

The document was discussed at the faculty council meeting:

Minute №85-24, 22.04.2024

Approved by a resolution of the Governing Board:

Resolution №9, 26.04.2024

Educational Programme

Bachelor of Business Administration

Education level: Bachelor's degree (I level of higher academic education)

Language of instruction: English

Type of educational programme: Academic, major

Detailed field name and code: 0413 Management and Administration

Qualification to be awarded: Bachelor of Business Administration

Duration of studies: 3 years (6 terms)

The scope of the educational programme: 180 ECTS

Head of the educational programme: Affiliated Professor, Ekaterine Natsvlshvili, **tel.:** (+995) 599 75 66 14, E-mail: natsvlshvili.ekaterine@eu.edu.ge.

Prerequisite for Admission to the Program

The following will be admitted to bachelor's English-language educational programme of business administration: a person with a document confirming complete general education or equivalent, who will be eligible to study at a European university based on the ranking of the coefficients of points obtained in the unified national exams.

To enroll in the program, the applicant is obliged to pass the following subjects at the unified national exams:

1. Georgian language and literature (the entrant must overcome the minimum competence threshold. The minimum competence threshold is - overcoming the minimum barrier defined by the law);
2. English language (the entrant must pass the minimum competence threshold: 50%+1);
3. One of the following subjects: mathematics/history (the entrant must overcome the minimum competence threshold established by the legislation. The minimum competence threshold is - overcoming the minimum threshold defined by the legislation). The number of places for each subject (mathematics/history) should not be less than 10% of the vacant places announced on the program. The exact percentage distribution will be decided by the program head before the announcement of the number of available places.

The following persons will be eligible to study on the program without passing the unified national exams:

Persons who, on the basis of the Order No. 224/N of the Minister of Education and Science of Georgia of December 29, 2011, "On Approval of the Procedure for Submission and Review of Documents by Entrants/Master's Degree Candidates/Students with the Right to Study without Passing Unified National Exams/Common Master's Exams" have to enroll in the university without passing the unified national exams. The mentioned persons are obliged to confirm the knowledge of English language at the B1 level in accordance with the "Rule for Determining the Language Competence of a European University Student".

The following persons will also be admitted to the program:

According to the order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010, students enrolled by the mobility method "On Approval of the Procedure and Fees for Transferring from a Higher Educational Institution to Another Higher Educational Institution".

Relevance of the Program

The trends in the development of individual sectors of the economy or modern business clearly show that following the development of business enterprises or companies, in general - organizations operating in the private or public sector, the area of work related to economic activity or individual functional areas is increasing/expanding and new positions are being created, including the need to create various functional and/or technical positions in the field of manager, specialist in the management of a separate functional area of business, business analyst or in the field of business administration. It is also worth noting that Georgia is becoming more interesting for foreign investors day by day. New investments are being made, new organizations/companies/branches are being founded, which need to be provided with qualified personnel in the field of business administration, which further highlights the relevance of educational programs in the direction of business administration.

The demand for specialists in the field of business administration is also determined by the fact that in the conditions of modern global competition and digital transformation, when business is strongly affected by the growing influence from the outside world, for the successful functioning of any business, enterprise or organization, the competent implementation of functions/activities related to management is a vital task, which, in turn, requires qualified staff knowledgeable in modern business management methods, who can assess the modern business environment, the opportunities and challenges of starting entrepreneurial activities and/or business development, taking into account the local and/or international economic environment, national or international legal regulations, as well as limited resources; to identify and evaluate directly the strengths/weaknesses of business activities, the risks related to the management of business or organizational processes, the possibilities of effectively and efficiently managing business and the conditions of their use; to determine the direction and policy of business implementation, the long-/short-term perspectives of the development of the organization/business/specific functional area; To coordinate the activities of the functional area of the business / structural unit of the organization, to rationally use the resources necessary for decision-making in order to ensure the implementation of the goals and objectives set for the business / company / structural unit.

Taking into account the above, the urgency of developing and implementing bachelor's English-language educational program of business administration is due to the increased demand from modern companies for the training of such specialists who, along with the necessary theoretical knowledge, have the ability to analyze events and processes in global business and can make optimal decisions at different levels of management; Along with this, they are aware of the social responsibility of business - to plan and implement work processes in such a way that they correspond to the interests of

both the company (organization) and society; You will have the ability to bring private and state interests into the framework of harmonious relations and take into account the principles of business ethics and social responsibility when making business/organizational decisions regarding the production of products/services.

Program Objective

The business administration educational program clearly reflects the mission, vision, and values of the European University, as well as the main goals and objectives of the Faculty of Business and Technology.

The Bachelor of Business Administration educational program is focused on - by offering teaching in accordance with modern standards of higher education, to prepare qualified specialists with a bachelor's degree in business administration, equipped with competencies corresponding to the requirements of the local and international labor market, competitive, carrying social responsibility, who, due to the appropriate sectoral knowledge and skills, possess Also important competencies for the graduate's personal achievements and development, his/her social involvement and employment.

Taking into account the above, the aim of the European University Business Administration educational program is for the student to:

1. Provide broad knowledge in the field of business administration, to thoroughly understand the key issues related to the modern business environment and assessment of business development opportunities and challenges, management of organizational and business processes, entrepreneurial activity; to master the methods and tools necessary for solving standard or unforeseen problems raised in the process of business management; to acquire the skills of starting an entrepreneurial activity and running a business.
2. Deepen theoretical knowledge in the functional areas of business (management/marketing/finance); to form the skills necessary for successful activity in the managerial position of the lower and intermediate link; To prepare for employment in the local and/or international companies/public organizations and for implementation of organizational-management, administrative-economic and/or information-analytical activities.
3. Develop general competencies important for professional activities: preparation-presentation of a business project/report and effective communication, use of information technologies and data search-processing, conducting small-scale research, problem solving, logical reasoning on professional issues, and substantiated conclusions, work planning-organization and time management management, leadership and teamwork skills; to contribute to the development of creative thinking and the ability to adapt to the changing business environment; In forming the right attitude towards business activities based on social responsibility and ethical values.

Learning Outcomes

The learning outcomes of the English-language educational program in Business Administration correspond to the sixth level of the higher education qualifications framework (first level of higher education - bachelor) and ensure the achievement of learning outcomes corresponding to the qualification descriptor.

The learning outcomes of the program are also in accordance with the requirements established by the sectoral characteristics of the higher education of business administration, which were determined as compulsory for the awarding of the academic degree of Bachelor of Business Administration and are based on the recommended learning outcomes: [https://eqe.ge/ka/page/static/1028/biznesi-administrireba -da-samartali](https://eqe.ge/ka/page/static/1028/biznesi-administrireba-da-samartali).

As a result of completing the Bachelor of Business Administration educational program, the graduate will develop the following competencies:

Knowledge and understanding	A graduate of the bachelor's program has a broad knowledge of the field of business administration, based on which the student:
1	Discusses the theoretical-methodological foundations of business administration; economic, social, cultural, ethical and legal aspects of business and entrepreneurship; main functional areas of business; The national and global economic environment of business organizations: agents operating in the business and economic environment, current processes in the economy and business, modern trends, directions, latest achievements and challenges of business development and management in the conditions of globalization and digital transformation; explains the importance of innovation and the free market for entrepreneurial activity and business development; In general, the importance of entrepreneurship and business for sustainable and safe development of the country;
2	Explains the management functions of the organization; strategy formulation-implementation-evaluation process and methods; principles of human resources, team processes and organizational behavior, corporate culture, projects, manufacturing operations, supply chain and inventory, quality and information system management; management decision-making methods; models of leadership, organizational development and change management, features of their use; explains the importance of complex consideration of issues related to the management of the organization;
3	Describes the scope of planning and management of the company's financial activities: financial infrastructure, basic principles of financial system functioning and management mechanisms; the methods and tools for the analysis of the company's financial situation, the effectiveness of processes and the evaluation of financial decisions, the conditions of their use; explains the principles of financial accounting and reporting; investment and financial decisions, asset and liability management process; key issues related to tax obligations, taxation and payment of taxes;
4	Discusses the principles of the company's marketing activities; Features of traditional or on-line marketing and sales management; the methods and procedures for planning and conducting market marketing research; the study and management methods of customer expectations and behavior; effective communication, negotiation and sales strategies and selection techniques; the relationship between marketing, branding and sales; digital marketing tools and channels, their terms of use; key issues related to the field of marketing in the era of modern globalization and digital technologies;
Skills	Based on the skills developed within the bachelor program, the graduate:
5	Selects and uses information technologies, management tools, business analysis methods and/or decision-making models for the analysis of the micro- and/or macro environment in order to find and collect and process data as needed for a specific situational task; for the research of complex or specific problems related to the management of the functional area of the organization and/or business; in the organization of entrepreneurial activity and/or business, for

	analysis of economic, financial, marketing, production, innovative, personnel processes, identification of changes and challenges, identification and assessment of strengths/weaknesses, risk factors and opportunities of business activity; To determine the long-/short-term perspectives of the development of the organization/business/specific functional area; for solving business tasks related to the management of the organization / business / specific functional area;
6	Analyses the factors influencing the functioning of the economy and the decision-making process by economic agents; the power, conditions and consequences of micro, macro and global factors on the organization/business management process; Opportunities and challenges of using multidisciplinary approaches and manager tools, digital technologies and modern business models in the organization/business management process; key issues related to the management of organizational processes or functional areas of business;
7	When considering specific situational examples, taking into account the specifics of the business, the student evaluates: the attractiveness of the business environment, the potential opportunities of the market and the entrepreneurial entity; possible effect of environmental change on business; economic, financial, insurance, marketing, production, innovative, personnel processes in the organization of entrepreneurial activity / business; the strengths and weaknesses of running a business/organization's functioning, the main risk factors, the conditions and opportunities for the emergence of risks; the financial situation of the company; opportunities and conditions for optimization of the organization/enterprise and effective use of resources; the organization's business model and functional strategies, strategy implementation-evaluation and organizational processes management measures; change projects, their implementation conditions;
8	When considering specific situational examples, in accordance with predetermined guidelines, on the basis of business/organizational environment, market research results and competitor analysis, determines action goals and develops/prepares a plan/report for a separate functional area of the business; On the basis of observing the changing business environment and processing and sorting the collected data, he/she develops proposals / recommendations for changes to be implemented for the improvement of the organization / business activity; prepares financial documents and reports of the company's management; documents necessary for the performance of managerial functions and proceedings in the process of organization/business management;
Autonomy and responsibility	Based on the education received within the framework of the bachelor's program, the graduate student:
9	In accordance with predetermined instructions, independently implements a research/practical project related to the management of the functional area of the organization / business based on the combination of theoretical and practical aspects, using standard tools characteristic of the field of business administration, as well as some non-standard methods, information and communication technologies. presents the completed work/project in written and/or verbal form to interested parties; Establishes effective communication, participates in discussion, clearly formulates and argues his/her position.

10	When considering specific situational examples: evaluates the economic, legal, social and ethical consequences of managerial/entrepreneurial activity; own or others' attitude towards recognized principles, established norms and values in the field of business or organizational management; makes decisions / acts within the framework of economic, legal, social, and moral responsibility, respecting cultural diversity, corporate culture, organizational behavior, business ethics and fundamental principles of corporate social responsibility.
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The learning outcomes of the educational program are consistent with the program objectives (see Program [Appendix 1](#) - Program Objectives and Learning Outcomes Alignment Map).

The components of the educational program ensure the achievement of the learning outcomes of the program (see Program [Appendix 2](#) – Map of learning outcomes of the educational program).

Program Volume

The English-language bachelor's degree program in Business Administration is built on the basis of the European Credit Transfer System (ECTS), is student-centered, and is based on the student's academic load required to achieve the goals of the educational program.

The duration of the program is 3 academic years (6 semesters) and includes 180 (ECTS) credits (4500 hours in total). 1 credit includes 25 astronomical hours; A credit in a unit of time (hours) reflects the volume of work required by a student to master the relevant study course of the program and achieve the learning outcomes. Credit includes contact and independent work hours.

During the semester, the student must complete 30 credits (30 credits = 750 hours), and during the academic year - 60 credits, however, depending on the specifics of the program and the student's individual workload, the number of credits during the academic year may be less or more than 60, but not more 75 credits.

One academic year includes 42 weeks, one semester 21 weeks, 15 weeks of which are academic, and the remaining 6 weeks are sessional. Weeks 8 and 9 are allocated for midterm exams, weeks 18 and 19 are allocated for final exams, and weeks 20 and 21 are allocated for additional exams. There is an interval between the final exam and the corresponding additional exam at least 5 days after the announcement of the final exam results.

Program Structure

In the content and structure of bachelor's educational program of business administration, the mission of the European University is provided; Goals and objectives of the Faculty of Business and Technology; Modern business development and Georgian and international employment market trends in the field of education. Also, the experience of the implementation of the similar qualification awarding program by the leading Georgian and Western universities is also taken into account.

The Bachelor of Business Administration program includes 180 credits, including::

Compulsory component	140 credits
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Free component	19 credits	The study courses offered within the mentioned component focus on the development of general, transferable skills.
Compulsory academic courses in the field of basic education	116 credits	The study courses offered within the mentioned component contribute to the acquisition of basic knowledge-skills both in business in general and in its separate functional area, and the development of key competencies required for making business decisions.
Bachelor's project	5 credits	<p>The bachelor's project, as the summative work of the bachelor's program, is focused on the preparation of an integrated practical project, the purpose of which is to integrate, expand, and deepen the competencies acquired by the student as a result of the study of various components of the educational program. Through the identification of practical problems on the example of the company, the formation of ways to solve them and their subsequent solution. Thus, the preparation of a practical research project within the framework of the bachelor's project provides the student with the skills of preparation, presentation and defense of a small research project under minimal supervision; Develops research planning, knowledge justification, presentation and communication skills.</p> <p>- In the VI academic semester, the student individually completes and defends the bachelor's project. A student is given the opportunity to start working on a bachelor's project, only if he/she has completed all the academic courses (except practical) in the compulsory component of the main field of study.</p>
Elective component	40 credits	
Optional academic courses in the main field of study	20 credits	- The study courses offered within the mentioned component contribute to the deepening of the student's knowledge-skills on the key issues related to the individual functional area(s) of business (operations and project management; financial management; marketing management; international business management) and in a way help him/her, his/her own interests and In accordance with the choice, to additionally acquire important key competencies for the development of activity or professional career in a specific direction.
Free component	20 credits	<p>Within the mentioned component, the student has an opportunity of the following:</p> <p>- In order to express one's own opinion and interests, to choose study courses from any subject program of the relevant level</p>

		<p>operating in the university (following the prerequisites for admission to the study course);</p> <ul style="list-style-type: none"> - To acquire free credits through elective courses in the main study area of the Bachelor of Business Administration program and further deepen knowledge-skills around issues related to the management of a separate functional area of business.
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Thus, the student of bachelor's English-language educational program of business administration has the opportunity to create his/her own profile by combining compulsory, optional, or free study courses of the specialty.

The study courses provided by the bachelor's program are directed to the achievement of the goals set in the program and to the formation of competencies corresponding to acceptable qualifications as a result of studies.

The logical sequence of the formation of competencies to be achieved within the framework of the bachelor's program determines the content, structure and curriculum of the bachelor's program. The 3-year cycle of teaching is planned in such a way that it helps to achieve the goals and learning outcomes defined by the program in a logical and consistent manner:

3-year cycle of teaching within the bachelor program	
I year	The academic courses offered in the first academic year are focused, on the one hand, on the development of general competencies, which are critically important for the personal achievements and development of the graduate in the field of business administration, for his/her social involvement and successful employment; On the other hand, it introduces the student to the basic issues of business administration, creates an idea of the essence of modern business, modern trends and directions of development, and the main challenges related to business activity. By mastering the courses offered in the 1st academic semester, the student mainly develops: the use of information technologies and data search and processing, safe storage of information, preparation of documents in an academic style, critical thinking and logical reasoning-argumentation, as well as other basic skills. And, based on the courses offered in the II academic semester, he/she understands the basic concepts and topical issues of modern business and organizational management, legal forms and key aspects of business regulation, the basics of micro-level economics and the basic principles of accounting. Therefore, the 1st academic year serves the purpose of the student acquiring general knowledge about both starting a new business and the ways of business development, the main functional areas of business and the importance of their management; to develop important vision and basic skills for starting and running a business; find out how markets function under conditions of competition, how firms make decisions, what role accounting plays in business activities and how the accounting cycle is carried out from the registration of business operations to the preparation of financial statements; to be able to identify the factors affecting the activity of the organization, analyze and interpret the economic processes taking place at the micro level.
II year	In the second academic year, the compulsory academic courses of the main field of study are offered, which are focused on providing the student with knowledge on the fundamental issues related to the field of business administration; to thoroughly understand the modern business environment and processes in

	<p>the functional areas of business, the key issues or basic tools related to the assessment of business or organization development opportunities, team leadership and organizational behavior management; to acquire the necessary knowledge-skills of using quantitative/qualitative methods to analyze the activities of a business organization or to solve problems related to the functional spheres of business; To form the right attitude towards business activities based on social responsibility and ethical values and the necessary vision for sustainable business development. In the 3rd and 4th academic semesters, optional academic courses in the main field of study are also offered, which help the student, in accordance with his/her own interests and choices, to additionally deepen his/her knowledge on specific issues related to a separate functional field of business and to develop important competencies for the development of activity or professional career in a specific direction.</p>
III year	<p>In the third academic year, in the 5th semester, the compulsory academic courses included in the main field of study are focused on improving the student's knowledge-skills, which are important in the organization of entrepreneurial activity and/or business in economic, financial, marketing, production, innovative, personnel for process analysis, identification of changes and challenges, identification and assessment of business activity strengths/weaknesses, risk factors and opportunities; for determining the long-term/short-term development perspectives of the organization/business/specific functional area; To solve the business tasks related to the management of the organization/business/concrete functional area with a standard/non-standard approach. And, in the 6th academic semester, the compulsory courses offered are mainly focused on strengthening the knowledge-skills needed for the student to independently (under minimal guidance) perform a research/practical project/work related to the management of the functional area of the organization/business; Also, through the implementation of practical works/activities, to develop practical skills necessary for activities in the managerial position of the lower/middle leadership ring, which is important for the implementation of organizational-management, administrative-economic and/or information-analytical work. In the same semester, the student has the opportunity to choose elective courses in the main field of study, taking into account his/her career interests.</p>

The components of the educational program, the amount of credits of the components, the prerequisites and the distribution of the components according to the semesters are determined by the curriculum of the program (see [Appendix 5 - Curriculum](#)).

Student Knowledge Assessment System

Through assessment, the relevance of the student's achievements to the specific results of the program is determined. In the Bachelor of Business Administration educational program, the assessment of the student's knowledge is based on criteria that determine whether the student possesses the learning outcomes defined by the course of study.

The evaluation system used within the program is in accordance with the "Rules for Calculating Credits for Higher Education Programs" approved by Order No. 3 of the Minister of Education and Science of Georgia on January 5, 2007.

The achievement of learning outcomes is assessed by intermediate and final assessments, the sum of which represents the final assessment. The maximum final grade of the academic course is 100 points. The specific share of the final exam

is determined for each academic course within the academic freedom of the implementing staff, but not more than 40% of the total grade.

The evaluation system provides:

a) five types of positive assessment:

A.A) (A) Excellent - 91-100 points;

A.B) (B) Very good – 81-90 points;

A.C) (C) Good – 71-80 points;

A.D) (D) Satisfactory - 61-70 points;

A.E) (E) Sufficient – 51-60 points.

b) two types of negative assessment:

BA) (FX) Unsatisfactory - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;

BB) (F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject afresh.

In case of receiving a negative evaluation (FX) in the component of the educational program, the student has the right to take an additional exam. The student gets the right to sit for the additional exam even if he/she has scored 51 points or more in the final assessment, but has not passed the minimum competence limit defined for the final exam. An additional exam is scheduled at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program component.

The midterm assessment is divided into components. A compulsory component of the midterm assessment is the midterm exam, which is held in weeks VIII-IX. Mid-term assessment refers to the total assessment of students' work process, mid-term exam and student's independent work while working in a working group, and final assessment - assessment of the final exam. Intermediate and final assessment methods, content and their share are determined by the staff implementing the academic course within the framework of the relevant syllabus. The syllabus also explains the evaluation criteria for each component.

A student will be admitted to the final exam if the minimum threshold of the midterm assessment is exceeded. The final exam will be considered passed if the minimum threshold for the final exam is exceeded. The following minimum competence threshold is defined for the midterm assessment and the final exam: 50% of the midterm assessment, 50% of the final exam assessment + 1 point.

The credit will be considered used if the sum of the points accumulated by the student is 51 points or more, based on passing the minimum threshold established for the intermediate assessment and the minimum threshold established in the final exam.

The staff implementing the academic course is authorized, taking into account the specifics of the academic course, to define a different (higher) minimum competence limit for intermediate and final assessments, in accordance with the requirements established by the current legislation of Georgia.

The personnel implementing the academic course, taking into account the goals, learning outcomes and specifics of the academic course, are also authorized to define the minimum competence level in the evaluation method/methods. If there is a minimum competency threshold in the assessment method/methods, credit will be granted by passing the minimum competency threshold in each assessment method, passing the minimum competency threshold in each assessment component (intermediate and final assessment) and accumulating at least 51 points as a result of summing up the points obtained in the intermediate and final assessments. in case.

Both formative and deterministic forms of assessment are used to objectively and comprehensively evaluate the learning results achieved by the student of the bachelor's program of business administration within the framework of separate academic courses. The purpose of formative assessment is to promote student development and improve the quality of learning, and the subject is the learning process. The purpose of the deterministic assessment is to control the quality of learning; Determining the student's level of achievement in relation to the objectives defined by the syllabus(es) of the study course, determining the level of academic achievement. The subject of assessment is - the result of learning - knowledge-skills and their application in practice.

The determining assessment of the student's knowledge-skills and achievements is done by a multi-component system and includes two main forms - mid-term (current) assessment and final exam assessments.

Within the framework of the educational program, the following evaluation methods are used in the intermediate and final evaluations:

- **Questioning** (verbal; written) - It is used mainly to assess academic skills, especially in cases where it is necessary to determine the student's knowledge and understanding - the ability to perceive thematic issues, remember, understand the essence of the issue / question, transfer what has been learned, reason, analyze, evaluate, and convey. Verbal inquiry - an assessment method that involves the lecturer assessing the cognitive skills of an individual student by asking thought-provoking questions in the format of a question and/or seminar report. Questionnaire is an individual student assessment tool that tests the student's knowledge of the topic question(s), understanding of the topic, and ability to provide relevant answers to the questions. In the inquiry process, the lecturer, in order to reveal and evaluate the knowledge of the students, asks questions about the material explained during the lecture and/or developed by them independently. When evaluating the answers, attention is mainly paid to the student's clarity of thinking, adequacy/relevance of the answer, accuracy of facts/explanation, logical reasoning, the ability to formulate the answer convincingly and convey the idea in an understandable language. The preparation of the seminar report provides for the processing of a specific thematic issue based on an in-depth understanding of the material (several topics) and a complex analysis, the raising of topical/critical/debatable issues and verbal discussion in a short report and/or discussion (question-and-answer) format. During the preparation of the seminar report, the student is evaluated according to the extent to which the presented report reflects the stated goals and results, the extent to which it corresponds to the topic to be discussed, how well it outlines and deeply/complexly understood the key/problematic issue(s); to what extent the latest information, data/literature was sought/used in processing the issue; to what extent he/she owns the material determined for processing the topic; how thoroughly he/she has mastered the main (and/or auxiliary) literature; the extent to which he/she has demonstrated the ability to retrieve information/data and critically analyze it; how succinctly and comprehensively he/she presented the thematic report, was he/she able to formulate the findings and conclusions in an argumentative and correct manner based on logical reasoning; Giving comprehensive/correct/substantiated answers to the questions asked. Written examination - is a method of individual evaluation of the student, which, like the verbal questioning, tests his/her knowledge of the thematic question(s), his/her ability to understand the issue and to convey relevant answers to the questions in

writing. In the process of written inquiry, taking into account the specifics of the course and topic, open questions/theoretical issues are used as an evaluation tool in individual courses, which allows to check how well the student understands the content of the question/issue under discussion and how well he/she can reason in written form, the answers/main statements/ Expressing opinions clearly in writing. By this method, when evaluating the student, the level and quality of possession of the material provided by the program, the ability to critically understand and analyze information/data, to independently formulate opinions and conclusions, to form argumentatively, succinctly, logically, and to convey them clearly in writing are revealed.

- **Written task** - It is one of the tools of deterministic evaluation and is focused on the development and strengthening of the student's skills of systematizing knowledge, analytical thinking and concisely conveying thoughts in writing. Within the framework of the program, taking into account the specifics of the study course and the specific topic discussed in it, various types of written assignments are used, including: **descriptive** - requires the collection, analysis and processing of facts or information; **analytical** - requires reorganizing, categorizing, comparing/contrasting facts through arguments, requires in-depth analysis. **Persuasive** - requires elements of analytical writing, but also needs to explain and defend one's point of view. **Critical** - argumentative essay / abstracts / bachelor's project, includes all the elements of the persuasive type, which is added to the critical discussion/judgement of another perspective/view/opinion and its use to strengthen one's arguments. (Information about the type of task used is specified and detailed in the syllabi of specific academic courses).
- **Essay** - It is an assessment method that involves writing an argumentative essay by the student, where he/she presents his/her own position/opinion on the issue, as well as presenting arguments to justify the superiority of the presented position/opinion. As a method of assessment, the essay demonstrates the skills of written communication, outlining one's position and arguments, compactly reviewing facts/events, explaining, formulating arguments/counter-arguments, and drawing conclusions. When evaluating an argumentative essay, the following should be taken into account: the depth/complexity of the understanding of the topic and the relevance of the content; structuring the essay and organizing the narrative; knowledge of theoretical and/or factual material around the topic; written reasoning, argumentation, supporting opinions with examples; Original thinking, creative approach to the issue.
- **Writing abstract** - a method of assessment that requires the student to review theoretical sources, articles, other scientific works, critically analyze, comment and state his/her own position in written form. When evaluating the essay, the lecturer mainly tests the student's ability to write academically, to understand the opinions expressed by different authors, to contrast them with each other, to form them into a single text, to research independently and to draw conclusions. Guidelines for the preparation and presentation of the abstract and its evaluation criteria are detailed in the syllabi of specific academic courses, taking into account the specifics of their goals, content and results to be confirmed by the preparation of the abstract.
- **Test** (open/closed/question/combined) - An evaluation method that encourages students to complete written questions/tasks created by the lecturer in a reasonable, short period of time in order to test their knowledge of the material they have studied, or their critical and analytical thinking and argumentation skills. Tests usually include both open and closed questions, and possibly a definition of a term. In the case of a combined test, there is also a topic, a case or a case study. An open-ended test requires an unambiguous short answer, which eliminates guessing, when answering closed questions, students have to choose between alternative versions, and a topic/case/case study requires relatively deeper and more extensive reasoning. The test allows to test the level of knowledge of a significant amount of material in a short time, as well as the ability to concentrate on key issues and focus on details. Taking

into account the specifics of the academic course and the discussed topic, different types of tests are used within the program: based on the principle of selecting one correct answer from several; based on true-false choices; Essay-type tests that require the organization and integration of material so that students can express themselves; Short-answer questions - require an answer with one or two sentences or at most one paragraph; Problem/task oriented - mostly used to solve mathematical profile tasks (information on the type of test used is specified and detailed in the syllabi of specific academic courses).

- **Solving practical problems** - It is a method of evaluation, which is used to assess the student's ability to master theoretical material and independently and correctly use the methods/methods/approaches learned in the process of solving a specific problem/situational example by solving specific tasks. When evaluating the student's knowledge and skills based on the results of solving a practical task, attention is focused, on the one hand, on the level and quality of possession of theoretical knowledge and problem solving methodology, on the other hand, on the transfer of theoretical knowledge and the selection and correct use of relevant methods/methods for solving a specific task/assignment from the learned/mastered methodology. On the ability - to perform drawings, schemes, to use appropriate techniques in calculations. In individual academic courses, taking into account the specifics of the tasks selected to achieve their goals, topics and results, a multi-step task is used to assess the student's knowledge, which involves solving a real problem using mathematical methods, which allows for a more thorough assessment of the student's knowledge and skills.
- **Practical task / exercise** - An assessment method that involves checking the quality of the student's demonstration of technical and/or behavioral skills. The assessment may depend on the final result, the evidence (product) or the process of performing the activity. A combination of both options is allowed. Within the framework of the bachelor's program, this method can be effectively used in separate academic courses, however, the content of the tasks to be performed, the indication of their performance, and the evaluation criteria are determined by taking into account the goals of the specific academic course, the topic and the specifics of the results to be achieved, which are detailed in the syllabi of the relevant academic courses.
- **Case analysis** - A method of evaluation that involves the analysis of exceptional cases by students, typical of a particular field or vice versa, in a given period of time. Case discussion (written and/or verbal) - allows to check the student's skills of critical/creative thinking, application of theoretical knowledge in practice, situation analysis, problem identification and understanding, drawing conclusions and understanding of a complex issue, searching for ways to solve it, as well as professional and ethical values and the ability to operate with these values.
- **Case resolution** - The evaluation method, which involves the student's analysis of a problematic case from the practice of legal relations and finding the best way to solve it in a given period of time. As an assessment method, the case study tests students' broad knowledge of theoretical material, the ability to understand and apply the basic values and principles of law.
- **Quiz** - An assessment method that involves a written survey of students by the lecturer in a short test format and consists of closed and/or open questions. Taking into account the specifics of a particular academic course, a quiz may also include a problem to be solved/calculated example and/or a mini-case. The purpose of the quiz is to check students' current knowledge and/or ability to perform specific operations (calculation/solution/interpretation, etc.), so the standard criterion for its evaluation is the correctness of the answers. With the syllabus, the lecturer determines the time allotted for the quiz and the weight of each question, taking into account the specifics of the specific study course and topic.

- **Presentation** -a method of evaluation that involves evaluating the student based on his/her presentation of learning material, report topic/project/abstract or other type of assignment/work group in the required format (Power Point/Canva/etc.) accompanied by visual aids. The presentation checks the depth of knowledge of the material presented by the student regarding the presentation topic, the level of its processing and the manner of presentation, the ability to work with technologies, presentability, the adequacy of the provided information, as well as the ability to communicate and discuss with the audience.
- **Discussion** - An assessment method in which students discuss a specific problem/theme/issue and are evaluated according to the operation of arguments and counterarguments, drawing conclusions, self-reflection, possessing analytical skills and other relevant criteria.
- **Project** - An assessment method that examines the results of multifaceted work on the part of the student(s) to solve a specific problem or implement an initiative. The project includes the stages of planning, research, practical activity and presentation of results, and it can be carried out both individually and in groups, taking into account the goals, content and achievable results of a specific academic course. As a rule, the student(s) work on the issues of the project for several weeks and then present it to the group, however, taking into account the specifics of a particular course, there are also projects that can be implemented in a relatively short time. As an assessment method, the project demonstrates the student's research, creativity and communication skills, and in the case of group work - the ability to cooperate.
- **Portfolio** - Is an assessment method that allows for feedback, is focused on student development, and is designed for the long-term impact of assessment. It is a set of tasks performed within the course, which the student collects, on the one hand, for evaluation, and, on the other hand, to demonstrate development, progress and achievements in various specific sections of the course. Depending on the specifics of a particular course, a portfolio may consist of different types of work, such as: homework papers (possibly a draft and revised version of the same assignment), academic notes, essays, reflections, problem and case studies, and analytical writing. Clear instructions for the compilation and submission of portfolios and assessment criteria are spelled out in the syllabus of the specific course(s). Accordingly, its evaluation depends on its completeness, principles of task selection and logical connections.
- **Peer Review** - In other words, peer assessment/reviewing someone else's work is a reflective assessment tool that allows the student to demonstrate his/her own knowledge and skills not only by performing a specific task and demonstrating the results, but also by showing how well he/she analyzes and evaluates the assimilation of the learning material covered within the course (i.e. " learning") in relation to others (classmate or other author). In the task performed in the expert evaluation format, the student's ability is evaluated, how well he/she thoroughly familiarized himself/herself with the evaluated product (project; model; research; publication; essay; etc.) and understood the key issues raised in it; To what extent did he/she find and process the necessary/relevant information for evaluating/criticizing/reviewing the product (project/research/publication/essay/etc.); how correctly he/she assessed the design of the product/work in question and the methodology used; How correctly you interpreted and evaluated the meaning of the product/research results; the extent to which the strengths and weaknesses of the product/research were identified; How objective, balanced and qualitative assessment/review was presented; To what extent did he/she support his/her assessment/criticism with examples and how argumentatively did he/she present/defend his/her position; How well the information is presented in an organized manner and how well the clarity of thought, quality of writing, academic style, ethical issues are preserved in the submitted review/evaluation.

The aim of the evaluation methods reflected in the syllabuses of the study courses offered within the bachelor program of business administration is to confirm the achievement of the learning outcomes of the relevant study course by each student using objective and transparent criteria focused on the teaching goals of the study course and its specificity.

The relevance of the evaluation methods used within the academic course with the achievable and measurable results is demonstrated by the program [Appendix 4 – Evaluation of the Learning Outcomes of the Program](#).

Preparation and Evaluation of the Bachelor's Project

During the implementation of bachelor's educational program of business administration, the importance assigned to the teaching-learning process is the student's involvement in practical research and the development-strengthening of the minimal skills of independently planning and conducting research activities, which is critically important in the professional activity of the organization/business in the field of business administration. For the standard tool/non-standard method research of a separate problem related to the management of the functional area, the development and presentation of a small-scale practical-research project, the argumentative discussion of the key findings and the formulation of justified conclusions regarding the solution of the issue.

Bachelor's project - the final stage of teaching within the bachelor's educational program of business administration is the preparation and defense of the bachelor's project, which ensures the development of minimum research skills for the student, as well as the development of the skills of using the knowledge and skills acquired within the framework of a separate academic course in practical situations. Thus, the bachelor's project represents the summary work of the bachelor's program, it is completed in the form of an integrated practical project, the purpose of which is to integrate, expand and deepen the knowledge gained within the competences acquired by the student by studying various components of the educational program, identify practical problems on the example of a specific company, formulate ways to solve them and further through the solution; Strengthening of practical habits necessary for the implementation of organizational-management, administrative-economic, entrepreneurial activities. The bachelor's project is completed on a topic relevant to any functional direction of business administration, taking into account the specifics of the topic of the project, based on consultation with the selected supervisor.

In order to successfully complete and defend the bachelor's project, the student must be able to: research the business problem: identify, evaluate, and analyze; development of alternative problem solving strategies, their evaluation and selection of the optimal option; developing a plan for the implementation of the selected strategy; Assessing the risks related to the implementation of the plan, setting the action plan/measures and/or preparing expert opinion/recommendations; Presentation of the completed work, argumentative justification of one's position.

Bachelor's project preparation-evaluation process, procedures and criteria are detailed in the bachelor's project syllabus. The bachelor's project is completed in compliance with the general requirements established by the European University's "Rules for Completing the Bachelor's Thesis/Project" and the additional requirements provided by the bachelor's project syllabus.

Field of Employment

A possible field of employment for a graduate of the English-language bachelor's program in business administration is organizations of various profiles in the private, public and/or state sector (public and/or international organizations,

production and business structures, foreign-Georgian joint ventures, small business enterprises, where business is also conducted in English). Based on the sectoral and general competencies acquired within the program, the graduate can:

- Hold various positions in the direction of business administration, including lower/intermediate link manager, management specialist of a separate functional area of business, or various functional and/or technical positions in the field of business administration; both independently and while working in a group, practically carry out the main professional functions in the management of a separate functional area of business / structural unit of the organization;
- Carry out organizational-management, administrative-economic, informational-analytical activities within the scope of the bachelor's competence.
- Establish a start-up organization; Engage in entrepreneurial activities and lead micro and small businesses in various industries.

The Opportunity of Continuing Education

A graduate of bachelor's English-language educational program of business administration is entitled, in accordance with the law, to continue studying at the second level of higher academic education - at a master's program of any direction in Georgia or in another country, if the prerequisite for admission to this program by the higher educational institution is not limited to a bachelor's degree in another specialty.

Material Resources for Program Implementation

Material resources for the implementation of the program The European University has the appropriate material and technical base and resources for the implementation of bachelor's educational program of business administration and the achievement of the learning outcomes envisaged by the program. In particular:

The university building is equipped with the necessary equipment for the implementation of the program: auditoriums, information and communication technologies with appropriate software and the Internet - for the academic courses (theoretical and practical) to be implemented within the framework of the program, branch auditoriums have been allocated, as well as a computer class equipped with all the necessary equipment, computer With equipment and all the necessary resources for academic courses, which allows for the smooth running of the academic process and, if necessary, practical study.

Library - equipped with branch and scientific literature related to business management, functional areas of business, compulsory and additional book fund provided by the study program (reference literature used in the scope of the program is available in the library in electronic and/or printed form), electronic resources. In addition, the university provides participation in the international electronic library network, therefore students and academic staff can use the following international electronic databases: EBSCO EP Package ELIT (the package contains 11 databases), and eLFL (electronic information for libraries) electronic databases (the package contains 8 databases). The following databases included in Elsevier's scientific electronic database: Scopus, Sciencedirect.

Examination Center - provides support for the evaluation process within the program.

Working space of academic staff - creates a favorable working environment for working in the university and carrying out various activities.

Human Resources for Program Implementation

The implementation of the Bachelor of Business Administration educational program is provided by highly qualified personnel. The academic courses provided by the educational program are led by academic and guest personnel with appropriate experience and competence (see [Appendix 6](#) - Program Implementation Personnel).

Notes: The appendices of the Bachelor of Business Administration program are an integral part of the program.

***Head of the Bachelor's English-Language
Educational Program in Business Administration:***

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