



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

Hospitality Management, Bachelor

HEI's Name

Caucasus University, Tbilisi, Georgia

Fairleigh Dickinson University, USA

Dates of Evaluation: February 28 and March 1, 2022

Final Report Submission Date: April 7, 2022

Tbilisi

HEI's Information Profile¹

Name of Institution Indicating its Organizational Legal Form	<ol style="list-style-type: none"> 1. LLC Caucasus University - Limited Liability Company 2. Fairleigh Dickinson University – a private Institution
HEI's Identification Code	Cuacacus University Ltd, 205050567
Type of Institution	<ol style="list-style-type: none"> 1. Caucasus University 2. Fairleigh Dickinson University

Higher Education Programme Information Profile

Name of the Programme	მასპინძლობის მენეჯმენტი (ერთობლივი) Hospitality Management (Joint Programme)
Level of Education	Undergraduate
Qualification Granted ²	<ol style="list-style-type: none"> 1. Caucasus University LLC. - ტურიზმის ბაკალავრი / Bachelor of Tourism 2. Farley Dickinson University - ჰუმანიტარული მეცნიერებების ბაკალავრი მასპინძლობასა და ინოვაციურ და მაღალხარისხიან ტურიზმში / Bachelor of Arts in Hospitality & Tourism Innovation and Excellence
Detailed field and Code	1015 Travel, Tourism and Recreation
Indication of relevant secondary education subject/subjects/group of subjects (In case of Integrated teacher Bachelor's and Master's programme and Teacher training programme)	-
Language of Instruction	English

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

Number of ECTS Credits	200
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)	Jeffrey Carmen Lolli Professor Widener University Chester, PA, USA
Member (Name, Surname, University/organization/Country)	Merab Khokhobaia Assistant Professor Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	Tamta Tskhovrebadze Associate Professor, Head of Chancellery and HR Department International Black Sea University Tbilisi, Georgia
Member (Name, Surname, University/organization/Country)	Leila Akhmetelashvili Head of Human Resources Department Lopota Spa Resort Kakheti, Georgia
Member (Name, Surname, University/organization/Country)	Mariam Denosashvili Bachelor Student Akaki Tsereteli State University, Kutaisi, Georgia

Accreditation Report Executive Summary

- **General information on the education programme**

This proposed joint bachelor undergraduate program in Tourism and Hospitality Management is composed of three years of studies, comprising a total of a minimum of 200 European Credits (ECTS). Upon graduation, students will be awarded a joint degree from Caucasus University (CU) in Tbilisi Georgia, and Farley Dickinson University (FDU) in NJ, USA. The academic year is composed of two semesters and the 200 ECTS credits are allocated over 6 semesters. Every semester is comprised of 35 ECTS Credits, except the sixth semester with 25 ECTS Credits. During each of the first five semesters of the program at CU, students will take one class from FDU that will be offered by FDU instructors on the CU campus. After completing the first 5 semesters at CU and obtaining 175 ECTS (150 ECTS credits offered by CU, 25 ECTS credits offered by FDU), students are required to take 25 ECTS courses offered by FDU during the 6th semester.

The structure of the program is the following: The mandatory component determined for the general (non-profession) studies is given 55 ECTS credits, where 20 ECTS credits are allocated for the foreign languages (3 languages). The mandatory component determined for the professional subjects is given 140 ECTS credits. The mandatory elective courses are given 5 ECTS credits, which the student can choose from 15 ECTS offered credits. 1 ECTS credit equals 25 hours, which includes contact hours (lecture, seminar, practicum, and others), furthermore independent work, and time for consultations.

The degree awarded from CU is a Bachelor of Tourism and from FDU a Bachelor of Arts in Hospitality and Tourism Innovation and Excellence. The goal of this joint degree is to give students the broad knowledge, skills, and abilities (KSA's) for successful careers in the tourism industry.

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

Before the accreditation site visit, all members of the Expert Panel were supplied with a 32-page self-evaluation report together with a detailed specification of the proposed programme, along with supporting documentation such as detailed syllabi of the courses in the programme, information on internal quality assurance mechanisms, CVs of programme staff, etc.

The Expert Panel conducted a site visit with CU and FDU key stakeholders on February 28 and March 1, 2022, since the pandemic did not allow for travel to CU. The Expert Panel met with the joint Administrative Staff, Self-Evaluation Team, Program Directors, Students from parallel programs at each institution, Employer Representatives, and Academic and Invited Staff. The Panel also received a virtual tour of information resources and met with the Librarians of each respective institution. All stakeholders were forthcoming with information and very cooperative and collegial. At the end of the virtual site visit, the Panel met with Program Leaders to present the initial findings. The Expert Panel expresses its sincere thanks for the cooperation of all participants and their participation in discussions during the site visit.

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

Standard 1:

Substandard 1.1 and 1.2 Complies with Requirements

Standard 2:

Substandard 2.1 Complies with Requirements

Substandard 2.2 Partially Complies with Requirements

Substandard 2.3 Substantially Complies with Requirements

Substandard 2.4 – 2.6 Complies with Requirements

Standard 3:

Substandard 3.1 Complies with Requirements

Substandard 3.2 is Not Applicable

Standard 4:

Substandard 4.1 – 4.4 Complies with Requirements

Standard 5:

Substandard 5.1 – 5.3 Complies with Requirements

- **Summary of Recommendations**

Substandard 2.2:

- Update the prerequisites of the particular courses (i.e. Introduction to Tourism Management, Tourism Marketing and International Markets) in the study program;
- Considering the complexity of these courses (Qualitative and Quantitative Methods of Research, Lodging operations and Revenue management, Financial Accounting), the expert team recommends revising the sequence of the courses and distributing it in the study program in a more orderly way.

- Reevaluate where opportunities exist to streamline or combine courses that overlap significant content, for example, Introduction to Tourism and Introduction to Tourism Management. By reducing the number of ECTS Credits in the tourism core area of the curriculum, the Programme can add more tourism elective courses which focus on niche areas of the industry, such as agritourism or sports tourism. Having more options for students will contribute to the development of their skills from a practical and theoretical perspective, which in turn enhances the competitiveness of students in the national and international labor markets.
- Empower engagement of the employers in the program development process.

Substandard 2.3:

- The compulsory component, Practice in Hotel, should be updated to include the broad spectrum of organizations in the tourism sector. This should include both a change in the course title and an increase in ECTS Credits.
- Update the compulsory literature of the program to ensure that current book editions and information is being used, so students receive the most up-to-date materials, to effectively meet PLOs.

• **Summary of Suggestions**

Substandard 2.2:

- Program leaders should meet more frequently with industry representatives in both the US and Georgia to solicit feedback on the types of internships that would be appropriate for students to be able to support the theory learned in the classroom and to also determine the appropriate number of practical hours needed to support the joint degree.

Substandard 2.3:

- It would be advisable to reduce the number of ECTS credits in Academic Writing 1 and Academic Writing 2 to make room for additional tourism-related courses or practical components.

Substandard 2.4:

- Continue and intensify efforts for developing the networking with industry representatives and other tourism-related stakeholders.

Substandard 2.6:

- For the program's future development it is suggested that more syllabi include the Academic Calendar with planned activities and due dates for assignments. It will be easier for students to complete assignments on time. This section will give students a better idea of what is required to succeed.
- Review syllabi. The preconditions for accumulating the corresponding scores of the midterm and final exams are different for some courses (Academic writing-1; Academic writing-2).

Substandard 3.1:

- Although students receive appropriate consultations and support, for the program's future development would be advised to allocate a manager, an assistant, or a student officer for joint program students.
- Provide additional consultation and support to program students regarding the semester of study at FDU Campus before their departure.
- Assist students in obtaining a visa or study permit to enter and study in the U.S. and other required documents for travel and study in the U.S.

Substandard 4.2:

- It would be beneficial if there was ensured mobility of academic staff between the two universities, so there is true reciprocity.

Substandard 5.1:

- It is encouraged both institutions to think of a centralized assessment and administration system; an elaboration of an electronic platform for shared QA assessment and monitoring.

Substandard 5.3:

- Organizing formal and/or informal meetings for the academic and invited staff of both institutions for providing a platform to share experiences, skills, and knowledge would help the programme to develop further.

- **Summary of best practices (If Applicable)**
- **In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)**
- **Expert Panel's Response to HEI's Commentary on Recommendations:**
 - **Standard 2.2**
 - **Recommendation:** Reevaluate where opportunities exist to streamline or combine courses that overlap significant content, for example, Introduction to Tourism and Introduction to Tourism Management. By reducing the number of ECTS Credits in the tourism core area of the curriculum, the Programme can add more tourism elective courses which focus on niche areas of the industry, such as agritourism or sports tourism. Having more options for students will contribute to the development of their skills from a practical and theoretical perspective, which in turn enhances the competitiveness of students in the national and international labor markets.
 - **Expert Panel's Response:** The recommendation stands. The current curriculum structure only allows for 5 ECTS for an Internship Course and 5 ECTS for an Elective Course. Feedback received from employers and other key stakeholders during the accreditation visit meetings all commented that more internship credit is needed. Additionally, students should have the opportunity to explore more niche and focused areas of the tourism industry through elective courses. Currently, this is not possible with only one course. Additionally, this concern also surfaced during the meetings the Expert Panel had with employers. Furthermore, the Programme also commented on this as an area of improvement in their self-evaluation report on page 10 - Standard Area 1.2.
 - **Recommendation:** Empower engagement of the employers in the program development process
 - **Expert Panel's Response:** The recommendation stands. The Expert Panel made this determination based on the information provided by employers during the accreditation visit meetings. The Panel is simply recommending that the Program has a mechanism in place moving forward to ensure that employers' input is sought for programmatic updates and changes.
 - **Standard 2.3**
 - **Recommendation:** Update the compulsory literature of the program to ensure that current book editions and information is being used so students receive the most up-to-date materials to effectively meet PLOs.
 - **Expert Panel's Response:** The recommendation stands. The Expert Panel is not prescribing the material used in courses; however, because the tourism industry is ever-evolving and changing, instructors need to use the most current materials available to ensure students are receiving the most up-to-date and relevant information.

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

The Programme reviewed is a new Joint Bachelor Degree awarded from Caucasus University (hereinafter CU) in Tbilisi Georgia and Fairleigh Dickinson University (Hereinafter FDU) in Teaneck, NJ U.S. in Tourism. The degree award from CU is a Bachelor of Tourism and from FDU a Bachelor of Arts in Hospitality and Tourism Innovation and Excellence. The goal of this joint degree is to give students the broad knowledge, skills, and abilities (KSA's) for successful careers in the tourism industry.

The objectives of the three-year bachelor program are to:

1. Develop a critical understanding of the principles and methods of working appropriately to the broad tourism and hospitality industry
2. Equip with the ability to manage the operations and strategies of tourism and hospitality organizations
3. Give necessary skills to research and analyze the complexity of the global nature of the tourism and hospitality industry
4. Develop a sense of responsibility and encourage them to follow ethical norms in their activities

Multiple internal and external stakeholders from all key areas of both universities worked collaboratively to develop this joint program. The nature of the program will enable students to be employed in various sectors of the international tourism industry, as well as to conduct industry research and analysis, and strengthen civic and community responsibilities and values. The objectives appear to support the Missions of both universities offering this joint degree.

CU Mission: 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.

FDU Mission: Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multi-disciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce, and culture.

The Programme is new and thus currently has no students; however, through discussions with key constituents during the virtual site visit, there seem to be processes in place for continuous evaluation of the programme to assure its relevancy in a continuously evolving and changing industry.

Evidences/indicators

- Self-Evaluation Report
- International Academic Joint Cooperation Project: Joint Bachelor's Degree Path
- Caucasus Tourism School Program Description
- CU Website: <https://www.cu.edu.ge/en/about-us/about-the-university/mission-cu>
- FDU Website: <https://www.fdu.edu/about/history-mission/>
- Discussion with Programme Leaders during the site visit

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

- 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

According to the self-evaluation report, the Programme Learning Outcomes (PLOs) were developed to be consistent with industry competences and to respond to the demands and trends of the tourism industry and market in both the US and Georgia.

The Programme has the following eight PLOs that define the KSAs that students should be able to do upon graduation:

1. Describe basic theories and concepts of tourism and hospitality management
2. Review tourist resources and their characteristics tourism regions
3. Use proven methods and instruments to perform tourism business activities, including preparing a marketing plan and organizing its implementation and monitoring process
4. Produce research projects and business plans in the tourism sector
5. Analyze issues in the tourism economy and policy, including economic and non-economic factors affecting the tourism industry
6. Plan the new tourist products and organizes the tours
7. Employ the operational programs of the hospitality industry, evaluates hospitality business

<p>characteristics and the current state of the market</p> <p>8. Follow the ethical norms of tourism while conducting professional activities</p> <p>The joint PLOs are clearly written in a measurable taxonomy which will allow for objective formative and summative assessment throughout the Programme. The Programme is new and there is no way to evaluate the success of the stated PLOs. However, documentation was provided that demonstrates a plan for assessment that includes an overview of the evaluation indicators of each PLO, the associated rubric scale (levels of evaluation), curricular mapping, target indices, and evaluation cycle or schedule. Also included was the connection of the PLOs to the Programme Objectives. According to the self-evaluation report and consultations with students and those involved in providing the program the PLOs are periodically scheduled for adequacy and achievability of the results.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-Evaluation Report • Caucasus Tourism School Program Description • The Correlation Between the Program Learning Outcomes and The Educational Courses and Level of Evaluation of Achieving Them Report • Discussion with Programme Leaders during the site visit
<p>Recommendations:</p>
<p>Suggestions for programme development:</p>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The admission procedure to the joint bachelor program stands in line with the existing legislation and university regulations and is clearly defined in the agreement between the two universities. According to the study program and self-evaluation document, Georgian students should pass the Georgian National Examination. Herewith, in this line, CU determined additional filters, Georgian language, literature, and English as a foreign language for program admission. Program entrance considers passing the exams in two core subjects: mathematics and history as a third compulsory subject. When enrolled students continue their education at FDU, they should meet the required English language level (6.0 IELTS, 70 TOEFL, or equivalent). Students will be admitted to FDU from first-year and will proceed through the university requirements (language proficiency) and regulations. Enrolment into the Programme can occur through transfer (mobility) of credits from another Georgian University to CU as determined by Georgian law. Information on the admission preconditions is public and transparent - accessible on the program's web page. https://www.cu.edu.ge/en/programs/bachelor-cu. In conclusion, all organizational issues related to program enrolment will be synchronized by both educational institutions based on their country's regulations.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-Evaluation Report; • Joint bachelor program hospitality management; • Results of interviews with program directors and supervisors; • Webpage https://www.cu.edu.ge/en/programs/bachelor-cu
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

2.2 Educational Programme Structure and Content
<p>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</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The joint undergraduate programme between CU and FDU has been developed according to the regulation of planning, drafting, implementing, and developing educational programs, approved by CU. Programme admission preconditions and procedures are consistent with existing legislation. The Educational Programme content, volume, and complexity correspond to higher education level (Bachelor study). The Program is structured in accordance with the European Credits Transfer System (ECTS) comprising a total of a minimum of 200 ECTS. The Programme is comprised of the following compulsory university courses:</p>

- 55 ECTS credits: 20 ECTS are devoted to the foreign language module (teaching 3 languages),
- Compulsory field courses - 140 ECTS credits,
- The field elective courses - 5 ECTS credits, which the student must choose from the 15 ECTS credits offered by the program;

The duration of the program is three years (200 ECTS). In the frame of the joint program, graduates will be awarded a joint academic degree from CU and FDU. Students have the opportunity to complete a joint undergraduate program at CU and FDU, which includes 50 ECTS credits to be earned from the courses offered by FDU and 150 ECTS credits from the courses offered by CU. According to the Programme structure, students should complete the first five semesters at CU, in this study period 25 ECTS credits are offered by FDU. During the final semester, students will earn an additional 25 ECTS through the courses offered by FDU.

In the major learning area of study, there are 140 ECTS credits, comprised of courses related to the tourism and hospitality industry and general business administration studies. The Programme includes courses focused on the development of theoretical knowledge (Introduction to Tourism, Geography of Tourism Destinations, Fundamentals of Marketing, Business Communication, etc.) and practical skills necessary for research and analysis (Tourism Statistics, Tourism Economics, Qualitative and Quantitative Methods of Research).

It should be noted, that in the program structure, the largest part of the learning component considers the preconditions. According to the Expert Panel's observation, in particular cases, prerequisites should be set logically in the program. For instance, Introduction to Tourism Management considers as a prerequisite, Fundamentals of Management, however; both courses are offered during the same semester. Additionally, in the Tourism Marketing and International Markets Course, the Introduction to Tourism Management course is a prerequisite and is offered in the same manner.

Furthermore, the study program in the second year, first semester, contains the following courses: 1) Qualitative and Quantitative Methods of Research, 2) Lodging Operations and Revenue Management, and 3) Financial Accounting – all very quantitative and analytically focused. Since these courses are complex and challenging for students, the Expert Panel recommends revising the sequence of the courses and distributing them in the study program in a more orderly way.

The joint Bachelor's degree programme allows students to choose elective components in the frames of 5 ECTS credits: 1) Transport Industry in Tourism, E-Tourism, and Public Relations in Tourism. Providing students' flexibility in selecting more elective courses will contribute to the development of students' specific skills from the practical and theoretical perspective, which in turn enhances the competitiveness of the students for the national and international labor markets.

Additionally, the Expert Panel conducted interviews with different stakeholders (i.e. academic, scientific, invited staff, students, graduates, employers, etc.) to determine their level of input into the participation of the development of the joint programme. While most of the stakeholders had some level of input, the employers stated that there was insufficient participation in the curriculum content development during the program preparation, in particular, the determination of practical/training hours.

Generally, the program content and structure are consistent with the qualification and ensure the achievement of the PLOs.

Evidences/indicators

- Self-Evaluation Report
- Joint bachelor program hospitality management

<ul style="list-style-type: none"> • Results of interviews with program directors and supervisors • Course Syllabi • Results of interviews • Regulation of planning, drafting, implementing, and developing educational programs
<p>Recommendations:</p> <ul style="list-style-type: none"> • Update the prerequisites of the particular courses (i.e. Introduction to Tourism Management, Tourism Marketing and International Markets) in the study program; • Considering the complexity of these courses (Qualitative and Quantitative Methods of Research, Lodging operations and Revenue management, Financial Accounting), the Expert Panel recommends revising the sequence of the courses and distributing it in the study program in a more orderly way. • Reevaluate where opportunities exist to streamline or combine courses that overlap significant content, for example, Introduction to Tourism and Introduction to Tourism Management. By reducing the number of ECTS Credits in the tourism core area of the curriculum, the Programme can add more tourism elective courses which focus on niche areas of the industry, such as agritourism or sports tourism. Having more options for students will contribute to the development of their skills from a practical and theoretical perspective, which in turn enhances the competitiveness of students for the national and international labor markets. • Empower engagement of the employers in the program development process
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> • Program leaders should meet more frequently with industry representatives in both the US and Georgia to solicit feedback on the types of internships that would be appropriate for students to be able to support the theory learned in the classroom and to also determine the appropriate number of practical hours needed to support the joint degree.
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

<p>2.3. Course</p> <ul style="list-style-type: none"> ➤ 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; ➤ Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>In the frame of the joint undergraduate programme for each course, there is a very detailed subject descriptor. This is systematized in the course syllabi. Each course syllabus covers information about course objectives, teaching methods and learning outcomes. Moreover, included is a detailed description of weekly content, corresponding literature, individual work, assessment methods for each component of work, as well as clear criteria linking student achievement to grades. The Programme offers students 47 compulsory and three elective study disciplines. All compulsory courses are distributed according to thought the six semesters and cover tourism-related and general business administration content. The “Programme Map of Learning Outcomes” indicates which courses or program components contribute to each PLO. Generally, course learning outcomes (CLOs) are stated clearly and support PLOS.</p>

The program compulsory subjects grid offer the practical course, Practice in Hotel. Per the syllabus, the course description is stated as “Aims to effectively use the knowledge acquired by the student during the educational process in the industry part, in research and practice. The training practice will help to strengthen the industry competence and develop the industry skills of hospitality specialists”.

As the Programme leads an appropriate level of qualification in the Bachelor in Tourism degree, it is essential to give a more extensive possibility to students to enrich their skills in different organizations. The Programme description references the type of employment positions graduates can seek upon graduation, Georgian National Tourism Administration, Destination Management Organizations, Department of Tourism of Adjara, Ministry of Culture and Monument Protection of Georgia, Regional Local Self-Government Bodies, Tourist Information Centres, Management Organizations of Tourism Destinations, Transport Companies, Accommodations, Tourism Companies, Restaurants and Eating Places, Leisure and Event industries, Existing Associates in the Tourism Industry, Information Technologies and Internet Agencies in Tourism, and Educational Institutions in Tourism.

Considering the need for practical and applied skills in the tourism sector, students in the Programme could benefit from an increased number of ECTS credits in this area. Finally, given the aforementioned, reformulation of the name of the practical component course(s) is recommended. Presently, the current course title Practice in Hotel is narrow and seems to indicate that students can or should only obtain experience in the lodging sector rather than the broad tourism industry. This is important, considering the degree is a Bachelor’s in Tourism.

The compulsory literature listed in the syllabi, in some cases, is obsolete (for instance, Management, 11th edition, by Stephen P. Robins and Mary Coulter, 2010; Bernard Davis, Andrew Lockwood, Peter Alcott, Ioannis Pantelidis, Food and Beverage Management, 4th Edition, 2008 p. 426; Hayes, D., Ninemeier, J., Miller, A., Foundations of Lodging Management, 2nd Edition, 2012, etc.).

In the study program, two particular courses (Academic Writing 1, Academic Writing 2) refer to developing students' argumentative critical and evaluation skills, organizing scientific reports, logical speaking and writing styles, presentation skills, etc., It would be advisable to reduce the number of ECTS credits of the mentioned courses and to allow for more tourism-related courses/practical components.

Evidences/indicators

- Self-Evaluation Report
- Joint bachelor program hospitality management
- Results of interviews with program directors and supervisors
- Course Syllabi
- Results of interviews

Recommendations:

- The compulsory component, Practice in Hotel, should be updated to include the broad spectrum of organizations in the tourism sector. This should include both a change in the course title and an increase in ECTS Credits.
- Update the compulsory literature of the program to ensure that current book editions and information is being used so students receive the most up-to-date materials to effectively meet PLOs.

Suggestions for programme development:

- It would be advisable to reduce the number of ECTS credits in Academic Writing 1 and Academic Writing 2 to make room for additional tourism-related courses or practical components.

Best Practices (if applicable):

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

<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p>2.4 The Development of practical, scientific/research/creative/performance and transferable skills</p>
<p>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</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <p>The joint undergraduate program of CU and FDU is focused on the development of the Bachelor's student practical/theoretical and transferable skills. The curriculum of the educational programme uses activities that help students develop the mentioned skills. In particular, the majority of mandatory courses include components of presentation, teaching with practical cases, simulation, modeling, project-based group activities, research, etc. These all contribute to achieving the learning outcomes envisioned by the Programme from both theoretical and practical perspectives.</p> <p>In the study program compulsory component, Practice in Hotel (5 ECTS credits) serves to give the students extensive opportunity to realize theoretical knowledge acquired in the frames of different courses. As mentioned previously in Standard 2.3, establishing strong ties and networking with various organizations in the tourism industry will help students connect theory to practice.</p> <p>The development of scientific/research abilities starts with courses such as Academic Writing 1 and 2, and continues with Tourism Statistics, and Qualitative and Quantitative Methods of Research.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-Evaluation Report • Joint bachelor program hospitality management • Results of interviews with program directors and supervisors • Course Syllabi
<p>Recommendations:</p>
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> • Continue and intensify efforts for developing networking with industry representatives and other tourism-related stakeholders.
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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
<p>The joint undergraduate program applies methods appropriate to the program profile: Discussions/debates, Team (Collaborative) work, Problem Based Learning (PBL), Brainstorming, Roleplay, Cooperative Learning, Method of Demonstration, E-learning, etc. In the course syllabi, all teaching methods are in line with the course content and objectives, which supports students in achieving the course learning outcomes.</p> <p>Generally, the methods were chosen considering the requirements of the level, the content of the course, and the learning outcomes. Priority is given to building skills in theoretical preparation, and intensive development of research-based activities, which are embedded in particular courses. The entire learning process is very well monitored, though specific assignments, group work, practical components, etc. and are described in detail in the syllabi. Overall, internal mechanisms of quality assurance and their efficiency evaluation regulate and ensure the process of monitoring teaching and learning methods.</p>
Evidences/indicators
<ul style="list-style-type: none"> • Self-Evaluation Report • Joint bachelor program hospitality management • Results of interviews with program directors and supervisors • Course Syllabi • Internal Mechanisms of Quality Assurance and their Efficiency Evaluation
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation
<input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

2.6. Student Evaluation
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
<p>Student evaluation is multi-dimensional and provides an assessment of course objectives and learning outcomes achieved through specific and measurable criteria and rubrics. The evaluation is based on four principles: 1) objectivity, 2) trustworthiness, 3) validity, and 4) transparency.</p> <p>Student assessment is carried out following the requirements of the program and the syllabi in a transparent and written manner. In particular, both the program and the syllabi describe the individual assessment criteria according to the teaching methodology. For each learning component, evaluation is based on the predetermined learning outcomes, task-oriented clear criteria, and the learning rubrics drawn on their basis.</p>

Students are made aware in advance of the minimum number of written and oral (presentations, class participation, project, group work, written quiz, etc.) surveys and the criteria and frequency of their evaluation. The preconditions for accumulating the corresponding scores of the midterm and final exams are also described.

The assessment criteria and volume of each separate testing and assessment are explained to students at the beginning of the semester. CU and FDU use Web-based course-management systems (Moodle, Blackboard) that allow faculty and teaching staff to provide syllabi and learning materials, assign activities, enter grades, feedback, and other necessary information in an electronic format. Furthermore, the electronic portals (My CU, WebAdvisor) help students monitor their current performance and give timely feedback on the results achieved. Students can appeal their grades, on which the school reacts accordingly.

Students are entitled to take an additional exam if they fail to pass the minimum competency threshold of the final exam within the period specified in the academic calendar (not less than five days after the announcement of the final exam results). However, FDU does not permit students to retake final examinations and thus, must retake a course with a grade of F. In the core courses taken at FDU, students must receive a "C" or better, otherwise, they must repeat the entire class.

At CU, the evaluation system is regulated by the internal normative acts of CU and complies with the existing Georgian legislature. However, as the grading system at FDU takes on the form of letter grades, a table of grade equivalencies is included in the syllabi of courses offered by FDU.

See the **Table of Grade Equivalencies** below:

FDU GRADE	FDU % EQUIVALENT	CU GRADE	CU % GRADE EQUIVALENT
A	93.00-100	A	91—100
A-	90.00-92.99		
B+	87.00-89.99	B	81—90
B	84.00-86.99		
B-	80.00-82.99	C	71—80
C+	77.00-79.99		
C	73.00-76.99		
C-	70.00-72.99		
D	60.00-69.99	D	61—70
F	<60	E	51—60
		FX	41—50
		F	40 and less

Based on the interviews and the documentation provided, it was determined that to evaluate the efficiency of the learning-teaching process, the Quality Assurance Department regularly analyzes the level of the students' academic achievements (average GPA according to the programs and the year of learning). Furthermore, QA staff develops recommendations and monitors the response to them.

Evidences/indicators

- Self-Evaluation report
- Interviews with students, academic and QA staff
- Joint undergraduate education program
- Course syllabi provided by the joint undergraduate education program
- Electronic learning process management system
<https://programs.cu.edu.ge/cu/login.php?lang=en>
- Internal Mechanisms of Quality Assurance and their Efficiency Evaluation
- Quality Assurance Department annual report
- The Provisional Agreement on International Academic Cooperation between FDU and CU.
- <https://www.fdu.edu/about/university-leadership-offices/office-of-enrollment-services/records-procedures-and-services/grading-system-and-grade-points/>

Recommendations:

Suggestions for programme development:

- For the program's future development it is suggested that more syllabi include the Academic Calendar with planned activities and due dates for assignments. It will be easier for students to complete assignments on time. This section will give students a better idea of what is required to succeed.
- Review syllabi. The preconditions for accumulating the corresponding scores of the midterm and final exams are different for some courses (Academic writing-1; Academic writing-2).

Best Practices (if applicable):

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

Evaluation

- 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

As the joint program is new and does not have students yet, the interviewed students were from the related educational programmes. Students pointed out that HEI staff, professors, and managers are supportive and assist them with the learning process, academic achievement, and professional development.

A corporate email is the source of information regarding the learning process, local and international projects, research fellowships, conferences, training, masterclasses, and other current events. In addition, it allows students to communicate with administration, managers, and teaching staff, to receive online consultation, feedback from lecturers, and take part in the online surveys conducted by the Quality Assurance Department.

Generally, students can receive support from either CU or FDU:

1. **Educational Process Management and Student Registration Office** whose responsibility is to provide information services to students, receive and respond to student applications, and solve problems created in the learning process with the relevant school departments and university administration.
2. **Student Service managers** who inform local and international students about university regulations and help them resolve any issues related to the learning process within their competence.
3. **Career Development and Employment Promotion Service** provides students with information about current vacancies and internships and organizes career forums with partner employers and organizations.
4. **The school staff** - If necessary, students can get comprehensive information from the Academic Manager and the Program Director on all matters of interest. Furthermore, they can visit professors during regular office hours, whether to communicate outside the class or to improve academic performance and overcome existing difficulties. The syllabus of each course includes listed consultation hours. However, students can arrange individual appointments as well.

Newly enrolled students are trained in an orientation meeting about the various aspects of the learning process, after which they get a special folder that provides the necessary information for adapting to the new study environment. Students can get information from a description (catalog) of educational programs via the CU Website, which contains all the necessary information about the current programs in the university schools. Furthermore, students receive a university e-mail to be part of the internal information network. The school dean conducts a program presentation, where the student can get acquainted with the educational program and ask questions to the administration. As a part of the joint program, students will be assigned a student identification number by FDU to access FDU electronic resources, including the learning management system (LMS) and digital library collections.

During the students' semester of study at the FDU campus, FDU will provide them with full student support procedures as applicable to similarly situated students, ranging from orientation week to career support. The school also allocates two managers available for support and consultation. Students will

enjoy the support of a Program Director, Program Coordinator, and all other services such as academic and well-being support through the Dean of Students' Office.

Although students receive appropriate consultations and support, for the program's future development would be advised to allocate a manager, an assistant, or a student officer for joint program students, assist students in obtaining a visa or study permit to enter and study in the U.S. and other required documents for travel and study in the U.S. and provide consultation and support to program students regarding the semester of study at FDU Campus before their departure

Evidences/indicators

- Self-Evaluation report
- Statue of the Caucasus School of Tourism
- Program syllabi
- Interviews with students, academic staff, the self-evaluation team, and QA staff
- Student surveys on the general satisfaction and on the educational programs and processes
- <https://www.cu.edu.ge/en/students>
- The Provisional Agreement on International Academic Cooperation between FDU & CU.

Recommendations:

Suggestions for programme development:

- Although students receive appropriate consultations and support, for the program's future development would be advised to allocate a manager, an assistant, or a student officer for joint program students.
- Provide additional consultation and support to program students regarding the semester of study at FDU Campus before their departure.
- Assist students in obtaining a visa or study permit to enter and study in the U.S. and other required documents for travel and study in the U.S.

Best Practices (if applicable):

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

Evaluation

- 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

N/A – Undergraduate Degree

Evidences/indicators

N/A – Undergraduate Degree

Recommendations:

N/A – Undergraduate Degree

Suggestions for programme development:

N/A – Undergraduate Degree

Best Practices (if applicable):

N/A – Undergraduate Degree

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

N/A – Undergraduate Degree

Evaluation

- 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
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;
- 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;
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;
- 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

During the interviews with the key stakeholders, it was clear to the Expert Panel that the leadership from both Programmes at CU and FDU are committed to the curriculum and goals of the joint programme. The Joint Undergraduate Programme of CU and FDU is staffed by Academic and invited lecturers from both CU in Georgia and FDU in the USA. There are five Academic Personnel: one Full Professor, three Associate Professors, one Senior Lecturer, and 26 Invited Lecturers. The balance between academic and invited staff ensures program sustainability as it is evident from curricula, program hourly calculation, the staff list, and the rule of calculation of work load for academic and invited staff.

In order to increase academic staff HEI has planned to announce an academic competition to enhance the academic team implementing the programme. At the panel interview we have learned that the university has more candidates for invite staff on hold in order to involve them if. When needed.

Academic staff selection criteria described in the self-evaluation report and the document of Regulations on Rule of Holding Contest for Academic, Scientific, Administrative, and Invited Staff gives priority to high field competence, knowledge of tourism and hospitality industry, and experience in working with students.

Personal files (CV's and resumes) and a list of academic and invited staff provided by the University confirm that qualifications and numbers are in compliance with the requirements and to the number of students.

All this ensures that the educational programme learning outcomes and the proper performance of the functions assigned to academic staff, including the implementation of research projects are achieved.

The Head of the Programme in Georgia is a Full Professor with a Ph.D. in Economics and has tourism industry experience and relevant qualifications. He has worked many years on research activities and has access to most of the current field research. The Head of the Programme has been involved in the Programme development process with his American colleagues since the idea was initiated. He is also responsible for certification of the undergraduate programmes with Ted Qual at the World Tourism Organization.

At FDU, the Programme Coordinator has many years of experience working with both the Programme and students in tourism and hospitality management. This was evident during the introductory meeting with the academic and invited staff.

Students have direct contact with the designated Student Services Manager, who provides technical support for educational activities.

To summarize, the Joint Undergraduate Programme will be provided with an appropriate number of administrative and support staff.

Evidences/indicators

- Regulations on Rule of Holding Contest for Academic, Scientific, Administrative, and Invited Staff
- Personal files of academic and invited staff
- The regulation of planning, drafting, implementing, and developing educational programmes
- Rules for loading academic and invited staff
- Order for approving the programme manager

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

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

Evaluation

- Complies with requirements**
- Substantially complies with requirements
- Partially complies with requirements
- 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;
- 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

CU and FDU has implemented academic, scientific, and invited staff scientific productivity evaluation and regularly conducts and analyses results.

The Research Facilitation Department of the CU gathers information and regularly updates the scientific papers published under the institutional affiliation of CU; supports research, initiates joint research projects with the academic staff of partner universities, and promotes the involvement of as many academic staff, doctoral, and postgraduate students as possible. Types of dissemination of the results of certain types of research activities - Key Performance Indicators and the hourly workload required for their implementation are approved by the University Governing Board.

Since 2019, informational meetings and training have been conducted for the academic, scientific, and invited staff of CU, aiming to provide detailed information on the formalities of obtaining research funding and disseminating research findings. The University also conducts surveys for academic, scientific, and invited staff and students to take action on what can be improved for further development.

In order to support research by academic, scientific, and invited staff and master's and doctoral students, CU has in place a rule for internal university funding of research, according to which projects are submitted twice a year - in December and June.

CU holds international scientific conferences almost every year. Additionally, CU organizes meetings with leading scientists from different fields for sharing experience to improve research content.

The academic staff of the school regularly participates in Erasmus + mobility programmes. CU provides administrative support for the implementation of local and international grant projects, funding for practical courses/training, staff involvement in international projects, exchange programmes, international conferences, and workshops, all of which contribute to the strengthening of internationalization. Currently, it is planned for FDU faculty to come to CU to teach several courses in the joint programme; however, there are no CU faculty that are planned to go to FDU to teach courses.

Information on different meetings, training and events, and projects is available at the University website which ensures students and academic staff are kept up-to-date.

Finally, both Universities' Libraries contain electronic scientific databases for interested parties to facilitate research. This was demonstrated to us by the Librarian of both universities during the virtual visit.

Evidences/indicators

- Interviews with the affiliated and invited staff
- Memoranda, agreements
- Academic staff Scientific Productivity Evaluation
- Rules and procedures for internal university funding of research activities, approved by the Governing Board of Caucasus University (2018)
- Information on meetings/events held within the framework of international projects on the University website: <https://www.cu.edu.ge/ka/news-page>
- Site visit

Recommendations:

Suggestions for programme development:

- It would be beneficial if there was ensured mobility of academic staff between the two universities, so there is true reciprocity.

Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
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 <p>During the site visit, the Expert Panel virtually explored both Universities' infrastructure and material and technical resources available to students and academic staff.</p> <p>Both universities have libraries that have and maintain sufficient and appropriate print and electronic books/journals which are available for students, invited, and academic staff.</p> <p>The library has a reading hall equipped with appropriate inventory. In the reading hall, students have the opportunity to use the internet and various international electronic resources. The Libraries have electronic catalogues.</p> <p>Both librarians demonstrated how to find required learning materials. The Expert Panel asked for a couple of authors and learning books and they were identified and provided.</p> <p>During the virtual tour, the Expert Panel found that both Campuses have spaces, conference halls and recreational spaces, administrative spaces, storerooms, space for group work, sanitary facilities, libraries, and laboratories, all of which ensure the sustainability of the educational and administrative process.</p> <p>Material and technical resources include multimedia projectors, computers, audio-video equipment, etc. There is a modern computer lab and computer equipment relevant to the academic program, Computers are provided with appropriate software tools/applications. Auditoriums and computer classes are provided with local area networks and the internet.</p> <p>Electronic systems and the university website ensure that information is easily available to all students and staff. This information can be accessed globally by anyone who has a university username and password. All interested parties are informed about the possibility of using the aforementioned resource and are provided with the rules of their use.</p>
Evidences/indicators <ul style="list-style-type: none"> • Material and technical resources of the University • Access to international library and academic databases • Library Book Fund • Site tour of Universities
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress
Evaluation <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
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 The detailed budget of The Joint Undergraduate Programme of CU and FDU was presented to the Expert Panel. The detailed budget document includes revenue from student tuition and all the expenses necessary for the Programme to function effectively. The financial calculations are based on the following data obtained from the Programme: <ul style="list-style-type: none"> • Contact hours required for teaching and practical training • Number of training courses (compulsory, compulsory-elective) • Reimbursement of class hours • Material support of the student in the teaching process • Expenses of the university administration • Programme development / accreditation / internationalization costs; • Unforeseen expenses during the program <p>The implementation of the Joint Bachelor program will be financed from tuition fees; the tuition fee of the program is 15,000 USD (5,000 USD per year); Students will pay tuition fee to Caucasus University which will be managed and administered by the Department of Finance of CU. Both universities are responsible for financial costs for the delivery of its courses.</p> <p>CU will cover the accommodation and living costs for the FDU faculty, who will arrive in Georgia to teach face-to-face courses.</p> <p>In the earlier stage of the Programme’s development, there may be a need to rely upon the “University Reserve Fund” to support expenses until the Programme becomes self-sustaining. The initial budget is based on having a minimum of 20 students to start the Programme. The budget is approved by the University President, which is confirmed by an order attached to the Programme budget calculation.</p>
Evidences/indicators <ul style="list-style-type: none"> • Educational Programme budget. • Self-Evaluation report • Meeting with the head of Programme
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress

Evaluation

- 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

Internal Quality Assurance mechanisms at CU are defined by the regulation of the Quality Assurance Office. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on semester and annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring and identify development tendencies. In accordance with the evaluation of the submitted documents and online accreditation visit findings, programme evaluation is consistent and assessment results are utilized for programme improvement.

Furthermore, the broader consortium evaluation includes the annual programme evaluation process overall, the team of quality assurance representatives and program directors from partner universities share the principles and mechanisms among partners to ensure proper internal quality evaluation of the programme. Programme quality assurance is based on the PDCA - "plan –do – check - act" principle.

Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. The QA office cooperates and encourages the involvement of the programme staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is prepared with the active involvement of academic and administrative staff.

The Quality Assurance Office coordinates identifying the weaknesses and challenges while working on the self-evaluation report with the staff involved in the programme. Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposively identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the necessities, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the program and availability of services.

The documentation as well as interviews with programme directors from the partner institutions also gave the expert panel confidence that quality assurance is taken seriously at both institutions. In fact, quality assurance seems to be a key driving factor in keeping the programme together. The panel was reassured that through annual team meetings as well as frequent contacts between programme directors and quality staff, a coordinated approach will be maintained. However, the panel encourages both institutions to work on centralized assessment and administration systems, an elaboration of an electronic platform for shared QA and assessment would be very helpful for similar course evaluation processes, assessment loops, and constant monitoring of ongoing QA processes.

Evidences/indicators

- Self-Evaluation Report
- Quality Assurance Department Statute
- Internal mechanisms of quality assurance
- Survey reports and forms
- Remote interviews.

Recommendations:

Suggestions for programme development:

- It is encouraged for both institutions to think of a centralized assessment and administration system and elaboration of an electronic platform for shared QA assessment and monitoring.

Best Practices (if applicable):

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

Evaluation

- Complies with requirements**
- Substantially complies with requirements
- Partially complies with requirements
- 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

External quality assurance at CU is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University reviews the recommendations and suggestions and the findings are introduced to the schools. The QA office ensures compliance of the developments with the received recommendations. Since the joint programme is new, both Institutions express willingness to consider all findings and effectively use them for further development.

The educational program is periodically evaluated by external experts, including international experts. The Joint Undergraduate Programme was evaluated by the Professor of Tourism Studies and International Affairs and the Professor of the European University and Gori Teaching University. Both experts have positively evaluated the Programme, underlined its perspectives and importance for preparing qualified professionals in the field, compliance with the labor market requirements of the Tourism Industry, and program staff and teaching methods.

Evidences/indicators <ul style="list-style-type: none"> • Self-Evaluation Report • Quality Assurance Department Statute • Quality Assurance Mechanisms • External Experts evaluations • Remote interviews.
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> 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

For programme development and service improvement, the QA Office at CU ensures constant monitoring and periodic assessment. The assessment and evaluation process involves internal and external actors. Surveys with academic and administrative staff, students, graduates, and employers are central tools for implementing strategic visions of the university. The monitoring process is based on the principles of transparency and sharing, participation, continuity, academic integrity and freedom, and accountability. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, if the student response rate is too low to get representative results, focus groups are used for validity. Necessity-based and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and segregated data according to schools are reviewed by the school councils. The evaluation results are used by the University administration to improve educational processes.

Conducted interviews with academic and invited staff of both institutions showed that there is an expectation to be more actively engaged in sharing experiences. As the Programme is jointly administered, organizing formal and/or informal meetings for the academic and invited staff of both institutions for providing a platform to share experiences, skills, and knowledge would help the Programme to develop further. As well, the Programme can conduct peer assessment by colleagues from the same programme and the partner university.

The University ensures benchmarking for the best available practices to develop an international and competitive programme. The Programme shares the experiences of leading universities, the curricula

of the Bournemouth University, UK, and Modul University, Vienna were analyzed. Many common courses and features have been observed that affected the elaboration process of the Programme. Overall, the joint programme incorporates both, international and local practices and requirements.

Evidences/indicators

- Self-Evaluation Report
- Quality Assurance Department Statute
- Quality Assurance Mechanisms
- Evaluation forms and Survey Results
- The rule of implementation of educational Programmes

Recommendations:

Suggestions for programme development:

- Organizing formal and/or informal meetings for the academic and invited staff of both institutions for providing a platform to share experiences, skills, and knowledge would help the Programme to develop further.

Best Practices (if applicable):

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

Evaluation

- 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: Caucasus University

Higher Education Programme Name, Level of Education: Bachelor of Tourism

Number of Pages of the Report: 29

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



Jeff Lolli

Expert Panel Members



Leila Akhmetelashvili

მ. დენოსაშვილი

Mariam Denosashvili

Expert Panel Members (c



Merab Khokhobaia



Tamta Tskhovrebadze