
- Concerning the curriculum, 30 ECTS are gained in languages during the first two years in Caucasus School of Business (20 ECTS for French language and 10 ECTS for professional English). Management courses are also offered in accounting (10 ECTS) and finance (5 ECTS), marketing, communication and sales (15 ECTS), human resource management and organizational behavior (10 ECTS), business law and corporate social responsibility (10 ECTS), and international management (5 ECTS). These courses are completed with courses in micro and macroeconomics (10 ECTS), mathematics and statistics (15 ECTS), information systems and web-based operations (10 ECTS). The third year in Rennes business school is organized with 40 ECTS for mandatory courses and 24 ECTS for electives in finance and marketing. For the electives, a choice is offered from 12 seminars; 6 in finance and 6 in marketing (4 ECTS each). Concerning the mandatory courses, they offer to the students the possibility to acquire new knowledge in strategy (4 ECTS), entrepreneurship (4 ECTS), ethics (4 ECTS), French language (6 ECTS), international human management (4 ECTS), project management (4 ECTS) and negotiation (4 ECTS). Each course has a relevant syllabus detailing for a large part of them objectives, planning, pedagogical methods, learning outcomes, and eventually readings.
- A bachelor thesis accounts for 10 ECTS in the third year and is highly connected with the learning outcomes. It enables to develop research skills of the students. However, it is not supported by a specific introduction to research encompassing research methodologies, literature review and empirical analysis. The risk is losing students with an unfamiliar exercise. A research methods seminar should be implemented to avoid this risk. The interviews with Rennes's students suggest that such course exist for the Bachelor student and that they are useful to handle an unfamiliar work.
- A map of learning outcomes has been developed to ensure the consistency of the program content with the program general learning outcomes.

| Evidences/indicators |
|---|
|  o Joint Bachelor's Program in Business Administration;<br> o Self-Evaluation Report on Accreditation of Higher Education Program; |

| Recommendations: |
|---|
|  o |

| Suggestions for programme development: |
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| |

| Best Practices (if applicable): |
|---|
|  o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |

| In case of accredited programme, significant accomplishments and/or progress |
|---|
|  o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

| Evaluation |
|---|
| o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br> ☒ Complies with requirements<br><br> ☐ Substantially complies with requirements<br><br> ☐ Partially complies with requirements<br><br> ☐ Does not comply with requirements |

| 2.3. Course |
|---|
|  ➢ Student learning outcomes of each compulsory course/subject/module/concentration are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;<br> ➢ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes. |
| Descriptive summary and analysis of compliance with standard requirements |
|  o The five learning outcomes are clearly stated at the program level (see 1.2). A map of learning outcomes is provided which connects clearly each course with one or more learning outcomes. This map indicates low, average or high connection with each learning outcome. For instance, financial accounting course is presented as highly connected with |

PLO2 and PLO3.
- o Mandatory English readings are provided in the syllabi of each course. These readings are updated and consist of reference manuals or book chapters. For some courses, complementary readings and web sites are suggested.

**Evidences/indicators**

- o Syllabi
- o Joint Bachelor's Program in Business Administration (map of learning objectives);
- o Self-Evaluation Report on Accreditation of Higher Education Program;
- o Interviews with students;

**Recommendations:**

- o

**Suggestions for programme development:**

- o The pre-requirements should be systematically indicated in syllabi for enabling the students to choose their courses, especially for the electives of the third year in finance and marketing.

**Best Practices (if applicable):**

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

**2.4 The Development of practical, scientific/research/creative/performance and transferable skills**

Programme ensures the development of students' practical,

scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes

**Descriptive summary and analysis of compliance with standard requirements**

- o As evoked during interviews, the students have the opportunity to develop their practical skills during internship periods. The institutions provide support services to find these internship periods. However, these periods are not evoked in the general structure of the cursus and no ECTS are obtained through internship. They do not appear mandatory during the three years.
- o The different pedagogical methods during courses are able to develop creative (e.g., brainstorming), practical (e.g., individual and collective project or case studies), or scientific skills (e.g., analysis and deductive reasoning). The practical component is also developed by extracurricular activities: competitions, which are initiated and/or organized by employers.
- o The third-year bachelor thesis is able to develop the students' research and scientific abilities.

**Evidences/indicators**

- o Syllabi
- o Results of interviews
- o Self-Evaluation Report on Accreditation of Higher Education Program;

**Recommendations:**

- o Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- o The internship periods are important to develop the practical skills of the students. They should be presented in detail in the general structure of the program (length, periods, objectives for each year, eventually supervision and evaluation). May be a third-year internship period could be mandatory and evaluated. This implies providing a grid for evaluating the internship.
- o A more detailed syllabus could be written concerning the third-year bachelor thesis (10 ECTS). It should include suggested readings, how the work is supervised, describe the deadlines and the regular progress, and so on. It should be supported by a specific methodological course (see 2.2).

**Best Practices (if applicable):**

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

**Evaluation**

☐ Complies with requirements

X☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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## 2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement

**Descriptive summary and analysis of compliance with standard requirements**

- o Learning and teaching methodologies as they appear in the syllabi are various and updated. They enable the students to develop their practical and theoretical knowledge individually and collectively. According to the courses, the pedagogical methods encompass discussion and debates, case studies, problem-based learning, team work, heuristic method, e-learning and brainstorming among others. They are used variously according to the course. They should develop different reasoning skills such as deductive, inductive, synthesis and analysis.
- o English is the basic language used during teaching sessions in coherence with the international positioning of the program.
- o Textbooks of reference and bibliography are provided for each course. They enable students to refer to supplementary sources to deepen their knowledge.
- o Some courses introduce the students to international cultural sensitivity (e.g., International Human Management; Business Ethics).

**Evidences/indicators**

- o Syllabi
- o Joint Bachelor's Program in Business Administration;
- o Self-Evaluation Report on Accreditation of Higher Education Program;

| Recommendations: |
| --- |
| o Proposal(s), which should be considered by the institution to comply with requirements of the standards |

| Suggestions for programme development: |
| --- |
| o Non-binding suggestions for programme development |

| Best Practices (if applicable): |
| --- |
| o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |

| In case of accredited programme, significant accomplishments and/or progress |
| --- |
| o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

| Evaluation |
| --- |
| o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>X ☐ Complies with requirements<br><br>☐ Substantially complies with requirements<br><br>☐ Partially complies with requirements<br><br>☐ Does not comply with requirements |

| 2.6. Student Evaluation |
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| Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation |
| Descriptive summary and analysis of compliance with standard requirements<br><br>o Evaluation system is clear and transparent for every student as it is given in each syllabus which is introduced to students and uploaded electronically. Evaluation complies with existing legislation as it is in accordance with the order N3 (05/01/2007). Interview with students proved that they are generally satisfied with evaluation system and have positive experience on evaluation appeal procedures. They mainly say that there complaints in concrete cases were discussed fairly and they also had experience when appeals were approved and the grade changed. |

The evaluation system allows five types of positive evaluation:
(A) Excellent - 91-100 points of assessment;
(B) Very good - 81-90 points for maximum grade;
(C) Good - 71-80 points for maximum grade; (
D) Satisfactory - 61-70 points of maximum grade;
(E) Sufficient - 51-60 points for maximum grade.

Two types of negative evaluations:
(FX) Did not Pass - 41-50 points of the maximum grade, which means that the student needs more work to pass and is allowed to take an additional exam once by working independently;
(F) Failed - a maximum score of 40 or less, which means that the work done by the student is not enough and he / she has to retake the course

Distribution of points at Rennes Business School:

| Definition | ECTS Grade | % Equivalent | GPA |
|---|---|---|---|
| Excellent rating | A | 70-100 | 5 |
| Distinctive attendance with minor flaws | B | 65-69 | 4 |
| Very good rating | C | 58-64 | 3 |
| Above average standard, with some shortcoming | D | 50-57 | 2 |
| Good rating | E | 40-49 | 1 |
| In general, the paper is good, but there are a number of noticeable errors | F(X) | 30-39 | 0 |
| Satisfactory assessment | F | <30 | 0 |

These grades depend on the points accumulated for each course, the maximum being 100. The correspondence between the Grade Point Average system (GPA) is provided. The minimum competency barrier to be reached is 51% (GPA ≥ 2). In the interim results the student has to accumulate (except the first course and university elective courses) at least 59% of the 70 points to be allowed to take the final exam. The student's final examination is passed, if he/she gets at least 60% of the total 30 points. In case the student fails to overcome the minimum competency barrier of the final exam, he/she is allowed to retake the final examination. The student shall retake the final examination within the period prescribed by the academic calendar no later than 5 days after the announcement of the results of the final exam.
According to the course, students obtain points thanks to final examinations but also midterm evaluations, written work, quizzes and projects. So, the student evaluation is based on various kinds

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| of exercises. |
| It's also important that program's administrative and academic staff are aware of main differences between the evaluation systems and principles. |

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| **Evidences/indicators** |
| • Educational Program |
| • Program syllabi |
| • Interviews |

| |
|---|
| **Recommendations:** |
| o Proposal(s), which should be considered by the institution to comply with requirements of the standards |

| |
|---|
| **Suggestions for programme development:** |
| o Non-binding suggestions for programme development |

| |
|---|
| **Best Practices (if applicable):** |
| o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |

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|---|
| **In case of accredited programme, significant accomplishments and/or progress** |
| o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

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|---|
| **Evaluation** |
| o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard |
| ✓ ☐ Complies with requirements |
| ☐ Substantially complies with requirements |
| ☐ Partially complies with requirements |
| ☐ Does not comply with requirements |

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially 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

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects

| 3.1 Student support services |
|---|
| Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development |

**Descriptive summary and analysis of compliance with standard requirements**

- ○ To start with, both Caucasus University (CU) and Rennes School of Business (RSB) are providing several kinds of services for the students and that is quite great benefit. In CU there exists Department of Career Development and Employment Promotion which helps students in terms of increasing their opportunity to find relevant job. According to their statistics 95% of totally university graduates and almost 100% of Caucasus School of Business (CSB) graduates are employed. To analyze, this quantity is high if we compare it to the local graduate student employment statistics especially, as CU representatives mentioned, most of the students are getting employed even in the studying period. Talk with the employer representatives also proved that they are in touch with university, attend career fairs and have meetings with the students of CU. Students also confirmed the information about those activities and their general satisfaction level was high. RSB representatives also mentioned that they provide several kinds of support activities like career fairs (3 times per year), holding frequent consulting meetups, have developed online platforms for managing career activities etc. The career center organizes events with companies (for internships or jobs), and individual and collective encounters for career counselling. Two platforms –one is French oriented, the other internationally- are available for finding jobs or internships, offering certified online education modules. In Caucasus school of business, close relationships with companies are also apparent thanks to a career service (3 people), a student service (4 people) and an incubator (2 people). Guest speakers are invited for special sessions. The incubator organizes pitch contests.
- ○ It should also be mentioned that student satisfaction level was high. Universities also make able for students internship and scholarship programs. All these make us believe that career services are quite effectively organized at the HEIs.
- ○ Extra curriculum and another kind of student supportive activities are taken in

consideration from the administrations of both HEIs. Many clubs are also supported (theater, sports, dancing...). CU has student club system which allows students to develop their skills and have active student life. For that there is created specialized student services office which provides material and administrative help/support for the clubs. Similar structure is presented at the RSB. They have some student associations, and their work is essential in the process of adaptation (for freshmen and especially exchange program students). Internationalization component is also highly developed at HEIs. Both institutions have exchange program students, and their experience were quite well. Interviewed exchange program students were satisfying with their experience. It's good experience that both HEIs provide business consulting services and that's really important for business studies. CU provides start-up acceleration program and RSB provides business incubator. The services are oriented on development practical skills in business students.

- o Students' satisfaction level was also high in terms of assessment and studying processes. In both HEIs there are given consultations to the students on each topic there are interested in, including exam results, or generally studying process. In both HEIs the feedback giving and analyzing method is a constant process (For sure between students and members of academic/administrative staff and between employer representatives and CU. Representatives mentioned that a lot of their remarks were taken into consideration). Both HEIs have practice of reviewing students' appeals on their exam remarks. Students' price that processes positively.  Students of CU also mentioned that it is quite satisfying that academic year at the university is quite full of tasks and studying activeness is high. RSB students mentioned that their voice was always heard at the university.

**Evidences/indicators**

- Self-evaluation report
- Interviews
- Structure of CU and RSB
- Participation in international student exchange programs
- CU website & RSB website

**Recommendations:**

- o Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- o Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Student club system at CU
- Student associations at RSB
- Start-up acceleration programs at CU

| |
|---|
| • Business incubator at RSB |

| **In case of accredited programme, significant accomplishments and/or progress** |
|---|
| o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

| **Evaluation** |
|---|
| o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard |
| ✓  ☐ Complies with requirements |
| ☐ Substantially complies with requirements |
| ☐ Partially complies with requirements |
| ☐ Does not comply with requirements |

| **3.2 Master's and Doctoral Student supervision** |
|---|
| Master's and Doctoral students have qualified thesis supervisors |
| **Descriptive summary and analysis of compliance with standard requirements** |
| o Describe, analyze and evaluate programme's compliance with the standard component requirements based on the information collected through programme Self-evaluation Report, relevant enclosed documents and Site Visit; the analysis has to reflect problematic issues (if applicable) |
| **Evidences/indicators** |
| o Component evidences/indicators including relevant documents and interview results |
| **Recommendations:** |
| o Proposal(s), which should be considered by the institution to comply with requirements of the standards |
| **Suggestions for programme development:** |
| o Non-binding suggestions for programme development |
| **Best Practices (if applicable):** |
| o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |

| In case of accredited programme, significant accomplishments and/or progress |
|---|
| ○ Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

| Evaluation |
|---|
| ○ Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>☐ Complies with requirements<br><br>☐ Substantially complies with requirements<br><br>☐ Partially complies with requirements<br><br>☐ Does not comply with requirements |

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Student achievements and individual work with them | X | | | |

## 4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives

| 4.1 Human Resources |
|---|
| ➢ Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;<br>➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Balance between academic and invited staff ensures programme sustainability;<br>➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;<br>➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence |

**Descriptive summary and analysis of compliance with standard requirements**

- o 40 academic staff are dedicated to the program all along the three years. On the Caucasus school of business side, 1 professor, 4 associate professors, 3 assistant professors and 9 invited lecturers are in charge of the program. On Rennes business school side, 4 associated professors, 7 assistant professors and 12 invited lecturers are dedicated to the program. The share of invited staff outweighs 50% in each of the two institutions. Invited staff enable to internationalize the academic staff. The number of faculty members is adequate. As panel observed CSB side is aware of requirements from Rennes business school, they have already integrated some subject into the program in order to preparing students for studying and leaving in France. As Rennes administration mentioned special coordinator will be appointed for Georgian students to get accustomed to studying process. As for curriculum there are ties between CSB and Rennes subjects and objectives and results of the program are aligned.
- o Caucasus academic staff have an adequate curriculum (MBA or PhD level) and display for a part of them previous professional experience in different industries at different positions. Several of them also display an international background. This ensures a good connection between theory and practice.
- o The Caucasus head of the program displays a good qualification and expertise in marketing with a professional background in the field, and she teaches marketing courses in the program. Director of bachelor program from Rennes has close understanding of CSB part of the program and was aware that joint program is fully integrated and Georgian students will have appropriate possibility and support from Rennes to continue and finish their bachelor education.
- o Rennes business school follows the prescription of AACSB for its recruitment. A recruitment committee makes recommendations about hiring new faculty members. The faculty members have a PhD and are internationalized.
- o 6 administrative and support staff will be involved in program delivery.

**Evidences/indicators**

- o Faculty CVs
- o Faculty Interviews
- o AACSB continous improvement program

**Recommendations:**

- o Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- o The panel suggests envisaging regular meetings between academic staff of both institutions in the same field to ensure a coherent progression in the teaching sessions and learning outcomes. After interviewing academic staff, it appears that they have not worked together to define the syllabi and that the coordination has been insured at the program management level. Thus, while the program has been jointly designed as required by the European approach, a more fine-grained approach could be explored. This advice holds

| |
|---|
| especially for the finance and marketing courses that are the core skills developed by the program. |

| Best Practices (if applicable): |
|---|
| o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |

| In case of accredited programme, significant accomplishments and/or progress |
|---|
| o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |

| Evaluation |
|---|
| o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>X    ☐ Complies with requirements<br><br>☐ Substantially complies with requirements<br><br>☐ Partially complies with requirements<br><br>☐ Does not comply with requirements |

| 4.2 Professional development of academic, scientific and invited staff |
|---|
| ➢ HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;<br>➢ HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work |
| **Descriptive summary and analysis of compliance with standard requirements**<br><br>o Research efforts are heterogeneously distributed among academic staff in Caucasus school of business. Some academic members are active publishers while others display few research activities whereas research enables them to update the knowledge of lecturers. It may take various forms: participating in collective research contracts, publishing articles, participating in national and international conferences, writing case studies or textbooks, making videos or producing online materials.<br>o Academic staff have access to libraries and databases.<br>o As CSB administrative mentioned, they offered new contracts to their academic staff in order to support and enhance their scientific activities. These contracts determine yearly activities needed by the personnel and appropriate motivating mechanisms. |

- o Research activity is high among Rennes faculty members who publish –for those having a research profile- in peer-reviewed international journals.
- o According to the AACSB standards, the workload policy of Rennes Business school differentiates between faculty members based on their intellectual contributions output of the past three years. Research activity depends consequently on the status of teachers. Some may dedicate 20% of their work time to teaching while others may dedicate 60% to teaching. This differentiated workload varies from 90 teaching hours to 350 teaching hours. The performance of professors, taking into account the expectations of each profile, is reviewed annually on the basis of an Annual Report submitted by the faculty member. The school also offers opportunities for development. They include sabbatical leave, leave of absence, research support and funding from the Research Directorate, computing resources, professional expenses reimbursement, participation in international management training programs, participation in international faculty exchanges.
- o No explicit mobility program is envisaged for academic staff between the two institutions.

### Evidences/indicators

- o Faculty CVs
- o Interviews
- o AACSB continous improvement program

### Recommendations:

- o Proposal(s), which should be considered by the institution to comply with requirements of the standards

### Suggestions for programme development:

- o The panel expert suggests to intensify the research activity for Caucasus faculty members. Caucasus academic staff participates currently mainly in local conferences. An effort could be made to intensify publications or to specialize academic staff according to different profiles. In this view, the new contracts introduced by Caucasus business school are a step in the right direction. Since 2021, new contracts have been established in Caucasus business school to incite academic staff to publish and do research. They will offer different tracks to the faculty members (more pedagogical orientation or more research oriented).

### Best Practices (if applicable):

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

### In case of accredited programme, significant accomplishments and/or progress

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

### Evaluation

o Please mark the checkbox which mostly describes your position related to the programmes

compliance with this specific component of the standard

    X ☐ Complies with requirements

    ☐ Substantially complies with requirements

    ☐ Partially complies with requirements

    ☐ Does not comply with requirements

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## 4.3 Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes

### Descriptive summary and analysis of compliance with standard requirements

- The Caucasus university has established a library (265 m²) equipped with appropriate techniques and property necessary to ensure maximum comfort for readers. It contains Georgian and foreign, printed and electronic editions accessible for students, academic, invited and administrative personnel. The University library has printed (21524 units) and electronic fund (10877 units). The program students have access to Internet and international electronic databases such as Ebsco, Science direct, Scopus etc...
- Since 2017-2018, Caucasus university has its own buildings in Tbilisi. 12 million GEL was invested in repairing and maintenance of the building, as well as gardening.
- Rennes school of business has four buildings in a 27 000 m² campus with modern equipment. The learning center has more than 10,000 press publications and academic journals, 20,000 books and a collection of eBooks.
- Interviews demonstrate the professionnalization of the staff in charge of the libraries on the two campuses.
- 

### Evidences/indicators

- Program Dual BBA
- Interviews

### Recommendations:

- Proposal(s), which should be considered by the institution to comply with requirements of the standards

### Suggestions for programme development:

- Non-binding suggestions for programme development

### Best Practices (if applicable):

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model

| for other higher education programmes |
|---|

**In case of accredited programme, significant accomplishments and/or progress**

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

X ☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

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## 4.4 Programme/faculty/school budget and programme financial sustainability

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

**Descriptive summary and analysis of compliance with standard requirements**

- o Caucasus University presented a program budget, detailed calculations about its students and different types of expenses. Key Source of program financing is students fee, which will cover all types of costs from CSB and Rennes sides. As the program will be delivered by combined resources from CSB and RSB they both planned their costs allocated to the program and as they explained, potential revenues cover all types of costs. As the president of the HEI presented during the interview, this joint program meets their strategic development goal and in case of any fluctuations in revenue they are ready to finance it from university's central budget. So, the program has two types of financial resources: the students' fees and Caucasus university's central budget. Projections are made in case of 15 new students each year and the price of the program will be EUR 6100.

**Evidences/indicators**

- o Programme budget
- o Interview results

**Recommendations:**

- o Proposal(s), which should be considered by the institution to comply with requirements of the

| standards |
|---|

**Suggestions for programme development:**

   o   Non-binding suggestions for programme development

**Best Practices (if applicable):**

   o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

   o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

     X ☐ Complies with requirements

     ☐ Substantially complies with requirements

     ☐ Partially complies with requirements

     ☐ Does not comply with requirements

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Providing teaching resources | X | | | |

## 5. Teaching quality enhancement opportunities

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

| 5.1 Internal quality |
|---|
| Programme staff collaborates with internal quality assurance service(s) available at the higher |

education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

**Descriptive summary and analysis of compliance with standard requirements**

- o **Descriptive summary and analysis of compliance with standard requirements**

- o The issues related to the internal quality assurance at Caucasus University are coordinated by the University Quality Assurance Department together with the representatives of Quality Assurance at University Schools on the basis of the regulations of the University Quality Assurance Department. According to the mentioned document, the Internal Quality Assurance Department of Caucasus University carries out the evaluation of the quality of the program within the framework of the undergraduate program.
- o Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) program development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the program.
- o Rennes SB program portfolio is managed with processes of quality management embodied in program review cycles that ensure that (1) curricula cover the competencies expected in the various fields, including knowledge and skills of the given area of expertise, as well as soft skills (2) this portfolio is current, relevant, innovative and impactful, so that it can contribute to the School development and its academic reputation.
- o The Quality Assurance Department and the schools at Caucasus University are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as - satisfaction with educational programs, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.
- o The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented program was carried out. In order to fully achieve the learning outcomes provided by the program, program managers and academic staff were consulted and given specific recommendations that were taken into account during the program development process. A self-assessment report and interviews with a panel of experts show that the University conducts a bachelor's degree program evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for program development, and implements them in the program.
- o The Quality Assurance Department and the staff involved in the self-evaluation report elaboration process worked on not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them.
- o Various events and trainings are conducted by the Quality Assurance Department to develop the curriculum and improve the teaching process at the University. The Quality Assurance Department presented surveys and survey analyzes of activities / trainings conducted to improve the existing programs at the University.
- o In Rennes School of Business The School Programs Committee is in charge of defining the

strategy of the program portfolio, and of validating macro evolutions that concerns the structure of a program, its certifications, its missions and/or its partnerships. This Committee is composed of members of the Executive Committee and of the Dean's Council. It also monitors the alignment of the Program Learning Goals, blocks of competencies and the implementation of instructional learning innovations with regard to the School strategy. It analyzes students' satisfaction, and employment surveys. It meets once in June for determining the program portfolio strategy, setting up priorities, and once in February for validating the proposed evolutions made by the different program committees;

o The Program Committees design and map the curriculum, in line with blocks of competencies and program objectives defined by the School with regard to its environment (Companies, Ministry of Higher Education MESRI, research expertise at School). Committee is composed of Dean's Council members, the Directors of Programs (invited when their programs is under a curriculum revision) and the Operations Department (for the implementation of the evolutions). The last committee also includes members of the Executive Education Department; and The Program Committees are tasked with collecting and analyzing data collected for program revision, including AoL data and closing the loop. They are chaired by the Director of the Program and include faculty teaching in the program, students and professionals of the sector. Major curricula revisions were undertaken since the last review and this section will detail the rationale behind these evolutions.

o The Bachelor in Management program was substantially revised in 2020 and its new first year was implemented in September 2021. A number of objectives drove the revision: 1/ an alignment with the research expertise, 2/ an update of the job market expectations and emerging skills, including responsible and digital competencies, 3/ the strengthening of the internationalization dimension of the program, and 4/ a focus on personal and professional development of students. As such, the new mission of the Bachelor is to enable students to acquire all assets and tools to commit oneself into practical managerial actions and create a positive impact on the economy, human beings, and our planet.

o The skills approach and professionalization have led to the renewal and opening of new final year specialization tracks: Global Management; Digital Marketing & Business; Finance; Sustainable Management; Innovative Business Management. The revision has also led to the reinforcement of the Reciprocity module in second year, a module dedicated to the management of a humanitarian / social project, and to the change of focus of the strategy module to an integrated and systemic vision of the fundamentals of Management with a Business Plan project.

o Contributing to the strategic objectives of the School, the Bachelor also duplicated its 3-year program into a full-English version, enabling to welcome international students at each level of the program, favoring the mix of cultures in class, and therefore creating a track targeting students most eager in pursuing an international career.

o There is no joint quality assurance evaluation of the program; each institution applies its own quality process to the program.

**Evidences/indicators**

o Rules for the implementation of educational programs;
o Regulation of the Quality Assurance Department;
o EXTRACTS from the 2022 AACSB Continuous Improvement Report;
o Bachelor's program in Business Administration;

| |
|---|
|     o   Market research;<br>    o   Program self-assessment report;<br>    o   Annual Report of the Quality Assurance Department of Caucasus University;<br>    o   Interviews with academic and visiting staff;<br>    o   Interviews with representatives of the Quality Assurance Department;<br>    o   Interviews with students and employers. |
| **Recommendations:**<br><br>    o   Proposal(s), which should be considered by the institution to comply with requirements of the standards |
| **Suggestions for programme development:**<br><br>    o   Non-binding suggestions for programme development |
| **Best Practices (if applicable):**<br><br>    o   Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |
| **In case of accredited programme, significant accomplishments and/or progress**<br><br>    o   Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |
| **Evaluation**<br><br>    o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>   X  ☐ Complies with requirements<br><br>    ☐ Substantially complies with requirements<br><br>    ☐ Partially complies with requirements<br><br>    ☐ Does not comply with requirements |

| 5.2 External quality |
|---|
| Programme utilizes the results of external quality assurance on a regular basis |

**Descriptive summary and analysis of compliance with standard requirements**

- o **Descriptive summary and analysis of compliance with standard requirements**

- o Caucasus University uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programs. Based on the recommendations and advice received from other educational programs, the University provides development and refinement of the undergraduate program in Business Administration.
- o External evaluation of the program is carried out by employers and independent experts, including with the involvement of international experts-external evaluators in the development of program learning outcomes and program content, structure. The program was evaluated by an AACSB Mentor who evaluates business school self-assessment reports under the AACSB.
- o The program also went internal "Collegial" assessment, which was a simulation of the accreditation process. The recommendations made as a result of the evaluation were taken into consideration in the modification of program.
- o Rennes school of business has obtained three international accreditation (Equis, AACSB and AMBA). This involves regular auditing of its programs, internal processes and performance.
- o

**Evidences/indicators**

- o Program self-assessment report;
- o Annual Report of the Quality Assurance Department of Caucasus University;
- o EXTRACTS from the 2022 AACSB Continuous Improvement Report;
- o Interviews with academic and visiting staff;
- o Interviews with representatives of the Quality Assurance Department;
- o Interviews with students and employers.
- o Rennes school of business website

**Recommendations:**

- o Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- o Non-binding suggestions for programme development

**Best Practices (if applicable):**

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If

Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X ☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

| 5.3. Programme monitoring and periodic review |
|---|

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement

**Descriptive summary and analysis of compliance with standard requirements**

o **Descriptive summary and analysis of compliance with standard requirements**

o Caucasus University Quality Assurance Department has developed mechanisms for monitoring, evaluating and improving educational programs. The evaluation of the implementation of the educational program is mainly done by surveying students, graduates, employers, academic and invited staff and monitoring the learning process. At the end of each semester, the Quality Assurance Service evaluates courses and lecturers through questionnaires based on student surveys (surveys are available through the students' electronic database). Student satisfaction with the course is analyzed and obtained results are processed for further refinement of the program.

o The involvement of stakeholders in the process of developing the undergraduate program in Business Administration is confirmed, the institution submits protocols of meetings with the staff elaborating the program, employers assesment of the educational program, which describes the evaluations of participants and their recommendations and suggestions. Involvement in this process is confirmed by all stakeholders during the interviews. Specific cases of consideration of the recommendations made by them by the program manager are named.

o According to the program quality assurance mechanisms, the quality assurance representatives attend lectures /practical trainings for monitoring, analyze the students' academic performance and develop relevant recommendations for the improvement of the educational program or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. At this stage, the program does not use developmental peer assessment, which involves attending lectures by academic and visiting staff colleagues and sharing feedback with each other,

which will help improve the quality of teaching; however, the academic and visiting staff of the program noted their willingness to be involved in the process.

- o The Quality Assurance Department monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and schools. Segregated data according to schools are reviewed by the school council and factors of University-importance are reviewed by the governing board. The evaluation results are used by the University administration to improve educational Programs and the academic process. As the presented program is new and is undergoing the accreditation process for the first time, the mentioned mechanism has not been activated yet and its implementation is planned in the future.
- o In Rennes School of Business a complete review of each program is organized every two years involving a committee of academics and professionals. Twice a year a quality survey is conducted among students.
- o Rennes School of Business implements assurance of learning processes to ensure that graduates from its programs are fully prepared to meet the challenges of the work place. The assurance of learning process includes five stages as described below:

1. Setting the program competency goals and objectives. The program directors meet with various stakeholders (professors, students, alumni, and industry representatives) to define the specific intended learning outcomes (or learning goals) for the program in question consistent with the School's mission and vision (between five and seven goals per program). Goals are validated by the appropriate Program Committee.

2. Select Measurement Points. Once the goals are validated, a meeting of the academic team responsible for the delivery of the core (required) components of the program takes place to collectively select the most appropriate medium to assess these goals. This results in the selection of one or multiple course(s) or academic activity(ies), and a specific deliverable within the selected measurement point.

3. Development of Rubrics. For each measurement point, an appropriate assessment grid (rubric) is developed and incorporated in the syllabus so that participants know exactly how the assessment will take place.

4. Carrying out the assessment. This is done by the instructor(s) responsible for the course where the measurement takes place, and, for projects when feasible, by a pair of independent assessors usually including the faculty member in charge of the course and a professional working in the field.

5. Closing the loop. Once all goals are assessed, the results are analyzed with a view to improve curriculum, recruitment, etc. Goals are also reviewed at this stage; existing goals may be modified or new goals added for better alignment with the mission, vision and values of the School.

- o To support the academic objectives of the Bachelor in Management program (BiM, formerly International Bachelor in Management - IBPM), Rennes School of Business has developed learning goals (LGs) consistent with its mission and vision, along with robust measures to demonstrate that students are meeting their LGs.
- o Six Learning Goals for this pre-experience bachelor programme were chosen by the Programme Commitee:
- – BIM-IBPM1 He/she applies and integrates core management tools and concepts autonomously and efficiently (GENERALIST);
- – BIM-IBPM2 He/she develops strong leadership, communication and interpersonal skills to perform in teams and to commit oneself into life-long learning (SOFT SKILLS);
- – BIM-IBPM3 He/she practices and defends responsible and ethical managerial actions to contribute positively to the world (RESPONSIBLE);
- – BIM-IBPM4 He/she unlocks the value of multiculturality and social diversity in the

practice of management (GLOBAL);
- BIM-IBPM5 He/she shows critical and unframed thinking and innovation to solve problems (INNOVATIVE); and
- BIM-IBPM6 He/she creates value by making links between the acquired management skills and apply them in a chosen field of specialization (SPECIALIST).

These learning goals reflect both knowledge and behavioral skills.

o One of the quality assurance mechanisms for the Caucasus University is the systematic assessment of the quality of professional development of the academic and invited staff of the University, which is reflected in the submission of annual or quarterly reports by them. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracted local or international grants, etc. This activity is confirmed by interviews with stakeholders and part of the resumes of academic staff, as well as regular evaluation reports of academic, research activities submitted by the institution.

o In the process of program self-evaluation, the program was benchmarked against similar programs available at foreign universities, which is confirmed by relevant interviews and the results of the analysis are also documented.

o Teaching Assignments and Service Workload Processes are detailed in the Faculty Management Policy, the workload policy of Rennes School of Business differentiates between faculty members based on their intellectual contributions output of the past three years. The components of the workload are typically as follows:

- Teaching (including the mentoring of students): between 20 and 60% of the total workload;
- Research/Intellectual Contributions: between 0 and 60% of the total workload;
- Service to the Community (including participation in selection boards, administrative duties, etc.): between 20 and 40% of the total workload.

o Faculty members with heavy managerial responsibilities have an increase of the service component in their workload. Distribution of annual hours of teaching for academic years 2019-2020 and 2020-2021 (90 hours corresponds to research weighing 60% of the workload, while 350 hours of teaching per day corresponds to no research in the workload). Note that, in 2020-2021, 74% of the permanent Faculty have teaching loads of 210 hours per contract day or less (which can only be achieved if the faculty member publishes refereed journal publications in the past three years) while only 4% of the permanent has no research component in their workload.

o The workload assignment process, carried out under the authority of the Dean, is based on the preparation of the Faculty Assessment Report (FAR). Two parts of the FAR, namely the Academic Profile Determination and the Performance Agreement Plan (PAP), are used to determine workload. The workload is assigned by the Associate Deans who attempt to strike a balance between the needs and priorities of individual faculty members along with the objectives and mission of Rennes School of Business. The FAR is a contract between the professor and Rennes School of Business. It is also used to evaluate a professor's production and as the basis for his or her annual evaluation.

o The performance of professors, taking into account the expectations of each profile, is reviewed annually on the basis of an Annual Report submitted by the Faculty member. Procedures for assessment of a faculty member's performance of workload duties are contained in Article 10 of the Faculty Management Policy.

o The total workload of a faculty member includes teaching, scholarly activities, and academic service activities. Faculty members are supported in these functions by a number of School programs. The School offers a number of programs, funding opportunities for research and teaching that contribute to the individual and collective development of

faculty members. They include sabbatical leave, leave of absence, research support and funding from the Research Directorate, computing resources, professional expenses reimbursement, participation in international management training programs, participation in international faculty exchanges.

**Evidences/indicators**

- o Bachelor's program in Business Administration;
- o Program self-assessment report;
- o Annual Report of the Quality Assurance Department of Caucasus University;
- o EXTRACTS from the 2022 AACSB Continuous Improvement Report;
- o Learning Outcomes Evaluation Document;
- o Reports of academic staff scientific-research activities;
- o Interviews with academic and visiting staff;
- o Interviews with representatives of the Quality Assurance Department;
- o Interviews with students and employers.

**Recommendations:**

- o Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- o The program should preferably use developmental peer review, which involves attending lectures by academic and visiting staff colleagues and sharing feedback with each other, which will help improve the quality of teaching.

**Best Practices (if applicable):**

- o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X ☐ Complies with requirements

☐ Substantially complies with requirements

| | |
|---|---|
| ☐ Partially complies with requirements | |
| ☐ Does not comply with requirements | |

### Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Teaching quality enhancement opportunities | X | | | |

### Enclosed Documentation (If Applicable)

**HEI's Name:**

**Higher Education Programme Name, Level of Education:** Joint Bachelor's Program in Business Administration

**Number of Pages of the Report: 39**

### Programme's Compliance with the Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| 1. Educational programme objectives, learning outcomes and their compliance with the programme | 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 | | | |

Expert Panel Chair's

DEMIL, Benoît, signature

Expert Panel Members

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