TBILISI HUMANITARIAN TEACHING UNIVERSITY

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Tbilisi Humanitarian University

Faculty of Law, Business, Humanities and Social Sciences

Program Name: Business Administration

Education level: Bachelor's degree

Academic degree: Bachelor of Business Administration (BBA)

Direction:

- Detailed field - 0413 Management and Administration

Language of instruction: English

Program volume in credits and hours: 180 ECTS credits

Head of the Program: Professor Manana Vasadze

1.	Prerequisite for admission to the educational program:

- A person with complete general education, who has a relevant document (certificate) confirmed by the state or an equivalent document, and based on the results of the Unified National Exams, will have an English language assessment of at least 70% of the maximum assessment, can become a student of the Bachelor's degree program "Business Administration" of the Faculty of Law, Business, Humanities and Social Sciences of Tbilisi Humanitarian University.

- Foreign and Georgian citizens have the right to study for the Bachelor's degree program in "Business Administration" without passing the Unified National Exams, in accordance with the rules established by the legislation of Georgia, and in this case, the applicant must submit a certificate of English language proficiency of at least level B. Applicants who have received secondary or higher education in English are not required to submit a certificate.

- Students who have transferred to Tbilisi Humanitarian University on a mobility basis have the right to study at the Bachelor's Program in "Business Administration" of the Faculty of Economics, Business and Management of Tbilisi Humanitarian University in accordance with the legislation of Georgia, including the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010, as well as internal university regulatory documents.

- The prerequisites for admission to the Bachelor of Business Administration program are transparent and ensure the inclusion of individuals with the appropriate knowledge, skills, and values in the program, which serves the student's achievement of the learning outcomes defined by this program.

2. Program description

The development of the Bachelor of Business Administration program was preceded by a labor market study and a comparison with similar programs of "Business Administration" of European universities.

The structure of the Bachelor of Business Administration program is built in accordance with the principles of building educational programs of the first level of higher education provided for by the current classifier of fields of study, namely, 140 credits in the program are intended for mandatory business administration courses. Of these, 5 credits are allocated for the practice component, and 5 credits are intended for the completion of the bachelor's thesis, 5 credits within the program are intended for mandatory university elective courses, from which the student can choose one of them, and 20 credits are intended for free elective courses. The program includes 4 concentrations of mandatory elective courses in business administration, each worth 15 credits - Management, Marketing, Finance, Accounting.

- Compulsory courses in the main field of study (Business Administration) - 140 credits

- University elective courses - 5 credits.

- 4 concentrations of mandatory elective courses (Management, Marketing, Finance, Accounting) - 15 credits

- Free elective courses 20 credits

Students can choose a free component from other accredited programs operating at the university, taking into account the prerequisites.

Duration of study: The program covers 3 academic years (6 semesters), the academic year is divided into 2 semesters: each semester consists of 20 weeks. Among them, the 8th week is devoted to midterm exams, the 17th and 18th weeks to final exams, and the 19th and 20th to additional exams.

3. Program objectives

The goal of the Bachelor of Business Administration educational program is:

1. To prepare competitive (taking into account the requirements of the labor market) highly qualified personnel with broad theoretical knowledge in the field of business administration (marketing, management, finance);

2. To equip students with the practical skills necessary for planning, organizing, implementing and controlling related to this field, which ensures the right decision-making in a complex business environment while adhering to ethical principles;

3. To develop in students the skills of analytical, creative, critical thinking, decision-making, data collection, processing, drawing reliable and relevant conclusions, and effective oral and written communication.

4. Program Learning Outcomes

I. Knowledge and Understanding

1.1. Describes the basic theories, models, concepts, functions, principles, tools of marketing, finance, management and their importance in the process of managing an organization and determines the importance of information technologies and the role of corporate responsibility in the organization;

1.2. Discusses the importance of collecting, processing, evaluating and analyzing information for effective decision-making in a constantly changing internal and external business environment;

II. Skills

2.1. Effectively organizes the process of developing a company's strategic plan, identifies business ideas for starting a business, selects the best idea and develops an appropriate business plan for its commercialization;

2.2. Plans elements of a marketing strategy and marketing complex for individual strategic business units and organizes measures for their implementation;

2.3. Evaluates the financial condition of the company using financial statements and indicators analysis and forecasting methods;

2.4. Evaluates the components of the financial system, the behavior of the money and capital markets, factors affecting interest rates and exchange rates, analyzes the relationship between risk and expected returns on securities.

2.5. Identifies business problems and collects, analyzes and processes the necessary data to solve them, and interprets the results obtained;

III. Responsibility and autonomy

3.1. Responsibility towards professional work in a constantly changing work environment, development of a plan for professional development and its independent implementation.

The concentrations in the program, which in content represent the sectoral directions of the mentioned field (management, marketing, accounting and finance), are focused on strengthening the learning outcomes in a narrow direction:

Concentration - Management

- Discusses the real environment of business and economy, characterizes the processes taking place in them, evaluates and analyzes them interpretively.

- Performs positive - normative analysis of data, formulates appropriate conclusions on the determinants of the internal and external environment of business.

- Develops strategic and operational approaches and uses them in the process of design and operations management.

Concentration - Marketing

- Processes marketing information data, determinants of consumer reaction and behavior. Principles of market diversification and segmentation, long-term vision of competition.

- Evaluates the stages of marketing strategy, creation of consumer incentives and demand-defining values and the resulting delivery.

- Distinguishes individual elements of a unified marketing process, their specifics and features, digital marketing tools, principles of business social responsibility and ethical norms.

Concentration - Accounting

- Describes and evaluates the feasibility, relevant goals and phased sequence of accounting and reporting; tools and methods for the effective use of normative acts in accordance with international auditing standards.

- Processes data on the activities of individual personnel, organizations and enterprises, ensures the preparation of appropriate financial materials and reports in accordance with international standards.

- Uses the capabilities of digital communication and information technologies when processing data.

Concentration - Finance

- Demonstrates extensive knowledge of modern theories of finance, the practice of financial activities and participates in planning and management.

- Processes financial data on the basis of objectively obtained materials; on the activities of individuals, organizations, formulates his/her assumptions and relevant conclusions.

- Makes a positive normative assessment of the financial, economic and business environment on current financial events and processes, forms his/her own interpretative vision.

5. Employment areas and opportunities for further education

Graduates of the Bachelor of Business Administration program may occupy positions in various areas of economic activity in the private or public sector, at the middle or entry-level management level. In particular, graduates will have the opportunity to be employed in the management of various functional areas:

- In the private sector, both entrepreneurial and non-entrepreneurial (non-commercial) legal entities;
- In public institutions, including legal entities of public law, state authorities and local self-government bodies;
- In international organizations;
- In non-governmental institutions, including charitable organizations or foundations;
- To carry out private business and other activities where knowledge of business administration is required, and a master's degree is not required.

A graduate of the Bachelor's degree program in "Business Administration" can continue their studies in a Master's degree program in Business Administration and/or, in order to change their specialization, in a Master's degree program in another field.

6. Program Structure

See Appendix 1

7 . Teaching and learning methods

In the process of studying in the Bachelor's program "Business Administration", in order to achieve learning outcomes, different teaching and learning methods are used, going beyond the specifics of the course, or their combined use is used. In the implementation of the Bachelor's program, adequate methods are selected to achieve learning outcomes, dynamically - taking into account the learning outcomes, the specifics of the academic discipline and the principle of academic freedom of the academic staff involved in the implementation of the program. In general, it is recommended to integrate highly interactive

methods into the classical lecture format. When developing individual competencies, work in a working group, project development, presentation, homework and other similar forms of independent work should be used; Also, a practical component and completion of a bachelor's thesis.

The methods of achieving learning outcomes used in the implementation of the Bachelor's Program in "Business Administration" should develop and stimulate cognitive activity in the student. Teaching methods should be selected in such a way as to arouse the student's interest in the topic being studied, make him creatively active and independent in the process of accumulating knowledge.

A lecture is a creative process in which the lecturer and the student participate simultaneously. The main goal of a lecture is to understand the essence of the topic being studied, which implies a creative and active perception of the material provided. In addition, attention should be paid to the main provisions, definitions, notations, and assumptions of the material. A critical analysis of the main issues, facts, and ideas is required. A lecture should provide a scientific and logically consistent understanding of the main provisions of the subject being studied without overloading it with unnecessary details.

The purpose of **working in a working group** is to provide students with an opportunity to deepen the topics heard in the lecture. Under the guidance of the leading lecturer, a student or a group of students will search for and process additional information, prepare a presentation, write an essay, etc. Reports will be heard, discussions will be held, and conclusions will be drawn. The lecturer, the head of the working group, coordinates the purposeful conduct of these processes.

The purpose of practical training is to form the ability to use theoretical material in the process of solving specific practical tasks, which in turn is the basis for developing the habit of independently using theoretical material. The head of practical training should focus on the methodology of solving tasks and exercises, their implementation, etc.

Student independent work - is the amount of working time (labor) spent on successfully mastering the courses provided for in the curriculum, from familiarization with and study of basic literature to group work and/or preparation for midterm and final exams.

 Relevant teaching-learning activities include:

Discussion/debate – one of the most common methods of interactive teaching, which dramatically increases the level of student engagement and activity. This method develops the student's ability to argue and justify their own opinions;

Collaborative work – during this teaching method, students are divided into groups and given learning tasks. Group members work on the issue individually and simultaneously share it with the rest of the group members. Depending on the task set, it is possible to distribute functions among the members during the group work process. This strategy ensures maximum involvement of all students in the learning process;

Problem-Based Learning (PBL) – This learning method uses problem-solving as the initial stage of the process of acquiring and integrating new knowledge;

Cooperative learning is a teaching strategy where each member of a group is required not only to learn, but also to help their teammate learn the subject better; each group member works on a problem until all of them have mastered the subject.

Heuristic method – is based on the step-by-step solution of a task set before students. This task is carried out through the independent recording of facts and seeing the connections between them during the learning process;

Case study – the professor discusses specific cases with students during the lecture, which comprehensively and thoroughly examine the issue;

Brain storming – this method involves the formation and expression of as many, preferably radically different, opinions and ideas about a specific issue/problem within the framework of a specific topic. This method promotes the development of a creative approach to the problem. This method is effective in the presence of a large group of students and consists of several main stages:

a) defining the problem/issue from a creative perspective;

b) recording ideas from the audience around the issue without criticism over a period of time (usually on a board);

c) identifying by elimination, those ideas that are most relevant to the issue;

Demonstration method – this method involves presenting information visually. In terms of achieving results, it is quite effective, in many cases it is better to provide the material to students simultaneously in an audio and visual way. The demonstration of the material to be studied can be carried out by both the teacher and the student. This method helps to make the different stages of perception of the educational material visible, to specify what the students will have to do independently; At the same time, this strategy visually presents the essence of the issue/problem;

Presentation - is a set of educational and cognitive methods that allow solving a problem under the conditions of the student's independent actions and the necessary presentation of the obtained results. Teaching with this method increases the motivation and responsibility of students. Work on a presentation includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A presentation will be considered implemented if its results are presented clearly, convincingly and in a specific form. It can be performed individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). After completion, the presentation is presented to a wide audience.

The inductive method defines a form of knowledge transfer where the flow of thought in the learning process is directed from facts to generalizations, that is, when conveying material, the process proceeds from the specific to the general.

The deductive method defines a form of knowledge transfer that is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific.

The analysis method helps us break down the learning material into its constituent parts, as a whole. This makes it easier to cover in detail the individual issues within a complex problem.

The synthesis method involves grouping individual issues into a single whole. This method helps develop the ability to see the problem as a whole.

A method of writing that involves the following activities: making excerpts and notes, summarizing material, writing theses, writing an abstract or essay, and editing a manuscript.

Project development - work on a project includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A project will be considered implemented if its results are presented in a visible, convincing and concrete form. It can be carried out individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). Upon completion, the project is presented to a wide audience.

Practical methods - combine all forms of teaching that develop practical skills in the student. Here, the student independently performs a particular activity based on the acquired knowledge, industrial practice.

Industrial practice is a mandatory component and an integral part of the program. It is focused on developing the student's professional skills. It allows the student to test the competencies (knowledge and skills) acquired in the academic environment in real life. Practice is a statement of the student's expectation of what he should know, understand and/or be able to demonstrate after completing his studies. Professional competencies, which are planned to be achieved within the framework of professional practice, are generally a dynamic combination of knowledge, awareness, skills and abilities.

A bachelor's thesis is a kind of summary work, which tests the student's ability to analyze and synthesize arguments in the field of specialization, as well as the ability to see and evaluate problems. Various types of teaching methods are used to complete a bachelor's thesis, namely: the method of working on a book, which involves searching for, preparing, grouping, systematizing and processing materials related to the topic of the thesis;

8. Evaluation system

During the implementation of the Bachelor of Business Administration educational program, the level of achievement of student learning outcomes is assessed in accordance with the assessment system approved by the Order No. 3 of the Minister of Education and Science of Georgia of January 5, 2007, "On the Rules for Calculating Credits for Higher Education Programs." The assessment of the level of achievement of student learning outcomes in the educational component of the English-language Bachelor of Business Administration educational program includes assessment forms - intermediate and final assessment, the sum of which constitutes the final assessment (100 points).

The midterm and final assessment includes an assessment component/components that determine the method/methods for assessing the student's knowledge and/or skills and/or competencies (oral/written exam, oral/written survey, homework, practical/theoretical work, etc.). The assessment component combines uniform assessment methods (test, essay, presentation, discussion, performance of practical/theoretical tasks, work in a working group, participation in a discussion, etc.).

The assessment method/methods are measured by assessment criteria, i.e. the unit of measurement of the assessment method, which determines the level of achievement of learning outcomes. Each form and component of assessment has a specific share of the total assessment score (100 points) in the final assessment, which is reflected in a specific syllabus and communicated to the student at the beginning of the academic semester. It is not allowed to award credit using only one form of assessment (interim or final assessment). A student is awarded credit only in case of receiving a positive assessment. During the implementation of the Bachelor of Business Administration educational program, the share of the student's intermediate and final assessment minimum competency threshold is reflected in a specific syllabus.

The grading system allows for: Five types of positive grades:

(A) Excellent – 91-100 points;

(B) Very good – 81-90 points of maximum grade;

(C) Good – 71-80 points of maximum grade;

(D) Satisfactory – 61-70 points of maximum grade;

(E) Sufficient – 51-60 points of maximum grade.

Two types of negative grades:

(FX) Fail – 41-50 points of maximum grade, which means that the student needs more work to pass and is allowed to take an additional exam with independent work once;

(F) Fail – 40 points of maximum grade and less, which means that the work done by the student is not sufficient and he/she has to study the subject again.

In the academic component of the Bachelor of Business Administration educational program, in case of receiving an FX, an additional exam is scheduled no later than 5 calendar days after the announcement of the final exam results.

9. Provision of learning resources

The implementation of the educational program is provided by the Faculty of Law, Business, Humanities and Social Sciences of Tbilisi Humanitarian University. The material and technical base of Tbilisi Humanitarian University is used for the implementation of the program, in particular, the library of Tbilisi Humanitarian University, auditoriums equipped with computers, projectors and projection screens, as well as other educational equipment, professorial. The educational process of the educational program is provided with the necessary educational and methodological materials: relevant library funds (book, digital): modern textbooks, Internet resources and other information material

Annexes:

- Annex 1 - Program Structure

- Annex 2 - Key Learning Outcomes Map

 - Annex 3 - Program Director CV (resume)

- Annex 4 - Program Human Resources