



Approved with new edition:
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Tbilisi Humanitarian University
Faculty of Law, Business, Humanities and Social Sciences

Program Name: Master of Business Administration

Education level: Master's degree

Academic degree:

Part I - Master of Business Administration

Part II – Master of Research - Business Administration

Direction:

- Detailed field - 0413 Management and Administration

Language of instruction: English

Program volume in credits and hours: 120 ECTS credits

Head of the Program: Professor Davit Nizharadze

1. Prerequisite for admission to the educational program:

Admission prerequisites and procedures for the English-language Master's Educational Programme in Business Administration are determined on the basis of the regulations in force at LLC Tbilisi Humanitarian University, the legislation of Georgia, and the relevant requirements of higher education. The admission conditions for the programme are transparent, fair, public, and accessible to all interested persons.

Obtaining student status in the English-language Educational Programme in Business Administration is carried out on the basis of the Unified Master Examinations and mobility, or

without passing the Unified Master Examinations, in accordance with the legislation of Georgia and the internal legal acts in force at the University.

A person is entitled to study in Part I of the English-language Master's Educational Programme in Business Administration if they:

have been awarded a Bachelor's degree or an equivalent academic degree, and enrolment is carried out on the basis of the Unified Master's Examinations, or without passing the Unified Master's Examinations, in accordance with the procedure established by the legislation of Georgia.

Additional requirements include:

Passing an internal university examination in the specialty;

Confirming knowledge of a foreign language at a minimum B2 level by means of a certificate and/or an internal university examination.

In the event of successful completion of the first part of the Master's Educational Programme in Business Administration, which comprises 60 credits within a Master's educational programme of at least 120 credits, the person is entitled to continue studies, without retaking the Master's Examination, in the second 60-credit part of the same Master's educational programme of at least 120 credits at LLC Tbilisi Humanitarian University, provided that no more than five years have passed since the completion of the first 60 credits.

If the above-mentioned five-year period has expired, in order to continue studies in the second 60-credit part of the same programme, the person is required to pass the Master's Examination in accordance with the procedure established by law.

This rule applies only in the case of continuing studies in the Master's Educational Programme in Business Administration at LLC Tbilisi Humanitarian University. In the case of enrolment in or continuation of studies in the second 60-credit part of another higher education institution's Master's educational programme or another Master's educational programme, the person is subject to the requirement to pass the Master's Examination in accordance with the procedure established by law.

2. Program description

The development of the Master's program in Business Administration was preceded by a labor market study and a benchmarking analysis against similar "Master's programs in Business Administration" at European universities.

The structure of the Master's program in Business Administration is designed in compliance with the principles for the development of second-cycle higher education programs defined by the current Classification of Fields of Study.

In particular, 108 ECTS credits in the program are allocated to compulsory courses in management and administration. Of these, 24 ECTS credits are designated for the preparation of the Master's thesis. The program also includes 12 ECTS credits of compulsory elective courses in Business Administration.

- Compulsory courses – 108 ECTS credits
- Compulsory elective courses – 12 ECTS credits

Duration of studies: The program consists of two one-year parts (1+1), each part corresponding to one academic year (2 semesters). Each academic year is divided into 2 semesters: each semester consists of 20 weeks. The 8th week is allocated to midterm assessments, the 17th and 18th weeks to final examinations, and the 19th and 20th weeks to additional examinations.

3. Program objectives

Part I – Program Objectives

Objective 1: Prepare highly qualified business professionals capable of critically analyzing complex business environments.

Objective 2: Develop the graduate's ability to evaluate strategic alternatives and design innovative, ethical, and sustainable managerial solutions for organizations operating in both local and global markets.

Part II – Program Objectives

Objective 1: Prepare an expert master-researcher capable of conducting independent and ethically responsible business research and engaging in continuous professional and scholarly development.

Objective 2: Develop the graduate's ability to generate evidence-based knowledge and design innovative solutions for complex organizational and societal challenges.

4. Program Learning Outcomes

Part I Learning Outcomes:

1. Analyzes advanced theories, concepts, and contemporary approaches in the fields of economics, management, marketing, finance, operations, innovation, and organizational behavior to address complex business challenges.
2. Evaluates internal and external business environments using appropriate analytical frameworks to support managerial and strategic decision-making, and effectively communicates with both specialist and non-specialist audiences.
3. Designs innovative business models, products, services, and organizational processes that respond to technological, market, and societal changes.
4. Assesses leadership approaches, organizational behavior patterns, and human capital practices to improve organizational effectiveness and employee performance.
5. Formulates necessary approaches to enhance resilience based on the evaluation of operational, financial, and supply chain performance indicators.
6. Evaluates the impact of digital transformation and information systems on organizational strategy, operations, and competitive advantage.
7. Formulates managerial decisions that incorporate principles of ethics, corporate governance, social responsibility, and sustainable development.

Part II **Learning Outcomes:**

1. Assesses research needs and formulates research problems based on a critical evaluation of contemporary theoretical, methodological, and empirical literature in business and management.
2. Analyzes organizational and market data using analytical tools and evidence-based approaches to support strategic decision-making.
3. Develops innovative managerial and practical recommendations grounded in systematic research and analytical evidence.
4. Creates new insights and context-specific knowledge that contribute to organizational development, innovation, and sustainable business performance.
5. Critically assesses personal, professional, and research competencies and identifies opportunities for continuous learning, professional development, and lifelong career advancement.

5. Employment areas and opportunities for further education

Graduates of the Master's educational program in "Business Administration" will have the opportunity to be employed in the private, public, and non-governmental sectors as middle- and senior-level managers, analysts, consultants, and project managers. Program graduates will be able to work in the strategic, functional, and research areas of organizations.

In particular, graduates will be able to work in:

- Private sector entrepreneurial organizations, including local and international companies, in areas such as management, marketing, finance, operations, supply chain, business development, and innovation management;
- Public institutions, including state authorities, legal entities under public law, and local self-government bodies, in areas such as policy analysis, project management, strategic planning, and organizational development;
- International organizations and development agencies, in areas such as program and project management, research, monitoring and evaluation, and organizational development;
- Non-governmental and non-profit organizations, foundations, and professional associations, in areas such as management, research, project administration, and organizational development;
- Consulting and research organizations, as business analysts, management consultants, market researchers, or organizational development specialists;
- Educational and research institutions, in areas related to the implementation of research projects and support of academic activities;
- Start-ups and innovative enterprises, in areas related to business model development and entrepreneurial activities;
- Independent professional practice, as entrepreneurs, business consultants, or project managers.

Graduates of the program will also have the opportunity to continue their studies in doctoral programs in Business Administration, Management, and related fields at higher education institutions in Georgia and abroad.

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](#)