



საქართველოს ტექნიკური უნივერსიტეტი
GEORGIAN TECHNICAL UNIVERSITY

Approved by
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Master's Educational Program

Program Title

საბანკო პროცესების მართვა

Banking Process Management

Faculty

ბიზნესტექნოლოგიები

Business Technologies

Program Head/Heads

Professor Giorgi TSAAVA; Professor Rati BURDIASHVILI

Qualification to be Awarded and the Extent of the Program in terms of Credits

Master of Business Administration in Finance – MBA in Finance
Awarded upon completion of 120 credits

Language of Teaching

Georgian

Prerequisite for Admission to the Program

A person with a bachelor's degree or an equivalent academic degree, who is enrolled based on the results of the master's exams (the common master's exam and two exams defined by GTU - "Finance and Banking" and "English language - level B2"), has the right to study at the master's program. Applicants are exempted from the said exam if they present a document confirming the B2 level of English. Questions/tests of internal university exams will be posted on the website of the Education Department of GTU at least one month before the exams.

Enrollment in the program without passing the master's exams is possible according to the rules established by the Ministry of Education and Science of Georgia.

Program Description

The program is compiled using the ECTS system, 1 credit = 25 hours. The program lasts 2 years (4 semesters) and includes 120 credits. Educational component - 90 credits, including practice - 5 credits, optional training course - 15 credits. The research component is 30 credits, which includes the completion and defense of a master's thesis.

The educational process is described as follows: the semester includes 20 weeks, of which the educational process lasts 16 weeks, of which the mid-semester exam is held on the 9th week. XVII week is devoted to the thematic project and exam preparation, XVIII-XIX week is the final exam. XX week, if necessary, is devoted to an additional exam.

The maximum grade of the student's current activity is 30 points, the minimum total positive grade is 15 points. The maximum score of the mid-semester exam is 30, the minimum total positive grade is 15 points.

The right to pass the final exam is given to a student who has accumulated a total positive grade - 15 or more points in the current activity and has accumulated a total positive grade - 15 or more points in the mid-semester assessment. The maximum grade of the final/supplementary exam is 40 points, the minimum is 20 points. An additional exam is scheduled 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 in the additional exam.

The first semester includes two 6-credit, two 5-credit and two 4-credit study courses. One of the 5 credit courses is compulsory and one is elective. One compulsory 6-credit course is bilingual and is taught in Georgian or English according to the student's request.

The second semester includes one 6-credit, four 5-credit and one 4-credit courses. Three of the 5 credit courses are compulsory and one is elective. One compulsory 5-credit course is bilingual and is taught in Georgian or English according to the student's request.

The third semester includes five 5-credit study courses and a 5-credit internship. Four of the 5 credit courses are compulsory and one is elective. 5-credit practice in the program is represented by two syllabi, from which the student chooses one of them.

The fourth semester includes a research component (30 credits).

The research component of the master's educational program "Completion and defense of the master's thesis" is evaluated once.

The implementation of the research component will be carried out in accordance with the regulations on the master's degree of the Georgian Technical University.

The regulations on the master's degree of the Georgian Technical University, the personal work plan of the master's student, the rules for evaluating the research component of the master's educational program and the instructions for completing the thesis submitted for obtaining the academic degree of master's degree are posted on the website of the Department of Education of GTU.

Program Objective

The purpose of the educational program is an in-depth study of the theoretical-methodological issues of modeling, engineering, management and corporate finance of banking business processes, training specialists with research skills, who will be able to perfect the theoretical knowledge necessary

for managing finance and banking processes and apply it in practice.

Learning Outcomes/Competences (general and sectoral)

Knowledge and Understanding

has a deep and systematic knowledge of procedurally structured business opportunities, the essence and importance of financial engineering, business research methods, financial mechanisms of corporation profit formation and management, financial risk management methods and banking business logistics; Understands the structure and organization of banking audit activities, the international standards of banking financial reporting and the requirements set by the National Bank, the importance of banking business logistics, the basic concepts of banking business process management systems and technological processes.

Ability to apply knowledge in practice

can conduct research on current issues in the financial and banking sphere and make appropriate conclusions, practical use of financial engineering tools - financial products, checking the effectiveness of credit activity organization and credit management, preparation and analysis of financial statements in banks, assessment of the main directions of functions and activities of corporations, own and attracted resources, analysis and assignment of micro, macro and meta logistics systems of banking services, interconnection of banking business-process models.

Ability to make conclusions

can independently make decisions on issues of financial engineering processes and strategy, monetary and current assets of corporations, modeling of banking business processes; formulating substantiated conclusions based on critical analysis of the latest research; innovative synthesis of information based on the latest data; independent decision-making and implementation.

Communication skills

can present own conclusions, argumentation and research methods. Participate in debates with the academic and professional community, accept different opinions and justify one's position.

Ability to learn

understanding the process of studying the peculiarities of the construction of the budget system, understanding the world experience of banking management, understanding the importance of the banking system in the economic activity of the country.

Values

has assumed his/her own professional responsibility, both for the service provided to customers and for the quality of the service; able to ensure the accuracy of the preparation of the bank's financial statements.

Methods of Achieving Learning Outcomes (teaching-learning)

Lecture Seminar (group work) Practical Laboratory
 Practice Course work/Project Master's thesis Consultation
Independent work

In the learning process, depending on the specifics of a particular study course program, the following activities

of the teaching-learning methods are used, which are outlined in the relevant study course programs (syllabi):

Discussion/debate – this is the most widely spread method of interactive teaching. A discussion process greatly increases the quality of students' involvement and their activity. A discussion may turn into an argument and this process is not merely confined to the questions posed by the teacher. It develops students' skills in reasoning and substantiating their own ideas.

Cooperative learning - this is a teaching strategy in which each group member is required not only to learn independently, but also to help his teammate learn the subject better. Each group member works on a problem until everyone has mastered it.

Collaborative work - using this method implies dividing students into separate groups and giving each group its own task. The group members work at their issues individually and at the same time share their opinions with the rest of the group. According to the problem raised, it is possible to shift the functions among the group members in this process. This strategy ensures the students' maximum involvement in the learning process.

Problem-based learning (PBL) - a method that uses a specific problem as the initial stage of the process of acquiring and integrating new knowledge.

Case study - the teacher discusses specific cases with students and they study the issue comprehensively and thoroughly. For example, in engineering safety it might be a discussion of a specific accident or disaster, in political science it might be a specific issue, such as an analysis of the Karabakh problem (the Armenian-Azerbaijani conflict), etc.

Brain storming - this method involves facilitating the formation and expression of as many, preferably radically different, opinions and ideas on a particular issue/problem within the theme as possible. The mentioned method stipulates the development of a creative approach to the problem. The use of the method is effective when there are large groups of students and consists of several basic stages:

- definition of the problem/issue from a creative point of view;
- during a certain period of time, uncritical recording of thoughts expressed by listeners on a problem (mostly on the board);
- definition of the evaluation criteria to determine whether the idea corresponds to the purpose of the research;
- evaluation of the chosen ideas according to predetermined criteria;
- through exclusion, to highlight those ideas that are most relevant to the issue
- identification of the idea with the highest score as the best way to solve the problem.

Demonstration method - this method implies a visual presentation of information. It is quite effective in terms of achieving results. In many cases, it is better to present the material to students in both audio and visual form simultaneously. The material being studied can be demonstrated by both the teacher and the student. This method helps to make visible the different stages of understanding the learning material, to clarify what students will have to do independently; At the same time, this strategy visualizes the essence of the issue/problem. The demonstration can take a simple form.

Inductive method - determines the form of transfer of any knowledge when, in the process of learning, the course of thought is directed from facts to generalization, i.e., when transferring the material, the process goes from the specific to the general.

Deductive method - determines the form of transferring any knowledge, which is a logical process of discovering new knowledge based on general knowledge, i.e., the process goes from the general to the specific.

Method of analysis - helps to break down the learning material as a whole into its component parts. This facilitates detailed coverage of individual issues within a complex problem.

Synthesis method - involves grouping separate issues into a whole. This method helps to develop the ability to see the problem as a whole.

Verbal or oral method -this method includes lecture, narration, conversation, etc. In the above process, the teacher conveys and explains the learning material through words, and students actively perceive and internalize it by listening, memorizing, and understanding.

Writing work method - implies the following forms of activity: copying, taking notes, making a synopsis of the material, composing theses, writing an abstract or essay, etc.

Explanatory method - is based on discussing a given issue. In the process of explaining the material, the teacher brings concrete examples, the detailed analysis of which is made in the framework of the given topic.

Activity-based learning - requires the active involvement of the teacher and the student in the learning process, where the practical interpretation of theoretical material is especially important.

Thematic project development and presentation - during the work on the project, the student uses the acquired knowledge and skills to solve a real problem. Project-based learning increases students' motivation and responsibility. The work on a project includes the stages of planning, research, practical activity, and presentation of the results in accordance with the chosen issue. A project is considered to be realized if its results are presented in a clear and convincing manner and in a correct form. It can be done individually, in pairs, or in groups. It can also be done within one subject or within several subjects (subject integration). Once completed, the project will be presented to a wider audience

Student's Knowledge Assessment System

The student's knowledge is assessed on a 100-point scale.

Positive grades are:

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

Negative grades are:

- (FX) - Failed to pass – 41-50 points, which means that the student needs more work to pass and is allowed to take an additional exam once with independent work;
- (F) - Failed - 40 points or less, which means that the work done by the student is insufficient and he/she will have to study the subject again.

Fields of employment

A graduate can be employed:

- in the central/national bank system;
- in commercial banks;
- in various structures of the Ministry of Finance;
- in tax and customs structures;
- in insurance and auditing companies;
- in investment funds;
- in small, medium and large corporations;
- in international structures, foundations and organizations;
- in higher educational institutions and others.

Opportunities for continuing education

Doctoral educational programs

Human and material resources needed to implement the program

The program is provided with appropriate human and material resources, which are attached to the program in the form of additional information.

Number of attached syllabi: 26