



Georgian National University SEU

Master's Educational Program

Banking

2024

General Information

Program Name: Banking

Higher Education Cycle: Second Cycle (Master)

Qualification Level: Level 7

Awarded Qualification: Master of Banking (0412.2.1)

Field and Classification Code: 0412 Finance, banking and insurance

Teaching Language: Georgian

Program Duration: 2 years (4 academic semesters)

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

Head of Program: Valeri Mosiashvili, Professor

Program Description

In recent years, the specific share of the financial sector of Georgia in the country's economy (with the leading role of the banking system) has been steadily increasing. Accordingly, there is an increasing demand for highly qualified credit specialists from public services and private legal entities (commercial banks, insurance companies, microfinance organizations, investment companies, mutual funds, leasing companies, etc.).

The Master's Program in Banking ensures the training of professional specialists who will meet the growing demand for highly qualified personnel in the field of credit-banking, who will be equipped with the theoretical and practical skills necessary for the monetary, credit and financial fields, and will be competitive in the local and international labor market.

Considering the competences of Master defined in the National Qualifications Framework of Higher Education and the increased demand for Master of Banking on the labor market, the preparation of students for the professional and/or public affairs is carried out to develop the necessary skills related to the general field of finance and in particular, banking.

Specialty Mandatory study courses considers the study of such educational disciplines of the specialty, which should ensure the maximum achievement of the goals and results of the program. The program equips the graduate with the necessary skills to work in the banking and credit sector, who will be competitive in the domestic/international labor market and will have deep and systematic knowledge of the banking system, credit markets, bank management, identification and management of banking risks, analysis of the financial condition of the banking institution and existing regulations in the banking-credit field.

Program Goals

The goals of the Master's Program in Banking are for the student to:

- I. To deeply teach the main problems related to the management of the banking sector, the possibilities of credit system interconnection;
- II. To develop the ability to apply the deep and systematic knowledge necessary for the banking and financial field in practice.
- III. To develop the skills to identify problems independently and/or as a team, to solve them effectively, to demonstrate the adopted decisions and results with the interested parties in an argumentative manner.
- IV. To acquire skills in sharing the principle of lifelong learning and professional development/improvement.

Program Learning Outcomes

After completing the Master's Program in Banking, the graduate:

- I. Deeply **describes** the main problems related to the management of the banking sector, the possibility of credit system interconnection;
- II. **Determines** the financial management policy of the banking institution and **connects** it with the management of financial resources of the credit system;
- III. Critically **analyzes** the information in the banking and credit field, **evaluates** it with innovative methods and **formulates** its own reasoned conclusions, in which the social and ethical responsibilities characteristic of the banking sector are reflected.
- IV. **Identifies** the internal and external challenges of the banking-credit institution and, considering the best practices, **determines** preventive measures using innovative approaches;
- V. **Evaluates** what kind of actions lead to instability, reduction of liquidity and solvency, disproportions and increase of risks in the banking-credit sector;
- VI. **Describes** how and why banking regulations change and the impact of these regulations on the activity of the credit-banking system;
- VII. **Uses** modern banking concepts to generate the new ways for identifying and solving the existed problems in the banking-credit field;
- VIII. Using the original methods independently **researches** and **analyzes** specific situations in the banking sector, in full compliance with the principles of academic integrity and ethics.
- IX. On the basis of critical analysis, synthesis and evaluation of existing information, **formulates** different strategies of banking activity in specific credit transactions;
- X. **Uses** the practical competencies acquired in banking in the field of credit system management, **determines** individual needs, focuses on professional self-development.

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	X
Program Goal I	√		√	√	√	√	√	√		√
Program Goal II		√		√	√		√	√	√	√
Program Goal III	√		√		√	√	√	√	√	
Program Goal IV			√	√					√	√

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	X
1.	Managerial Economics	1		1							1
2.	Practical Course in Financial Management		3	2		3					
3.	Financial Services Marketing	1		2			1		1		
4.	Investments and Management of Investment Projects		2				2		2	2	
5.	Bank Management	3	2		2		2	3		3	2
6.	Supervision and Regulation of the Financial System	2			1	3	3	2			
7.	Risk Management in Financial Institutions		3		3	3	1	2	2	2	
8.	Practical Course in Strategic Management		1			2				3	
9.	Business Research Methods			2					3	3	
10.	Bank Audit		1	3		2			2		
11.	Financial Analysis of Commercial Bank Activity		1			3					
12.	Practice		3						3	3	3
13.	Master's Thesis		3	3	3	3	3	3	3	3	3

Assessment of Program Learning Outcomes and Target Benchmark

The Master's Program in Banking 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 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 describes the main problems related to the management of the banking sector, the possibility of credit system interconnection;	Managerial economics	Two Presentations	I Semester	Course provider	30	The assessment of 70% of students in each presentation should not be less than 4-5 points
	Financial Services Marketing	Presentation	I Semester	Course provider	30	The assessment of 65% of students in presentation should not be less than 4-5 points
	Bank Management	Final Exam	II Semester	Course provider	30	The assessment of 55% of the students should not be less than 25 points
	Supervision and regulation of the financial system	Final Exam	II Semester	Course provider	30	The assessment of 60% of students should not be less than 25 points

<p>Determines the financial management policy of the banking institution and connects it with the management of financial resources of the credit system;</p>	Practical Course in Financial Management	Four Presentations	I Semester	Course provider	30	The assessment of 55% of students in each presentation should not be less than 4-6 points
	Investments and Management of Investment Projects	Presentation	III Semester	Course provider	30	The assessment of 60% of the students in the presentation should not be less than 8-9 points
	Bank Management	Final Exam	II Semester	Course provider	30	The assessment of 55% of the students should not be less than 25 points
	Risk Management in Financial Institutions	Final Exam	III Semester	Course provider	30	The assessment of 55% of the students should not be less than 25 points
	Practical Course in Strategic Management	Final Exam	III Semester	Course provider	30	The assessment of 60% of students should not be less than 20 points
	Bank Audit	Presentation	II Semester	Course provider	30	The assessment of 55% of the students in the presentation should not be less than 10-11 points
	Financial Analysis of Commercial Bank Activity	Presentation	I Semester	Course provider	30	The assessment of 60% of the students in the presentation should not

						be less than 12-13 points
	Master's Thesis	Thesis Defense	IV Semester	Course provider	30	The assessment of 70% of students should not be less than 51 points
	Practice	Final Exam	III Semester	Course provider	30	The assessment of 75% of students should not be less than 25 points
Critically analyzes the information in the banking and credit field, evaluates it with innovative methods and formulates its own reasoned conclusions, in which the social and ethical responsibilities characteristic of the banking sector are reflected.	Managerial economics	Two Presentations	I Semester	Course provider	30	The assessment of 70% of students in each presentation should not be less than 4-6 points
	Practical Course in Financial Management	Four Presentations	I Semester	Course provider	30	The assessment of 55% of students in each presentation should not be less than 4-6 points
	Financial Services Marketing	Presentation	I Semester	Course provider	30	The assessment of 65% of students in the presentation should not be less than 5-6 points
	Business Research Methods	Midterm Exam	II Semester	Course provider	30	The assessment of 65% of the students in the midterm exam should not be less than 19-20 points

	Bank Audit	Presentation	II Semester	Course provider	30	The assessment of 55% of the students in the presentation should not be less than 10-11 points
	Master's Thesis	Thesis Defense	IV Semester	Course provider	30	The assessment of 70% of students should not be less than 51 points
Identifies the internal and external challenges of the banking-credit institution and, considering the best practices, determines preventive measures using innovative approaches;	Bank Management	Final Exam	II Semester	Course provider	30	The assessment of 55% of the students should not be less than 25 points
	Supervision and regulation of the financial system	Final Exam	II Semester	Course provider	30	The assessment of 60% of students should not be less than 25 points
	Risk Management in Financial Institutions	Final Exam	III Semester	Course provider	30	The assessment of 55% of the students should not be less than 25 points
	Master's Thesis	Thesis Defense	IV Semester	Course provider	30	The assessment of 70% of students should not be less than 51 points
Evaluates what kind of actions lead to instability, reduction of liquidity and solvency,	Practical Course in Financial Management	Final Exam	I Semester	Course provider	30	The assessment of 55% of the students should not be less than 25 points

disproportions and increase of risks in the banking-credit sector;	Supervision and regulation of the financial system	Final Exam	II Semester	Course provider	30	The assessment of 60% of students should not be less than 25 points
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	Master's Thesis	Thesis Defense	IV Semester	Course provider	30	The assessment of 70% of students should not be less than 51 points
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	Master's Thesis	Thesis Defense	IV Semester	Course provider	30	The assessment of 70% of students should not be less than 51 points
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	Practice	Final Exam	III Semester	Course provider	30	The assessment of 75% of students should not be less than 25 points
	Master's Thesis	Thesis Defense	IV Semester	Course provider	30	The assessment of 70% of students should not be less than 51 points

Program Admission Requirements

Enrollment Conditions

Enrollment based on the results of Unified Masters' Examinations

A person with a bachelor's degree or an equivalent academic degree is eligible to study for a 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 Masters' Examinations

- 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 education institution is obliged to conduct an interview to determine the language proficiency of the persons envisaged without the unified master's exams and to provide access to the video recording of the interview for the Ministry.

Enrollment by Mobility

Admission of students from other higher education institutions / programs to the 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 Banking 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

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.

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.

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.

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.

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

Georgian National University SEU is actively involved in international projects with various universities in Europe and the United States of America. Cooperation includes involvement in joint partnership projects, joint researches and grant applications, exchange programs, development of dual degree programs and mobility of academic/administrative staff.

The international mobility of students is currently in an active phase and university students at this point are participating in exchange programs in various European universities.

The Master's Program in Banking offers students the opportunity to engage in dual degree programs and exchange programs in terms of internationalization.

Within the Master's Program of Banking, Georgian National University SEU cooperates with the following universities:

- Polytechnic Institute of Bragança
- University of Turiba
- Tor Vergata University of Rome
- UC Berkeley
- EU Business School
- University of A Coruña
- Universitat Jaume I
- WSB University
- Romanian American University

It should be noted that Banking program students are actively involved in double degree programs, which means that the student receives both the diploma of the Georgian National University SEU and the partner university. Within the framework of the double degree program, the student must accumulate 120 credits, defend the master's thesis during international mobility and undergo the practice course.

Partner Organizations

- JSC Microfinance organization Swiss Capital;
- JSC Finca Bank Georgia
- LLC Institute of Economic Research and Development;
- Microfinance Organization Lendup
- LLC Easy Credit;
- Advanced Audit and Consulting Company;
- JSC Credo Bank;
- LLC Moore ABC

Program Employment Field

Graduates of the master's program in Banking can be employed in state structures (National Bank of Georgia, Ministry of Finance, Ministry of Economy and Sustainable Development, etc.), as well as in commercial banks, microfinance organizations, in international and/or any organizational-legal form institutions, in financial, business and consulting firms, can occupy the positions of the higher manager of the management level and carry out managerial, financial, administrative-economic, analytical, scientific and pedagogical activities.

Opportunities to Continue Studying

A graduate of the Master's program in **Banking** 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

The infrastructure and technical equipment of the Georgian National University SEU ensures the achievement of learning outcomes provided in the educational program. SEU has a material and technical base equipped with modern academic standards, private buildings, well-equipped auditoriums, computer classes, a banking laboratory and a base of partner organizations for the development and strengthening of practical and research skills necessary for the implementation of the program.

The purpose of the laboratory of Banking Technologies is to strengthen the practical component of the master's program of Banking, to ensure the development of professional skills for students, to involve students in scientific/research activities, to implement various projects in the field of profile and to promote development.

The tasks of the laboratory are: to ensure that the practical/laboratory works stipulated by the educational program are carried out at the appropriate level; to develop students' practical skills using modern methods; for students to master the production of bank operations using the "Operational program - Alta (Software) B6"; to formulate practical skills for students in order to be able to provide perfect services to the bank's clients.

The educational process of the program is provided with the necessary teaching-methodical materials: relevant library funds (book, digital/electronic): modern textbooks, internet resources and other information materials. The study material is based on the contemporary achievements of the field and ensures that the learning outcomes of the program are achieved. Library funds, databases and more are available to all students.

In order to ensure the implementation of practice, the university has signed agreements with relevant organizations.

FUNDING OF THE PROGRAM

Master's Program in **Banking** 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 **Banking** 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);
- Students' Satisfaction with Practice Course (once a semester, after finishing practice)
- 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' Satisfaction with Practice Students and Practice Self-evaluation (once a semester, after finishing practice)
- 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
N	Mandatory Study Courses	108	The number of Mandatory Credits to be taken in the relevant semester								I	II	III	IV
											30	30	24	24
1.	Managerial economics	6	150	N/A	13	12	2	3	30	120	6			
2.	Practical Course in Financial Management	9	225	N/A	13	24	2	3	42	183	9			
3.	Financial Analysis of Commercial Bank Activity	9	225	N/A	13	24	2	3	42	183	9			
4.	Financial Services Marketing	6	150	N/A	13	12	2	3	30	120	6			
5.	Business Research Methods	9	225	N/A	13	24	3	3	43	182		9		
6.	Bank Management	6	150	N/A	13	12	2	3	30	120		6		
7.	Supervision and Regulation of the Financial System	6	150	N/A	13	12	2	3	30	120		6		

8.	Bank Audit	9	225	Financial Analysis of Commercial Bank Activity	13	24	2	3	42	183		9		
9.	Risk Management in Financial Institutions	6	150	N/A	13	12	2	3	30	120			6	
10.	Investments and Management of Investment Projects	6	150	N/A	12	13	2	3	30	120			6	
11.	Practice Course in Strategic Management	6	150	N/A	13	12	2	3	30	120			6	
12.	Practice	6	150	Bank Management Bank Audit	107			3	110	40			6	
13.	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	
N	Elective Courses	12	The number of Mandatory Credits to be taken in the relevant semester								I	II	III	IV
												6	6	
1.	Financial Law	6	150	N/A	13	12	2	3	30	120				
2.	Financial Institutions and Banking	6	150	N/A	13	12	2	3	30	120				
3.	Multidimensional statistical analysis using SPSS	6	150	N/A	13	24	2	3	42	108				
4.	Financial policy strategies	6	150	Practical Course in Financial Management	13	12	2	3	30	120				
5.	Insurance system and Regulation	6	150	N/A	13	12	2	3	30	120				
6.	International Finance	6	150	N/A	12	13	2	3	30	120				
7.	Financial Reporting in banks	6	150	N/A	13	12	2	3	30	120				

8.	Scientific Writing	6	150	N/A	13	12	2	3	30	120					
9.	Agile Methodology and Tools	6	150	N/A	13	12	2	3	30	120					
10.	Information Security	6	150	N/A	13	12	2	3	30	120					
11.	Resource Planning ERP Models	6	150	N/A	13	12	2	3	30	120					
	Total	120										30	30	30	30

Human Resources

N	Mandatory Study Courses	Course Implementer	Status
1.	Managerial economics	Nineli Tevdorashvili	Associate Professor
		Natia Gelashvili	Invited Lecturer
2.	Practical Course in Financial Management	Lia Eliava	Professor
		Nino Samchkuashvili	Associate Professor
3.	Financial Analysis of Commercial Bank Activity	Neli Sesadze	Associate Professor
		Murad Narsia	Professor
4.	Financial Services Marketing	Rusudan Beriashvili	Associate Professor
		Ani Bibiluri	Invited Lecturer
5.	Business Research Methods	Giorgi Mamniashvili	Associate Professor
		Valeri Mosiashvili	Professor
6.	Bank Management	Ana Tatishvili	Assistant-Professor
		Valeri Mosiashvili	Professor
7.	Supervision and Regulation of the Financial System	Lia Eliava	Professor
		Medea Tchelidze	Invited Lecturer
8.	Bank Audit	Murad Narsia	Professor
		Paata Shurghaia	Associate Professor
9.	Risk Management in Financial Institutions	Valeri Mosiashvili	Professor
		Nino Samchkuashvili	Associate Professor
10.	Investments and Management of Investment Projects	Nona Kavtaradze	Associate Professor
		Eter Mamatsashvili	Associate Professor
11.	Practice Course in Strategic Management	Davit Chakhvashvili	Professor
		Tinatin Medzmariashvili	Invited Lecturer
12.	Master's Thesis	Murad Narsia	Professor
		Lia Eliava	Professor
		Valeri Mosiashvili	Professor

		Nino Samchkuashvili	Associate Professor
		Neli Sesadze	Associate Professor
		Nona Kavtaradze	Associate Professor
		Lia Pitiurishvili	Assistant-Professor
		Ani Bibiluri	Invited Lecturer
		Mzevinar Nozadze	Invited Lecturer
		Medea Tchelidze	Invited Lecturer
N	Elective Study Courses	Course Implementer	Status
13.	Financial Law	Aleksandre Tvildiani	Invited Lecturer
14.	Financial Institutions and Banking	Valeri Mosiashvili	Professor
		Eter Mamatsashvili	Associate Professor
15.	Multidimensional statistical analysis using SPSS	Mamuka Benashvili	Invited Lecturer
16.	Financial Policy Strategies	Valeri Mosiashvili	Professor
17.	Insurance system and Regulation	Ani Bibiluri	Invited Lecturer
18.	International Finances	Nino Samchkuashvili	Associate Professor
19.	Financial Reporting in Banks	Neli Sesadze	Associate Professor
20.	Scientific Writing	Tamar Kakutia	Professor
		Davit Tabatadze	Invited Lecturer
21.	Agile Methodology and Tools	Tamari Gobejishvili	Assistant-Professor
		Nino Khurtsilava	Invited Lecturer
		Lela Parkosadze	Invited Lecturer
22.	Information Security	Levani Julakidze	Invited Lecturer
23.	Resource Planning ERP Models	Khatia Koberidze	Invited Lecturer
		Giorgi Kamadadze	Invited Lecturer

Academic/Invited Staff

N	Name and Surname	Status	Affiliation
1.	Lia Eliava	Professor	Affiliated
2.	Murad Narsia	Professor	Affiliated
3.	Valeri Mosiashvili	Professor	Affiliated
4.	Davit Chakhvashvili	Professor	Affiliated
5.	Tamar Kakutia	Professor	
6.	Nineli Tevdorashvili	Associate Professor	Affiliated
7.	Nino Samchkuashvili	Associate Professor	Affiliated
8.	Neli Sesadze	Associate Professor	Affiliated
9.	Rusudan Beriashvili	Associate Professor	Affiliated
10.	Giorgi Mamniashvili	Associate Professor	Affiliated
11.	Paata Shurghaia	Associate Professor	Affiliated
12.	Nona Kavtaradze	Associate Professor	Affiliated
13.	Eter Mamatsashvili	Associate Professor	Affiliated
14.	Ana Tatishvili	Assistant-Professor	Affiliated
15.	Tamari Gobejishvili	Assistant-Professor	Affiliated
16.	Lia Pitiurishvili	Assistant-Professor	Affiliated
17.	Natia Gelashvili	Invited Lecturer	
18.	Ani Bibiluri	Invited Lecturer	
19.	Medea Tchelidze	Invited Lecturer	
20.	Tinatin Medzmariashvili	Invited Lecturer	
21.	Aleksandre Tvildiani	Invited Lecturer	
22.	Mamuka Benashvili	Invited Lecturer	

23.	Davit Tabatadze	Invited Lecturer	
24.	Nino Khurtsilava	Invited Lecturer	
25.	Lela Parkosadze	Invited Lecturer	
26.	Levani Julakidze	Invited Lecturer	
27.	Khatia Koberidze	Invited Lecturer	
28.	Giorgi Kamadadze	Invited Lecturer	
29.	Mzevinar Nozadze	Invited Lecturer	