



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Tourism (BA)

LEPL – Batumi Shota Rustaveli State University (BSU)

Evaluation Date(s): June 1, 2023

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LEPL-Batumi Shota Rustaveli State University (BSU)
Identification Code of Institution	245 428158
Type of the Institution	Higher Education Institution

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Dr Rong Huang University of Plymouth United Kingdom
Member (Name, Surname, HEI/Organisation, Country)	Dr Eka Lekashvili, Iv. Javakhishvili Tbilisi State University Georgia
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Member (Name, Surname, HEI/Organisation, Country)	Mr Vazha Kelikhashvili Georgian Aviation University Georgia

¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ტურიზმი
Name of Higher Education Programme (in English)	Tourism
Level of Higher Education	I
Qualification to be Awarded ²	Bachelor of Business Administration in Tourism
Name and Code of the Detailed Field	Travel, Tourism and Leisure 1015
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	Georgian
Number of ECTS credits	240 credits (ECTS)
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited November 25, 2011 Decision N 352
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ **General Information on Education Programme⁴**

- The programme for our re-accreditation is Bachelor of Business Administration in Tourism. Although it is mainly delivered in Georgian, 19 courses have already been delivered in English as shown in its English course syllabi.
- The reaccreditation team has familiarized itself with the self-evaluation report and the attached documents as well as the supporting evidence and documentations.
- Based on initial analysis of the documents, the reaccreditation team conducted an online meeting on 29th May 2023 to provide initial observations and generated focused interviews to further assess compliance of the Tourism programme with the Standards.

▪ **Overview of the Accreditation Site Visit**

- The accreditation site visit took place on 1st June 2023 at Batumi State University.
- Three review team members (Dr Eka Lekashvili, Dr Nino Jojua and Mr. Vaja Kelihashvili) were accompanied by Mr. Davit Burjanadze (The representative of the NCEQE). Dr Rong Huang (chair of the panel) attended all the review activities (except facility observation) through the specific Zoom link provided by the university.
- The expert group met with the Rector, Vice-Rector and head of Administration, Dean, followed by a separate meeting with the Head of the programme. The team also met with representatives of academic staff and invited staff, students, alumni, employers and the Quality Assurance Office.
- The IT technician provided a presentation of the university IT system, the student portal with different functions for students, graduates, employers and academics. This was followed with facility observation, which was mainly a visit to the university library, where the team checked the availability of core study literature for the programme.
- There was no additional meeting as the team was satisfied with the range of evidence provided by the programme to make their judgement.

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

- The assessment of the state of the bachelor Tourism programme was overall positive. It is fully compliant with the requirements: 2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering; 3. Student Achievements, Individual Work with them; 4. Providing Teaching Resources; 5. Teaching Quality Enhancement Opportunities.
- However, for Standard 1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme, the expert group agrees that the Tourism programme is substantially compliant with the requirements for this section as further improvements are required for 1.4 Structure and Content of Educational Programme; and 1.5 Academic Structure/Course.

▪ **Recommendations**

- The programme structure needs further improvement to ensure the relevant courses are scheduled in a logical manner, and qualitative research method training should be mandatory before the students undertake the bachelor thesis. (Standard 1.3)

⁴ When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- The Tourism programme undertakes a systematic review of related course syllabi to ensure up-to-date literature sources are included in the main and supporting literature sources. (Standard 1.5)
 - The agreements/memorandums and/or their appendices signed with employers or centers of practice must envisage the number of students and duration of practice. (Standard 2.2)
- **Suggestions for Programme Development**
 - Suitable verbs should be used to explain the programme learning outcomes 1, 2 and 6 so that they are developed in line with the Level 6 standard. Furthermore, all the outcomes need to be arranged in a logical order to reflect knowledge, skills and competences requirements of the programme. (Standard 1.2)
 - The programme structure needs further improvement to ensure the relevant courses are scheduled in a logical manner, and necessary contents are delivered before the students undertake the bachelor thesis. (Standard 1.4)
 - The programme learning outcomes need further improvement to ensure each learning outcome is explained in a concise manner without multiple requirements. (Standard 1.2)
 - The Tourism programme reviews all the course syllabi in English to ensure the learning outcomes are all categorized as 'Knowledge and Understanding', 'Skills and Competences', and 'Responsibility/autonomy' as indicated in National Qualifications Framework. (Standard 1.5)
 - The full information about admission preconditions should be placed on BSU web and programme catalog/ brochure. (Standard 2.1)
 - The Tourism programme students need to be trained to use a consistent referencing style to cite sources in the part of bibliography of the bachelor papers. (Standard 2.2)
 - The Tourism programme takes proactive approaches to increase the involvement of students in scientific research events and promote the involvement of young scientists in various grant competitions. (Standard 3.1)
 - The administration should pay attention to ensuring all the staff CVs are updated according to the standard requirements. (Standard 4.1)
 - The Tourism programme team could better document and manage the foreign expert review process in a more systematic manner to ensure the Tourism programme is continuously developed in line with international standards. (Standard 5.2)
 - **Brief Overview of the Best Practices (if applicable)⁵**
 - The Tourism programme is excellent in promoting internationalisation in its teaching and learning including English delivery of multiple subject related courses, multiple provision of foreign languages, international collaboration with foreign businesses and institutions, supporting students and staff for a wide range of international research and industry experience. (Standard 1.1)
 - Close collaboration with key stakeholders to develop the programme and benefit the students' career development and satisfy the market demand as a best practice. (Standard 1.2)
 - **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The BSU has evaluated its performance against five standards. It provided sufficient evidence to substantiate its arguments in its evaluation. Evidence is organized in a professional manner. Although key documents were submitted in an English version, most of the supporting evidence is in Georgian. Hence, it is difficult for the chair to review all the submitted evidence. However, as the expert group has three Georgian speakers, as a team, we were able to understand all the evidence. We did not encounter any problems with receiving

⁵ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

requested information during the interview as the participants to different meetings were encouraged to answer questions in English. The interpreter also helped to translate some answers if necessary.

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

Over the last 10 years, the Tourism programme has developed and adapted to a changing environment on the HEI as well as new rules and regulations at the national level. Close collaboration with the industry practitioners and employers made the Tourism programme better understand the market demand. Subsequently, the Tourism programme has more practical courses to ensure its students are more employable.

III. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The goal of the programme is to prepare academic and modern specialists, equipped with knowledge of relevant research methods and with practical skills, oriented to the requirements of society and the state, qualified, competitive, easily adaptable to the changing professional environment with national and general mankind liberal values.

The objectives of the programme reflect the knowledge, skills and competencies that the Bachelor of Tourism Educational Programme is focused on acquiring. The objectives are logically related to learning content and results. They correspond to the requirements of the qualification descriptor of level VI of the qualification framework and the content of the detailed field '1015' Travel, Tourism and Leisure. The objectives are clearly stated what knowledge, skills and competences the graduate of this programme is prepared for, who are equipped with modern knowledge in the field of Tourism Business Management, who is able to critically analyse the theories and principles of the field. Furthermore, the programme prepares a highly qualified and competitive specialist equipped with the necessary practical skills for Tourism Business Management, academic integrity, sense of social and ethical responsibility, national and general values. He/she will have specific skills in a complex and/or unpredictable environment in the field of tourism, who is responsible for his own actions; who is independent to plan and establish, and analyse, who is able to communicate with specialists and non-specialists of the field; and who considers further learning needs.

The Programme of Tourism is developed in line with the requirements of the time, the field, the development of the state and the society, the state approach, the peculiarities of the region and the requirement of the labour market. With the required knowledge and skills, the graduate will be able to be employed in the National Administration of Tourism, the Department of Tourism and Resorts of the Republic of Adjara, agencies for the development of tourist products and protected areas, local self-governing units, travel management, accommodation, catering, transportation, recreation and entertainment sectors, meetings, festivals, special events and tourism destination management organizations, as well as local and international associations, unions, societies and others.

BSU has an internationalisation policy which involves the active participation of professors, researchers and students in exchange programmes. A review of CVs of professors and teachers indicates that the academic staff actively participate in international conferences, symposiums, professional development trainings abroad and publish papers at international journals. Their international activities benefit internationalisation of the

programme. An analysis of the self-evaluation document, interviews with rector, vice-rector and faculty dean, interviews with academic staff, current students and alumni, the expert group notes that the programme undertakes a wide range of activities to implement the internationalisation mission. Therefore, the expert group **commends** that the Tourism programme is excellent in promoting internationalisation in its teaching and learning including English delivery of multiple subject related courses, multiple provision of foreign languages, international collaboration with foreign businesses and institutions, supporting students and staff for a wide range of international research and industry experience.

A brief introduction of the programme and the programme document are available on the university website (i.e., www.bsu.edu.ge). Hence, the programme is public and accessible.

Evidences/Indicators

- Self-evaluation report
- Supporting documents
 - Mission of Batumi Shota Rustaveli State University
 - Mission and strategic development plan of Batumi Shota Rustaveli State University
 - Strategic development plan of the Faculty of Tourism
 - Educational programme
 - Analysis of labour and education market research
 - Resolution No. 06-01/95 as of August 14, 2019, of BSU Academic Council "On approval of BSU's internationalization policy"
 - Participation of students in exchange programmes
 - Participation of professors and teachers in exchange programmes
 - CVs of professors and teachers
 - Website - www.bsu.edu.ge.
- Interviews during the site-visit with the SER working group, and Dean of the Faculty.

Recommendations: NONE

Suggestions for the Programme Development NONE

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➤ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The tourism programme has seven learning outcomes as shown below:

- Outcome 1. **Describes** the main and supporting sectors of the tourism industry, areas related to tourism business, theories, concepts and basic principles of tourism organization, its environment and management. **Understands** levels of governance and their functional characteristics. **Discusses** the problems, latest findings and practical issues in the field of tourism organization;
- Outcome 2. Identifies customer demand/expectations in the field of tourism business, analyses global and regional aspects of tourism development.
- Outcome 3. Can collect and analyse data, determine tourism market opportunities, plan and implement research or practical projects related to tourism;
- Outcome 4. **Creates and develops** a tourist product. **Establishes** communication with employees, suppliers, customers and other stakeholders. **Determines** the target market, implements market segmentation, evaluates effectiveness.
- Outcome 5. **Discusses** current processes, innovations and challenges in the tourism sector. **formulates** opinions and carries out oral and/or written communication in Georgian and/or foreign language;
- Outcome 6. **Understands** professional, legal, ethical, cross-cultural responsibility in tourism organization and society. **adheres** to the basic principles of sustainable development.
- Outcome 7. **Plans, provides** the organization with further needs for career development, knowledge enhancement and self-management of one's own learning process. He **cares** about his own and others' professional growth and development.

A review of the above learning outcomes reveals that many learning outcomes include multiple requirements (some are related, but some are not). For instance, Outcome 1, Outcome 2, Outcome 5, Outcome 6 and Outcome 7 all include multiple requirements. Among the submitted evidence, one of feedback provided by the recent external peer review is also the separation of the learning outcomes. Multiple requirements in one learning outcome may influence confusion and potential unconscious omission. Therefore, the expert group **suggests** that the programme learning outcomes need further improvement to ensure each learning outcome is explained in a concise manner without multiple requirements.

The programme objective and learning outcomes map indicates that the above learning outcomes are developed in correspondence with the objectives of the programme. Although the learning outcomes of the Tourism programme are not categorised as 'Knowledge and Understanding', 'Skills and Competences', and 'Responsibility/autonomy' as indicated in National Qualifications Framework, they collectively cover main knowledge, skills or/and responsibility and autonomy envisaged by the contents of the sectoral benchmark. The curriculum map illustrates how different courses are developed to support the students to achieve different learning outcomes of the programme. However, a comparison of the seven learning outcomes with the sixth level qualification of the National Qualifications Framework reveals that although Outcomes 1 and 6 emphasise the knowledge and understanding requirements, a critical understanding of the related theories and principles is not explicitly addressed in the learning outcomes. Furthermore, verbs (e.g., describe, understand, identify) used in Outcome 1, 2 and 6 of the learning outcomes (the English version) normally indicate level 4 and 5 standards. The expert group, therefore, **suggests** that suitable verbs should be used to explain the English version of the programme learning outcomes 1, 2 and 6 so that they are developed in line with the Level 6 standard. Furthermore, all the outcomes need to be arranged in a logical order to reflect knowledge, skills and competences requirements of the programme.

In the process of updating the programme, the rules for elaboration, approval and development of the BSU education programmes and relevant procedures were followed. The participation of employers in the evaluation process was carried out through the questionnaire developed by the Quality Assurance Service. To ensure the outcomes to be measurable and realistic, except the analysis of the evaluation of learning outcomes with a range of the stakeholders, and the working group also sought lessons from the comparison of similar programmes at other universities in Georgia and four other European universities, the working group defined a list of recommendations and shared by the implementing staff. The survey results with the employers, interviews of graduates and employers confirm that the results of the programmes are measurable, achievable

and realistic. Furthermore, the learning outcomes meet the requirements of the graduates' future professional employment and provide an opportunity to continue studying at the next level of education.

The interviews with the employers, alumni, students and academic staff clearly confirm that developing the learning outcomes of the programme is a collaborative process and involves all stakeholders through an excellent university portal system. The expert group, therefore, **commends** that close collaboration with key stakeholders to develop the programme and benefit the students' career development and satisfy the market demand through the excellent information system as a **best practice**. As the interviews show, those involved in the implementation of the programme ensure that learning outcomes are communicated to all stakeholders.

Evidences/Indicators

- Self-evaluation report
- Supporting documents:
 - Educational programme
 - Programme objective and learning outcomes map
 - Curriculum map
 - "Rules for Elaboration, Approval and Development of the BSU Educational Programmes" approved by Resolution No. 54 as of July 14, 2022 of BSU Academic Council of BSU
- Site visit interviews

Recommendations: NONE

Suggestions for Programme Development:

- Suitable verbs should be used to explain the English version of the programme learning outcomes 1, 2 and 6 so that they are developed in line with the Level 6 standard. Furthermore, all the outcomes need to be arranged in a logical order to reflect knowledge, skills and competences requirements of the programme.
- The programme learning outcomes need further improvement to ensure each learning outcome is explained in a concise manner without multiple requirements.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The resolution No. 06-01/54 of the academic council of the institution of July 14, 2022, and the rules for the development, approval and development of educational programmes determine the mechanisms for evaluating the learning results. Programme evaluation process is carried out by the programme Head/Heads in cooperation with the Quality Assurance Service of the Faculty. Assessment of Learning Outcomes, student academic performance, and student satisfaction survey results should be conducted annually. As a result of the evaluation of the implementation of educational programmes, the programme Leader prepares an annual report on the programme's performance, which is submitted to the Faculty Council under the authority of the Quality Assurance Service of the Faculty.

The programme has a Curriculum Map as the 14th appendix, which provides information on the contribution of training courses to the achievement of learning outcomes (1- Acquaintance. 2-deepening. 3-strengthening). According to the curriculum map, all courses contribute to the achievement of one or more learning outcomes at an appropriate level. And at the same time, all learning outcomes of the programme are achieved with one or more training courses up to the 3-strengthening level. Assessment of the achievement of learning outcomes is carried out by direct and indirect assessment methods (paragraphs 15 and 16).

According to the institution, all courses will be evaluated using the direct evaluation method. As shown in Appendix 15. Direct Evaluation System of Learning Outcomes, the evaluation method, target indicators, time of data collection, and responsible person are defined. An electronic portal (<http://spm.bsu.edu.ge/> <https://portal.bsu.edu.ge/>) will be used to evaluate the achievement of programme learning outcomes.

While indirect evaluation, the following methods will be used:

- Student/ Alumni surveys or interviews - satisfaction with the programme;
- Employer surveys or interviews – assessing the level of satisfaction of employers with graduates and students;
- External assessment
- Indicators of employment and continuing education
- Indicators of programme completion and/or suspension/termination of status
- Benchmarking with other (Peer) universities
- Jobs, positions
- Academic performance indicators at the next level
- Indicators of career advancement and other achievements of graduates.

The results of the evaluation of the learning outcomes of the programme will be used to improve the programme. Evaluation Mechanism of the Programme learning outcomes defines the possible actions carried out after analyses of the results:

- ✓ Changes in the content of the training course(s);
- ✓ Change in course prerequisites;
- ✓ Change in the sequence of study courses;
- ✓ Study course(s), addition or removal from the programme;
- ✓ Changes in student counseling services

2019-2022 programme evaluation documentation is presented. During the development of the programme, the results of the studies were taken into account. for example: The ratio of hours in some study courses has changed (History of Georgia, Finance and Reporting in Tourism), some changes have been made regarding credits, e.g. Tourism Policy is presented in the programme with 5 credits instead of 4 credits. The semester changes were made - Information Technologies in Business and Tourism Resources of Georgia were transferred to the third semester instead of the fourth semester. The component of professional practice was increased and instead of 5 credits it was given 10 credits, which were distributed in the seventh and eighth semesters, the relevant admission prerequisites were determined by the study courses.

Evidences/Indicators

- The Methodology of Planning, Elaboration and Development of Educational Programmes of BSU
- Evaluation Mechanism of the Programme learning outcomes
- Programme learning outcomes evaluation plan and targets.
- Analysis of students' academic performance
- Staff survey
- Student survey
- About the changes implemented in the programme
- Quality Assurance office reports
- Self-evaluation report
- Interview results with heads of the programme, Quality Assurance office, Students, Alumni, employers

Recommendations: NONE

Suggestions for the Programme Development: NONE

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The programme was accredited in 2011. The content of the BSU Bachelor of Business Administration in Tourism is outlined in the programme document. As indicated in the self-evaluation document, the programme has been developed in accordance with the general guidelines and regulations used in the university. The programme document provides adequate information about the content, methods, objectives and structure of the programme. It also provides students with information about learning outcomes and credits awarded for the programme. The volume of the credits for the programme is 240 credits, including compulsory study courses - 160 credits (study courses in the field of major study – 145 credits), compulsory elective study courses of the specialty - 20 credits; Additional programme/free component - 60 credits. Elective courses (80 credits in total) allow the students to develop his/her personal preferences and subsequently ensures the individuality of the programme.

A review of the curriculum indicates that the content and learning outcomes of major courses ensure that the learning outcomes of the programme are achieved. The content of each course corresponds to the learning outcomes of the programme. The number of credits allocated to each course corresponds to the content and learning outcomes of that course.

The qualification to be awarded to a graduate of the programme corresponds to the content and learning outcomes of the programme, the standards of accreditation of higher education programmes, the first cycle of higher education as indicated in the National Qualifications Framework and the classifier of study areas.

A review of the programme indicates that the programme considers the requirements of the European credit transfer system, current legislation, the national qualification framework and the rules for planning, approval and development of programmes developed at BSU. During the implementation of the accredited programme, the working group has consulted with a range of the stakeholders to improve the study programme. Furthermore, the working group also compared the BSU tourism programme with the similar programmes in the Georgian universities and four other European universities. Based on the feedback from the stakeholders, and lessons learnt from the comparison activities, the working group made changes to the programme. Such changes make the revised programme more focused on practical skills, the evaluation criteria and learning/teaching methods were clarified. The programme becomes even closer to international educational standard. Furthermore, the programme includes four different foreign language options for the students to follow (i.e., English, German, French, Russian) which gives the students multiple options for international careers or deal with international tourists.

However, a review of course delivery arrangement listed in the curriculum reveals that the current programme is not logically organised. For instance,

- Widely recognised that Public Relations is one of promotional methods, but ‘Public Relations in Tourism’ is in Semester IV which is scheduled earlier than ‘Marketing in Tourism and Hospitality’ (Semester V).
- ‘Quantitative methods in Business’ course is scheduled Semester VI, but no compulsory course is included in relation to qualitative methods in business. Although there is a course entitled ‘Quantitative and Qualitative methods of research’ in Semester VI. it is an elective course. And there are nine other compulsory elective courses to choose within the current curriculum at the same period. Hence, potentially, the students will not choose the course due to their early completion of the quantitative methods. This means the students might not be fully equipped with qualitative research skills before they undertake their bachelor’s thesis in Semester VIII.

Due to the above-mentioned issues, the expert group disagree that the programme curriculum does not ensure the logical development of the students’ knowledge, skills and competences. Therefore, the expert group **recommends** that the programme structure needs further improvement to ensure the relevant courses are scheduled in a logical manner, and qualitative research method training should be mandatory before the students undertake the bachelor thesis.

Evidences/Indicators

- Self-evaluation document
- Supporting documents:
 - Educational programme.
 - Order of the Minister of Education, Science, Culture and Sports of Georgia No. 69/N of April 10, 2019, on the approval of the framework of national qualifications and the classifier of fields of study

- "Rules for Elaboration, Approval and Development of the BSU Educational Programmes" approved by Resolution No. 54 as of July 14, 2022, of BSU Academic Council;
 - Regulation of the educational process
 - Similar foreign programmes
 - Survey of employers
- Site visit interviews

Recommendations:

The programme structure needs further improvement to ensure the relevant courses are scheduled in a logical manner, and qualitative research method training should be mandatory before the students undertake the bachelor thesis.

Suggestions for the programme development: NONE

Evaluation

Component	Complies with requirements	with Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

A range of relevant course syllabi is provided as evidence of the programme. The course syllabi follow a standard template including course title, course code, course status, author(s), course objectives, the number of credits and the distribution of hours according to the student's workload, course format, precondition, content, teaching-learning method and relevant activities, knowledge assessment forms, components, method and criteria, learning outcomes, main literature, supporting literature.

An analysis of the learning outcomes of the courses of the main field of study indicates that they are largely developed in line with the programme learning outcomes. A review of the course contents of the associate courses indicates that the content of each course corresponds to the learning outcomes of the course. Most of the courses have five credits, the bachelor's thesis has 10 credits, only four courses have less than five credits. In consideration of the listed contents of the courses in relation to the allocated credits, overall, the number of credits and the related contact hours are consistent with the content of each course and the learning outcomes of the course. Furthermore, the ratio between contact and independent hours for the courses are reasonable.

Regarding the assessments of different courses, the components of assessments for the courses, the quantity, maximum of points for each assessment, sum of points, evaluation period, and evaluation criteria are explained in the course syllabi. There are a wide range of assessment methods for midterm evaluation and final evaluation. This ensures every learning outcome of each course is assessed through a continuous manner.

A review of the course syllabi in Georgian indicates that the learning outcomes are categorized as 'Knowledge and Understanding', 'Skills and Competences', and 'Responsibility/autonomy' as indicated in National Qualifications Framework. However, a review of its English modules reveals that inconsistent terminologies are used to explain the learning outcomes of the courses. For instance,

- Some courses use Knowledge, Skills, Responsibility and Autonomy (e.g., Basics of Tourism and Hospitality, Business of Tourism Business, Tourism Resources in Georgia, Hotel operational Management, Restaurant Operations Management)
- Some courses use Knowledge, Abilities, Competences (e.g., International Tourism, Human Resources Management in Tourism and Hospitality, Transport in Tourism, Cultural Tourism)
- Some courses use Knowledge and Understanding, Skills, Responsibility and Autonomy (e.g., marketing in Tourism and Hospitality.)
- Some courses use Knowledge and Understanding, Applying Knowledge, Responsibility and Autonomy (e.g., Strategic management in Tourism and Hospitality, Public Relations in Tourism)

In consideration of the above-mentioned cases, the expert group, therefore, **suggests** that the Tourism programme reviews all the course syllabi in English to ensure the learning outcomes are all categorized as 'Knowledge and Understanding', 'Skills and Competences', and 'Responsibility/autonomy' as indicated in National Qualifications Framework.

All the course syllabi include a range of main and supporting literature sources. Some modules refer to specific literature sources listed in the course folders. Overall, the literatures sources correspond to the learning outcomes of the courses and ensure the achievement of the programme learning outcomes. During the interview with the Head of the Programme, and the interview with the academic staff, they all indicate that annual review of the course syllabi is implemented. However, a review of these literature sources reveals that most of the courses do not include up-to-date literature sources as most of the recommended sources are published before 2020 except three modules (i.e., Strategic Management in Tourism and Hospitality, World Tourism Destinations, Cultural tourism). The expert group agrees that the programme does not fully consider latest research in the tourism field, and the programme has limited integration of new research findings and modern scientific achievements in their teaching. Therefore, the expert group **recommends** that up-to-date literature sources are included in the main and supporting literature sources of the educational courses.

Evidences/Indicators

- Self-evaluation report
- Supporting documents:
 - Educational programme
 - Syllabus
 - Order of the Minister of Education, Science, Culture and Sports of Georgia No. 69/N of April 10, 2019, on the approval of the national qualification framework and study field classifier
 - Curriculum group
- Site visit interviews

Recommendations:

- Up-to-date literature sources are included in the main and supporting literature sources of the educational courses.

Suggestions for the programme development:

- The Tourism programme reviews all the course syllabi in English to ensure the learning outcomes are all categorized as ‘Knowledge and Understanding’, ‘Skills and Competences’, and ‘Responsibility/autonomy’ as indicated in National Qualifications Framework.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational programme objectives, learning and their compliance with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	X
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The Tourism programme shows that admission preconditions take into consideration characteristics of the programme and ensure admission of the students with relevant knowledge, skills and competences for mastering the programme and is in accordance with the current legislation of Georgia. It means, that only person with a document proving complete general education (certificate) or a document equivalent to it and who have passed the relevant Unified National Examination in the manner approved by the Ministry, can obtain the right to enroll and to study at the bachelor's educational programme "Tourism".

In the list of subjects for United National Examinations in order to enroll into the Tourism Bachelor programme, an entrant has to pass the examination in Georgian language and literature, foreign language (German; English; Russian; French), History/ Geography /Mathematics. Programme admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language.

The information about the programme admission preconditions is fair and placed into the "Handbook of National Examinations 2023", on the official Facebook page of the university, and information meetings during open days. Public Information about the prerequisites for enrollment and admission to the programme are posted on the university's web and included in the brochure of BSU. However, a review of the BSU website reviews that the full information about admission preconditions does not take place on BSU web – programmes' catalog. Therefore, the expert group **suggests** that the full information about admission preconditions should be placed on BSU web and programme catalog/ brochure.

The HEI defines the methodology of planning the student body for the educational programme, which considers the specificity of the programme and the resources of the institution and ensures the smooth administration of educational processes based on BSU-educational process regulatory rule. Also, according to the BSU Methodology rule for creating, approving and developing educational programmes of BSU, the methodology of determining the quota of students in BSU is clarified, taking into account the employment market research, the rate of employment of undergraduates, the material-technical base and human resources, the number of students admitted to the educational programme is determined quantity. This approach was confirmed by the representatives of BSU administration during the interview.

Admission/enrollment of students without unified national exams is prohibited by the legislation of Georgia (Law of Georgia On Higher Education and BSU Academic Council Resolution No. 34 as of March 1, 2018 on "Unified National Exams at BSU).

Evidences/Indicators

- Educational programme “Tourism”;
- Law of Georgia on High Education;
- University website: <https://bsu.edu.ge/sub-14/programme/2/index.html>;
- “BSU-educational process regulatory rule”;
- BSU “Methodology rule for creating, approving and developing educational programmes of BSU “;
- BSU Academic Council Resolution No. 34 as of March 1, 2018 on "Unified National Exams at BSU”;
- “BSU Rule on administration of internal mobility”;
- the “Handbook of National Examinations 2023”;
- Interview results.

Recommendations: NONE

Suggestions for the programme development

- The full information about admission preconditions should be placed on BSU web and programme catalog/ brochure.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The programme, in accordance with the learning outcomes and level, provides students with the development of practical skills and involvement in /scientific/research projects. It should be noted that in order to develop research and practical skills, role-playing games, practical works, presentations and others are used in the learning-teaching methods; In addition, 10 ECTS credits are allocated to professional practice in the programme. As indicated by the Head of the Programme and academic staff during the interviews, the credits on professional practice/ internship were increased in the programme which was based on the demand of the students, graduates and the employers. Increased practice credits mean the students have more time to develop their practical skills and transferrable skills.

The student, under the guidance of a specialist with appropriate qualifications, performs small-scale research work within the scope of the bachelor's thesis. The bachelor's thesis summarizes the general and branch knowledge acquired by the student through the training courses, demonstrates the ability of argumentation, analysis, conclusion, information search, independent study and work. The evaluation of the bachelor's thesis

is done before the defense commission in accordance with the evaluation system operating in BSU, which is written in the "Regulating rule of the educational process". The experts studied the related bachelor thesis, and concluded, that in some of them part of bibliography is written out using unknown academic style. However, in a review of the samples of the bachelor theses, the expert group identified inconsistent referencing styles were used by the students. Therefore, the expert group suggests that the Tourism programme trains the students to use a consistent referencing style to cite sources in the part of bibliography of the bachelor papers.

The practical component of the programme is organised and planned in accordance with the programme goal (2) and learning outcomes (3-7) of the programme and corresponds to the level of education. The purpose of practice is to test the knowledge, understanding and skills, responsibility and autonomy acquired in the previous semesters of the bachelor's degree in real production conditions, including development of student's self-assessment skills. In the case of inclusion in the internship period, the student is guided by a qualified person in the field, who evaluates the student's activity. The practice is led by the BSU representative, who is responsible for the implementation of the practice. The supervisor of the practice helps the students to solve the problems raised during the practice, controls the process of conducting the practice. In order to complete the practice, the host institution assigns a mentor who will supervise the students in the institution.

The self-evaluation report is accompanied by signed memorandums with practice facilities and employers, which include the purpose, activities, and results of the practice, although the number and duration of the students admitted to the practice/internship are not taken into account, which should be clarified. Hence, the expert group **recommends** that the agreements/memorandums and/or their appendices signed with employers or centers of practice must envisage the number of students and duration of practice.

Interviews with representatives of practice facilities and employers confirmed that they are actively involved in the process of student practice and employment. They give priority importance to the candidate's belonging to the region in the selection process. It was noted that there are many examples of BSU undergraduates being employed in their companies, as students demonstrate the learning outcomes provided by the programme, are flexible to new challenges of the labor market, and stand out as a competitive advantage. From the programme's self-evaluation document, attached files and interviews, it is clear that the university regularly organizes public lectures with representatives of profile businesses, organizations, foundations.

The academic council of BSU has approved the scientific research policy of BSU, which defines the procedure for announcing the competition, presenting student papers, evaluating, selecting and awarding students for the purpose of organizing the conference. The information about student conferences, public lectures, meetings with tourism industry representatives and other events are also placed on BSU web. University permanently suggests scientific conferences for the students and the winners are awarded: their papers are published and some of them got financial awards. The students have opportunities to participate in practice outside country, or in tourism fairs. They can also participate in the faculty academics research grants.

Evidences/Indicators

- Educational programme "Tourism";
- Information on students' engagement in scientific-research /creative /performing projects and relevant documents – appendixes of self-evaluation report;
- Student conference proceedings;
- Documentation certifying the results of the practice;
- Bachelor thesis;
- Respective agreements / memorandums with economic agents, employers and objects of practice;
- University website: <https://bsu.edu.ge/>
- Interview results.

Recommendations:

- The agreements/memorandums and/or their appendices signed with employers or centers of practice must envisage the number of students and duration of practice.

Suggestions for the programme development

- The Tourism programme students need to be trained to use a consistent referencing style to cite sources in the part of bibliography of the bachelor papers.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

Teaching and learning methods of each academic course/subject correspond to the level of education, course/subject content, learning outcomes, tourism sectoral benchmark requirements and ensure their achievement. The programme suggests different kind of teaching and learning methods, such as verbal method, methods of independent work, writing method, case study, discussion, interactive lessons, discussing news, problem passed methods individual and group work, practical method, etc. There is the map int the programme connecting the learning outcomes with teaching-learning methods. It shows that teaching-learning methods ensure students' active engagement in the learning process, interaction both between students and staff and students themselves; ensure student participation in the learning process with appropriate autonomy and responsibility and are aimed at the development of various skills by the student, including critical and analytical skills.

Teaching-learning methods are flexible and envisage individual needs of students. №06-01/54 Resolution (14 June 2022) of Academic Council on "The Rule for Design, Approval and Development of BSU Educational Programmes" and Resolution №111 of the Academic Council of October 8, 2015 "On the approval of the regulation of the educational process of BSU" helps in creation of individual programme and utilized in accordance with the interest and academic readiness of the student. It is usually used in mobility process and grouping of classes in difference levels. Also, electronic platform helps student to choose their individual programme.

BSU ensures electronic/distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcome of the programme. In period of COVID 19 BSU successfully managed the distance learning process, digitalized teaching materials and improved the electronic platform according to needs. BSU permanently works on improvement of the electronic platform and infrastructure, helping in the process of implementation different teaching/learning methods.

Evidences/Indicators

- Educational programme “Tourism”;
- Syllabi;
- Electronic platform;
- Infrastructure;
- Interview results.

Recommendations: NONE

Suggestions for the programme development: NONE

Evaluation

Component	Complies with requirements	with Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The way of evaluating students at the university is based on the principles of transparency, objectivity, self-evaluation and post-study improvement. Assessment methods within the educational programme are different depending on the field and the specifics of a specific course and are explained in the syllabus, which becomes known to students as soon as they start their studies. The evaluation criteria are in full compliance with the legislation. The evaluation system is described in the syllabi in accordance with the "Regulating Rule of the BSU Educational Process", which is posted on the BSU website and electronic portal in the student's guide.

In order to ensure equal, fair and transparent approaches to evaluation, according to the instructions for conducting exams in BSU. Encoding of exam papers is done, which will be handed over to the professor for evaluation. The lecturer is obliged, for the purpose of feedback, to make a constructive comment on the evaluated work in writing. This kind of approach gives the student a means to understand the mistakes made and to plan measures to improve academic achievements. In case of a claim, the student can use the appeal mechanism which is well known to students, the same is confirmed by the results of the interview.

The maximum evaluation of the educational component is equal to 100 points, of which 60 points are assigned to the midterm evaluation, and 40 points to the final evaluation. The information is confirmed by the syllabi of various educational courses as well as documents valid in the university and it's also well known for the students which is confirmed by the interviews with them.

At BSU, the student/graduate grade point average (GPA) is also used. To calculate the average rate of assessment, the number of credits corresponding to the study course/module and the coefficient corresponding

to the assessment (point) received by the student in the same study course. The mentioned information is confirmed by the electronic portal used by the university. Having access to this information makes it easier for the student to process with other foreign universities when they apply for different programmes and ask for their academic performance.

Evidences/Indicators

- Educational programme;
- Results of the interviews;
- Syllabus of training courses;
- University website: <https://bsu.edu.ge/sub-14/programme/2/index.html>;
- “BSU-educational process regulatory rule”;
- BSU “Methodology rule for creating, approving and developing educational programmes of BSU”;

Recommendations: NONE

Suggestions for the programme development: NONE

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

According to the statutes of Batumi State University, the student has the right to receive advice from an authorized person of BSU regarding educational programmes, study courses, syllabi, conducting exams and other issues related to the educational process. The university provides counseling and support to students through academic staff, faculty administration and student career development, culture and sports department, student portal, university website.

Faculty administration, the department of student career development, culture and sports, programme heads, department heads advise students on the planning of the educational and academic process, the production of academic and administrative registration, social programmes, scholarships, exchange programmes, conferences, competitions, sports and cultural creative circles and about educational, cognitive and other resources available in BSU, which is confirmed interviews with administrative staff as well as with students.

Informing students about international projects, events, exchange programmes, summer schools, conferences and mobility, together with the faculty administration and the head of the programme, is led by the Department of Strategic Development and External Relations this is approved by the dynamics of students' involvement in various projects, both local and international events. It provides the search and processing of information about the involvement of students in the projects of higher education institutions, scientific-research institutions of different countries. However, the available evidence reveals that the current participation is low. Hence, the expert group **suggests** that the Tourism programme to take proactive approaches increase the involvement of students in scientific-research events and to promote the involvement of young scientists in various grant competitions.

BSU has developed a rule for financing student projects, which provides for the decision-making procedure for presenting and financing educational, scientific, cultural-creative or sports projects. In order to implement the projects presented in accordance with the mentioned rule, the budget of BSU defines the appropriate funding. Forms and evaluation criteria for students' project applications have been established, however, it is important for the university to promote the promotion of scientific ideas and increase the number of students whose scientific research initiatives will be supported by the university.

Evidences/Indicators

- "Legal entity under public law - Statute of the Department of Career Development, Culture and Sports of Batumi Shota Rustaveli State University" approved by the decision N5 of June 29, 2017 of BSU Representative Council;
- Results of the interview;
- Electronic portal - <https://portal.bsu.edu.ge>;
- BSU website - www.bsu.edu.ge;
- Regulations of the Strategic Development and Foreign Relations Department of Shota Rustaveli State University of Batumi State University (Decision of the Representative Council of BSU N02, 15.02.2017);
- Resolution No. 06-01/90 as of August 14, 2019 of the Academic Council of BSU "On approval of the scientific research policy of BSU";
- Rules for financing BSU student projects - Decision N02 of March 26, 2018 of BSU Representative Council;
- Order N01-11/51 of the head of BSU administration of April 16, 2018 on the budget classification of the student project application and the determination of the threshold amount of expense;
- Order of the Rector of BSU dated April 16, 2018 on approval of student project application forms and evaluation criteria.

Recommendations: NONE

Suggestions for Programme Development

- The Tourism programme to take proactive approaches increase the involvement of students in scientific-research events and to promote the involvement of young scientists in various grant competitions.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the 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. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
 - The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
 - Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The people implementing the programme "Tourism" are engaged in accordance with the legislation of Georgia and internal regulations of the BSU. The expert group checked the qualification of academic and invited lecturers and concluded that they are in compliance with their qualification requirements, functions and current legislation.

The qualification of academic/scientific staff is proved by scientific papers written during the past 5 years (monograph, textbooks, scientific papers published in peer-reviewed journals, etc.; in arts field-creative/performance projects) and/or practical project, which proves staff's competence in the relevant field. It should be mentioned that in some CVs there is no information about the publications. Especially it applies to the doctors, who defended their doctoral thesis in 2022. However, BSU administration mentioned during the interview, that they are improving the electronic platform according to the electronic portfolio of the staff and this kind of errors will be overcome. The expert group, therefore, **suggests** that the administration should pay attention to ensure all the staff CVs are updated according to the standard requirements.

The number of academic and invited lecturers are determined according to teaching hours, student numbers, teaching courses, financial and other resources. BSU administration asks to invited lecturers in the beginning of the semester update workload scheme. The scheme includes teaching, scientific-research and other workload according to academic/scientific and invited staff's functions and duties. The annual academic workload of BSU-affiliated and non-affiliated academic officials is determined by the BSU Academic Staff Affiliation, Academic Workload Determination and Labor Remuneration Rules. Hours allocated for student consultation are envisaged by the workload of academic/scientific/invited personnel.

The self-evaluation document shows that teaching courses are led by specialists with academic degrees of the appropriate profile - 6 professors, 12 associate professors, 15 assistant professors, 1 assistant and 12 invited specialists. They are involved in the development, implementation and assessment of programme. The balance between academic, including balance between affiliated academic and invited staff is **34 to 12** that ensures the programme sustainability. The affiliated academic staff deliver the core courses of the programme.

The requirements to Head of the Programme are determined by the Resolution of July 14, 2022 of the Academic Council of BSU "Rules for development, approval and development of academic higher education programmes of BSU". They possess necessary knowledge and experience required for programme elaboration according to the level of the programme. The qualification of the Heads of the programme is certified by relevant education in the field, practical experience and/or scientific papers/creative work. They are fully involved in programme assessment and development, implementation process, students' advising, in monitoring and staff assessment, etc.

The programme students are provided with an adequate number of administrative and support staff with appropriate competence. The functions of the administrative staff are clarified by the Faculty Regulations. Periodically students evaluate their services.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	34	15	15	15
- Professor	6	3	3	3
- Associate Professor	12	4	4	4
- Assistant-Professor	15	7	7	7
- Assistant	1	1	-	1
Visiting Staff	12	10	4	-
Scientific Staff	-	-	-	-

Evidences/Indicators

- Decision No. 03 of June 29, 2017 of BSU Representative Council on the approval of the "Rule for determining the number of BSU academic staff" - https://bsu.edu.ge/text_files/ge_file_8558_1.pdf;
- Decision No. 4 of July 27, 2017 of BSU Representative Council on the approval of the "Rules for hiring BSU academic staff" https://bsu.edu.ge/text_files/ge_file_8573_1.pdf;
- Personal portfolios of the staff;
- Information on publications in peer-reviewed journals;
- Interview results.

Recommendations: NONE

Suggestions for Programme Development

- The administration should pay attention to ensure all the staff CVs are updated according to the standard requirements.

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
- The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

BSU conducts, analyzes and actively utilizes the results of the evaluation of the programme academic and invited staff and satisfaction surveys of the students on each teaching course. The evaluation of staff is permanent process. BSU has developed and operates an electronic system of self-evaluation of academic and invited staff (apa.bsu.edu.ge), which includes components of academic and scientific activities and reflects the directions of research and creative activities, teaching and academic engagement. Among the criteria are: "a) Involvement in the process of developing and perfecting the educational programme; b) participation in the process of systematic updating and improvement of study courses syllabi; c) development, updating and improvement of educational material (lecture/workshop, assignment material, etc.); d) preparation of intermediate and final exam material; e) results of student satisfaction research (surveys); f) the degree of transparency of the knowledge assessment system (students' awareness of the achieved results, shortcomings and ways of improvement); g) statistical analysis of student evaluations (current, intermediate, final); h) results of interviewing students (the need is determined in the case provided for in paragraph 3 of this article); i) lectures, group work, practical, laboratory, etc. monitoring; k) counseling of students; k) other academic activity (participation in various projects, internship, qualification improvement, etc.). Also, it is decisive: a) preparation of intermediate and final exam material by professors; b) student satisfaction research (surveys); c) degree of transparency of the student knowledge assessment system; d) statistical analysis of student evaluations (current, intermediate, final). Evaluation results are used for the professional improvement of academic, scientific and invited staff".

The criteria of the evaluation of the scientific-research work of professors and teachers are: scientific work/monograph; participation in scientific events; Participation in scientific grant projects and other scientific activities. The results of the evaluation of the academic staff are included in the procedure for hiring the academic staff. It increases the responsibility of professors and teachers and contributes to the improvement of the quality of the educational process.

BSU provides necessary conditions (material, financial resources, etc.) for fostering scientific, research, creative/performing work of academic, scientific and invited staff and support/promote them into internationalization of their activities, publishing in impact factor journals, participation in joint scientific events, conferences, publishing books and monographs.

During the Covid 19 the quality assurance department of BSU and Tourism Faculty provided training to staff involved in the programme in to make effective use of e-learning / distance teaching and learning / assessment methods to support quality achievements of the programme. Also, BSU administration organize trainings in

English Language for staff on the basis of co-financing. They suggested different kind of trainings on pedagogical and sectoral topics.

Evidences/Indicators

- Resolution No. 46 as of June 29, 2017 of the Academic Council of BSU "On the approval of the procedure for evaluating the activities of BSU academic and invited staff", see the link: https://bsu.edu.ge/text files/ge_file_8568_1.pdf;
- Codified Annex N1 of the decision N3 as of September 12, 2016 of the Representative Council. on "The rules for affiliation of academic staff of BSU, determination of academic load and determination of remuneration;
- "Rules for elaboration, approving and developing BSU educational programmes" approved by Resolution No. 54 as of July 14, 2022 of the Academic Council of BSU, https://bsu.edu.ge/text files/ge_file_17180_1.pdf;
- Regulations of the Faculty of Tourism;
- Staff survey;
- Student survey;
- Information about the staff reflected in the Education Management Information System;
- Functions of the head of the programme;
- Job description of administrative and support staff;
- Interview results.

Recommendations: NONE

Suggestions for the programme development: NONE

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

There is an appropriate infrastructure and equipment for the implementation of the educational programme: classrooms equipped with multimedia facilities (projectors, computers, smart boards), laboratories, computer classes, restaurant simulation room, library. The library of BSU contains the mandatory/supporting literature and their electronic version (available to registered users of the portal).

The Ministry of Education and Science provides access to Elsevier's ScienceDirect and Scopus databases for the state universities staff and students, and the University also provides access to the EBSCO package, which includes the following resources: Academic Search ELITE; Business Source ELITE; MasterFILE ELITE; MEDLINE; Health Source: Consumer Edition + Health Source: Nursing/Academic; Library and Information Center (LISTA); GreenFile; ERIC (the Education Resource Information Center). Newspaper Source; Regional Business News; HeinOnline (HOL); JSTOR.

During the visit, the expert group checked the presence of compulsory literature by random selection in the library during the facility observation. The literature sources were found in the catalog and had been presented.

Evidences/Indicators

- Batumi Shota Rustaveli state University library
<https://www.bsu.edu.ge/sub-15/page/2-237/index.htm>
- Facility observation

Recommendations: NONE

Suggestions for the programme development: NONE

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The financial provision of the academic educational programmes operating in BSU is carried out according to the income and expenditure-expenditure categories reflected in the university's unified budget. In the spending part of the budget, the following are considered: labor compensation, computer equipment to ensure the educational process, inventory and maintenance of the existing infrastructure, and utility costs. The expenditure part of the budget includes labor compensation, computer equipment to ensure the educational process, inventory, maintenance of the existing infrastructure, and utility costs.

For the development and improvement of the programme, the budget of the faculty includes various types of funding, namely: International Scientific-Practical Conference "Tourism: Economy and Business" expenses, financing of publishing activities (funding of publication of academic person(s) in the journal of scientific publication (Scopus, Erih Plus and Web of Science) once a year 70%,), scientific and developmental activity, business trip (funding of the participation of an academic person once a year no more than 1000 GEL), funding of participation in international student conferences (funding of conference participation fees, including

transportation, participation fees, no more than 500 GEL per student), funding of international professional practice of students (Transportation cost (60-80 students)), students' educational practice (transportation and food cost (200 students)), purchase/translation/publishing of textbooks, (translation of foreign language textbooks; publication of textbooks/monographs by academics), foreign experts, professors Inviting teachers to hold master classes and lectures (accommodation, food, transportation), etc. The BSU administration representatives have confirmed that additional financial needs of the programme can be provided by university reserve funds.

Based on the submitted documentation and conducted interviews, it is confirmed that the administration is interested in the sustainability of the programme. It has the mechanisms, if necessary, to provide financial support to the programme from the centralized budget of the university.

Evidences/Indicators

- BSU budget 2023
- Programme budget
- Faculty budget

Recommendations: NONE

Suggestions for the programme development: NONE

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

The activities of the quality assurance service at BSU are regulated by the regulation of the quality assurance service and the quality assurance policy of Batumi Shota Rustaveli State University. The Methodology of Planning, Elaboration and Development of Educational Programmes of BSU has been developed, which describes the participation of all interested parties (academic staff, students, graduates, employers) in the process of programme development, continuous monitoring and development of the programme implementation. Educational programme planning, development, promotion and monitoring of effective implementation and development are coordinated by both university and faculty quality assurance services.

A working group was formed for the development of the educational programme by the resolution of the Academic Council No. 06-01/124. The group consisted of eight academic staff, two students, one graduate and one employer.

In the process of developing the programme, the working group ensured the implementation of various activities for the development of the programme. The learning outcomes of the programme were formulated and the prerequisites for admission to the programme were determined (minutes of the meeting of the working group #4), Market research was conducted (minutes #3), changes in the structure of the programme were made taking into account the research conducted by the quality assurance service (survey of students, academic staff, graduates, employers, analysis of students' academic performance) (minutes #5)

The programme benchmarking has been undertaken in comparison with the similar programmes of other Georgian universities including Georgian Ilia State University's Business Administration (Management, Banking and Finance, Tourism) bachelor educational programme and Kutaisi University's tourism bachelor educational programme and four international university programmes - tourism education programmes of Wroclaw Academy of Business (Poland), Berlin School of Business and Innovation (Germany), European Business School (Barcelona, Geneva, Munich) and Bremen University of Applied Sciences (Germany).

As a result, the teaching methods of the training courses were determined or changed, the volume of the training courses was adjusted (tourism policy, the volume of which was four ECTS credits, became five ECTS credits, the practice component became 10 credits instead of five credits and is offered in the 7th and 8th semesters), Study materials were updated, the ratio of study hours to independent work hours (Georgian history, finance and reporting in tourism) was adjusted, etc.

During the interviews academic staff, students, alumni, and potential employers confirmed that they cooperated with the Quality Assurance Office when planning the process of programme quality assurance, creating assessment instruments, and analyzing assessment results; Programme staff takes into consideration quality assurance results when making programme related decisions; They confirmed that they were involved

in the process of developing the programme, that their opinions were taken into account. The academic staff confirmed that during the development of the programme, they were constantly consulted by the quality assurance service regarding the requirements of the standards, as well as they were provided with information about the issues identified during the research, and evaluation analysis, and they were taken into account in their activities.

Evidences/Indicators

- regulation of the quality assurance service
- the quality assurance policy
- The Methodology of Planning, Elaboration and Development of Educational Programmes
- Resolution of the Academic Council on the creation of a working group for the development of the undergraduate educational programme "Tourism".
- Working group meeting minutes
- Analysis of similar educational programmes (tourism) of Georgian and foreign higher education institutions
- Market research.
- Results of a surveys of academic staff, students, alumni and employers
- Self-evaluation report
- interview results

Recommendations: NONE

Suggestions for the programme development: NONE

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 External Quality Evaluation

Programme utilises the results of external quality assurance on a regular basis.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

In accordance with the BSU Quality Assurance Policy at Batumi Shota Rustaveli State University, the educational programme uses the external quality evaluation method, which is based on "Provision of accreditation for educational institutions' educational programmes," Provision of authorization of educational institutions and "the Manual of accreditation."

The Tourism undergraduate educational programme was reviewed in 2011 by the National Center for the Development of Education Quality (NCDEQ), the recommendations were issued by accreditation experts (Decision No. 352 of the Programme Accreditation Council of the NCDEQ of November 25, 2011). The recommendations include the greater consideration of the results of the employment market research in the programme; modification of the structure of the programme; giving compulsory status to some courses and

undergraduate theses; determination of prerequisites; provision of more information about exchange programmes to students; independent budget of the programme.

In consideration of the recommendations, a review of the programme curriculum, the course syllabi and the self-evaluation document clearly indicate that the BSU Tourism Programme made following changes:

- the structure of the programme was modified (the volume of the educational programme is 240 credits. Of these, compulsory study courses - 160 credits (including study courses in the main field of the studies - 145 credits), compulsory optional study courses of the specialty - 20 credits; additional programme/free component - 60 credits; the programme objectives and learning outcomes were revised to take into consideration of the requirements of the labor market, which is confirmed by the survey of employers/potential employers and the rate of employment of graduates;
- prerequisites have been defined for study courses;
- Study courses - "Fundamentals of Tourism Business", "Tourism Management" and bachelor's thesis have been shifted from optional to compulsory courses; the names and contents of the study courses were specified (e.g. "Natural-Recreational Resources" was formed as "Tourist Resources of Georgia", "Information Technologies II" - "Information Technologies in Business", "Country Studies" - World Tourist Destinations) and semester changes were made; Geo-information Systems (GIS) were added to the curriculum in the part of compulsory elective courses
- BSU has regularly updated informative website (www.bsu.edu.ge), as well as an official page on various social networks (Facebook, Instagram, Twitter). Together with the student portal (www.portal.bsu.edu.ge), they provide students with information about international projects, events, exchange programmes, summer schools, conferences, mobility and various planned activities;
- A programme budget has been developed for the Tourism undergraduate educational programme.

For external peer evaluation, the programme was sent to Professor Dimitri Japaridze of Ilia State University and Professor Stefan Gerhald of Mittelstand Higher Education Institution (FHM) in Germany. The presented recommendations were mainly related to the semester change of some study courses and clarification of prerequisites; clear formulation of the target indicators of the programme; strengthening practical components; separation of learning outcomes; addition of Geo- Information Systems (GIS) as an elective course.

A review of the programme curriculum and the available course syllabi reveal that some recommendations from the external peer evaluation have been addressed by the programme. However, it is unclear what changes the programme team has done to address clear formulation of the target indicators of the programme and strengthening practical components. A review of the programme outcomes reveals that the programme team has not separated the learning outcomes as Outcome 1, 4, 5, 7 still include multiple requirements.

Although the BSU utilized the results of the external quality assurance and external peer evaluation, such activities are not regular as the last accreditation exercise was done in 2011. Only two external peer evaluations were mentioned in the Self-Evaluation Report. However, interviews with the administration, Head of the programme, and the academic staff and invited staff confirm that external peer reviews by the visiting foreign experts have been regularly undertaken as the programme had three experts annually. Therefore, the expert group **suggests** that the Tourism programme team could be better document and manage the foreign expert review process in a more systematic manner to ensure the Tourism programme is continuously developed in line with international standards.

Evidences/Indicators

- Self-evaluation report
- Supporting documents:
 - BSU Quality Assurance Policy
 - External collegial evaluation of the programme (Ilia State University)

- External collegial evaluation of the programme (Professor of Mittelstand Higher Education Institution (FHM), Executive Director of "Solutions Holding" and member of the Advisory Board of the Hotel Congress)
 - Budget
- Site visit interviews

Recommendations: NONE

Suggestions for the programme development

- The Tourism programme team could be better document and manage the foreign expert review process in a more systematic manner to ensure the Tourism programme is continuously developed in line with international standards.

Evaluation

Component	Complies with requirements	with	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and Analysis

Monitoring and evaluation of the educational process is carried out in the university, which includes monitoring of the educational and examination process, analysis of student and academic personnel survey results. surveys are conducted regarding the quality of the educational process, exams, infrastructure and services, exchange programs, etc.

The programme has an electronic portal through which it is possible to effectively implement internal quality mechanisms - including conducting surveys, processing data, evaluating staff, providing various information to students, etc. To evaluate the educational program, the institution also uses a survey of potential employers, and their opinions are taken into account for the development of the program. On the mentioned electronic portal, potential employers are registered and together with their survey, information is provided to students about vacancies announced by employers.

Through the portal, the timeliness of evaluations, evaluation-related feedback is controlled (feedback is mandatory in the process of evaluation. Without comments, the teacher cannot complete the process). Academic staff is evaluated in two directions - academic and scientific activity - the university has developed a portal on which the staff fills in the activities carried out during the year and uploads the supporting documents. The assessment is carried out by the persons determined by the BSU academic and invited staff activity assessment procedure.

The quality assurance service presents the results of the research to the faculty council, and the issues raised are taken into account for the development of the program. support and monitoring of the Program planning, implementation and development are coordinated by the University/Faculty Quality Assurance Office.

Evidences/Indicators

- BSU academic and invited staff activity assessment procedure
- academic and invited staff evaluation results
- students, academic personnel surveys
- Analyzes and reports of conducted studies
- Resolutions of the Academic Council on making changes in the educational programs of the Faculty of Tourism
- interview results

Recommendations: NONE

Suggestions for the programme development: NONE

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution:

LEPL-Batumi Shota Rustaveli State University (BSU)

Name of Higher Education Programme, Level:

Tourism

First Cycle of higher academic education

Compliance with the Programme Standards

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Rong Huang,

Full name, signature



Accreditation Expert Panel Members

Eka Lekashvili

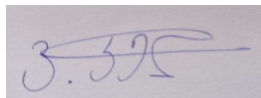
Full name, signature



Nino Jojua
Full name, signature

Handwritten signature of Nino Jojua in blue ink, featuring a stylized 'N' and 'J'.

Vaja Kelikhashvili
Full name, signature

Handwritten signature of Vaja Kelikhashvili in blue ink, featuring a stylized 'V' and 'K'.