



# Georgian National University SEU Master's Educational Program

## BUSINESS ANALYSIS

2024

## GENERAL INFORMATION

**Program Name:** Business Analysis

**Higher Education Cycle:** Second Cycle (Master)

**Qualification Level:** Level 7

**Awarded Qualification:** Master of Technology Management (0413.2.11)

**Field and Classification Code:** 0413 Management and Administration

**Teaching Language:** English

**Program Duration:** 2 years (4 academic semesters)

**Program Credit Capacity (ECTS):** 120 ECTS (3000 Hours)

**Head of Program:** Davit Kobrava, Associate Professor

**Co-head of Program:** Mariam Jokhadze, Associate Professor

## PROGRAM DESCRIPTION

The Master's Program of Business Analysis is designed considering the modern challenges in the field and the requirements of the local labor market. It is aimed at producing the results of the second cycle of Higher Education (Master's Degree). In the dynamic world of business, the program's objective is to provide the student with the skills of business environment and process analysis, software and information technology, effective management by innovative models and problem resolution.

The program focuses on field competencies, such as identifying and managing business requirements, analyzing and interpreting data, analyzing and modeling business processes, communicating with stakeholders, and solving problems in their domains. All of this is of paramount importance when making decisions as a generalist Business Analyst, for which one must have thorough knowledge: deep technical knowledge and business analysis skills.

The content, volume and complexity of the master's program correspond to the second cycle of Higher Education. The content of the program envisages the prerequisites for admission to the program and learning outcomes. The structure of the program is coherent and logical. The content and structure ensure that the learning outcomes of the program are achieved. The awarded qualification Master of Technology Management is consistent with the program content and learning outcomes.

## PROGRAM GOALS

The objectives of the Business Analysis Master's Program are for a student to:

- I. Shape the skills of systematic and in-depth analysis of existing business processes to achieve business goals, which will enable to determine the business vision using analytical tools;
- II. Establish and develop skills in identifying business needs, strategic goals and objectives, and evaluation of relevant software and technology provision;
- III. Develop the necessary skills for obtaining information, analyzing, planning relevant changes and preparing effective business models within the frames of management methodology;
- IV. Learn the process of identifying business requirements. Also, through informational, digital and technological comparison, develop the ability to form and/or transform the desired business model;
- V. Develop verbal and written communication skills with a variety of stakeholders, including the ability to mediate communication with information technology staff.

## PROGRAM LEARNING OUTCOMES

The learning outcomes of the Business Analysis Master's Program:

- I. Deeply perceives the mission of the business, evaluates and analyzes the strategic goals and objectives of the business, determines compliance with the main mission of the organization and prepares recommendations for improvement with data-based decisions;
- II. Collaborates with stakeholders at different levels of the organization to identify their needs and expectations;
- III. Independently uses the latest technologies of business analysis to collect information and conduct thorough analysis, models and interprets the data;
- IV. Creates clear and concise documentation of business analysis and requirements, technical specifications, and communicates effectively with the stakeholders;
- V. Using various business diagrams, deeply analyzes and/or creates business processes, optimizes them;
- VI. Independently researches and develops new approaches in the field of business analysis, makes optimal and original decisions, plans and implements short-term and long-term objectives;
- VII. Discusses and compares best practices of business analysis and guidelines for adapting to different project types;
- VIII. Ensures data security by adhering to professional ethics and academic integrity;
- IX. Coordinates the working group, determines the necessary directions for further development of oneself and the team members, works in a coordinated manner in a multidisciplinary environment.

## MAP OF COMPETENCES

### THE COMPLIANCE OF THE PROGRAM GOALS WITH THE PROGRAM LEARNING OUTCOMES

Program Goals	Learning Outcomes								
	I	II	III	IV	V	VI	VII	VIII	IX
Program Goal I	X	X	X	X	X	X	X		
Program Goal II	X	X	X	X	X				
Program Goal III	X		X	X		X	X	X	X
Program Goal IV			X	X	X		X	X	X
Program Goal V		X	X	X		X	X	X	X

## THE COMPLIANCE OF STUDY COURSES WITH THE PROGRAM LEARNING OUTCOMES

A map of the relevance of the curriculum to the learning outcomes of the program (1- Introduction, 2- Deepening the knowledge, 3 - Mastering)

Study Courses		Learning Outcomes								
		I	II	III	IV	V	VI	VII	VIII	IX
1.	Business Analysis	1	1	1	1	1		1	1	1
2.	Information Technology for Business Analysis			1	1					
3.	Agile Methodology and Tools		2		2			1		2
4.	Marketing Analysis	2	2	2			2	2		
5.	Data Analysis			2	2	2	2		2	
6.	Business Strategy and Analysis	2	2				2			
7.	Business Research Methods			3	2	2	3	2	3	
8.	Solution and System Architecture	2	2		3		2		2	
9.	Business Analysis Techniques	2	2	2	3	3				
10.	Business Processes Analysis	2	2	1	1	3	2			2
11.	Human Resource Management and HR Analysis	2	1	1	2		2			2
12.	Finance Management and Analysis		2	1	2				2	
13.	Modern Business Analysis and Product Ownership	2		2	3			2		

14.	Master's Thesis	3	3	3	3	3	3	3	3	3
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## Assessment of Program Learning Outcomes and Target Benchmark

The Business Analysis Master's Program has target benchmarks for each learning outcome, and the results of the assessment of learning outcomes are monitored and compared against the target benchmarks.

Target benchmarks are set for each learning outcome of the program, which reflects the level how students are expected to achieve each learning outcome. Not all students are able to reach the learning outcome with the highest grade. Therefore, the head/co-head of the program and the implementers of the main study courses have determined the limit with which they will be satisfied and consider that the graduate of the program has the knowledge and skills that are determined by the learning outcome.

Learning Outcome	Study Course/Courses	Rubric of Assessment	Evaluation Period	Evaluator	Amounts of Students	Target Benchmark
Deeply perceives the mission of the business, evaluates and analyzes the strategic goals and objectives of the business, determines compliance with the main mission of the organization and prepares recommendations for improvement with data-based decisions;	Business Analysis	Midterm Exam (Maximum of 24 points)	First Semester	Course provider	30	50% of students will receive - 18-24 points
	Marketing Analysis	Project Presentation (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 18-24 points
	Business Strategy and Analysis	Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 18-24 points
	Solution and System Architecture	Midterm Exam (Maximum of 24 points)	Third Semester	Course provider	30	50% of students will receive - 18-24 points

	Business Analysis Techniques	Midterm Exam (Maximum of 24 points)	Second Semester	Course provider	30	50% of students will receive - 18-24 points
	Business Processes Analysis	Case Analysis (Midterm Exam) (Maximum of 24 points)	Third Semester	Course provider	30	50% of students will receive - 12-24 points
	Human Resource Management and HR Analysis	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 20-24 points
	Modern Business Analysis and Product Ownership	Midterm Exam (Maximum of 24 points)	Third Semester	Course provider	30	50% of students will receive - 18-24 points
	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points
Collaborates with stakeholders at different levels of the organization to identify their needs and expectations;	Business Analysis	Activities (Maximum of 36 points)	First Semester	Course provider	30	50% of students will receive - 22-36 points
	Agile Methodology and Tools	Activities (Maximum of 36 points)	First Semester	Course provider	30	50% of students will receive - 22-36 points
	Marketing Analysis	Case Analysis (Maximum of 20 points)	First Semester	Course provider	30	50% of students will receive - 12-16 points

	Business Strategy and Analysis	Midterm Exam (Maximum of 24 points)	Second Semester	Course provider	30	50% of students will receive - 18-24 points
	Solution and System Architecture	Activities (Maximum of 36 points)	Third Semester	Course provider	30	50% of students will receive - 22-36 points
	Business Analysis Techniques	Activities (Maximum of 36 points)	Second Semester	Course provider	30	50% of students will receive - 22-36 points
	Business Processes Analysis	Case Analysis (Midterm Exam) (Maximum of 24 points)	Third Semester	Course provider	30	50% of students will receive - 12 - 24 points
	Human Resource Management and HR Analysis	Presentation (Maximum of 12 points)	Third Semester	Course provider	30	50% of students will receive - 6 - 8 points
	Finance Management and Analysis	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 22-26 points
	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points
Independently uses the latest technologies of business analysis to collect information and	Business Analysis	Activities (Maximum of 36 points)	First Semester	Course provider	30	50% of students will receive - 22-36 points

conduct thorough analysis, models and interprets the data;	Information Technology for Business Analysis	Midterm Exam (Maximum of 24 points)	First Semester	Course provider	30	50% of students will receive - 18-24 points
	Marketing Analysis	Marketing Essay (Maximum of 8 points)	First Semester	Course provider	30	50% of students will receive – 3 - 5 points
	Data Analysis	Activities (Maximum of 36 points)	Second Semester	Course provider	30	50% of students will receive - 22-36 points
	Business Research Methods	Midterm Exam (Maximum of 24 points), Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 12-16 points for midterm and 20-24 points for final exam
	Business Analysis Techniques	Activities (Maximum of 36 points)	Second Semester	Course provider	30	50% of students will receive - 22-36 points
	Business Processes Analysis	Case analysis (Maximum of 36 points)	Third Semester	Course provider	30	50% of students will receive – 14-18 points
	Human Resource Management and HR Analysis	Presentation (Maximum of 12 points)	Third Semester	Course provider	30	50% of students will receive – 6-8 points
	Finance Management and Analysis	Quiz (Maximum of 24 points)	First Semester	Course provider	30	50% of students will receive – 14 – 18 points

	Modern Business Analysis and Product Ownership	Activities (Maximum of 36 points)	Third Semester	Course provider	30	50% of students will receive - 22-36 points
	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points
Creates clear and concise documentation of business analysis and requirements, technical specifications, and communicates effectively with the stakeholders;	Business Analysis	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 25-40 points
	Information Technology for Business Analysis	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 25-40 points
	Agile Methodology and Tools	Midterm Exam (Maximum of 24 points)	First Semester	Course provider	30	50% of students will receive - 18-24 points
	Data Analysis	Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 25-40 points
	Business Research Methods	Midterm Exam (Maximum of 24 points), Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 12-16 points for midterm and 20-24 points for final exam
	Solution and System Architecture	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 25-40 points

	Business Analysis Techniques	Midterm Exam (Maximum of 24 points)	Second Semester	Course provider	30	50% of students will receive - 18-24 points
	Business Processes Analysis	Case Analysis (Maximum of 36 points)	Third Semester	Course provider	30	50% of students will receive - 14 - 18 points
	Human Resource Management and HR Analysis	Presentation (Maximum of 12 points)	Third Semester	Course provider	30	50% of students will receive - 6 -8 points
	Finance Management and Analysis	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 20-26 points
	Modern Business Analysis and Product Ownership	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 25-40 points
	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points
Using various business diagrams, deeply analyzes and/or creates business processes, optimizes them;	Business Analysis	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 25-40 points
	Data Analysis	Midterm Exam (Maximum of 24 points)	Second Semester	Course provider	30	50% of students will receive - 18-24 points

	Business Research Methods	Midterm Exam (Maximum of 24 points), Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 12-16 points for midterm and 20-24 points for final exam
	Business Analysis Techniques	Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 25-40 points
	Business Processes Analysis	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 25-40 points
	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points
Independently researches and develops new approaches in the field of business analysis, makes optimal and original decisions, plans and implements short-term and long-term objectives;	Marketing Analysis	Project Presentation (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 18 -24 points
	Data Analysis	Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 25-40 points
	Business Strategy and Analysis	Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 18 -24 points
	Business Research Methods	Midterm Exam (Maximum of 24 points), Final Exam	Second Semester	Course provider	30	50% of students will receive - 12-16 points for midterm

		(Maximum of 40 points)				and 20-24 points for final exam
	Solution and System Architecture	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 25-40 points
	Business Processes Analysis	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 20-24 points
	Human Resource Management and HR Analysis	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 20-24 points
	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points
Discusses and compares best practices of business analysis and guidelines for adapting to different project types;	Business Analysis	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 25-40 points
	Agile Methodology and Tools	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 25-40 points
	Marketing Analysis	Project Presentation (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 18 - 24 points

	Business Research Methods	Midterm Exam (Maximum of 24 points), Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 12-16 points for midterm and 20-24 points for final exam
	Modern Business Analysis and Product Ownership	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 25-40 points
	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points
Ensures data security by adhering to professional ethics and academic integrity;	Business Analysis	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 25-40 points
	Data Analysis	Midterm Exam (Maximum of 24 points)	Second Semester	Course provider	30	50% of students will receive - 18-24 points
	Business Research Methods	Midterm Exam (Maximum of 24 points), Final Exam (Maximum of 40 points)	Second Semester	Course provider	30	50% of students will receive - 12-16 points for midterm and 20-24 points for final exam
	Solution and System Architecture	Final Exam (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 25-40 points
	Finance Management and Analysis	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 22-26 points

	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points
Coordinates the working group, determines the necessary directions for further development of oneself and the team members, works in a coordinated manner in a multidisciplinary environment.	Business Analysis	Activities (Maximum of 36 points)	First Semester	Course provider	30	50% of students will receive - 22-36 points
	Agile Methodology and Tools	Final Exam (Maximum of 40 points)	First Semester	Course provider	30	50% of students will receive - 25-40 points
	Business Processes Analysis	Report (Final Exam) (Maximum of 40 points)	Third Semester	Course provider	30	50% of students will receive - 20-26 points
	Human Resource Management and HR Analysis	Presentation (Maximum of 12 points)	Third Semester	Course provider	30	50% of students will receive - 6- 8 points
	Master's Thesis	Master's Thesis	Fourth Semester	Thesis Supervisor	30	50% of students will receive - 60-100 points

## Program Admission Requirements

### Enrollment Conditions

A person with a bachelor's degree or an equivalent academic degree is eligible to study for a Business Analysis master's degree program, who will be enrolled in the Unified Master's Examination and the Georgian National University (SEU) as a result of passing a specialty and passing an entrance exam in a foreign language (English). A candidate who presents a certificate of foreign language proficiency at B2 level is exempted from foreign language testing, as well as a candidate who has completed a bachelor's or master's degree in the relevant language.

### Enrollment Without Passing the Unified Master's Examination

- A) For master's degree candidates who have received a document certifying the academic degree of higher education in a foreign country;
- B) For foreign citizens (except for students participating in a joint higher education program) who are studying / have studied and received credit / qualifications in a master's degree at a higher education institution recognized in a foreign country in accordance with the legislation of that country;
- B1) For Georgian citizens (except for students participating in the joint higher education program and students participating in the exchange education program) who live / have lived, studied / studied and received credits / qualifications recognized abroad in accordance with the legislation of this country for a period determined by the Ministry of Education and Science In a master's degree at an educational institution;
- C) For Master's degree candidates who have been admitted to a higher education institution without the Unified National Examinations;
- D) For foreign citizens who have obtained the right to continue their education in a higher education institution of Georgia before the enactment of the Law of Georgia on Higher Education and have a document certifying higher education recognized by the state in Georgia.
- E) The Higher Educational Institution is obliged to confirm that the persons, wishing to obtain the right to study, possess the language of instruction of the chosen educational program at least B2 level.

## **Enrollment by Mobility**

Admission of students from other higher education institutions / programs to the Business Analysis master's program through mobility is carried out in accordance with the rules established by the order N 10 / N of the Minister of Education and Science of February 4, 2010.

A person whose enrollment in a higher education institution has been carried out in accordance with the rules established by law and is a student of the institution wishing to register for mobility on the electronic portal of the Education Management Information System has the right to mobility.

The right to mobility is also granted to a person whose student status has been suspended at the time of registration on the electronic portal or to a person whose status has been terminated within 12 months of the termination of the status.

Enrollment in the master's educational program or enrollment by transfer from a recognized higher education institution abroad is carried out on the basis of the order of the Minister of Education and Science of Georgia. Based on the decision / consent of the Ministry of Education and Science of Georgia.

## ORGANIZING TEACHING

The duration of the Master's Program in Business Analysis is 2 academic years (4 semesters) and implies the accumulation of 120 ECTS, which equals to 3000 hours. Each credit (ECTS) equals to the learning activity of a student (student workload) of 25 hours and includes both – contact and independent hours.

The distribution of credits among the different study components should be based on a realistic assessment of the study load of a student with average academic achievements that are required to achieve the learning outcomes and goals set for each component.

When calculating the credit, the time determined for the additional exam (preparation, passing, evaluation) as well as the consultation time with the person implementing the component of the educational programme should not be taken into account.

The full workload of an academic year includes 60 (ECTS). During the academic (spring and autumn) semester the student must cover on average 30 credits.

Taking into account the features of the higher education programme and/or the student's individual curriculum, it is allowed for the student's study load to exceed 60 credits or be less than 60 credits during one academic year. It is not allowed for a student's study load to exceed 75 (ECTS) credits in one academic year.

An academic week is a period of time over which the study load of a student with average academic achievement is distributed and includes a combination of activities to be performed during both contact and independent hours.

A semester is a period of time that includes a combination of academic weeks, a period of conducting an exam/additional exam and evaluation of student's learning outcomes.

The program is regarded as completed, when the student accumulates at least 120 ECTS, which implies the fulfilment of the basic, elective and free components of the field determined under the program.

## TEACHING-LEARNING METHODS

The teaching-learning methods of each course included in the Master's Program in **Business Analysis** correspond with the second cycle of Higher Education, the content of the course, learning outcomes and ensure their achievement. The totality of the teaching and learning methods applied in various components of the program ensure the achievement of the results determined under the program and is directed at the development of the respective competence.

The studies may be conducted using various methods, such as independent processing/interpretation of printed, digital and other type of educational resources, performing of practical and laboratory work, preparation of the report of professional activities, performing of written assignments, independent preparation of research thesis/project etc. During the studies, the accent shall be made on the opportunity of the student to apply his/her knowledge, skills and values on a regular basis. This approach shall imply the active participation of the student in the learning process and application of his/her theoretical knowledge into practice within the framework of real or close to real situations and cases.

The measures applied to teaching and learning improve and correlate with each other. The academic and invited personnel implementing the study program can use various different methods. Within the framework of the educational program courses, the application of methods, especially, cooperative methods must be considered, which requires active use of the student's knowledge in practice.

The personnel implementing the component of the educational program applies modern teaching and learning methods. Based on their specifics, the educational courses are conducted using different formats and various teaching and learning methods. The teaching methods and activities planned within each course are directed to the interest of the students and to the development of necessary skills. The applied teaching and learning methods are flexible and consider the individual requirements and needs of the students.

The totality of the teaching and learning methods applied to various components of the program ensure the achievement of the learning outcomes determined under the program. It is impossible to study any specific issue during the learning process using just one method. The lecturer has to apply different methods in the learning process, also, in frequent cases, there is a merger of methods. In the learning process the methods complement each other. The lecturer selects the necessary method among them based on specific goal and objective.

**Lecture** - is a creative process where a lecturer and a student take part simultaneously. The main aim of the lecture is to understand the idea of the subject regulations to be learnt, which means a creative and active perception of presented material. In addition, an attention should be paid to the main provisions of transferable material, definitions, indications, assumptions. Critical analysis of the main issues, facts and ideas are necessary. A lecture should provide a scientific and logically consistent knowledge of main subject regulations to be learnt without excessive details overloading. Therefore, it must be logically completed. In addition, facts, examples, charts, drawings, tests and other visual aspects

should be aimed at the explanation of the lecture's idea. The lecture should provide an accurate analysis of science dialectical process and should be based on free-thinking ability of students in particular environment, understanding of the basic scientific problems and the orientation of understanding. Lecture uses verbal or oral method and involves the communication of the lecture material to students verbally, method used during this process include: questions and answers, interactive work, the theoretical explanations of the provisions based on practical situations.

**Collaborative** - teaching method involves dividing students into groups and giving them learning assignments. The members of the group work on the issue individually and at the same time share it with the other members of the group. Due to the set task, it is possible to redistribute functions among the members during the group work process. This strategy ensures maximum involvement of all students in the learning process.

**Independent work**- material heard in the lecture is formed as a whole system of knowledge by the independent work of the student. The student should be interested in the book and other sources of information and want to study the issues independently, which is a way to stimulate independent thinking, analysis and drawing conclusions.

**Verbal, or oral, method** includes lecture, narration, conversation, and etc. In this process, the lecturer conveys the teaching material through words, while the students actively perceive and master it by listening, remembering and understanding.

**Method of working on the book** involves introduction, processing and analysis of independently given reading material.

**The method of written work**- involves the following types of activities: making records, compiling material, composing thesis, performing an abstract, or essay, etc.

**Practical methods** combine all the forms of teaching that develop the student's practical skills, here the student independently performs this or that activity on the basis of acquired knowledge.

**Discussion / debate** is one of the most common methods of interactive teaching. The discussion process drastically increases the quality and activity of student engagement. The discussion can turn into an argument. This process is not limited to questions asked by the lecturer. This method develops the student's ability to argue and justify his or her own opinion.

**Problem-Based Learning (PBL)** - a learning method that uses the problem in the early stages of the process of acquiring and integrating new knowledge.

**Cooperative learning** - is a teaching strategy in which each member of the group is required not only to study but also to help his or her teammate learn the course better. Each group member works on the problem until all of them have mastered the issue.

**Case study** -an active problem-situation analysis method, based on teaching by solving specific tasks - situations (so-called case solving). This method of teaching is based on the discussion of specific practical examples (cases). The case is a kind of tool that allows the application of the acquired theoretical knowledge to solve practical tasks. By combining theory and practice, the method effectively develops the ability to make reasoned decisions in a limited amount of time. Students develop analytical thinking, teamwork, listening and understanding alternative thinking, the ability to make generalized decisions based on alternatives, plan actions, and predict their outcomes.

**Brain storming**- is a method student can use to generate ideas for solving the problem. In the process of brainstorming students must suspend any concerns about staying organized. The goal is to pour their thoughts without worrying about whether they make sense or how they fit together. It is effective method within the group and contains following stages:

- Creative definition of problem
- Taking notes of ideas without criticism
- Definition of estimation criterion
- Evaluation of ideas by preliminarily defined criterion
- Selection of best matching ideas by exclusion
- Manifestation of idea with the highest estimation for solving the problem

**Demonstration method**- involves visual representation of information. It is quite effective in terms of achieving results. In many cases, it is best to provide the material to students in both audio and visual form. Demonstration of the study material can be done by both the teacher and the student. This method helps us to visualize the different levels of perception of the learning material, to specify what students will have to do independently; At the same time, this strategy visually illustrates the essence of the issue / problem. Demonstrations may look simply, such as solving a mathematical problem, visualizing a step on its board, or taking on a complex look, such as conducting a multi-level science experiment.

**Inductive Method**- defines a form of transferring knowledge, when the course of thought in the process of learning is directed from facts to generalization, that is, when conveying material, the process proceeds from specific to general.

**Deductive Method**- the process of reasoning from one or more statements (premises) to reach a logically certain conclusion. It works from the more general to the more specific.

**Analysis-** through this method, lecturers and students discuss specific cases together. Students thoroughly learn the previously unknown sides of the issue. The method of analysis enables us to break up the whole part of the study the material into constituent parts, which simplifies the understanding of the specific issues of the problem.

**The synthesis method** -involves composing one whole by grouping individual issues. This method helps to develop the problem as the ability to see the whole.

**The explanatory method** is based on reasoning around a given issue. In presenting the material, the lecturer gives a specific example, which is discussed in detail in the given topic.

**Action-oriented teaching** - requires the active involvement of the lecturer and the student in the teaching process, where the practical interpretation of the theoretical material becomes particularly important.

**Role-playing and situational games Scenario-**based role-playing games which allow students to look at the issue from different positions and help them form an alternative point of view. Like the discussion, role-playing games develop the student's ability to express and defend his or her position independently.

**Laboratory learning-** is more visible method and allows you to perceive an event or process. In the lab, the student learns to conduct an experiment. During the laboratory study, the student should be able to control the devices, adjust them and determine the mode of operation. Habits developed in learning laboratories provide an understanding of the theoretical material heard in lectures.

**The development and presentation of the project** -is a combination of educational and cognitive tools, which allows to solve the problem in the conditions of the necessary presentation of the student's independent actions and the obtained results. Teaching in this way raises students' motivation and responsibility. Work on the project includes stages of planning, research, practical activity and presentation of results according to the chosen issue. The project will be considered feasible if its results are visible, convincing and concrete. It can be performed individually, in pairs or in groups; Also, within one subject or several subjects (integration of subjects). Upon completion, the project will be presented to a wide audience.

**Master's thesis** is the final phase of the Master's level and it aims at the systematization of the gained theoretical and practical knowledge and the reasoned solution of certain scientific, technical, economic and professional objectives. The thesis must reveal the level of knowledge of the research methods and experiments related to the given issue and the readiness of the student to work independently in the conditions of

the future professional activities. Consultation – the contact time used by the student with the supervisor of the Master’s thesis, when the student obtains information regarding the issues of drafting the plan, searching for empirical materials, their preparation, making conclusions in terms of the contents of the thesis, technical design of the thesis, its preparation for presentation.

**E-learning - This method includes three types of teaching:**

- Attendance when the teaching process takes place within the contact hours of the lecturer and the students, and the teaching material is delivered through an electronic course.
- Hybrid (attendance / distance), the main part of the learning course is done remotely, and a small part is done within the contact hours.
- Completely distance learning involves conducting the learning process without the physical presence of the lecturer. The learning course is held electronically from beginning to end.

## EVALUATION SYSTEM

The system of evaluation of learning outcomes and competencies is based on the system recognized by the legislation and corresponds to the evaluation and credit granting standards approved by the OrderN3 of the Minister of Education and Science of Georgia dated January 5, 2007.

Student assessment system includes:

**a) Five types of positive evaluation:**

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 evaluation:**

b.a) (FX) did not pass - 41-50 points of maximum evaluation, which means that the student needs more work to pass the examination and is given the right to retake (one time) an exam via independent work;

b.b) (F) Failed – 40 points or less, which means that the work done by the student is not sufficient and he/she has to retake the course.

**In case student gets FX, he/she can take the additional exam in the same semester 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 at the additional exam. The grade obtained at the additional exam is the final grade and is reflected in the final grade of the study component of the educational program.**

**Considering the additional exam evaluation if the points accumulated by student in the educational program component is 0-50 points, student is evaluated with F-0.**

**A prerequisite for a student's admission to the final exam is to overcome the competence threshold of the Midterm Evaluation (No less than 11 points within Midterm Evaluation).**

**Competency threshold for the Final Exam is 30%, no less than 12 points.**

**Prerequisite for granting the credit is accumulating no less than 51 from 100 points and to overcome the minimum competency threshold of Midterm Evaluation and Final Exam.**

## **EVALUATION COMPONENTS**

Student assessment in each learning component of the program includes two forms of assessment - midterm assessment and final assessment.

Each form of evaluation includes an evaluation component/components, which includes the evaluation method/methods, and the evaluation method/methods are measured by the evaluation criteria, which are spelled out in the syllabi of the respective program and are available to all students at the beginning of the semester in the electronic system of the educational process - [emis.seu.edu.ge](http://emis.seu.edu.ge).

In each educational component of the educational program, 60 points are assigned to the midterm evaluation, and 40 points to the final evaluation, from the total evaluation score (100 points) to determine the final evaluation of the student. The midterm and final assessment have a minimum competency threshold, which is determined by the syllabus of the respective component. Exceptions are established taking into account the specifics of the specific program/educational component, in accordance with the requirements established by the current legislation of Georgia.

## PROGRAM INTERNATIONALIZATION

- [University of Southern California](#)
- [University College London](#)
- [MIT Management Sloan School](#)
- [Harvard Business School](#)
- [Coventry University](#)
- [MacEwan University](#)
- [Deakin University](#)
- [Melbourne Business School](#)
- [University of Economics and Human Sciences](#)
- [University of Rome Tor Vergata](#)
- [RTU Riga Business School](#)
- [Berkeley](#)
- [Instituto politecnico de Braganca](#)
- [Klaipeda State University](#)
- [Lazarski University](#)
- [University of Potsdam](#)

## PARTNER ORGANIZATIONS

- LTD Georgian National University SEU (Information Technology Department)
- LTD INI.GE
- LTD HOST.GE
- LTD Microfinance Organization Lendup
- LTD allmarket.ge
- LTD Easy Credit

- JSC “Wissol Petroleum Georgia”
- JSC Bank Of Georgia
- JSC TBC Bank
- JSC Credo Bank
- JSC SPACE International
- LTD EPAM Systems (Georgia)
- LTD Dataart Georgia
- LTD Exadel Georgia
- PSP PHARMA
- JSC MFO Euro Credit
- Golden Tulip Design Tbilisi
- EVEX Clinics
- Adjara Group

## **PROGRAM EMPLOYMENT FIELD**

The Master's program in Business Analysis combines technical and managerial components, therefore graduates are given particularly broad opportunities for professional advancement. The obtained theoretical and practical knowledge will allow the graduates to be employed in organizations of various profiles, be it public or private sector, on the following positions: middle business analyst, system analyst, product owner/manager, quality assurance analyst, digital transformation analyst, data analyst, etc.

Potential employers in the labor market of Georgia are partner organizations of the university, as well as other interested large and small business companies, banks, state structures, educational institutions, international companies, telecommunications companies and others.

- LTD Georgian National University SEU (Information Technology Department)
- JSC Bank Of Georgia
- JSC TBC Bank
- JSC Liberty Bank
- JSC SPACE International

- LTD EPAM Systems (Georgia)
- JSC Credo Bank
- LTD Dataart Georgia
- LTD Exadel Georgia
- LTD UGT
- LTD Prodware Georgia
- LTD Asseco Georgia
- JSC United Financial Corporation (UFC)

## OPPORTUNITIES TO CONTINUE STUDYING

A graduate of the Master's program in Business Analysis can continue studies at the third level of higher education (Doctorate), in Georgia or abroad, in accordance with the rules established by the law, by complying with the prerequisites for admission to the Doctoral educational program.

## PROGRAM RESOURCES

### MATERIAL RESOURCES

Master's Program in **Business Analysis** is implemented in the campus equipped with modern infrastructure, it is provided with library, material and technical resources, which ensure the achievement of the program goals and learning outcomes in material and quality terms. All rooms are equipped with the devices necessary for the implementation of learning process. Students are informed about the opportunity to use existing resources and about the rules of use.

Computer classes are available at the University for practical and laboratory works with relevant equipment. The computer capabilities and their number totally make it possible to implement the program perfectly in terms of software and hardware.

All necessary literature and other materials (including those existing on the electronic carriers) determined by the course syllabuses of the program are available in the library, which ensures the achievement of the learning outcomes of the educational program.

The University has executed an agreement with the NNLE Georgian Library Association on the service of international electronic library bases. The most recent scientific periodicals, international electronic library bases are available for students, that enables the, to familiarize themselves with the most recent scientific data of the respective field in order to achieve the learning outcomes of the program.

## FUNDING OF THE PROGRAM

Master's Program in **Business Analysis** is funded from the budget of the Program. The money allocated from the budget is directed to the constant renewal of the material and technical resources and literature determined under the program, arrangement of scientific conferences, salary expenses of the academic/invited personnel and the issuing and printing of their works. The budget also includes the expenses of official visits of the academic/invited and administrative personnel, funding of students in exchange programs, international training and conferences.

## MONITORING OF THE PROGRAM QUALITY

The monitoring and the periodical assessment of the Master's Program in **Business Analysis** shall be performed with the participation of academic/invited, administrative/assistant personnel, students, alumni, employers and other interested persons, through systematic collection, processing and analysis of information. Based on the assessment outcomes, when necessary, the program will be modified/developed.

The Quality Enhancement Department performs regular analysis and other activities intended for the quality enhancement, which consist of the following surveys:

- Lecturer and Study Course Evaluation by students (once per semester);
- Educational Program Evaluation by students (have they achieved the learning outcomes determined by the program) (in the last year of the study);
- University's Institutional Evaluation by students (once a year);
- Evaluation of the Master's Thesis Supervisor by students (upon the completion of the master's thesis);
- Alumni Research (six months after the end of the program);
- Employers' Survey (once a year);
- Self-evaluation of the study course (by the lecturer, once a semester);

- Self-evaluation of the program (by the head/co-head of the program, once a year).

Each survey is analyzed and the tendencies are determined across the University. Also, at the level of structural units, faculties and educational programs. The surveys and studies enable the conducting of the comparative analysis between the faculties and the educational programs. The comparative analysis is performed by the Quality Enhancement Department and the results are provided to all interested persons. The Quality Enhancement Department plans the organization of trainings with the personnel and students involved in the quality assurance processes in order to further reinforce the processes for their active participation in these processes.

## PROGRAM CURRICULUM

	Name of the Study Course	ECTS	Total Hours	Prerequisite	Students' Workload						Credits Allocation Through The Semester			
					Lecture	Group/Practical/ Laboratory Work	Midterm Exam	Final Exam	Total Contact Hours	Independent Hours	I	II	III	IV
<b>N</b>	<b>Mandatory Courses</b>	<b>108</b>	<b>The number of Mandatory Credits to be taken in the relevant semester.</b>								<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
											<b>30</b>	<b>30</b>	<b>24</b>	<b>24</b>
1.	Business Analysis	6	150	N/A	13	12	2	3	30	120	6			
2.	Information Technology for Business Analysis	6	150	N/A	13	12	2	3	30	120	6			
3.	Agile Methodology and Tools	6	150	N/A	13	12	2	3	30	120	6			
4.	Marketing Analysis	6	150	N/A	13	12	2	3	30	120	6			
5.	Finance Management and Analysis	6	150	N/A	13	12	2	3	30	120	6			
6.	Data Analysis	6	150	N/A	12	13	2	3	30	120		6		
7.	Business Strategy and Analysis	6	150	Business Analysis; Agile Methodology and Tools	12	13	2	3	30	120		6		

8.	Business Research Methods	9	225	N/A	13	24	3	3	43	182		9			
9.	Business Analysis Techniques	9	225	Business Analysis; Information Technology for Business Analysis; Agile Methodology and Tools.	13	24	2	3	42	183		9			
10.	Business Processes Analysis	6	150	N/A	13	12	2	3	30	120			6		
11.	Solution and System Architecture	6	150	Business Analysis; Information Technology for Business Analysis;	13	12	2	3	30	120			6		
12.	Human Resource Management and HR Analysis	6	150	N/A	12	13	2	3	30	120			6		
13.	Modern Business Analysis and Product Ownership	6	150	Business Analysis Techniques	13	12	2	3	30	120			6		
14.	Master's Thesis	24	600	All Mandatory Courses	The completion of the master's thesis is carried out in accordance with the rule of the completion, defense and evaluation of Master's Thesis.							24			
<b>Elective Courses</b>		<b>12</b>	<b>The number of Elective Credits to be taken in the relevant semester.</b>									<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
														<b>6</b>	<b>6</b>
1.	Modern Web Technologies	6	150	N/A	13	12	2	3	30	120					
2.	Programming for Business Analyst (Python)	6	150	N/A	13	12	1	2	28	122					

3.	Software Testing	6	150	Business Analysis Techniques	12	13	2	3	30	120				
4.	Modern Networking Technologies	6	150	N/A	13	12	2	3	30	120				
5.	Evaluation and Managing of Business Risks	6	150	N/A	12	13	2	3	30	120				
6.	Resource Planning ERP Models	6	150	N/A	13	12	2	3	30	120				
7.	Information Security	6	150	N/A	13	12	2	3	30	120				
8.	Scientific Writing	6	150	N/A	13	12	2	3	30	120				
<b>Total</b>											<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

## HUMAN RESOURCES

N	Study Course	Course Implementer	Status
<b>Mandatory Courses</b>			
1.	Business Analysis	Mariam Jokhadze	Associate Professor
		Nunu Nikolishvili	Invited Lecturer
2.	Information Technology for Business Analysis	Davit Kipshidze	Assistant-Professor
3.	Agile Methodology and Tools	Tamari Gobejishvili	Assistant-Professor
		Lela Parkosadze	Invited Lecturer
		Nino Khurtsilava	Invited Lecturer
4.	Marketing Analysis	Rusudan Beriashvili	Associate Professor
		Lia Khmiadashvili	Invited Lecturer
5.	Finance Management and Analysis	Nino Samchkuashvili	Associate Professor
6.	Data Analysis	Nino Bliadze	Invited Lecturer
		Nino Lomtadze	Invited Lecturer
7.	Business Strategy and Analysis	Teona Maisuradze	Professor
8.	Business Research Methods	Giorgi Mamniashvili	Associate Professor
9.	Solution and System Architecture	Davit Kobrava	Associate Professor
10.	Business Analysis Techniques	Davit Kobrava	Associate Professor
		Tamari Gobejishvili	Assistant-Professor
		Lela Parkosadze	Invited Lecturer
11.	Business Processes Analysis	Khatia Koberidze	Invited Lecturer
		Nino Bliadze	Invited Lecturer

12.	Human Resource Management and HR Analysis	Teona Maisuradze	Professor
13.	Modern Business Analysis and Product Ownership	Elene Jokhadze	Associate Professor
14.	Master's Thesis	Teona Maisuradze	Professor
		Rusudan Beriashvili	Associate Professor
		Davit Kobrava	Associate Professor
		Mariam Jokhadze	Associate Professor
		Elene Jokhadze	Associate Professor
		Nino Samchkuashvili	Associate Professor
		Tamari Gobejishvili	Assistant-Professor
		Nunu Nikolishvili	Invited Lecturer
		Mariam Gavasheli	Invited Lecturer
		Natia Gelashvili	Invited Lecturer
<b>Elective Courses</b>			
15.	Modern Web Technologies	Davit Kipshidze	Assistant-Professor
16.	Programming for Business Analyst (Python)	Ia Aptsiauri	Associate Professor
		Davit Datuashvili	Invited Lecturer
17.	Software Testing	Ilia Ochigava	Invited Lecturer
18.	Modern Networking Technologies	Davit Kipshidze	Assistant-Professor
19.	Evaluation and Managing of Business Risks	Nona Gelitashvili	Invited Lecturer
20.	Resource Planning ERP Models	Khatia Koberidze	Invited Lecturer
		Giorgi Kamadadze	Invited Lecturer
21.	Information Security	Levan Julakidze	Invited Lecturer
22.	Scientific Writing	Davit Tabatadze	Invited Lecturer

### Academic/Invited Staff

N	Name and Surname	Status	Affiliation
1.	Teona Maisuradze	Professor	Affiliated
2.	Mariam Jokhadze	Associate Professor	Affiliated
3.	Davit Kobrava	Associate Professor	Affiliated
4.	Rusudan Beriashvili	Associate Professor	Affiliated
5.	Giorgi Mamniashvili	Associate Professor	Affiliated
6.	Nino Samchkuashvili	Associate Professor	Affiliated
7.	Elene Jokhadze	Associate Professor	Affiliated
8.	Ia Aptsiauri	Associate Professor	
9.	Davit Kipshidze	Assistant-Professor	
10.	Tamari Gobejishvili	Assistant-Professor	Affiliated
11.	Nunu Nikolishvili	Invited Lecturer	
12.	Lela Parkosadze	Invited Lecturer	
13.	Nino Khurtsilava	Invited Lecturer	
14.	Lia Khmiadashvili	Invited Lecturer	
15.	Nino Bliadze	Invited Lecturer	
16.	Nino Lomtadze	Invited Lecturer	
17.	Khatia Koberidze	Invited Lecturer	

18.	Ilia Ochigava	Invited Lecturer	
19.	Davit Datuashvili	Invited Lecturer	
20.	Nona Gelitashvili	Invited Lecturer	
21.	Giorgi Kamadadze	Invited Lecturer	
22.	Levan Julakidze	Invited Lecturer	
23.	Davit Tabatadze	Invited Lecturer	
24.	Natia Gelashvili	Invited Lecturer	
25.	Mariam Gavasheli	Invited Lecturer	