



# IBSU

**International Black Sea University**

**Admission Rules and Criteria for  
Business School Master Programs**

**2025**

The Business School of the International Black Sea University offers applicants a diverse selection of master's degree programs.

- [Management](#)
- [Marketing](#)
- [Finance](#)

#### **Admission Requirements for the Business School's Master's Programs:**

An applicant who wishes to be admitted to a master's program at the Business School of the International Black Sea University:

- Must hold a bachelor's degree or an equivalent academic qualification;
- After successfully passing the Unified Master's Exam, must also undergo an internal university interview;
- Must also demonstrate English language proficiency at the B2 level.

**Please note** that while holding a bachelor's or equivalent academic degree and successfully passing the Unified Master's Exam are mandatory prerequisites for program eligibility, **the final selection and admission to the program will be based on the ranking of internal university evaluation scores.**

The internal evaluation stage includes English language testing<sup>1</sup>, an interview<sup>2</sup> with the applicant, and an assessment of the applicant's resume.

The interview is conducted by academic and invited staff of the Business School at the International Black Sea University. During the interview, the applicant's competence will be evaluated based on four key criteria. The Admissions Committee will also assess the applicant's professional and educational background (resume).

The internal evaluation is weighted as follows:

- Interview – 60%
- Resume – 40%

Please note that passing the English language test is a prerequisite for admission to the master's programs; however, the score obtained in the English test is not included in the applicant's ranking evaluation.

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<sup>1</sup> Applicants are exempt from the English language test if they provide proof of language proficiency through an international certificate or a B2-level English language course indicated in their diploma supplement.

<sup>2</sup> Interviews with applicants to English-language master's programs will be conducted in English.

## Applicant Evaluation Criteria within the Internal University Interview Process

	Criteria	Max. Points
1	<b>Discussion on Key Issues in Business Administration</b> This criterion evaluates whether the applicant is able to use business administration terminology with clear understanding. It also assesses their awareness of current trends and challenges in the field. Additionally, the applicant's ability to identify and critically assess specific challenges within the domain of business administration is evaluated under this criterion.	30
2	<b>Clarity of Academic Goals and Interests</b> This criterion evaluates the extent to which the applicant has a clear understanding of their decision to pursue a master's program in business administration. Applicants are assessed based on their ability to envision their role in the business landscape and to identify thematic areas in which they can meaningfully contribute.	30
3	<b>Alignment of Academic Interests with Program Specifics</b> This criterion evaluates how well the applicant's academic interests align with the specific focus of the business administration programs. It assesses whether the program can effectively support the applicant's academic and research goals. The evaluation is based on the applicant's clear and well-reasoned explanation of their academic and research interests.	20
4	<b>Communication Skills</b> This criterion evaluates the applicant's ability to express their knowledge, arguments, and personal opinions in a clear, logical, coherent, and persuasive manner.	20
-	<b>Maximum Score</b>	100
-	<b>Minimum Competency Threshold</b>	51
<i>The detailed rubric for the internal university interview evaluation can be found as an annex on the last page.</i>		

## Resume Evaluation Criteria

During the resume evaluation, emphasis will be placed on the applicant's **educational background and work experience**.

Please note that the information provided in the resume will not be considered unless accompanied by supporting documentation:

- GPA and an official document verifying the GPA calculation method (minimum and maximum scores) or the arithmetic average of diploma grades;
- Certificate of employment or internship issued by the workplace;
- Proof of participation in exchange programs, academic trainings, seminars, conferences, or internship programs, if applicable.

The resume is evaluated on a rating scale. **The maximum score is 100 points:** 70 points for education and 30 points for work experience.

Education – Rating Score – Max. 70 Points		
	Field of Business/Economics	Different Field
Academic Degree Obtained in Georgia*	15 points	11.25 points
Study at a foreign HEI for at least one full semester within an exchange program / Earning an academic degree outside the borders of Georgia	10 points	-
Diploma Grade Point Average (GPA) – Evaluation of the Graduate's Diploma GPA	0 to 30 Points Evaluation of the diploma GPA in proportion to the minimum and maximum possible GPA values	0 to 22.5 Points Evaluation of the diploma GPA proportionally to the minimum and maximum possible GPA values
Participation in a Seminar or Educational Training	5 points	3.75 points
Participation in a Conference	5 points	3.75 points
Scientific Publication	5 points	3.75 points
<i>*In cases where the applicant does not hold an academic degree obtained in Georgia but presents official documentation confirming an academic degree earned abroad (diploma and its recognition), they will be awarded 15 or 11.25 points under this criterion, depending on the field of study.</i>		

Work Experience – Rating Score – Max. 30 Points			
		Field of Business/Economics	Different Field
Work Experience	2 years or more*	30 points	22.5 points
	More than 1 year but less than 2 years	20 points	15 points
	1 years or less work experience/internship	10 points	7.5 points
*If the candidate has 2 years or more of work experience and internship, they will be awarded the maximum of 30 points.			

### Confirmation of English Language Proficiency at B2 Level

All applicants are required to take an English language exam administered by the university to confirm their proficiency at CEFR B2 level or higher.

Applicants who hold an international certificate confirming English language proficiency at B2 level are exempt from taking the university's language exam. Additionally, candidates who have completed an English-taught educational program are also exempt from the English language test<sup>3</sup>.

The following certificates are accepted by the International Black Sea University as proof of English language proficiency:

- Cambridge English Scale – 160
- IELTS – Band 5.5
- FCE, BEC Vantage, ILEC – Pass with B2
- Aptis Test – 140
- TOEFL iBT – 72
- Global Scale of English – 59
- Pearson Tests (PTE) – 51
- EF SET – 51
- Certificate issued by the National Assessment and Examinations Center – Certus
- Diploma confirming completion of an English-language bachelor's program, stating that the language of instruction was English

We wish you the best of luck!

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<sup>3</sup> Applicants are exempt from the English language test if they provide proof of proficiency through an international certificate or a B2-level English course indicated in their diploma supplement.

Anex:

### Detailed Rubric for Internal University Interview Evaluation

Discussion on Current Issues in Business Administration (30 Points)			
	0-3	4-6	7-10
<b>Purposeful Use of Terminology and Concepts</b>	The applicant struggles to understand/use field-specific terminology.	The applicant is mostly able to understand/use field-specific terminology.	The applicant is able to correctly understand and purposefully use field-specific terminology.
	0-3	4-6	7-10
<b>Knowledge of Industry Trends and Developments</b>	The applicant is unfamiliar with current developments in the field and lacks awareness of its key challenges.	The applicant is mostly able to discuss developments and challenges in the field, though the discussion remains general.	The applicant has a thorough understanding of current developments in the field and is able to identify its key challenges.
	0-3	4-6	7-10
<b>Ability for Critical Analysis</b>	The applicant is unable to critically analyze and reflect on current developments in the field.	The applicant attempts to critically analyze current developments in the field, though the analysis lacks depth.	In addition to identifying new developments and challenges, the applicant demonstrates the ability to critically analyze them and to perceive processes both at the individual and systemic levels.

Clarity of Academic Goals and Interests (30 Points)			
	0-5	6-10	11-15
<b>Interest in Enrolling in the Program</b>	The applicant is unable to articulate a specific goal or reason for choosing to enroll in the given program.	The applicant has a general idea of why they decided to enroll in the program.	The applicant clearly articulates a specific and well-defined goal for pursuing studies in the given program.
<b>The Applicant's Vision of Their Role in the Field</b>	The applicant lacks a clear interest in the field and does not have a well-defined vision of their role within it.	The applicant has a general interest in the field, but their vision of their role within it is vague and/or superficial.	The applicant has a well-defined and strong interest in the field or in a specific area within it, along with a clear vision of their role in the field.

Alignment with Program Specifics (20 Points)			
	0-6	7-14	15-20
<b>Alignment of Academic / Research Interests</b>	The applicant's academic/research interests do not align with the program.	The applicant's academic/research interests are partially aligned with the program.	The program is well-suited to support the applicant's academic and research interests.

Communication Skills (20 Points)			
	0-3	4-7	8-10
<b>Logical Reasoning</b>	The applicant is unable to convey their thoughts clearly and in a structured manner.	The applicant is partially able to convey their thoughts clearly and in a structured manner.	The applicant is able to convey their thoughts clearly and in a structured manner.
<b>Proficiency in the Language of Instruction</b>	The reasoning is linguistically incoherent.	The reasoning is partially linguistically coherent.	The reasoning is linguistically coherent.