



Digital Management

Master's Educational Programme

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Digital Management



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Programme Title: Digital Management

Level of Higher Education: Master's

Faculty: Business and Engineering

Language of Instruction: English

Programme Volume in Credits:

The Master's Programme in Digital Management was developed through joint collaboration between East European University and Fresenius University of Applied Sciences (Germany).

The Master's Educational Programme is structured in accordance with the European Credit Transfer and Accumulation System (ECTS). Within the Master's Programme in Digital Management, one ECTS credit corresponds to 25 hours of student workload, comprising both contact hours and independent study.

The scope of the Master's Programme in Digital Management complies with the requirements of the applicable legislation, the National Qualifications Framework, and the Higher Education Sector Benchmark in Management. The programme comprises 120 ECTS credits and consists of two consecutive 60-ECTS-credit components.

The first 60-ECTS-credit component of the programme is focused on developing students' practical and professional competencies in the field of management, as well as strengthening their analytical and decision-making skills. The practical component of the programme is delivered through a so-called **"blended practice model"**: practical elements are embedded within individual theoretical courses, while the programme also includes a separate practical course designed to further develop students' applied professional skills.

The second 60-ECTS-credit component of the programme is focused on conducting in-depth research in the field of management, deepening theoretical and analytical



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knowledge, and developing the ability to critically analyse and solve complex problems. This component includes a research element – the Master's thesis.

The standard student workload is 60 ECTS credits per academic year and 30 ECTS credits per semester. The standard duration of the first 60-ECTS-credit component is two semesters (one academic year), while the standard duration of the full 120-ECTS-credit programme is four semesters (two academic years).

A student's individual workload in an academic year may exceed or be less than 60 ECTS credits. However, the student workload may not exceed 75 ECTS credits in any one academic year.

Qualification Awarded

- Upon successful completion of the first 60 ECTS credits of the Master's Programme in Digital Management, the graduate is awarded the qualification of **Master of Management**.
- Upon successful completion of the full 120-ECTS-credit Master's Programme in Digital Management, the graduate is awarded the qualification of **Research Master in Management**.

Heads of the Educational Programme

- **Prof. Shalva Machavariani** — Tel.: +995 577 565 999; Email: s.machavariani@eeu.edu.ge
- **Honorary Professor Richard Carl Geibel** — Email: geibel@ecommerceinstitut.de

Program Admission Requirements

A person holding a Bachelor's degree or an equivalent academic qualification is eligible for admission to the 120-ECTS-credit Master's Programme in Digital Management, provided that they successfully pass the Master's entrance examination.

The Master's entrance examination consists of two parts:

- Unified Master's Examination;
- Examinations determined by the higher education institution.



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A candidate for admission to the Master's programme is eligible to participate in the university entrance examinations if they meet the minimum competency threshold established for the Unified Master's Examination.

The university entrance examinations include:

- a written examination (test) in English, aimed at confirming English language proficiency at **B2 level or higher**;
- an oral examination (interview) in the relevant field of study.

The content of the university entrance examinations, the examination procedure, examination topics (sample tests), and assessment criteria are published on the University's official website (www.eeu.edu.ge) no later than one month before the examinations commence.

Based on the results of the Unified Master's Examination and the university entrance examinations, candidates eligible to continue their studies within the first 60-ECTS-credit component of the Master's Programme in Digital Management are selected.

A student enrolled in the first 60-ECTS-credit component of the 120-ECTS-credit Master's Programme in Digital Management who successfully completes this component is entitled to continue their studies in the second 60-ECTS-credit component of the same Master's programme without retaking the Master's entrance examinations, provided that no more than five years have elapsed since their initial enrolment in the first component of the programme.

If this five-year period has elapsed, the applicant is required to pass the Master's entrance examination in order to enrol in the second 60-ECTS-credit component of the 120-ECTS-credit Master's Programme in Digital Management.

A person who has completed the first 60-ECTS-credit component of a Master's educational programme in Digital Management comprising at least 120 ECTS credits at another higher education institution may be admitted to the second 60-ECTS-credit component of this programme only upon successful completion of the Master's entrance examination.

Admission to the Master's Programme in Digital Management through student mobility is permitted in accordance with the applicable legislation. A candidate seeking admission through mobility must meet the programme admission requirements.



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Continuation of studies in the Master's educational programme without taking the Master's entrance examinations is permitted in the cases provided for by Article 52¹, paragraphs 7 and 7¹, of the Law of Georgia on Higher Education, in accordance with the procedures and timeframes established by Georgian legislation.

Note: A candidate for admission to the Master's programme is exempt from the university English language examination if they submit a valid international certificate confirming English language proficiency at B2 level or higher (IELTS, TOEFL, Cambridge English, TOEIC, Aptis, or equivalent), a relevant certificate issued by the National Assessment and Examinations Center (CERTUS), or a diploma confirming completion of an English-medium academic educational programme within the last two years.

The 60-ECTS-credit Master's Educational Programme in Digital Management aims to:

1. provide students with in-depth theoretical and analytical knowledge of digital management models, strategies, and systems, and develop their ability to critically analyse complex managerial problems and devise innovative solutions in the context of digital transformation;
2. develop graduates' critical and research-oriented thinking in line with the requirements of local and international environments, as well as their ability to analyse digital change processes and to plan, develop, evaluate, and strategically manage innovative digital business models;
3. develop graduates' ability to independently investigate contemporary digital challenges, critically analyse data and scholarly sources, conduct research projects in accordance with the principles of academic integrity, and independently engage in professional and academic activities in international and multidisciplinary environments.

Programme Learning Outcomes

The programme learning outcomes are aligned with the programme objectives, the Master's level descriptor of the Higher Education Qualifications Framework, the qualifications to be awarded, and the minimum requirements defined by the Higher Education Sector Benchmark in Management. The programme learning outcomes are differentiated in accordance with the scope and objectives of the programme and reflect both practical and research competencies.

Upon completion of the first 60-ECTS-credit component of the Master's Educational Programme in Digital Management, the graduate should demonstrate the following learning outcomes:



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Knowledge and Understanding	Graduate: LO1. Describes digital management models, approaches, and systems, and discusses strategies for achieving organisational competitiveness in the digital economy. LO2. Explains the interrelationship between an organisation's strategic, operational, and financial management in the context of digital transformation.
Skills	Graduate: LO3. Evaluates the mechanisms underlying the functioning of digital markets, social networks, and digital platforms. LO4. Applies approaches to digital entrepreneurship, corporate finance, digital marketing, leadership, and innovation management to address organisational challenges. LO5. Develops an e-business development strategy and selects an appropriate digital business model. LO6. Evaluates ethical and security risks associated with digital management and makes responsible managerial decisions. LO7. Critically analyses business data and presents well-reasoned professional conclusions.
Responsibility and Autonomy	Graduate: LO8. Independently formulates managerial decisions, taking into account teamwork, personal responsibility, and professional standards.

The second 60-ECTS-credit component of the 120-ECTS-credit Master's Educational Programme in Digital Management incorporates the learning outcomes of the first 60-ECTS-credit component and further develops them through advanced theoretical knowledge and research competencies, thereby preparing graduates for independent academic and professional activities.



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Upon completion of both components of the 120-ECTS-credit Master's Educational Programme in Digital Management, the graduate should demonstrate the following learning outcomes:

Knowledge and Understanding	Graduate: LO1. Provides an in-depth description of digital management models, approaches, and systems, and discusses strategies for organisational competitiveness and sustainable development in the digital economy. LO2. Comprehensively discusses the interrelationship between an organisation's strategic, operational, and financial management in the context of digital transformation, as well as issues related to research methodology and academic integrity.
Skills	Graduate: LO3. Critically evaluates the mechanisms underlying the functioning of digital markets, social networks, and digital platforms, and analyses their impact on the organisational environment. LO4. Applies contemporary approaches to digital entrepreneurship, corporate finance, digital marketing, leadership, and innovation management to address complex organisational challenges. LO5. Develops an e-business development strategy and evaluates the effectiveness of digital business models. LO6. Identifies ethical and security risks associated with digital management and makes responsible managerial decisions in accordance with professional standards. LO7. Conducts the research process, processes and analyses data, and prepares a research paper in accordance with academic standards.
Responsibility and Autonomy	Graduate:



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	LO8. Independently conducts professional and research activities and formulates managerial decisions, taking into account teamwork, personal responsibility, and professional standards.
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Teaching and Learning Methods and Activities

Each course syllabus included in the Master's Educational Programme in Digital Management specifies the approaches (methods) used to achieve the objectives of the course, based on the principles of student-centred learning. The teaching and learning methods defined in each course syllabus are designed to facilitate knowledge acquisition and the development of relevant skills.

The teaching and learning methods reflected in the syllabus of each course within the Master's Educational Programme in Digital Management are appropriate to the Master's level and correspond to the objectives and content of the respective course. Depending on the specific nature of the course, the selected teaching and learning methods ensure the achievement of the learning outcomes defined in the course syllabus, while the combination of methods used across the programme supports the achievement of the overall programme learning outcomes.

When selecting teaching methods, consideration is given to the objectives and learning outcomes of each course, namely what students are expected to know and be able to do upon completion of the course. The educational components of the programme are delivered through various teaching and learning formats, including lectures, working-group activities, seminars, practical work, and other relevant methods. The teaching and learning methods specified in the course syllabi facilitate the acquisition of specific subject matter and contribute to the development of students' transferable skills.

Teaching and learning methods incorporate a range of relevant activities, including discussion/debate, cooperative learning, collaborative group work, demonstration, explanation, verbal/oral presentation, deduction, induction, analysis, brainstorming, case studies, problem-based learning (PBL), and others. The activities used in the teaching and learning process complement and interact with one another. Academic and invited staff involved in programme delivery may apply one or more of the above activities, as well as any other appropriate activity, depending on the specific learning objectives of the course.



Student Assessment System

The completion of the educational components envisaged by the Master's Educational Programme in Digital Management requires students' active participation in the learning process and is based on the principle of continuous assessment of acquired knowledge.

During the implementation of the Master's Educational Programme in Digital Management, the level of achievement of student learning outcomes is assessed in accordance with the assessment system approved by Order No. 3 of the Minister of Education and Science of Georgia of 5 January 2007 on the "Rules for Calculating Higher Education Programme Credits."

Assessment of the level of achievement of student learning outcomes within the educational components of the Master's Educational Programme in Digital Management includes interim assessment (single or multiple) and final assessment, the sum of which constitutes the final grade (100 points).

Interim and final assessments (assessment components) include assessment methods, i.e. the means used to evaluate the achievement of learning outcomes, such as oral/written examinations or questioning, projects, tests, essays, demonstrations, presentations, discussions, completion of practical/theoretical assignments, group work, participation in discussions, and others. An assessment criterion serves as the measurement unit of an assessment method and is used to determine the level of achievement of the learning outcomes.

Each assessment component is assigned a quantitative weight within the total score of 100 points, expressed either as a percentage or in points, which contributes to the final grade. This is specified in the syllabus of the respective course and communicated to students at the beginning of the academic semester.

A minimum competency threshold is established for each assessment component. The minimum competency threshold for the final assessment may not exceed 60% of the total points allocated to the final assessment. Within the Master's Educational Programme in Digital Management, the minimum competency thresholds for interim and final assessments are specified in the syllabus of the respective course and communicated to students at the beginning of the academic semester.

The award of credit solely on the basis of one assessment component, whether interim or final assessment, is not permitted. A student is awarded credit upon meeting the minimum competency threshold established for each assessment component and receiving one of the positive grades.

Assessment of the achievement of learning outcomes for the educational components of the programme is completed within the same semester in which the respective component is delivered. The assessment system for the educational components of the programme provides for:



Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Two types of negative evaluation:

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.

In the case of receiving an **FX** grade in an educational component of the programme, a supplementary examination shall be scheduled no earlier than **5 calendar days** after the announcement of the final examination results. The grade obtained by the student in the supplementary examination shall not be added to the score received in the final assessment. The grade obtained in the supplementary examination shall constitute the final assessment and shall be reflected in the final grade of the respective educational component of the programme.

The research component (Master's thesis) of the Master's Educational Programme in Digital Management must be assessed in the same semester or in the following semester in which the student completes work on the thesis.

The research component (Master's thesis) of the Master's Educational Programme in Digital Management is assessed holistically through a single final assessment. The final assessment comprises the evaluation of the content of the Master's thesis by the persons designated in accordance with East European University's **"Rules for the Planning, Implementation and Assessment of the Research Component of Master's Educational Programmes of the Faculty of Business and Engineering"**, as well as the grade awarded



for the thesis defence.

The assessment system for the research component (Master's thesis) of the Master's Educational Programme in Digital Management provides for:

Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Two types of negative evaluation:

- (FX) Failed – 41-50 points. This indicates that the student requires further effort to achieve a passing grade and is permitted to undertake one additional examination accompanied by independent study;
- (F) Failed – 40 points or less. This signifies that the student's performance is inadequate, necessitating a comprehensive review of the course material.

Employment Areas:

Upon completion of **60 ECTS credits** of the Master's Educational Programme in Digital Management, graduates awarded the qualification of **Master of Management** will have opportunities for employment:

- in middle- and senior-level management positions in local and international companies;
- to establish and manage their own businesses;
- in senior managerial positions in the public sector.

Upon completion of the full **120-ECTS-credit Master's Educational Programme in Digital Management**, graduates awarded the qualification of **Research Master in**



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Management will also have opportunities for employment:

- in research units of public and private organisations;
- in research-related positions within governmental and non-governmental organisations;
- in scientific and research institutes.

Opportunities for Further Study

Depending on the qualification awarded within the Master's Educational Programme in Digital Management, graduates have different opportunities to continue their studies.

Within the framework of the Master's Educational Programme in Digital Management:

- A graduate who has been awarded the **academic degree of Master of Management (60 ECTS)** is entitled to continue their studies at a higher education institution in Georgia or abroad in the second 60-ECTS-credit component of a Master's programme in Digital Management/Management, or in a Master's programme in another field, unless restricted by the admission requirements of the respective programme.
- A graduate holding the **academic degree of Master of Management (60 ECTS)** is eligible to continue studies at the doctoral level only if they additionally complete a research-oriented Master's programme comprising **120 ECTS credits** and meet the academic admission requirements of the relevant doctoral programme.
- A graduate who has been awarded the qualification of **Research Master in Management (120 ECTS)** is entitled to continue their studies at a higher education institution in Georgia or abroad in a doctoral programme in Management, Business Administration, or another field, subject to meeting the relevant academic admission requirements.

Material and Technical Resources

To support the achievement of the learning outcomes of the Master's Educational Programme in Digital Management, students have unrestricted access to the University's infrastructure and material and technical resources, including:

- classrooms equipped with appropriate facilities and equipment, as well as offices for academic and administrative staff;
- a conference hall;
- a library equipped with computer and information and communication technologies, providing access to the relevant printed and electronic literature specified in the



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programme course syllabi;

- three computer resource centres equipped with computers connected to the Internet and the University's internal network, as well as software appropriate for the teaching and learning process;
- various technical facilities and equipment.

The programme is supported by the University Library, which provides access to an up-to-date collection of Georgian- and foreign-language academic literature. The library holdings include compulsory literature specified in the course syllabi, lecture materials, readers, and other learning resources, including materials available in electronic format. The collection is supplemented and updated annually with core and additional textbooks specified in the course syllabi, as well as other relevant literature.

Students have access to recent academic periodicals in both electronic and printed formats, as well as international electronic library databases, including Cambridge Journals Online, Edward Elgar Publishing journals and Development Studies eBooks, and HeinOnline.

For the implementation of the practical component of the programme, the University has concluded cooperation memoranda with various companies, professional associations, and public institutions, where students are provided with opportunities to develop practical skills.

Programme Human Resources

The programme is delivered by the University's academic staff and appropriately qualified invited specialists who possess the competencies necessary to ensure the achievement of the learning outcomes of the Master's programme in Management. They have professional experience relevant to the programme profile, appropriate academic qualifications, and teaching and research experience.

Additional information on the programme's human resources is provided in the appendix to the Master's Educational Programme in Management and in the syllabi of the respective courses.

Programme Structure

The Master's Educational Programme in Digital Management has been developed in accordance with the **Classification of Fields of Study**, approved by Order No. 69/N of the Minister of Education, Science and Youth of Georgia of 10 April 2019 on the **Approval of the National Qualifications Framework and the Classification of Fields of Study**.



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The first 60-ECTS-credit component of the Master's Educational Programme in Digital Management consists exclusively of taught components and includes:

- compulsory programme courses – **45 ECTS**;
- elective programme courses – **5 ECTS**;
- Case Study – **10 ECTS**.

The **Case Study (10 ECTS)** is a compulsory component of the Master's Educational Programme in Digital Management and is designed to develop students' practical skills.

The taught component of the second 60-ECTS-credit part of the Master's Educational Programme in Digital Management includes:

- compulsory programme courses – **25 ECTS**;
- elective programme courses – **5 ECTS**.

The research component of the second part of the programme (**30 ECTS**) is represented by the **Master's thesis**.

Opportunity to Obtain a Double Degree

Students enrolled in the Master's Educational Programme in Digital Management have the opportunity to additionally obtain a **Master's degree in Management** from the **University of Economics and Human Sciences in Warsaw** and **Aschaffenburg University of Applied Sciences**.



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Appendix 1.

Study Plan for the First 60-ECTS-Credit Component of the Master's Educational Programme in Digital Management

N	Course Title	Status	Prerequisites	Credits	Contact hrs.	Independent hrs.	Semester
1.1. Compulsory Courses/Components of the Educational Programme's Taught Component (55 ECTS)							
DME 101C	Digital Entrepreneurship	Compulsory	None	5/125	47	78	1
DME 102C	Digital Economy	Compulsory	None	5/125	47	78	1
DME 103C	International Management	Compulsory	None	5/125	47	78	1
DME 104C	Leadership and Strategy	Compulsory	None	5/125	47	78	1
DME 105C	Operations Management	Compulsory	None	5/125	47	78	1
DME 106C	Enterprise Finance	Compulsory	None	5/125	47	78	1
DME 107C	Behavioural Models of Decision-Making	Compulsory	None	5/125	47	78	2
DME 108C	Digital Innovation	Compulsory	Digital Entrepreneurship	5/125	47	78	2
DME 109C	Financial Management	Compulsory	Enterprise Finance	5/125	47	78	2
DME 110C	Case Study – Management	Compulsory	Prerequisite for Thesis Defence: DME 101C; DME 102C; DME 103C; DME 104C DME 105C; DME 106C; DME 107C; DME 108C;	10/250	50	200	2
1.2. Elective Courses of the Educational Programme's Study Component (5 ECTS)							
DME 111E	Sustainable Management	Elective	None	5/125	47	78	2
DME 112 E	International Digital Law	Elective	None	5/125	47	78	2
DME 113 E	Consulting and Marketing	Elective	None	5/125	47	78	2
DME 114 E	Social Media Management I	Elective	None	5/125	47	78	2



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Appendix 2

Study Plan for the Second 60-ECTS-Credit Component of the Master's Educational Programme in Digital Management

N	Course Title	Status	Prerequisites	Credits	Contact hrs.	Independent hrs.	Semester
I. Study Component (30 ECTS)							
1.1. Compulsory Courses/Components of the Educational Programme's Taught Component (25 ECTS)							
DME 201C	Business Research Methods and Academic Writing	Compulsory	None	5/125	47	78	3
DME 202C	Digital Transformation	Compulsory	Digital Economy	5/125	47	78	3
DME 203C	Organisational Management	Compulsory	Leadership and Strategy	5/125	47	78	3
DME 204C	Digital Media	Compulsory	Digital Entrepreneurship	5/125	47	78	3
DME 205C	Business Ethics	Compulsory	None	5/125	47	78	3
1.2. Elective Courses of the Educational Programme's Taught Component (5 ECTS)							
DME 206E	Sociology and Communication	Elective	None	5/125	47	78	3
DME 207E	E-Commerce	Elective	None	5/125	47	78	3
DME 208E	Technical Applications and Data Management	Elective	None	5/125	47	78	3
DME 209E	Social Media Management II	Elective	None	5/125	47	78	3
DME 210E	Digital Security	Elective	None	5/125	47	78	3
II. Research Component (30 ECTS)							
DME 211C	Master's Thesis	Compulsory	All Compulsory Courses	30/750	15	735	4

Map of Programme Objectives and Learning Outcomes

Appendix 3.

The programme objectives and learning outcomes are interconnected and ensure the substantive and logical coherence of the programme. Each objective is reflected in the relevant learning outcomes, thereby supporting the integrated development of graduates' knowledge, skills, and responsibility/autonomy.



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#	Program Objectives	Learning Outcomes							
		Knowledge and Understanding		Skills					Responsibility and Autonomy
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8
1	To provide students with in-depth theoretical and analytical knowledge of digital management models, strategies, and systems, and to develop their ability to critically analyse complex managerial problems and devise innovative solutions in the context of digital transformation.	✓	✓	✓	✓	✓			
2	To develop graduates' critical and research-oriented thinking in line with the requirements of local and international environments, as well as their ability to analyse digital change processes and to plan, develop, evaluate, and strategically manage innovative digital business models.	✓	✓	✓	✓	✓	✓	✓	
3	To develop graduates' ability to independently investigate contemporary digital challenges, critically analyse								



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	data and scholarly sources, conduct research projects in accordance with the principles of academic integrity, and independently engage in professional and academic activities in international and multidisciplinary environments.		✓			✓	✓	✓	✓
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#	Study Courses	Leatning Outcomes							
		LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
1	Digital Entrepreneurship	I			I	I		I	
2	Digital Economy	I	I	I			I		
3	International Management		I		I	I			I
4	Leadership and Strategy		D		D				D
5	Operations Management		D			D			D
6	Corporate Finance		D		D	D		D	
7	Business Ethics						I		I
8	Behavioural Models of Decision-Making		D		D		D	I/D	D
9	Digital Innovation	D			D	D			
10	Digital Media			D	D		D		
11	Financial Management		D					D	
12	Business Research Methods and Academic Writing		I/D					I/D	I/D
13	Digital Transformation	D	D	D	D	D	D		D



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14	Organisational Management		D		D	D	D		D
15	Case Study – Management	M	M	M	M	M	M	M	M
16	Master's Thesis	M	M	M	M	M	M	M	M

Introduction	Deepening	Mastering
I	D	M
The student acquires the relevant knowledge and skills	The student develops and applies the relevant knowledge and skills	The student independently and fully demonstrates the relevant competence

Note:

- Each course is designed to contribute to the development of the relevant programme learning outcomes, ensuring their progressive and coherent achievement. The curriculum map reflects a realistic and balanced distribution of learning outcomes across courses and avoids excessive concentration of outcomes within individual courses.
- The curriculum map demonstrates which courses, learning activities, and research components contribute to the development of the programme learning outcomes.
- The programme learning outcomes are developed progressively through three levels: **I – Introduction; D – Development; M – Mastery**. For each learning outcome, appropriate progression is ensured, with achievement at the **M level** in at least one programme component.
- Programme learning outcomes are assessed in the course(s)/component(s) in which, according to the curriculum map, they are achieved at the **M – Mastery** level.
- The curriculum map ensures logical alignment between the programme objectives and learning outcomes and serves as an important instrument for programme quality assurance.



Programme Learning Outcomes Assessment Plan

1. General Principles of Assessment

The assessment of the programme learning outcomes is carried out on the basis of this Assessment Plan, which ensures the valid, reliable, and transparent evaluation of the achievement of learning outcomes.

The assessment of the programme learning outcomes is based on the following principles:

1. Each learning outcome is assessed only in the course(s)/component(s) in which, according to the curriculum map, it is achieved at the **Mastery (M) level**.
2. Assessment of a learning outcome is not based on the overall final grade for the course/component, but rather on the result of the specific assessment component that directly measures the relevant learning outcome (e.g. the substantive component of the Master's thesis, presentation and defence, student performance in a case study, case study presentation and defence, etc.).
3. A single learning outcome may be assessed through one or more assessment components. At the same time, one assessment component may be used to assess several programme learning outcomes.
4. Achievement of each programme learning outcome is determined on the basis of a pre-established target benchmark.
5. Programme learning outcomes are assessed using both direct and indirect methods; however, the primary determination of learning outcome achievement is based on **direct assessment**.

2. Assessment Methods

The assessment of programme learning outcomes is based on **direct** and **indirect assessment methods**.

Direct Assessment Methods:



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- substantive assessment of the Master's thesis;
- Master's thesis presentation and defence;
- student performance in the case study;
- case study presentation and defence.

Indirect Assessment Methods:

- student self-assessment;
- graduate survey;
- employer evaluation.

Indirect assessment methods are used as supplementary tools for evaluating programme learning outcomes and serve to support the interpretation of direct assessment results and the continuous improvement of the programme.

3. Assessment Instruments and Components for Learning Outcomes

Nº	Learning Outcome	Assessment Instrument (M)	Assessment Component	Weight (%)
1	LO1	Master's Thesis	Master's Thesis – Content Assessment	100%
2	LO2	Case Study	Student Performance in the Case Study	50%
		Master's Thesis	Master's Thesis – Content Assessment	50%
3	LO3	Case Study	Student Performance in the Case Study	30%
		Master's Thesis	Master's Thesis – Content Assessment	70%
4	LO4	Master's Thesis	Master's Thesis – Content Assessment	70%
		Case Study	Student Performance in the Case Study	30%
5	LO5	Master's Thesis	Master's Thesis Presentation and Defence	100%



Nº	Learning Outcome	Assessment Instrument (M)	Assessment Component	Weight (%)
6	LO6	Master's Thesis	Master's Thesis – Content Assessment; Student Performance in the Case Study	50% 50%
7	LO7	Case Study	Master's Thesis – Content Assessment	100%
8	LO8	Master's Thesis	Master's Thesis – Content Assessment	100%

4. Target Benchmarks for the Achievement of Learning Outcomes

A target benchmark is defined for each programme learning outcome.

4.1. At the individual student level, a programme learning outcome is considered achieved if the student obtains at least **60% of the maximum score** for the relevant assessment component, i.e. $LO_i \geq 60\%$, where:

- LO_i — the score for the specific learning outcome.

4.2. At the programme level, a learning outcome is considered achieved if at least **60% of students** meet the above threshold, i.e. $N_{\text{achieved}} / N_{\text{total}} \geq 60\%$, where:

- N_{achieved} — the number of students who met or exceeded the 60% threshold;
- N_{total} — the total number of students participating in the assessment.

Example:



- Total number of students: 20
- Students who met or exceeded the 60% threshold: 13

In this case: $13 / 20 = 65\%$. Accordingly, the learning outcome is considered achieved.

5. Formula for Assessing Learning Outcome Achievement

5.1. Assessment Using One Instrument

Where achievement of a learning outcome is assessed using a single instrument, the following formula applies:

$$LO_i = A_i$$

where:

- LO_i — the learning outcome score;
- A_i — the score for the relevant assessment component.

5.2. Assessment Using Two or More Instruments

Where achievement of a learning outcome is assessed using two or more instruments, the following formula applies:

$$LO_i = w_1A_1 + w_2A_2 + \dots + w_nA_n$$

where:

- $A_1, A_2, \dots, A_n$ — the relevant assessment components;
- $w_1, w_2, \dots, w_n$ — the respective weights;
- the sum of the weights equals 1: $\sum w = 1$.



Example:

If **Programme Learning Outcome 2** is assessed through:

- Student performance at the practical training placement — **0.5**
- the content assessment of the Master's thesis — **0.5**

then the learning outcome score is calculated using the following formula:

$$LO_2 = 0.5 \times \text{Clinic} + 0.5 \times \text{Thesis}$$

Where necessary, the respective weights for each learning outcome are specified in the programme assessment table or in an internal working document.

6. Frequency of Assessment

- Learning outcomes are assessed at the final stage of the programme, within the components in which the relevant learning outcomes are achieved at the **Mastery (M) level**.
- The results of programme learning outcomes assessment are summarised and analysed annually.

7. Reliability of Assessment and Continuous Improvement

The programme learning outcomes assessment system ensures:

- **validity** — the assessment measures the specific competence it is intended to assess;
- **reliability** — assessment is based on predefined and transparent criteria;
- **transparency** — assessment principles, methods, and target benchmarks are defined in advance.

If any learning outcome fails to meet the established target benchmark, the results are analysed, the underlying causes are identified, and appropriate improvement measures are planned and implemented within the **PDCA cycle (Plan–Do–Check–Act)**.



Human Resources Involved in Programme Delivery

Name, Surname		Academic Degree, Position	Study Course
1.	Shalva Machavariani	Doctor, Professor	Case Study – Management
2.	David Sikharulidze	Doctor, Professor	
3.	Richard Geibel	Doctor, Honorary Professor	
4.	Avtandil Gagnidze	Doctor, Professor	- Behavioural Models of Decision-Making - Business Research Methods and Academic Writing - Technical Applications and Data Management - Digital Security
5.	Stefan Veit	Doctor, Invited Lecturer	Business Research Methods and Academic Writing
6.	Lili Bibilashvili	Doctor, Professor	Organisational Management
7.	Tinatin Rodonaia	Doctor, Associate Professor	- Organisational Management - Business Ethics
8.	Tamar Macharashvili	Doctor, Associate Professor	Sustainable Management



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9.	Mikheil Tokmazishvili	Doctor, Professor	Sustainable Management
10.	Arian Matin	Doctor, Invited Lecturer	- Digital Media - Digital Transformation - Leadership and Strategy - Social Media Management I, II
11.	Irakli Khvtisiashvili	Associate Professor	- Digital Entrepreneurship - Operations Management
12.	Natia Daghelishvili	Doctor, Professor	- E-Commerce - Consulting and Marketing - International Management
13.	Tamar Khakhishvili	Doctor, Associate Professor	Digital Economy
14.	Ioseb Mamukelashvili	Doctor, Professor	- Financial Management - Enterprise Finance
15.	Shalva Kvinikhidze	Doctor, Professor	International Digital Law
16.	Ana Mikeladze	Assistant Professor	Sociology and Communication