

Annex No. 1



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Final Report on Higher Education Programme

Business Analytics, Bachelor

The University of Georgia

Evaluation Date: 7 June 2023

Report Submission Date: 27 July 2023

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	The University of Georgia Ltd
Identification Code of Institution	205037137
Type of the Institution	University

Expert Panel Members

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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)	ბიზნეს ანალიტიკა
Name of Higher Education Programme (in English)	Business Analytics
Level of Higher Education	Bachelor, I level of Higher Education
Qualification to be Awarded ²	Bachelor of Business Administration
Name and Code of the Detailed Field	Management and Administration 0413
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	English
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
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 Business Analytics is a new programme planned to be offered by the School of Business and Administrative Studies of the University of Georgia at Tbilisi, in English language. The same programme in Georgian language is already going through the accreditation process. The rationale for the programme is to respond to market needs as they were defined by a labor market that included employer representatives for business consulting and software companies along with a study of related job offering. The programme intends to produce graduates with strong background in business and management who are also equipped with advanced contemporary analytical skills being able to build career paths in Georgian and international companies.

The programme is based on resources from both the School of Business and Administrative Studies which already offers programs in Business Administration and the School of Science and Technology which offers programs in Informatics and Mathematics. Overall, the programme will be supported by 15 members of academic staff (5 professors – all of them affiliated, and 10 associated professors -7 of whom are affiliated). Academic staff involved in the programme has a significant teaching and scientific background [32 papers in int'l journals, 22 in local journals, presentations in conferences (19 int'l, 14 local), authorship of books and engagement in research projects and scientific grants). Additionally, 22 invited staff, most with strong professional backgrounds in areas of business analytics, but some with limited teaching experience - who need training in academic approaches and environment, will be involved in the delivery of the program. The current projection of student enrollment is 24 Georgian and foreign students per year.

The programme is sufficiently planned; some adjustments may enhance its business and management orientation. The main challenge for the programme is to manage the teaching and learning process in a way that raises the contribution of Informatics and Analytics in Business and Management in a way that the programme retains its Business Administration orientation, while, at the same time, exploits the use of analytical methods and information technology skills in supporting business functions efficiency and effectiveness and decision-making optimization. Synergies and common work of teaching staff is needed to avoid passing fragmented knowledge to the students.

▪ **Overview of the Accreditation Site Visit**

The accreditation visit took place on Wednesday, June 7th. NCEQE made available to the panel the documentation received by the which included the Self Evaluation Report (SER), the Programme Description document accompanied by detailed syllabi of all programme courses, a copy of the University Provisions for Educational programs, Bachelor programme regulations, CVs and evidence of qualifications of academic staff, programme budget, and other relevant documents. Before the visit the Panel had an initial preparatory meeting on May 11th, followed by another one on June 1st.

During the visit, the panel had the chance to meet and interview the Director of the School of Business and Administrative Studies, the Head of the Business Administration Department, the Self-Evaluation Team, the Heads of programme, representatives of Academic Staff and Invited Staff (some online), Students from the Business Administration programme offered by the same faculty, Employers (on-line), and representatives of the Quality Assurance Office, All participants were very cooperative and willing to

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

participate in discussion in an open and frankly way. Requests from the panel regarding the provision of additional information were handled professionally and efficiently during the visit.

The review panel would like to express sincere thanks for the cooperation of all participants and their participation in fruitful discussions during the visit. Because the programme is not in operation yet, the panel had a chance to meet students (Georgian and foreign) from the Business Administration program. The review panel had the opportunity to discuss issues related to the teaching and learning process as well as support and student services with the students, however under the circumstances, the report does not reflect perceptions of students and graduates for the specific programme.

▪ **Response to argumentative position of Business Analytics programme, The University of Georgia**

On July 21st, 2023, the Panel received the Argumentative Position (AP) on the submitted draft accreditation report, which included the remarks of the Programme and the School administration on the recommendations made by the panel.

Overall, the panel is pleased that the majority of the recommendations were well received by the School and the management of the programme as partially or fully accepted. The panel would like to clarify the following points:

- In certain cases (e.g. items #6, #19, #20, #21 in the AP document) the panel's evaluation is based on evidence provided by the interviewed students as it is explained in the narrative part.
- Similarly, for recommendation #6 the evaluation is based on the interviews with academic and invited staff which does not confirm the effectiveness of the relative trainings.
- Recommendation #16 is changed to a suggestion given that, although mandatory internship provides a great value to students, it could be difficult to implement it in a programme with international students, at least for the beginning of the programme. Consequently the evaluation of standard 2.2 changes to fully compliant.
- Recommendations #5, #10 and #22 are not similar in nature. #5 focuses strictly on the mechanism of learning outcome evaluation. #10 aims in raising the level of synergy among the various components of the programme, while the goal of #22 is to increase the collective input from the stakeholders of the program beyond the views expressed in the council by stakeholder representatives.
- Relative revisions in the narrative part were made in standard 1.1, 1.3, 1.4 and 3.1.

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

Standard 1. Educational Programme Objectives, Learning Outcomes

and their Compliance with the Programme is evaluated as **Substantially Compliant**

The program is innovative, responding to market needs for professionals with a sufficiently strong background and understanding Business and Management functions, who can appreciate the role of analytics in supporting business functions and are powerful users of IT applications that support the use of analytical methodologies in addressing and solving business problems. The structure of the program is based on 4 components Business/Management, Business Analytics, Informatics and Quantitative Methods. The Business/Management needs to be strengthened so that the program is consistent with the qualification awarded and synergy between the technical and the business components is necessary. Learning outcomes at course and program level are generally compatible with the level and the aims of the degree but some technical corrections are needed to make communication of deliverables clear to interested parties.

-Programme Objectives is

Substantially Compliant

-Programme Learning Outcomes is

Substantially Compliant

-Evaluation Mechanism of the Programme LOs is	<u>Partially Compliant</u>
-Structure and Content of Educational Programme is	<u>Substantially Compliant</u>
-Academic Course/Subject is	<u>Substantially Compliant</u>

Standard 2. Methodology and Organisation of Teaching,

Adequacy of Evaluation of Programme Mastering is evaluated as **Substantially Compliant**

Admission procedures is clear, the program aims in admitting students at the high end of the applicants. Whether selection criteria and process are clear for Georgian students, at this point is not so for foreign students. The program has a strong practical orientation, and a plurality of teaching and learning activities aim in providing students practical skills. The internship in Business Analytics is an important element because it is essential for students to meet real business analytics applications. The panel would prefer that internship becomes mandatory but at the same time understand the technical difficulties implementing it in a program with international students. Nonetheless, creating opportunities for internship and steering students towards this choice will definitely bring value to the programme. Students have an opportunity to develop some research skills at the level of bachelor studies through courses, the Bachelor Project and Thesis, student conferences and individual research projects of academic staff.

-Programme Admission Preconditions is	<u>Substantially Compliant</u>
-Development of Practical, Scientific/Research/Creative/ Performing & Transferable Skills is	<u>Fully Compliant</u>
-Teaching and Learning Methods is	<u>Substantially Compliant</u>
-Student Evaluation is	<u>Fully Compliant</u>

Standard 3. Student Achievements, Individual Work with Them is evaluated as **Substantially Compliant**

Students support is offered both at enrolment and also during their studies mostly through Online UG and My UG and consultation is arranged with teaching staff on demand. Services like Career and employment, international exchanges, other social / scientific activities reach the student population through electronic communication systems. s Certain inadequacies were identified regarding mainly the process of appeals. In addition, lack of awareness regarding library services (mainly concerning scientific base). Consultation hours for students should be fixed for every member of teaching, announced at the beginning of each semester and relative information be easily accessible to students.

-Student Consulting and Support Services is	<u>Substantially Compliant</u>
-Master's and Doctoral Student Supervision is	<u>not applicable.</u>

Standard 4. Providing Teaching Resources is evaluated as

Fully Compliant

The program is supported by Human resources from the faculties of Management and Business Studies, and Informatics and Mathematics by 37 academic staff members and 22 Invited staff. Academic staff is very experienced in teaching and scientific work. Invited staff are mainly professionals in various organizations and companies who deal with Analytics in practice, and if they are properly trained to be acquainted with the academic environment could bring their valuable experiences in the classroom. The main challenge is to create synergies between teaching staff in “technical” subjects (informatics, analytics, quantitative) with those in conventional business subject so that analytics are viewed from the technical point of view but from their contribution in solving business problems.

-Human Resources is	<u>Fully Compliant</u>
-Qualification of Supervisors of Master's and Doctoral Students is	<u>not applicable</u>
-Professional development of academic, scientific & invited staff is	<u>Fully Compliant</u>
-Material Resources is	<u>Substantially Compliant</u>

Standard 5. Teaching Quality Enhancement Opportunities is evaluated as **Substantially Compliant**

Internal quality assurance at the University is coordinated by the University Quality Assurance Service together with the representatives of Quality Assurance at University Schools on the basis of relevant regulations and guidelines for Continuous quality improvement. The QA Service and the schools at University of Georgia are involved in the process of continuous monitoring of the services provided through surveys of target groups and observation of the learning process. The QA service analyses the results, identifies weaknesses but no reporting of corrective actions was presented. External evaluation is performed by employers and an independent expert who is associated with the University which makes it difficult to achieve impartiality. Graduates and Alumni opinions may be used in external evaluation as well. Periodic programme monitoring and review which is scheduled could be enhanced by peer reviews and include scientific and research activities of the staff.

-Internal Quality Evaluation is	<u>Substantially Compliant</u>
-External Quality Evaluation is	<u>Substantially Compliant</u>
-Programme monitoring and periodic review is	<u>Substantially Compliant</u>

▪ **Recommendations**

- The description of the programme and its communication to interested parties should reflect the programme characteristics and avoid references to professional areas that are marginally related (e.g., financial analyst, statistical analyst, etc.).
- Extend labor market study to include representatives from a variety of sectors in the Georgian economy, since a graduate in Business Analytics can work in any industry.
- Labor market study and study of jobs offerings should include international market, as the programme focuses on international students as well.
- Revise Programme Learning Outcomes so that they describe overarching expectations in Knowledge and Skills from students upon graduation emphasizing the philosophy and the rationale of the program.
- Programme LOs should also include transferable skills like oral and written communication, critical thinking, teamwork, time management, etc.
- The curriculum map needs to be reviewed to ensure proper levels of achieving (introductory, deepening, mastering) of certain programs outcome(s).
- It is recommended that programme should draft proper and coherent document that will explain the programme learning outcome evaluation mechanism, including direct evaluation methods with proper instruments, desired targets, define possible margins of deviation from target, define response mechanisms in case of non-achievement of the target marks; establish if necessary indirect evaluation methods with clear and coherent mechanism.
- It is recommended that programme implementation staff should receive support and frequent training to develop skills in designing, measuring, and analyzing learning outcomes. Bachelor's programme in business analytics.
- Review the content of the programme in the direction of adding components that enhance its Business/Management profile and make it compatible with the awarded qualification. Subjects like Marketing, Human Resources Management, Risk Management, Accounting, Business Strategy not only are basic components for a programme in Business Administration but are areas fertile for business analytics applications.
- Create a Programme Board that includes the Programme Heads and Heads of the four components (Business/Management, Informatics, Business Analytics, Math/Quantitative

Methods) to review the courses in IT/Business Analytics/Quantitative Methods & Math and adjust their content, towards a business/management orientation.

- Increase the level of synergy between courses from different areas.
- Provide training to teaching staff regarding the importance, the writing, and the use of Learning Outcomes in teaching and assessment processes.
- Consider the issue of increasing the contact hours of the programme courses taking into consideration the number of credits, the orientation of the course and the scope of the content.
- Ensure that main and suggested literature is updated.
- Consider increasing the entry level English language level requirement to B2 so that students have no language difficulties in studying in a programme that deals with implications of applying and integrating technology, analytical skills, and data analysis in business and management complications.
- Include real life databases from reliable data repositories in courses related to statistical and data analytics approaches for demonstration, and project-based activities.
- Implement fixed consulting hours for all teaching staff (Academic and Invited) that are announced publicly through My UG and UG Online systems.
- Ensure that students are aware of the process of appeals.
- Library service should be actively informed by the facilities the library offers to students
- Consider increasing the number of computer stations at the premises of the University and specifically at Faculty level, as the number of offered programs increases.
- It is recommended to increase involvement of stakeholders (academic and invited staff, students, graduates) in the educational programme development process
- It is recommended to prepare reports that reflect the responses to the recommendations issued by the quality assurance service.
- It is recommended to take into account the recommendations of the decision made by the Accreditation Council on the Georgian-language Business Analytics programme and apply to the English-language Business Analytics.
- Considering that the programme is new and at the same time represents a novelty for the higher education field of Georgia, it is recommended that the external evaluation of the educational programme be carried out with the involvement of two or more independent experts and/or other (including international) external evaluators.
- It is recommended for the institution to analyze the academic performance of students on a regular basis, react if necessary and use the results for the improvement and development of the program.

▪ **Suggestions for Programme Development**

- Avoid the use of specific software product names in the course titles of (e.g., not MS Excel, but Spreadsheet, Office instead of MS Office etc., unless it is open software like R, Python, etc.)
- Structure the documents on the website in a manner that maximizes user-friendliness and facilitates easy access for foreign students, who are the primary target audience for this program. By organizing the site content thoughtfully, we can ensure that foreign students can navigate the information seamlessly and find what they need effortlessly.
 - Create opportunities for internship so that as many students as possible take advantage of this opportunity that brings additional value to the students and the programme

- Develop a network of employers who can support the offering of internship positions related to programme's outputs. Consider employers from different industries. A person with a Business Analytics BA diploma can work in any industry, such as retail, production, supply, or services. It would be beneficial if the programme would cover the requirements of the top industries globally, not just specific ones in Georgia.
 - If the programme focuses on international students, it may be beneficial to include some international employers for internship partnership, for business analytics job description specific it can be managed online.
 - Consider allowing more flexibility in students evaluation, especially for course with practical orientation in order to give students additional opportunities to further develop corresponding skills.
 - Training of Invited Staff as to get acquainted and blend into the Academic environment and understand and share the aims and goals of the programme.
 - Consider providing support and incentives for teaching to refresh and develop their English language skills, since the programme and all communications with students are in English.
 - It is desirable to evaluate the programme by the graduates of the adjacent programme in terms of researching the competencies and skills needed for the modern employment market.
 - It is desirable for the programme to use developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching.
 - It is desirable for the institution to carry out regular implementation of the activities established by internal mechanisms to ensure the quality of the program, in particular, regular evaluation of the scientific and research activities of the academic staff, and the use of the results for the purpose of motivating and developing the staff implementing the programme.
- **Brief Overview of the Best Practices (if applicable)⁵**
 - **Information on Sharing or Not Sharing the Argumentative Position of the HEI**
 - **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

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

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

The Bachelor programme in Business Analytics is a multidisciplinary programme that focuses on the new landscape that emerges in the Business Administration and Management field which exploits the opportunities that are created by the developments in Information Technology in the application of more scientific approach in management based on information, knowledge and insights generated by data analytics. In this sense this programme can be considered innovative and responding to market needs for professionals with a sufficiently strong background and understanding Business and Management functions, who can appreciate the role of analytics in supporting business functions and are powerful users of IT applications that support the use of analytical methodologies in addressing and solving business problems. The programme intends to produce graduates with strong background in business and management who are also equipped with advanced contemporary analytical skills being able to build career paths in Georgian and international companies. Overall, the programme is defined by four areas of knowledge and skills: Business and Management, Quantitative and Mathematical methods, Business analytics, and Informatics.

A labor market study administered by the University in February-March 2023 including a survey among representatives of employers (persons in managerial positions in business consulting and software companies) and an analysis of the vacancies announced in major employment websites indicated the need of such professionals, although one could argue that there is some systemic bias in the sample because of the large number of participants in the software development sector. A person with a Business Analytics BA diploma can work in any industry, such as retail, production, supply, or services. It would be beneficial if the labor market research and the programme covered the requirements of the top industries, not just specific ones. Since the programme is also focusing on international students, it may be beneficial to include data about labor market research for targeted countries and not only about Georgian market employers and top job Georgian sites. For example, the Georgian and Indian labor markets are quite different, so it would be helpful for students to have some understanding of the specific challenges and opportunities that they might face globally.

A comparative analysis of similar programs at de Vries University (NL), University of Minnesota (USA), University of San Diego (USA), University of Bradford (UK) was used to benchmark the programme against similar programs offered internationally, validated the need for this programme which is the first one offered in Georgia.

The programme intends to produce graduates with strong background in business and management who are also equipped with advanced contemporary analytical skills being able to build career paths in Georgian and international companies. The trend for business analytics is global and the fact that the programme is offered in the English language will provide graduates skills to seek jobs internationally.

The programme under review is the first such programme offered in Georgia. Since this is not a conventional programme in Business Administration, it should be clear in the description of the programme what its goals are and what it delivers to students, including employment perspectives. Although the description of the programme is quite informative regarding the programme goals, certain overstatements should be removed regarding employment opportunities [indicatively: *information technology analyst* (graduates are powerful users of IT, but not trained as information technology analysts), *financial analyst* (which requires specific training, that is not covered sufficiently in this by just one introductory course in accounting and another one in financial management)]. As this is the first program in Georgia, for University's competitive edge, is better to see and know the whole picture of the global market, and not a part of it. Focusing only on the local market should live a big lack for international students, who are the target market for this program.

Evidences/Indicators

- Self-Evaluation Report
- Programme description
- Labor market analysis
- Comparative analysis of similar programs internationally
- Interviews with the Director of the School of Business and Administrative Studies, the Head of the Business Administration Department, and the Programme heads,

Recommendations:

- The description of the programme and its communication to interested parties should reflect the programme characteristics and avoid references to professional areas that are marginally related (e.g., financial analyst, statistical analyst, etc.).
- Extend labor market study to include representatives from a variety of sectors in Georgian economy, since a graduate in Business Analytics can work in any industry.
- Labor market study and study of jobs offerings should include international market, as the programme focuses on international students as well.

Suggestions for the Programme Development

Evaluation

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

The programme Learning Outcomes (LOs.) were developed through consultation with labor market representatives, field experts and taking into consideration the study of Comparative analysis of similar programs internationally. At the stage of programme development, the academic staff participated in the determination of learning outcomes. The resulting LOs are clearly defined in Knowledge and Understanding (7 Los), Skills (9 Los) and Responsibility and Autonomy (2 LOs) thus emphasizing the delivery of practical skills to students. Programme LOs are presented to a large extent in a way that describe distinct expectations from students from different areas / subjects. However, it is obviously shown that there is a lack of amalgamation of all inputs to a set of coherent LOs that reflect the programme as a totality and not in sum of various pieces. Although the programme is in the field of Business Administration, most of the LOs refer to technical areas (almost entirely in Knowledge and Understanding, and all with few exceptions in Skills). A programme LOs matrix maps the compulsory courses to programme LOs that they support.

At programme level, LOs should reflect the overarching expectations of acquired Knowledge and Skills during the four years, emphasizing on the fusion between the technical side (Analytical/IT/Quantitative methodologies and tools) and the business side (main management functions and activities) of the program, so that the total set communicates to prospective students and other parties what this programme delivers. Indicatively some alternative formulations may help to explain the above:

- *Understanding the business environment and the main management function in running a business successfully.*
- *Identifying proper analytical methodologies for solving business problems and evaluating business scenarios.*
- *Analyzing data, presenting and communicating alternative actions and supporting business decision making.*
- *Selecting and applying analytical methodologies*
- *Properly select and justify mathematical, statistical-probability apparatus when solving business problems and so on.*

Some LOs are too complex (2 in 1 package) like *Conceptualizes and interrelates areas of interest relevant to real-world complexities of the organization; independently explains basic modeling techniques and methods*, which could have been 2 different LOs or combined in a way that is clear what the achievement of this LO means.

Also, LOs that are not fully supported by the current programme content (e.g., *Analyses and synthesizes company's financial statement...*) should be avoided - the programme includes only one course in accounting and another one in Financial Management. Analyzing financial statements is usually a LO for a degree in Accounting and Finance. Alternatively, it could be formulated in an alternative way to show that students are expected to be able to analyze data that is used for financial analysis. Along the same lines, LO *Plans, conducts, analyzes and reports research independently* is a LO that characterizes study programs at MSc or Doctoral level. It could be modified to fit research skills at the bachelor's level (e.g., user Experience research methods). Other competences which, according to the SER, emerge in the labor

market, like skills in oral and written communication, critical thinking, teamwork, time management are not mentioned in the programme LOs.

Evidences/Indicators

- Self-Evaluation Report
- Programme description
- Labor market analysis
- Comparative analysis of similar programs internationally
- Programme Learning Outcomes Matrix
- Interview with Programme Heads

Recommendations:

- Revise Programme Learning Outcomes so that they describe overarching expectations in Knowledge and Skills from students upon graduation emphasizing the philosophy and the rationale of the program.
- Programme LOs should also include transferable skills like oral and written communication, critical thinking, teamwork, time management, etc.

Suggestions for Programme Development

Evaluation

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

A mechanism for evaluating learning outcomes for the Bachelor's programme of Business Analytics is described only in the self-assessment document. Assessment of learning outcomes is done consistently and transparently, with specific periodicity; the programme presents a map of the compatibility of goals and learning outcomes, the programme curriculum map: the alignment of the course learning outcome(s) with the programme learning outcome(s), that shows to what level the programme's learning outcome(s) are being developed/achieved (introductory, deepening, mastering); however, the curriculum map needs to be reviewed to ensure right levels of achieving of certain programs outcome(s).

The system and periodicity of the evaluation of learning results takes into account the specificity of the field, includes adequate forms and methods of evaluation, which allow determining the achievement of the learning results of the educational programme by students; The use of the mechanism and the implementation of evaluations, the analysis of the academic performance of students (direct method of evaluation of learning outcomes) and the results of the evaluation of learning outcomes are monitored and compared with the target marks, although, it is not defined what measures the programme should take in case of failure to reach the target marks, therefore it is recommended to define response mechanisms in case of non-achievement of the target marks.

University employs evaluation of learning outcomes of the programme using an indirect method, in particular, a graduate survey form has been developed, through which graduates evaluate the learning outcomes they have achieved within the program. The university operates an annual survey mechanism of graduates, based on the analysis of the results of which the compliance of the programme results with the established target marks is determined. However, it is not clear and nor document describes how this mechanism works.

Although the School of Business and Administrative Sciences has actively participated in various trainings focused on teaching methods (e.g. MOCAT), Interviewed academic/scientific and invited staff of the programme seemed to be not familiar with the methods of assessment of learning outcomes; even programme managers do not have sufficient information about how the mechanism of evaluation of learning outcomes works. It is recommended that programme implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes. The University provides information on the evaluation analysis of the programme learning outcomes to interested parties.

Evidences/Indicators

- Bachelor's programme of business analytics description
- Programme self-assessment report
- Map of the compatibility of goals and learning outcomes
- Programme curriculum map
- Interview with academic and invited staff
- Interview with representatives of quality assurance service
- Interview with students, graduates, employers of the adjacent program.

Recommendations:

- The curriculum map needs to be reviewed to ensure proper levels of achieving (introductory, deepening, mastering) of certain programs outcome(s).
- It is recommended that programme should draft proper and coherent document that will explain the programme learning outcome evaluation mechanism, including direct evaluation methods with proper instruments, desired targets, define possible margins of deviation from target, define response mechanisms in case of non-achievement of the target marks; establish if necessary indirect evaluation methods with clear and coherent mechanism.
- It is recommended that programme implementation staff should receive support and frequent training to develop skills in designing, measuring, and analyzing learning outcomes. Bachelor's programme in business analytics.

Suggestions for the Programme Development

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

The University has in place a formal document "*Provision of an Educational Program*" which describes the process of development of a new programme and the curriculum and sets the rules for the administration of the programme and its implementation. According to the SER the development of the programme was done under the processes described in the document, which was verified during the interview with the director of the School, the Head of the department, the programme heads, the academic staff and the Quality assurance service. It should be mentioned that all of the above-mentioned interviewees were familiar with the processes.

The programme is structured in 8 semesters of 30 ECTS credits each. The compulsory part of the curriculum includes 38 teaching subjects (152 ECTS), and the Project and Thesis in Business Analytics (30 ECTS). Electives include 24 teaching subjects, including 2 Georgian of 6 ECTS each and the Internship in Business Analytics (12 ECTS), a total of 168 credits, from which students choose 58 ECTS.

In the first 6 semesters students take 5 subjects per semester (3 or 4 compulsory and 1 or 2 electives) of 6 ECTS each (30 ECTS per semester). In the 7th semester there are 2 compulsory subjects and students have a choice to take 1 elective and do the internship (12 ECTS) or take 3 electives. Finally, during the 8th semester students pursue a Project and Thesis in Business Analytics (30 ECTS).

The structure of the programme supports the achievement of the aims and goals of the program. Compulsory courses cover 4 main areas: Business and Management which aims to provide students fundamental knowledge about the business environment as well as the basic functions in managing businesses, Business Analytics that introduces students to the concepts of analytics and presents relative methodologies that serve management functions and support decision making, Informatics that is aiming in providing practical skills related to IT applications in business, and Mathematical/Quantitative methods necessary for students to understand and explain economic models and optimization

techniques. Elective courses are also offered in those 4 areas, so that students can choose those that fit their plans for future employment and development. The structure of the curriculum is very rigid, with a rationale in the progression of study units most of which (except 9 subjects – 4 of which in the 1st semester) require at least one prerequisite.

A serious concern of the panel is that the programme content does not give a strong signal that this is a programme in the field of Business and Management mainly, emphasizing on the impact and the value added of technological advances to the management practices. Main management functions, like Marketing (which, by the way, is the area with heavy concentration of analytics), Human Resources Management (again, an important area in analytics), Risk Management (equally fertile ground for analytics), Accounting, Business Strategy, are underrepresented or not represented at all. It is important for those subjects to be at the core of the curriculum.

On the other hand, there is a bias (perhaps due to the compositions of the labor market representatives for s/w companies) in subjects that are mainly related to software systems development and management (e.g., Management Information Systems (6 weeks security issues), IT Services and Project Management, Fundamentals of Web Technologies) and to business analytics. Also, courses on MS Office and MS Visio are strictly skills based and offer no or very little value to a business perspective (students can improve their skills by self-practice).

Since the programme is based to a large extent on courses from other faculties / departments, it is imperative that these courses be tailored to fit the objectives of this program. Reviewed academic and invited staff when they were asked about how they handle this issue responded that they do adjust their teaching and bring in the classroom examples and cases that fit the programme goals. However, in many cases this is not evident in the syllabi. Problems found include: INFO3212 has prerequisite STAT2218, which is not a study unit in this program, INFO3015 has prerequisite INFO3030, which is an elective course. Other study units like MATH3030 focus on advanced mathematics that are mostly irrelevant for a business degree. INFO3030 Fundamentals of WEB Technologies addresses development of web pages while Google Analytics, an important area in business analytics, is not addressed. Similarly, while AI influence is expected to increase dramatically in the immediate future, the only reference in the programme is in the course INFO3040 Artificial Intelligence which is specialized in legal issues concerning developers of AI systems and products and not its use in business transformations and management.

The “Provision of an Educational Program” at UG provides for positions of “Head of Branch”, which is suitable and could be beneficial if a programme board is established where the heads of the programme and heads of branches set a process of increased integration of the four components of the programme (Bus/Mgmt, BusAnalytics, Informatics, Math/Quantitative). The target would be to steer teaching staff in aligning the content and learning activities of their course with programme objectives, so as to entrench and blend the technical skills and aspects with management functions. Typical example is the courses INFO3212 Decision modeling in Excel, BUAN2030 Financial and Managerial Accounting, MATH3010-3020 Quantitative Methods in Business Analytics I-II: Managerial accounting problems can be set up in spreadsheets which provide students the opportunity to “play” “what-if” games and develop business scenarios, which can even be simulated within the facilities of a spreadsheet in order to produce statistical distributions of the expected result(s). Also, optimization problems (linear and nonlinear) that are present in the Quantitative Methods can be solved using the solver engine of the spreadsheets. The overall idea is not to see each subject separately but how subjects interleave producing added value.

Two components of the program, the Internship in Business Analytics and the Project and Thesis in Business Analytics are offered, as the programme’s capstone, at the 7th and 8th semester.

Internship gives students an opportunity to develop and enhance practical skills and test their knowledge in practice. According to the syllabus and to interviews with one of the heads of the program, internship will take place at companies and organizations the activities of which involve business analytics; the duration of the internship is 14 weeks. The internship activity is well planned, structured and monitored / supervised by the head of the department. Relevant documents for reviewing the offered position, an Interim monitoring report and a final evaluation report control the process. The evaluation of the student's performance is done by the mentor (employer) and the Head of the program. The panel welcomes the presence of Internships in the programme and believes that all students could benefit from such experience, although this may be technically difficult in a programme with international students. The management of the programme, with the help of the faculty and the career services should work to establish a registry of offered internship positions by employers for the students of Business Analytics. Inviting employers to offer presentations of applications of business analytics approaches in their companies' organizations will be valuable to students and enhance students' interest in internships.

Bachelor project and thesis is a three-stage process: a) Project concept (4th wk., 2000 words): Preliminary outline of the research, which is evaluated on relevancy of the research topic, importance, feasibility in terms of acquired knowledge, ability to conduct the research, selection of literature, research methodology. b) Preliminary application (10th wk., 5000 words) that includes: short review of the issue, problem identification, objectives and expected outcomes, review of existing literature, Research methodology, Literature, Proposed structure of the project. c) Final evaluation (18th wk., 11.000 words, extended by 1000 words per participant, if it is group work).

The process is defined in detail in the University's "*Bachelor Regulations*" document, where the requirements, methodology and evaluation criteria are described clearly. The Project and Thesis are closely supervised by the supervisor / co-supervisor who hold weekly meetings to assist students in the preparation of the thesis. Students are obliged to attend at least 10 of the weekly meetings scheduled by their supervisor and are held at the University.

Students of the Business Analytics programme have had some experience in research methodologies at an earlier stage (2nd year BUAN1020-User Experience). Although the methodology and the evaluation criteria are clear, the panel notices absence of any previous course in academic writing will certainly make this task much difficult for students since they have not gone through the experience of selecting a topic and putting together an academic proposal, even more a thesis in the previous stages of their study.

Evidences/Indicators

- Self-Evaluation Report
- Programme description.
- Programme Learning Outcomes Matrix
- Programme syllabi
- Bachelor's Regulations
- Interview with Programme Heads
- Interviews with Academic and Invited Staff

Recommendations:

- Review the content of the programme in the direction of adding components that enhance its Business/Management profile and make it compatible with the awarded qualification. Subjects like Marketing, Human Resources Management, Risk Management, Accounting, Business

Strategy not only are basic components for a programme in Business Administration but are areas fertile for business analytics applications.

- Create a Programme Board that includes the Programme Heads and Heads of the four components (Business/Management, Informatics, Business Analytics, Math/Quantitative Methods) to review the courses in IT/Business Analytics/Quantitative Methods & Math and adjust their content, towards a business/management orientation.
- Increase the level of synergy between courses from different areas.

Suggestions for the programme development

- Avoid the use of specific software product names in the course titles of (e.g., not MS Excel, but Spreadsheet, Office instead of MS Office etc., unless it is open software like R, Python, etc.)

Evaluation

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

For each course in the programme (compulsory or elective) there is a well-structured syllabus that includes all the necessary details for both the teacher and the students. Specifically: Prerequisite(s) courses, short description and goals, Course Learning Outcomes divided in Knowledge and Understanding, and Skills, Analysis of student's workload in contact hours, Exam, Preparation an presentation of term paper, Teaching and Learning methods Main and Supplementary literature, Weekly schedule of lectures (topic, reading materials), Quizzes, Evaluation scheme and rubrics for the various types of assessment. All syllabi are in the same format which makes it easier for the students to get the information needed; the only difference among them is in the description of learning outcomes, which is partly due differences between subjects (theoretical vs. practical) but there are also signs of lack of experience or training in writing course LOs. In certain cases LOs are too detailed, in a way that sometimes resemble outcomes of specific topics taught (indicatively BUAN2030), in other cases exactly the other extreme they do not reflect the entire content (indicatively BUAN2010). Because this a sign of lack of

training, the School and the Heads of the program, working together with QA, should make sure to provide teaching staff training in defining and writing course LOs, the achievement of which can be tested by the assessment methods of the course.

All academic courses of the programme (compulsory and electives) are assigned 6 ECTS, which corresponds to 150 hours of student workload, including contact hours. There are 12 teaching weeks per semester and for most courses there are 2 contact hours per week that include lectures, seminars, discussion or any other in class activity. It is the panel's opinion that 2 contact hours per week for 6 ECTS bachelor level courses is not enough to allow for presentation of the topics, delivery of seminars, and time for demonstrations, discussion, critical analysis and other teaching and learning approaches mentioned in the curricula, especially for subjects which have a significant theoretical foundation or are based in specific methodologies. On the other hand, the syllabus in most of the courses is very dense in order to justify the 6 ECTS. Indicatively, in the Financial and Managerial Accounting course, there are 19 learning outcomes, 12 different topics are presented during the semester, based on 3 main textbooks and the allocation of time is 24 hours for lectures and seminars, 30 hours for preparation of term papers and exams, and 96 hours of independent teaching. Topics correspond to 412 pages from one textbook, and 574 pages from the second book, plus some cases from a third textbook. Certainly, it is doubtful whether all this volume can be taught effectively in twelve 2-hour classes. The situation is the same with other courses like Operations Management, Data structure and Analysis, etc. that refer to managing situations by following specific methodologies and approaches. The issue was discussed with the Academic staff who insisted that the 2-hour classes provide sufficient time to present the material and give students enough guidance to study independently. At this point in time (the programme is planned but has not been in operation yet), it is difficult to test whether the content is delivered sufficiently and LOs of courses are met, since there is information on specific assessments and students' performance. Nonetheless, it is an issue that is also linked to workload of teaching staff, and financial matters; it should be monitored and reexamined vis a vis the quality of the program, when the programme starts being delivered.

A programme LOs matrix maps the compulsory courses to programme LOs that they support in a clear way, and it is a useful tool in identifying programme LOs that are weakly supported. For example, 11 out of the 18 programme LOs are supported by more than 3 courses, while 3 LOs [*Conceptualizes and interrelates areas of interest relevant to real-world complexities of the organization; independently explains basic modeling techniques and methods (see narrative in 1.1); Interprets analytical models and uses them effectively and Analyses and synthesizes company's financial statement and transforms results into the valuable information*], which triggers a signal for reviewing them.

The study materials indicated in the syllabi are to a large extent recent versions from well-known publishers and ensure the achievement of the learning outcomes of each course.

Overall, the content of the courses and their LOs ensure the achievement of programme LOs subject to the panel's comments and recommendations in the previous session 1.4.

Study materials in the syllabi are mainly books; Teaching staff and students (from other business programs) provided some evidence that additional material is available through myUG platform. Most of the literature is published within the last decade. In certain cases, literature is older [E.g., INFO3212- Decision Modeling in MS Excel 2004), BUAN1015- Basics of Business Modeling (2008), MGMT2110-Basics of Management (2010), MATH3110-Quantitative Methods in Business Analytics 1 & 3 (2010)] and in certain cases no info is not available / not listed (e.g., Quantitative Methods in Business Analytics 2, Business Requirement Analysis)

Evidences/Indicators

- Self-Evaluation Report
- Programme description.
- Programme Learning Outcomes Matrix
- Programme syllabi
- Interview with Programme Heads
- Interviews with Academic and Invited Staff
- Interviews with students

Recommendations:

- Provide training to teaching staff regarding the importance, the writing, and the use of Learning Outcomes in teaching and assessment processes.
- Consider the issue of increasing the contact hours of the programme courses taking into consideration the number of credits, the orientation of the course and the scope of the content.
- Ensure that main and suggested literature is updated.

Suggestions for the programme development

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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

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

The prerequisites for admission to the programme are defined in the programme's educational plan. The prerequisites take into account the specific nature of the programme and ensure that only persons with the necessary knowledge, skills, and competence are admitted. The prerequisites for admission are logically related to the content of the program, the learning outcomes, and the qualifications awarded.

Enrollment in the Business Analytics bachelor programme is conducted through a process that considers the united national exams or, in exceptional cases specified by the legislation of Georgia, according to the established rules outlined by the Ministry of Education and Science of Georgia. This process is further governed by Annex N6 of the Georgian University's bachelor's education regulation, administrative regulations, and the order set forth by the university's rector. To attract and enroll high quality students, the University implements a practice of offering full tuition scholarships to Georgian students who choose the Business Analytics programme as their first choice.

The admission procedures implemented for the programme are characterized by fairness, transparency, and accessibility. These procedures are made readily available on the Georgian University's official website, within the guidelines specified for bachelor's regulations. Moreover, the procedures adhere to all applicable legislation and meet the quality standards requirements, ensuring the integrity of the admission process.

During the interviews the panel was informed that requirements for admission to the programme for Georgian students through the Unified National Entrance Examinations are relatively at higher level than other programs in Business and Economics, but it was not clear how the corresponding scholastic level will be checked for international students. Requirements for English language are at B1 level; corresponding levels for international certificates are also set. Given that the programme is very demanding, since a large part of it is based on analysis of real-life case studies of a complex business environment, problems and opportunities businesses face, applications of analytics, and it is taught entirely in English including teaching and learning materials, the panel expresses some concerns about the sufficiency of B1 level requirement for English language as described in the Common European Framework of Reference for Languages (listed in Evidences).

The university employs a methodology to effectively plan the number of students admitted to the program. This methodology is developed taking into careful consideration the specific nature of the program, the available resources within the institution, and the imperative of maintaining an unhindered educational process. Consequently, the admission of students to the programme is carried out meticulously in accordance with the established methodology for planning the number of students.

Evidences/Indicators

- Self-evaluation document
- Information on the web page
(<https://ug.edu.ge/storage/documentations/April2021/6hdAv5XlknmyIDfWkvsD.pdf>)
- Interviews with academic, and administrative personnel
- Programme description and syllabi

- Methodology to effectively plan the number of students admitted to the program
- [Global scale - Table 1 \(CEFR 3.3\): Common Reference levels - Common European Framework of Reference for Languages \(CEFR\) - www.coe.int](#)

Recommendations:

- Consider increasing the entry level English language level requirement to B2 so that students have no language difficulties in studying in a programme that deals with implications of applying and integrating technology, analytical skills, and data analysis in business and management complications.

Suggestions for the programme development

- Structure the documents on the website in a manner that maximizes user-friendliness and facilitates easy access for foreign students, who are the primary target audience for this program. By organizing the site content thoughtfully, we can ensure that foreign students can navigate the information seamlessly and find what they need effortlessly.

Evaluation

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

The University of Georgia offers programs and initiatives aimed at enhancing students' research and practical skills. These include:

Collaborations with Georgian business organizations, universities, and research centers: university has established a number of partnerships with these entities to facilitate joint research endeavors. These partnerships provide students with opportunities to work on real-world projects, gain valuable experience, and network with professionals in their field. For example, Georgian University has partnered with the Liberty Bank to create a student internship program. Through this program, one of the students has the opportunity to work on real-world projects, such as getting practical knowledge in the field. This experience has helped adjacent programme's students to develop their research and practical skills, and it has also given them the opportunity to network with professionals in the business analytic field.

Seminars: Georgian University regularly hosts seminars that provide students with opportunities to learn about cutting-edge research in their field. These seminars are led by distinguished scholars and industry

experts, and they offer students a chance to engage in critical thinking and debate. Periodically foreign lecturers and business leaders are invited for masterclasses.

The Startup Factory: The Startup Factory is an initiative designed to cultivate practical, research, and entrepreneurial proficiencies among students. The Startup Factory provides students with the opportunity to refine and develop innovative business ideas, with the possibility of securing funding from the Startup Factory fund. For example, last year, one successful student already got a ticket to Silicon Valley's real investors meetings. This experiential learning approach equips students with valuable practical insights and skills.

Internships: Georgian University collaborates with a number of Georgian companies to offer students internship opportunities. Internship is an elective subject and provides students with hands-on experience in their field, and they can help students to develop their research and practical skills.

User Experience (UX) is a 2nd year compulsory course that introduces students to the basics of research (explain research goals and research topics, describe appropriate methodology for research goals, describe criteria of choosing respondents for research, explain the guide of interview/focus groups).

The Bachelor's Project and Thesis in business analytics: The Bachelor's project in business analytics is a capstone project that requires students to conduct original research in their field. This project provides students with the opportunity to develop their research skills, including information retrieval, analysis, and processing. This comprehensive project provides students with unique opportunities to develop their teamwork abilities, hone their research skills encompassing information retrieval, analysis, and processing, and realize practical implementations of research endeavors. Moreover, students are trained to proficiently analyze research outcomes and formulate sound conclusions. The programme also fosters students' engagement with research topics that align with the ongoing scholarly investigations conducted by the esteemed academic staff at the University of Georgia.

Student conferences: Georgian University hosts student conferences each year. These conferences provide students with the opportunity to present their research findings to a wider audience. To participate, students can prepare concise papers as part of individual study courses or submit their bachelor's theses for consideration. Each training course incorporates a research skills-building component, often in the form of an abstract, further equipping students with the necessary research competencies. The papers developed within the aforementioned context can be utilized by students for conference presentations. For example, a student in the Georgian University business administration programme recently presented her research findings at a student conference. The student was able to share her research with a wider audience, and she was also able to receive feedback from other students and professors. The conference experience has helped the student to improve her research skills, and it has also given her a chance to network with other students and professionals.

Although the Business Analytics programme provides students with practical skills, such as generating and/or creative/performing skills, through skill development/scientific/research projects, real life practice as Internship in Business Analytics is an elective subject. There is a risk, any student who doesn't choose practice will miss such a great opportunity to check their skill and knowledge during working. During the period of practice, students are guided by a qualified person in the field who evaluates the student's activity. Interview with employers shows that they take into account the number of students, as well as the purpose, outcome, and duration of the practice.

Thus, these programs and initiatives provide students with the opportunity to develop the research and practical skills that they need to succeed in their chosen field if the students will be more initiative to receive practical skills and knowledge.

Participation in Research projects of Academic Staff: During the interview with academic staff, some of the interviewees expressed their intentions to give opportunities to students of Business Analytics to

work in their projects, in tasks related to data collection and manipulation since they will have such competencies.

Evidences/Indicators

- Memoranda
- Interviews with Student and Employers
- Regulation of the Administrative Sciences Research Center
- Programme and syllabi
- Report on the activities of the startup-factory of the University of Georgia
- Interviews with Academic Staff

Recommendations:

Suggestions for the programme development

- Create opportunities for internship so that as many students as possible take advantage of this opportunity that brings additional value to the students and the programme
- Develop a network of employers who can support the offering of internship positions related to programme’s outputs. Consider employers from different industries. A person with a Business Analytics BA diploma can work in any industry, such as retail, production, supply, or services. It would be beneficial if the programme would cover the requirements of the top industries globally, not just specific ones in Georgia.
- If the programme focuses on international students, it may be beneficial to include some international employers for internship partnership, for business analytics job description specific it can be managed online.

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"/>	<input checked="" type="checkbox"/>	<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

To achieve learning outcomes the Business Analytics Bachelor's Program, use these methods:

Lecture-Seminar Method: This method involves a prepared and informative speech delivered to the audience, elucidating and interpreting the core content of the course. It incorporates elements of material review.

Explanation Method: Through this method, the lecturer clarifies the crucial aspects of a specific topic, making the subject matter comprehensible to students by addressing queries, providing examples, and offering explanations. This method enables students to independently process the material under the lecturer's guidance.

Demonstration Method: The use of contemporary digital technologies, audiovisual materials, software programs, and internet resources are employed during lectures. Language competence and communication skills are enhanced through listening materials in language teaching laboratories.

Interactive Lectures: Students actively participate in the lecture process, engaging in a question-and-answer format with the lecturer to discuss issues related to the lecture topic. Students are encouraged to contribute their own opinions, pose new questions, and the lecturer offers explanations accordingly.

Discussion/Debate: This method entails challenging students to engage in discussions, express their opinions, and argue about the significant issues raised by the lecturer or fellow students. Various viewpoints are explored, leading to well-founded conclusions through argumentative and logical reasoning.

Teamwork: Small teams are formed within academic groups to foster teamwork skills. This approach encourages healthy competition and facilitates the preparation and presentation of specific group assignments or projects. It also promotes the development of leadership skills, competitiveness, and the distribution of responsibilities among team members.

Case Analysis: This teaching method involves describing real-life past events or cases in which students make decisions based on problem analysis. Students integrate, evaluate, and apply their acquired knowledge through practical exercises.

Problem-Based Learning: This method utilizes problem-solving, research, and discussion as initial stages of knowledge acquisition and integration. It stimulates the development of critical analysis skills.

Action-Oriented Learning: This method emphasizes the practical application of theoretical concepts. It involves hands-on assignments, task scheduling, and problem-solving exercises to develop students' ability to apply theoretical knowledge in practical situations.

Project-Based Learning: This method requires students to work on projects over a designated period, tackling real-world problems or addressing complex questions. The culmination of the project involves presenting the outcomes. This approach fosters in-depth content knowledge, critical thinking, creativity, academic writing, communication/presentation skills, and practical aptitude in certain cases.

The chosen teaching and learning methods ensure the attainment of the specified outcomes outlined in each training course. Interviews with academic and invited staff confirmed that in the courses they plan to teach the above teaching and learning methods are used; the specific methods and outcomes are detailed in the course syllabus and are aligned with the programme's overarching goals and objectives. The syllabus of each course includes detailed information about the schedule of the various teaching and learning activities during the semester.

Interviewed senior students from other study programs at the School of Business and Administrative Studies, confirmed that teachers used a plurality of teaching and learning methods during their studies.

Since part of the business analytics includes data analytics, teaching staff who teach relative subjects should consider the use of large databases available at "free" data warehouse repositories (e.g., Kaggle, Google DataSet Search, GitHub's Awesome Public Datasets, etc.) for Demonstrations as well as Project

based activities. Furthermore, students can be encouraged to participate in relative data analysis competitions, individually or as teams.

Evidences/Indicators

- Self-Evaluation Report
- Description of Teaching methods
- Programme description and Syllabi
- Interviews with Academic and Invited Staff
- Interviews with students

Recommendations:

- Include real life databases from reliable data repositories in courses related to statistical and data analytics approaches for demonstration, and project-based activities.

Suggestions for the programme development

Evaluation

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

Evaluation of students is carried out in accordance with established procedures, is transparent, reliable, and complies with existing legislation. Students can find information about assessment forms and criteria in the syllabus of each course.

The university has a 100-mark grading system; the final grade is generally based on three components: Quizzes or project work through the semester, presentation or project or mid-term evaluation, and final exam. For each component there is a minimum threshold to be passed. The student must overcome the minimum in each component, which is defined in each syllabus. The minimum threshold for the final exam is 20 points (50%). The study course syllabi outline the assessment components in detail, accompanied by relative rubrics, and their specific share in the final grade. Courses which focus on practical skills (e.g., Data Structures and Analytics, Decision Modelling with Excel, Functional Analysis: Methods and Techniques, Business Process Visualization using MS Visio, etc.) also follow the same pattern and include a final exam. Consideration should be given to evaluate students in such courses

based on a larger scope project (individual or teamwork-developing teamwork skills) which will indicate the achievement of learning objective perhaps better than a written final exam).

Students get information about the results of both midterm and final evaluations via the university's electronic educational process management system, "Online UG". During the semester, students are informed about the current evaluations and therefore have the opportunity to improve the results, to determine areas for improvement. Also, as interviewed students stated, along with the exam evaluation results, they receive feedback in the form of comments and notes.

A student who disagrees with the evaluation of the study results has the right to appeal the results. The appeals process is pre-defined and spelled out in the Bachelor Regulation. Students, no later than the second day after the publication of the results, are entitled to address the head of the program, through "Online UG". Students must specify in the statement what they disagree with. This is sent to the programme head, who decides on the admissibility of the appeal. A commission is then created to review the results.

Since the presented programme is new, there is no real data on the evaluation results and their use in terms of improving the learning process. However, based on interviews with students of other bachelor's programs of the university, as well as with the persons implementing the program, and taking into account the information presented, the student evaluation system meets the requirements of the standard, although some improvements can still be made.

Evidences/Indicators

- Programme and syllabi
- Bachelor's Regulation
- Online UG
- Self-evaluation report
- Interviews results

Recommendations:

Suggestions for the programme development

- Consider allowing more flexibility in students evaluation, especially for course with practical orientation in order to give students additional opportunities to further develop corresponding skills.

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

	Complies with requirements	<input type="checkbox"/>
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Substantially complies with requirements	<input checked="" 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

Students get information about the planning of the educational process, improvement of academic achievements and current news at the university from the administration of the university and the faculty, with the help of the website (<https://www.ug.edu.ge/>) and other electronic services operating at the university.

Informational meetings are held for first-year students, where students are provided with information related to teaching and other activities. Students get information about employment, as well as various activities, including exchange programs, through Online UG. Employment forums are organized, and students are sent information about active vacancies, planned events, etc. The university has a separate department that provides information and assistance to foreign students.

Since, the programme is new and does not have students, interviews were conducted with students from the Business Administration programs (in Georgian and English at the same School. As a result, it was revealed that students are not sufficiently informed about the predetermined consultation hours, and in this regard, consultations are provided ad hoc in agreement with the teaching staff made during the educational process. Also, interviewed students showed that they had no information about the procedures for appealing the results, which are defined in the Bachelor Regulation and are not fully informed about the scientific bases available at the university's library.

Considering the results of interviews with students and programme implementers, as well as the submitted documentation, it can be said that the programme is in compliance with the requirements of the standard.

Evidences/Indicators

- Web-page of university (<https://www.ug.edu.ge/>)
- Online UG

- Responsibilities of staff
- Interviews results
- Self-evaluation report

Recommendations:

- Implement fixed consulting hours for all teaching staff (Academic and Invited) that are announced publicly through My UG and UG Online systems.
- Ensure that students are aware of the process of appeals.
- Library service should be actively informed by the facilities the library offers to students

Suggestions for Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

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

3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

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

Not Applicable

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input checked="" 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

The personnel regulations of the University of Georgia outline the general rules and principles of personnel management within the university. These regulations govern the selection and inclusion of academic and visited staff in the program. Academic positions are filled through open competition, adhering to principles of transparency, equality, and fair competition as outlined in the Law of Georgia "On Higher Education." The head of the programme initiates the search for candidates based on programme needs, in agreement with the relevant department or school director.

The academic and invited personnel's qualifications, practical experience, and academic achievements are verified through documentation in their personal files, including resumes, education certificates, qualifications, and academic degrees or ranks. The academic staff's scientific activity is assessed through an examination of their personal records, while the invited staff possess extensive experience in private businesses, the public sector, and various higher education institutions.

The implementation of the bachelor's programme of Business Analytics at the University of Georgia involves a total of 37 academic and guest personnel. Among them, 15 are academic staff, comprising 5 professors and 10 associate professors, while 22 are invited staff. Therefore, academic staff accounts for 40% of the programme's implementation, and invited staff make up the remaining 60%. The ratio between academic and visiting staff stands at 0.68.

The University of Georgia has established regulations governing the workload of academic and visiting staff, which are detailed in the staff regulations. Full-time academic staff members work 40 hours per week (8 hours per day), while part-time academic staff members' workload and remuneration are determined on an hourly basis. The workload scheme for part-time academic staff corresponds to their workload proportion. Besides their academic responsibilities, part-time staff members must allocate a minimum of two hours per week for counseling sessions and participate in university events, as agreed upon with the school director or department head.

The individual workload of academic and scientific personnel is defined by the workload scheme for the academic year, which is subject to approval by the school board. If a staff member holds both academic and scientific positions, their academic workload is determined by the school board. Additionally, permanent academic staff without a scientific position may be fully or partially relieved from educational duties for one semester every three years during an intensive phase of scientific research work. In such cases, the educational workload should match that of a scientist-worker employed in a scientific research institute.

The University of Georgia has also established regulations for the educational program, describing the appointment process, rights, and duties of the head of the programme (academic dean). The head of the programme is responsible for the academic management and development of all programs within the university. The candidacy of the head of the programme is approved by the school board based on the department head's recommendation, and they are subordinate to the department head. New employees are hired following the rules set forth in the personnel regulations.

The current picture of the Academic and Invited Staff teaching in the programme is as follows (according to info available in their personal files submitted to the panel):

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	37	30	12	12
- Professor	5	4	4	5
- Associate Professor	10	10	6	7
- Assistant-Professor				
- Assistant				
Visiting Staff	22	16	2	–
Scientific Staff				–

Academic staff belong to either the School of Business and Administrative Studies which already offers programs in Business Administration or the School of Science and Technology which offers programs in Informatics and Mathematics. The number of the teaching staff is sufficient both in quantity and quality to support the teaching and learning activities of the program. Academic staff involved in the programme has a strong teaching and scientific background; 10 of them are holders of doctoral degree in business, management and informatics with significant research output [32 papers in int'l journals, 22 in local journals, presentations in conferences (19 int'l, 14 local), authorship of books and engagement in research projects and scientific grants]. Interviews with representatives of Academic Staff showed that they are experienced, interested in providing good quality education to students and aware of the various learning activities described in the syllabi.

The invited staff, most with strong professional backgrounds in areas of business analytics, will be involved in the delivery of the programme and expected to bring their professional experience in the classroom. The roster of invited staff includes to holders of doctoral degrees, while another 6 persons are pursuing doctoral studies, and the rest have postgraduate studies. Some of the Invited Staff have limited experience in HE teaching, therefore training is necessary. In addition, it is important for all staff to adjust and enrich the content and delivery of their subjects to support the goals of the program, especially in

⁶ Staff implementing the relevant components of the main field of study. The number refers to staff with background in economics, business, management, business analytics informatics and quantitative methods.

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

non-business/management subjects that must be taught in a way that focuses on how informatics, business analytics and quantitative methods blend with business and management functions.

The study programme is managed by a Head and a co-Head. The analysis of the head of the programme’s personal files reveals that one possesses an education in economics and business, while the other possesses professional experience in information technologies. The structure of the programme requires active synergies across staff who teaches courses in 4 different areas Business/Management, Business Analytics, Informatics, and Math/Quantitative Methods, therefore the establishment of a programme steering board with members of staff experienced in these areas, that includes the Heads of the programme could be beneficial for teaching staff involved in the programme to acquire sense of programme ownership.

Administrative and support staff members play an active role in the educational programme to serve students. Currently, 14 employees work in the educational process administration service, 6 in the library, 5 in the quality assurance service, 7 in the international relations service, and 2 in the student affairs center. Additionally, the university employs front desk personnel who serve as the primary point of contact for students and lecturers, enabling direct communication with various departments, including the financial service, chancellery, education manager, and international department.

Regarding staff turnover rate, the voluntary turnover among administrative staff at the University of Georgia remains below 15%, indicating a commendable staff retention rate of 85%.

Evidences/Indicators

- Personnel qualification requirements
- Personal files of the staff
- Academic, scientific, invited staff workload scheme, which envisages staff workload in other HEIs
- The ratio of academic/scientific/invited staff to the number of students enrolled in the programme
- The turnover index of the academic/scientific/invited personnel (in the case of an active programme) and the results analysis;
- Functions of the Head of the Programme, personal file
- Job description of administrative and support staff
- Interview results

Recommendations:

Suggestions for Programme Development

- Training of Invited Staff as to get acquainted and blend into the Academic environment and understand and share the aims and goals of the programme.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

4.1 Human Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4.2 Qualification of Supervisors of Master's and Doctoral Students

The Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

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

Not Applicable

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

The University of Georgia conducts regular monitoring and evaluation of the educational and academic activities carried out by both Academic and Invited staff involved in the program. The evaluation committee responsible for assessing the performance of the personnel is composed of permanent and special members. The permanent members consist of the university rector, programme head, representatives from the quality assurance service, and the human capital service. Feedback on the lecturers' activities is obtained through electronic surveys completed by students, and appropriate measures are taken based on this feedback. The results of these evaluations are subsequently discussed within the commission.

During interviews, it was found that the university periodically evaluates both the teaching and scientific activities of the academic and visited staff. The evaluation results are taken into consideration for staff promotion and encouragement. To illustrate this, during the interview academic staff provide examples from their own experience and that of their colleagues.

The university effectively communicates its support and encouragement for scientific activities to the staff. It offers co-financing and full financial support for publishing articles in various scientific journals, participating in conferences, and engaging in other scientific endeavors. The university has established the necessary conditions, including material and financial resources, to facilitate the implementation of scientific research activities by academic, scientific, and Invited personnel. During the interviews with Academic staff, individuals reported examples of their personal experience of the University covering the expense for publication of scientific work, training on how to publish, participation of themselves and other colleagues of the Faculty in Erasmus Teaching visits, etc. Additionally, a scientific research institute operates at the University of Georgia, governed by a specific statute. This institute serves as a structural unit within the university and aims to:

- Manage and coordinate activities related to securing internal (university) and external financing for scientific research projects.
- Establish relationships with international, regional, and local organizations, both governmental and non-governmental, in order to promote the attraction and execution of scientific research projects.

- Facilitate and coordinate the management of ongoing and completed scientific research projects within the university, integrating scientific research with the educational process.

When a scientific publication is published, the scientific research institute provides a bonus from its budget, subject to the conditions outlined in Appendix No. 1 of the institute's regulations. Furthermore, academic staff involved in the programme actively participate in international projects, research endeavors, and conferences.

During the interviews the panel noticed certain (few) cases where the English language skills of teaching staff need to be refreshed. It is worth for the University and specifically for the programme to take into account the English proficiency level of the lecturers, as it can potentially influence the effectiveness of the lectures conducted in English.

Evidences/Indicators

- Events for professional development of academic, scientific and invited staff
- Supporting mechanisms for fostering scientific and research work
- Data on staff involvement in international and/or scientific/research projects, conferences, research and events organized by HEI.
- Documents for certifying international cooperation.
- Interview results.

Recommendations:

Suggestions for the programme development

- Consider providing support and incentives for teaching to refresh and develop their English language skills, since the programme and all communications with students are in English.

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	<input checked="" type="checkbox"/>	<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

The bachelor's programme is equipped with the necessary material and technical resources to support the academic process. This includes appropriate inventory, information and communication technologies, classrooms with software computers and projectors, computer labs, an examination center, and a library.

To enhance practical, research, and entrepreneurial skills, the University of Georgia operates an innovation center called the "Startup Factory." The Startup Factory organizes regular meetings and Startup Talks in both English and Georgian languages. Students have access to the material resources of the innovation center, including shared workspaces, technical equipment, and educational resources such as video lectures, recordings, and online literature. These resources are utilized during pre-acceleration, acceleration, and master's thesis work on startups.

Students enrolled in the programme have access to the latest scientific periodicals and international electronic library databases. The university library collaborates with international electronic library databases, which are specified on the university's website. Students and staff have access to renowned international electronic libraries such as HINARI, Cochrane Library, Scopus, EBSCO, JSTOR, Science Direct, and HeinOnline. The university's electronic catalog can be found on the university website: ug.edu.ge/library. The library maintains a collection of necessary and supplementary literature as specified in the programme's syllabi.

To ensure safety and security, the Security and Safety Service of the University of Georgia maintains order within the university premises. The service utilizes surveillance cameras, safeguards the university buildings and inventory, monitors the entry of foreigners into the university buildings, manages student access through passes, and regulates visitor access to the university.

The University of Georgia has implemented an electronic management system for the educational process. This system enables monitoring of students' awareness and academic performance. It is accessible to students through their personal page on the university's electronic services system and the electronic platform "My UG" (link: my.ug.edu.ge/login). This platform serves as an official means of simplified communication between students, administration, and professors.

At the university there are Computer rooms equipped with the necessary software for the Business Analytics undergraduate programme available at the university. However, when interviewed students (from the Business Administration programs in GE & ENG) were asked which one thing needs to be improved at the University/Faculty, their unanimous answer was availability of computer stations for students in the University premises.

Evidences/Indicators

- Library, material, information and digital resources
- Access to international electronic library databases and relevant certificates
- on-site inspection of the university's material and technical base
- visiting the university library on site
- Library catalog and textbooks and other educational material presented in the library
- University website
- electronic bases

- Interview with the university administration, programme head, academic staff, students and alumni

Recommendations:

- Consider increasing the number of computer stations at the premises of the University and specifically at Faculty level, as the number of offered programs increases.

Suggestions for the programme development

Evaluation

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

The programme budget provides a comprehensive overview of the programme's financial activities, encompassing both revenues and expenses. A thorough analysis of the budget confirms the feasibility of revenue generation and ensures that expenses are aligned with the programme's needs. However, funding for scientific activities and professional development of academic staff is sourced from the institution's consolidated budget.

Specifically, the budget of the scientific research institute is allocated to support scientific research endeavors. This includes financing scientific research units directly under its purview, as well as internal grants. The budget covers various aspects such as organizing conferences, providing financial assistance to conference participants, supporting the preparation and publication of articles, financing personnel engaged in business trips, covering representative expenses, and so on.

The financial calculations of the programme budget are based on meticulously collected data specific to the program. These include:

- Contact hours required for teaching and practical training.
- Remuneration for lecture hours.
- Material support for students during the teaching process.
- Provision for unforeseen expenses that may arise during the program.
- Marketing expenses.
- Salary expenses for administrative staff.
- And other pertinent items necessary for the smooth functioning of the program.

Evidences/Indicators

- Business Analytics bachelor's educational programme budget;
- Interview with the Faculty administration

Recommendations:

Suggestions for the programme development

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	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"/>

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

The issues related to the internal quality assurance at LLC University of Georgia are coordinated by the University Quality Assurance Service together with the representatives of Quality Assurance at University

Schools on the basis of the "Educational Programme Regulations" and "Instructions for Continuous Quality Improvement" approved by the Rector's Council of November 24, 2020 N51/20 protocol. According to the mentioned document, the Internal Quality Assurance Service of LLC University of Georgia carries out the evaluation of the quality of the programme within the framework of the undergraduate program.

The Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) programme development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the program.

The Quality Assurance Service and the schools at University of Georgia are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as - satisfaction with educational programs, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.

The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented programme was carried out. In order to fully achieve the learning outcomes provided by the program, programme managers and academic staff were consulted and given specific recommendations that were taken into account during the programme development process.

The "Educational Programme Development Council" established in the School of Business and Administrative Sciences plays an important role both in the improvement of the programs and in the internal evaluation of quality. Council members actively participate in the process of reviewing educational programs, are involved in the evaluation of the study process and results. They participate in decision-making regarding the establishment of educational objectives and outcomes of the programs and their modification.

A self-assessment report and interviews with a panel of experts show that the University conducts an educational programme's evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for programme development, and implements them in the program. However, the University didn't provide proper documentation and evidence about involvement of stakeholders in the study programme development and evaluation process. Consequently, it is recommended to increase involvement of stakeholders in the educational programme development process.

The Quality Assurance Service and the staff involved in the self-evaluation report elaboration process worked on not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them. The quality assurance service didn't provide proper evidence or reports about carried out actions. It is recommended to prepare reports that reflect the responses to the recommendations issued by the quality assurance service.

Various events and training are conducted by the Quality Assurance Service to develop the curriculum and improve the teaching process at the University. The Quality Assurance Service presented the list of activities / training conducted to improve the existing programs at the University. However, during the interviews the stakeholders, such as academic and invited personnel couldn't explain the syllabus drafting principles related to aims and outcomes writing standards, teaching methods, assessment methods and outcomes evaluation principles (Please see: standard 1.2, 1.3, 1.5 narrative and proper recommendations).

Evidences/Indicators

- Bachelor's programme of business analytics
- Programme self-assessment report
- Provision of the educational program
- Continuous quality improvement instruction
- Market research
- Interview with academic and invited staff
- Interview with representatives of quality assurance service
- Interview with students, graduates, employers of the adjacent program.

Recommendations:

- It is recommended to increase involvement of stakeholders (academic and invited staff, students, graduates) in the educational programme development process
- It is recommended to prepare reports that reflect the responses to the recommendations issued by the quality assurance service.

Suggestions for the programme development

Evaluation

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

LLC University of Georgia uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programs. Based on the recommendations and advice received from twin educational programme of Business Analytics(delivered in Georgian) and other educational programs, the University provides development and refinement of the bachelor's programme in Business Analytics. However, only part of the previous recommendation is implemented in the presented programme and sufficient number of recommendations still needs to be considered, mainly related to the structure of the programme and study courses (Acc. Board decision: MES 3 22 0001665583, 27.12.2022). It is recommended to take into account the recommendations of the decision made by the Accreditation Council on the Georgian-language Business Analytics programme into the English-language Business Analytics.

The external evaluation of the programme is carried out by employers and an independent expert in the development of programme learning outcomes and programme content, structure. However, this external evaluator at the same time is the employer of the program; also considering that the programme is new and at the same time represents a novelty for the higher education field of Georgia, it is recommended that the external evaluation of the educational programme be carried out with the involvement of two or more independent experts and/or other (including international) external evaluators.

It would also be important to evaluate the programme by the graduates of the adjacent programme in terms of researching the competencies and skills needed for the modern employment market.

The recommendations obtained as a result of the evaluation were taken into account when modifying the program.

Evidences/Indicators

- Bachelor's programme of business analytics
- Programme self-assessment report
- External expert assessment
- Interview with representatives of quality assurance service
- Interview with graduates, employers of the adjacent program

Recommendations:

- It is recommended to take into account the recommendations of the decision made by the Accreditation Council on the Georgian-language Business Analytics programme and apply to the English-language Business Analytics.
- Considering that the programme is new and at the same time represents a novelty for the higher education field of Georgia, it is recommended that the external evaluation of the educational programme be carried out with the involvement of two or more independent experts and/or other (including international) external evaluators.

Suggestions for the programme development

- It is desirable to evaluate the programme by the graduates of the adjacent programme in terms of researching the competencies and skills needed for the modern employment market.

Evaluation

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

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

The involvement of stakeholders in the process of developing the undergraduate programme in Business Analytics is partially confirmed, the institution submits some protocols of meetings with the staff elaborating the program, employers' assessment of the educational program, which describes the evaluations of participants and their recommendations and suggestions. Involvement in this process is confirmed by all stakeholders during the interviews, however they can't name specific cases of consideration of the recommendations made by them by the programme manager (Please see: standard 5.1 narrative and proper recommendations).

According to the programme quality assurance mechanisms, the quality assurance representatives attend lectures /practical training for monitoring, analyze the students' academic performance and develop relevant recommendations for the improvement of the educational programme or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. At this stage, as the programme is new, does not use developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching; however, the academic and invited staff of the programme noted their willingness to be involved in the process.

The Quality Assurance Service monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and schools. Segregated data according to schools are reviewed by the Educational Programme Development Council. The evaluation results are used by the University administration to improve educational Programs and the academic process. As the presented programme is new and is undergoing the accreditation process for the first time, the mentioned mechanism has not been activated yet and its implementation is planned in the future. However, University didn't provide the results of the analysis of the academic performance of the students of the adjacent bachelor's programme to ensure the mechanism is established and evaluation of programs outcomes is carried out; Consequently, it is recommended for the institution to analyze the academic performance of students on a regular basis, react if necessary and use the results for the improvement and development of the program.

One of the quality assurance mechanisms for the University of Georgia is the systematic assessment of the quality of professional development of the academic and invited staff of the University, which is reflected in the submission of annual or semester reports by them. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracting local or international grants, etc. Although the mentioned activity is confirmed by the interviews with the stakeholders and from the part of CV's of the academic staff and also the institution presented separate information about the academic, scientific-research activity; the institution did not submitted the regular evaluation reports of the academic, scientific-research activity; Accordingly, it is desirable for the

institution to carry out regular implementation of the activities established by internal mechanisms to ensure the quality of the program, in particular, regular evaluation of the scientific and research activities of the academic staff, and the use of the results for the purpose of motivating and developing the staff implementing the program.

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

By using the complex indicators of monitoring and programme results, the evaluation of the effectiveness of the programme is carried out and, if necessary, the modification and improvement of the program.

Evidences/Indicator

- Bachelor's programme of business analytics
- Programme self-assessment report
- Benchmark document with similar programs of foreign universities
- Interview with academic and invited staff
- Interview with representatives of quality assurance service
- Interview with students, graduates, employers of the adjacent program

Recommendations:

- It is recommended for the institution to analyze the academic performance of students on a regular basis, react if necessary and use the results for the improvement and development of the program.

Suggestions for the programme development

- It is desirable for the programme to use developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching.
- It is desirable for the institution to carry out regular implementation of the activities established by internal mechanisms to ensure the quality of the program, in particular, regular evaluation of the scientific and research activities of the academic staff, and the use of the results for the purpose of motivating and developing the staff implementing the programme.

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: **The University of Georgia, Ltd**

Name of Higher Education Programme, Level: **Business Analytics, Bachelor, I level of Higher 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Pandelis Ipsilandis



Accreditation Expert Panel Members


Davit Sikharulidze



Ketevan Kavtaradze



Ilia Botsvadze



Eka Avsajanishvili

