



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorization Experts’ Final Report New Higher Education Institute

Expert Panel Members

Chair: Mr. Andy Gibbs, Independent Quality Assurance Expert, formerly Head of School Community Health Edinburgh Napier University, United Kingdom

Members:

- Ms. Maka Gvelesiani (Georgian Service Group_2007,Expert)
- Ms. Nino Tandilashvili (Associate Professor at Ilia State University) (Expert)
- Mr. Giorgi Bregadze (Head of Research and Planning Department at Georgian National Tourism Administration, Labour Market Expert)
- Mr. Giorgi Odoshashvili (Ilia State University, MA. International Relations Student, Student Expert)

Tbilisi
2019

Authorisation Report Resume

General information on the educational institution

New Higher Education Institute is a relatively new institution in the Georgian Higher Education area. On October 10, 2013 it was awarded a status of higher education institute by the decision of Authorization Board of the Higher Education Institution (Decision N 25). The institution is a college and carries out three Bachelor level educational programmes - Business administration, tourism and international relations. According to the SER, "the institute is oriented on the continuous development, this fact is confirmed by the external evaluations, increasing reputation, student involvement, progress related to the material-technical base, signed cooperation agreements, conducted research activities." In 2014 all three educational programmes of the new higher education institution successfully gained accreditation; The Bachelor's Program of Business Administration, in 2019, received a 6-year accreditation with the renewed standards of accreditation (Accreditation Council Decision # 18, January 18). In 2017 New Higher Education Institution increased the student's marginal number from 400 to 800 students. There are currently 349 active students and 130 staff. Of these 16 are professors, 32 Associate professors and 27 affiliated staff

Brief overview of the evaluation process for authorisation: SER and Site visit

A panel was convened by the National Center for Educational Quality Enhancement on 27th May 2019. The SER and associated documents were sent to the panel on 30th May 2019. The panel reviewed the documents and prepared lines of enquiry for the site visit. The panel did not identify additional documents prior to the site visit. On 1st July 2019 the panel met to review the standards and discuss the site visit. The site visit took place 2nd – 4th July 2019. Additional documents were requested during the site visit. The site visit was conducted according to the planned schedule. The site visit concluded with brief feedback to the staff of the institution. A draft report was submitted to NCEQE on 18th July 2019, this was subsequently reviewed by panel members and submitted to NCEQE on 4th August 2019.

Overview of the HEI's compliance with standards

In general, the institution had attempted to and made good progress in addressing the standards, with many achieving substantial compliance and others moving in the right direction. It is an issue that the size of the institution does not offer critical mass in terms of staffing numbers and the number of programmes offered and this impacts on the ability to easily achieve some of the standards. In general terms the institution is recommended to address the impact and outcomes of their work rather than attempting to replicate the volume of, for example, research output, of larger universities. Overall, the institution undertakes its mission in a satisfactory and diligent manner, which benefits students.

Summary of Recommendations

- Review the mission statement to ensure it reflects the genuine distinctiveness of the institution
- Succinctly articulate the mission statement
- Ensure that the actual mission of the college is reflected in strategic and operational activity of the institution
- Ensure that students and each staff member is not only involved in developing strategic and action plans, but is aware of their contribution in delivering these
- Consider defining the purpose of strategic activities in a more specific way to help create more focussed activities
- Develop a framework for lifelong learning, related to the mission, targeted and evaluated with an emphasis on impact and outcomes rather than quantity
- Revisit plans for contribution to society ensuring that it complements and enhances the mission
- Align the organisational structure with the strategic goals of the institution
- Review the functioning of the Academic Council and Advisory Board
- Clarify the requirements of key positions: education, profile, experience, etc.
- Elaborate a clear internationalisation strategy, embodied in a clear policy which will be shared by all staff of the institution. The strategy should focus on the types of partners the HEI would like engage with, the geographical zones that would like the cover and, most importantly, what should be the purpose of any partnership
- develop a systemic mechanism of employer market study which will be realised regularly (could be yearly bases). The results of the study could be used in constant improvement of

the study programmes (which is part of PDCA method adopted by the HEI). This study can also reflect the satisfaction level of the alumni employers

- It is recommended to clearly define the rights and responsibilities of the board functioning (especially voting procedures). The management of the institution can apply some democratic tools, like secret voting, etc
- Decrease reliance on external bodies to evaluate the quality of the university processes.
- To make it functional and effective, it is recommended to establish clear monitoring mechanism to make sure that the recommendations given to different services are implemented and provide additional recommendations on how to improve the process
- Establish the ethics committee as a regular formally regulated meeting, rather than when an issue arises, to encourage knowledge sharing among the students and staff and be constantly available for those who may have any ethical question/concerns
- Embody the Antiplagiarism detection procedure in daily activities of the academic staff.
- Refine the criteria for selection of foreign experts
- Define what is meant by best local and international practice in programme planning, which is the most suitable to the case of New HEI.
- Review the validity and reliability of information collected from alumni
- The university should ensure that students have clear understanding of learning outcomes evaluation scheme
- Academic staff and lecturers are suggested to better communicate the learning outcomes and the evaluation system with students
- Clarify how are the staff performance review evaluation results impact the system for remuneration and encouragement
- Revisit and improve the overall management of the staff development system for all staff – assigned responsibilities, identify training needs, budget allocated, training provided, impact assessed, monitoring – in a transparent manner
- Ensure that all instruments used for staff evaluation and performance review are fit for purpose and provide sufficient detail to serve as a basis for improvement
- Provide benchmarks for all staff and the work completed by them in order to effectively manage the institution's activities
- Clarify how are the staff performance review evaluation results impact the system for remuneration and encouragement
- Provide benchmarks for all staff in order to effectively carry out their educational, research, and administrative activities
- Create higher standards for the publication of works on both professor and student level. The quality of the papers should be preferred to quantity.
- Undertake due diligence before signing memorandums with the universities
- Stimulate publication of the books that will be efficiently used in the three faculties of the University
- Transform the system in a way which not only awards people for the accomplishments, but also supports future goals
- Employ a person responsible for career support services who facilitates employers' involvement in the creation and implementation of educational programmes, implementation of internship and practice corresponding to educational outcomes

- Use the overall and personal evaluation results for setting goals for the future and giving relevant recommendations
- Work on integration in google scholar that would allow better coordination and planning for development
- Develop/implement effective and transparent mechanism of accountability and financial management and control, which will ensure the financial sustainability of the institution

Summary of Suggestions

- Consider how the institutions name may be perceived in terms of its context, function and location as it develops its international reach
- It is suggested that, during the bilateral international mobility programmes that the college cope with the recognition of education to be transparent. There is no learning agreement document shown during the visit, that must guarantee students their credits and courses to be recognised at the educational programme they study at
- The HEI should have its own base of employers and simultaneously state/conclude the statistics about student employment ratio to the list of employers
- Consider transparency of information about international mobility. Interviews could be transcribed and all the participant must know the criteria for selection
- Diversify the source of financial resources in order to leverage the recommendation on implementing effective financial management mechanisms.
- Develop a financial strategy of the institution in order to concentrate their resources on teaching components to increase the quality of the three programmes delivered instead of spending important amount of budget to scientific activities.

Summary of the Best Practices

- The faculty council which is one of the governing bodies of the HEI has 12 student-members that gives them a chance to have their strong voice and focus on the problems they face in the institution.

Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	Mission and strategic development of HEI	<input type="checkbox"/>	x		<input type="checkbox"/>
1.1	Mission of HEI	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
1.2	Strategic development	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
2.	Organisational structure and management of HEI	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
2.1	Organisational structure and management	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
2.2	Internal quality assurance mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
2.3	Observing principles of ethics and integrity	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
3.	Educational Programmes	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Design and development of educational programmes	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Structure and content of educational programmes	x		<input type="checkbox"/>	<input type="checkbox"/>
3.3	Assessment of learning outcomes	<input type="checkbox"/>	x	<input type="checkbox"/>	
4	Staff of the HEI	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Staff management	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Academic/Scientific and invited Staff workload	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
5	Students and their support services	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Student support services	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
6	Research, development and/or other creative work	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
6.1	Research activities	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
6.2	Research support and internationalisation	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Evaluation of research activities	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
7	Material, information and financial resources	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1	Material resources	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Library resources	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Information resources	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Financial resources	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Signature of expert panel members

- Mr. Andy Gibbs (Chair of the panel)



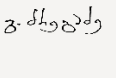
- Ms. Maka Gvelesiani (Labour Market Expert)



- Ms. Nino Tandilashvili (Expert)



- Mr. Giorgi Bregadze (Expert)



- Mr. Giorgi Odoshashvili (Student Expert)



Compliance of the Applicant HEI with the Authorisation Standard Components

1. Mission and strategic development of HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Strategic development plan of HEI corresponds with the mission of an institution, is based on the goals of the institution and describe means for achieving these goals.

1.1 Mission of HEI

Mission Statement of the HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.

Descriptive summary and analysis of compliance with the standard component requirements

The mission statement of New Higher Education Institute is:

“New Higher Education Institute is the higher educational institution focused on a personal and professional development of students and personnel, whose mission is;

Preparation of specialists who will have an education, skills, democratic values and civil self-awareness relevant to the requirements of the knowledge-based society;

Encouraging the development of student-oriented learning processes, realisation of their personal potential and development of their creative and practical skills;

Proposal of higher educational programmes that are relevant to the changeable society and the labour market and preparation of competitive specialists for their future employability;

Encourage the mobility of students and academic personnel;

Within a bachelor's programme providing students with high-grade knowledge of the field and producing the base skills for conducting a research that provides the opportunity for continuing learning on the next level of education. “

The mission statement was formulated by a working group which aimed to clearly identify the main characteristics of the institution which determines the profile and the main characteristics of the institution. It was approved by Rectors order in August 2018. According to the survey conducted at the same time, 35 % of the students can formulate the mission; and 18 % say that they participated in the process of formulation of the mission. The mission is publicly available on the web-page.

The mission statement is supported by a list of values, which are; conscientiousness, aspiration towards uninterrupted development, academic freedom, transparency, justness and equality of rights.

Furthermore, the institution articulates a vision “to be a student orientated higher education institution that will be relevant to the European standards and will have the trust and public acceptance not only at the local but also at the international levels.”

The panel formed an opinion that the mission statement does contain phrases which reflect correspondence to Georgia’s and European higher education goals, and whilst capturing the main profile and work direction of the college, it was rather bland and did not succinctly capture the distinctiveness of the institution’s activities. In interviews with the senior management team, the mission was articulated as one which offered students tangible opportunities to complete and succeed in their studies through a range of financial, practical, pastoral and pedagogical approaches which were not available in the majority of Georgian HE Institutions. That this approach was distinctive and provided such opportunities was confirmed, in particular, during the meeting with Alumni, who provided actual examples of the success of these approaches. For example, the transferring in of students and the academic and financial support offered to them so that they could complete their studies is both distinctive, central to their core purpose and beneficial to students. In business terms, the Institution is a challenger enterprise, disrupting the market by its approach to financial assistance and transfer mobility. This is not reflected in the mission statement as currently documented. The significance of this is that a clearer focus on this “challenger” approach will more clearly help define the characteristics of the institution’s student body and in turn its approach to teaching and learning, student support, internationalisation and recruitment.

Considering the mission as currently articulated, the panel found, in interviews, a low awareness of the mission and how this was operationalised amongst both staff and students. Similarly, whilst the articulation of values and vision was noted as a positive contribution to defining the activity of the institution, they were both too vaguely stated to be meaningful in both strategic and operational activity. That’s not to say that the values and vision were not present, rather it was difficult to see how they underpinned activity.

Finally, it should be mentioned that in an international context, the name of the institution gives little indication of its context, function or location and some thought may be given to this as the institution both grows older and develops its international reach.

Evidences/indicators

Self-evaluation report

Mission statement

Web site

Interviews with staff, students and alumni

Recommendations:

Review the mission statement to ensure it reflects the genuine distinctiveness of the institution

Succinctly articulate the mission statement

Ensure that this is reflected in strategic and operational activity of the institution

Suggestions:

Consider how the institutions name may be perceived in terms of its context, function and location as it develops its international reach

Best Practices (if applicable):

Evaluation

- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- ☒ **Partially complies with requirements**
- ☐ Does not comply with requirements

1.2 Strategic Development

- HEI has a strategic development (7-year) and an action plans (3-year) in place.
- HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning
- HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Descriptive summary and analysis of compliance with the standard component requirements

The institution has both a strategic development plan which addresses activities over the coming seven years and also an action plan for the forthcoming three years.

It is indicated that both the formulation of both plans involved the whole college community, however during interviews it was frequently noted that although staff said that they were involved in developing the strategic plan, few could identify what their specific role is in delivering the plan. Actions tended to be described in a broad way during interviews, for example, internationalising, increasing employability, building research capacity. The panel concluded that whilst the plans were comprehensive and covered a wide range of activities, they actions were not owned by the actors who should deliver them. This was exemplified by a number of staff, including senior managers, who could only state in general terms, and often not mentioning strategic goals, their contribution to strategic development. On one hand this relates to the development of a quality culture and on the other it reflects that greater consideration of what is actually required is needed. For example, on the topic of internationalisation and in particular mobility, the diagnostic indicators are co-operation with universities and the number of mobilities. These broad brush outcomes may be achievable however in the context of what is useful and necessary for the college, some identification of what is meant by internationalisation within the college would provide clearer indications of the types of institutions that should be targeted for co-operation, their geographical location and their fit with existing pedagogical practices within the college. In other words, a more principled approach to mobility, rather than chasing numbers, would guide and clarify activity producing a more sustainable approach and a better fit with the colleges approach. The development of a focussed internationalisation strategy is highlighted under section 2.2., Similarly, with lifelong learning, whilst there are a range of activities indicated, many of them are voluntary, untargeted and do not fit into a framework which aids the development of the college and its students in a systematic way. Within the action and strategic plans, the emphasis should be more clearly on impact and outcomes rather than numbers participating. For example, whilst mobility and lifelong learning are cited as examples which demonstrated in interviews that monitoring could be more effective, the comments apply to the plans overall, to be more specific and focus on outcomes and impact. This approach would also enable clearer identification of the resources required. The resources most often mentioned are “best local and international practice”, and whilst this may be admirable, it is to a large extent meaningless as it neglects context.

To some extent the college contributes to the development of the society, shares with the society the knowledge gathered in the institution through international conferences and other activities however these could be more formally organised and focussed on the actual mission of the college. For example, conferences are mentioned as contribution to development of society, when they are more part of regular academic and scientific activity. The actions could be broadened to include public discussions, research for other organisations and implements activities explicitly related to societal development.

Evidences/indicators

Strategic plan

Action Plan

Self-Evaluation report
Interviews
Recommendations: Ensure that each staff member is not only involved in developing strategic and action plans, but is aware of their contribution in delivering these Consider defining the purpose of strategic activities in a more specific way to help create more focussed activities Develop a framework for lifelong learning, related to the mission, targeted and evaluated with an emphasis on impact and outcomes rather than quantity Revisit plans for contribution to society ensuring that it complements and enhances the mission
Suggestions:
Best Practices (if applicable): Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

2. Organizational Structure and Management of HEI

Organizational structure and management of the HEI is based on best practices of the educational sector, meaning effective use of management and quality assurance mechanisms in the management process. This approach ensures implementation of strategic plan, integration of quality assurance function into management process, and promotes principles of integrity and ethics

2.1 Organizational Structure and Management
<ul style="list-style-type: none"> ○ Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan ○ Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation ○ HEI's Leadership/Management body ensures effective management of the activities of the institution ○ Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalisation.
Descriptive summary and analysis of compliance with the standard component requirements New Higher Education Institution (New Uni) has made important efforts in order to improve its organisational structure since the previous authorisation process. The creation of new units and positions, such as Advisory Board, Head of Administration and Deputy Rector, etc. are examples of this development. However, there are still some improvements which can be made in this direction to guarantee a successful implementation of institution's strategic goals. Even though the functions of different structural units are relatively clear, there is no official separation of the responsibilities and power of each unit. The analysis of the documentation of the institution and the interviews with college representatives show that there remains a centralisation of power at the Rector's level. Even after the creation of different units, the rector has the final decision and signature power to all key decisions of the institution. The existence of the academic council does not impact on the rector's power, as the

rector is also the chair of this council (as requested by Georgian legislation). This creates a risk to organisational sustainability and/or in case of institutional development as all decision making ultimately rests with one person. Although members of staff, in interviews, asserted that the Rector does not influence decision making within the academic council, the panel could not see how the present arrangements managed any power imbalances. The enthusiasm of the leadership and the team should be formalised in organisation's processes and procedures, which will require changes in structure, responsibilities and relations between different parties.

The authorisation site visit also revealed that there is a lack of ownership of the mission and the strategic plan of the institution from the top management. The majority of unit heads know their tasks and responsibilities but are unable to link them with the strategic goals of the institution. More work needs to be done with sharing the mission and strategic plan with the academic faculty. This increases the possibility of improving the success rate of institutions objectives.

Many of the annexes of the SER were not provided in English language and some of those provided did not follow the same enumeration as those in Georgian, so this made it necessary to clarify many details during the on-site visit. The interviewees could not provide accurate information about the election and appointment of managerial bodies. That is why, the experts recommend the new HEI to clarify the requirements of key positions and rights and responsibilities of the board functioning. The experts also mentioned in the summary of the standard revision that the clarification at document level should reflect the peculiarities of the HEI and not only very generic information which could apply to any higher education institution.

Procedures of election and appointment of managerial bodies are in line with the legislation; However, the internal documents of the institution do not show fully some important details in the regards. For example, we do not see the qualification requirements for such key personnel as the rector, vice rector, etc. Also, the constitution of academic council and the advisory board seems to be created and selected by the rector, but there is no evidence of transparency of this process. The interviewed board members mentioned that they were selected for particular skills and experience they had. The process is still not transparent. The transparency of the election procedures were not confirmed by the interviewees, though clearly mentioned by the self-evaluation report. Some of the interviewee were not familiar/could not express that the election by ballot takes place. Informing the staff with all procedures (which should be clearly expressed in written policies) can improve this observation.

Students (student representatives) can also participate in certain elections which will enhance the democratic processes within the institution. The meeting with the head of students unit confirmed that the unit could not relate the mission of the unit to the strategic plan of the institution.

The management of the institution ensures timely and effective decision making and implementation of changes. The institution has implemented effective modern technology for electronic document processing and registry. However, the procedures and processes need to be formalised in order to guarantee the business continuity of the institutional processes. The existing plan lacks risk assessment and mitigation mechanisms. This was confirmed also during the interviews. Staff demonstrate knowledge of the procedures of the organisation, but they are not formalised properly in internal policies, procedures and documentation. Departure of existing staff or receiving new staff can create considerable issues in knowledge sharing. It is necessary to embody the existing knowledge/practices in institutional policies.

Even though the internationalisation is not the mission of the university, it is one of its strategic goals. The institution has dedicated a significant amount of financial and human resources to it: a new service was created whose head was hired externally, new memoranda were signed with foreign institutions and number of international visits were financed fully or partially. The University has significant

<p>practice of promoting mobility of students and academic personnel. The integration of the HEI into European educational space seems to be the goal shared by different parties. The management ensures implementation of necessary practices to achieve this goal. However, there is no clear policy and strategy of internationalisation. The document elaborated for this purpose does not reflect the actual steps undertaken by the institution or the task shared by the internationalisation service of the HEI during the authorisation visit.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Structure of HEI • Functions of structural units of the institute and personnel • Rule of organising the activities of the institution • Business continuation plan of the institution • Results of the students' and the personnel's enquiry • Interview with the Rector, vice rector, chancellor, academic council, advisory board, financial service, faculty dean, programme heads • Test of the electronic documentation processing software
<p>Recommendations:</p> <p>Align the organisational structure with the strategic goals of the institution.</p> <p>Review the functioning of the Academic Council and Advisory Board.</p> <p>Clarify the requirements of key positions: education, profile, experience, etc.</p> <p>Elaborate a clear internationalisation strategy, embodied in a clear policy which will be shared by all staff of the institution. The strategy should focus on the types of partners the HEI would like engage with, the geographical zones that would like the cover and, most importantly, what should be the purpose of any partnership.</p> <p>It is recommended to clearly define the rights and responsibilities of the board functioning (especially voting procedures). The management of the institution can apply some democratic tools, like secret voting, etc</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p>X Partially complies with requirements</p> <p><input type="radio"/> <input type="checkbox"/> Does not comply with requirements</p>
<p>2.2 Internal Quality Assurance Mechanisms</p> <ul style="list-style-type: none"> ○ Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution. ○ HEI has a mechanism for planning student body, which will give each student an opportunity to get a high-quality education.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p>

The important work done by the service of quality assurance needs to be highlighted. There is significant improvement in terms of QA procedures and processes which needs further improvement to become more sustainable and promote the quality culture at the university.

The institution has realised significant improvements in its quality assurance (QA) processes. Significant financial and human resources are dedicated to this function and different trainings are proposed to the staff. The quality assurance service has elaborated necessary documents and procedures to ensure and enhance this function within the institution. The HEI has elaborated and improved performance evaluation tools such as staff evaluation, academic programme evaluation, student performance monitoring, administrative service quality assessment. However, there are still major areas of improvement in this direction.

The major issue is the lack of quality culture. Different units are not involved in quality assurance and consider it as a function to a particular unit. Even though the institution has recognised the need to increase the quality culture in its strategic goals, it is completely missing at the current state. It seems that the HEI understands QA as an implementation of revised authorisation and accreditation standards.

Another issue is the HEI rely largely on external sources for its quality assurance. More ownership needs to be given to the Quality Assurance service which it possible with the shared QA culture. The conclusion of experts on the lack of involvement of various structural units in the quality assurance mechanisms is grounded by the lack of quality culture which should go beyond a simple validation of authorization and accreditation standards. The involvement should not be formal and/or only top-down. A bottom up approach-with decentralised QA culture could improve the situation.

Also, there is no evidence the management makes decisions based on the results of quality assurance data analysis and that the existing QA mechanisms ensures continuous improvement of institution's activities. Monitoring is done either during a biannual meeting or is included in the programmes self-evaluation report which is not sufficient. It needs more systemic mechanism, so that procedures are embodied in clear documentation and not remain at individual staff level.

Finally, interviews with the HEI staff confirmed, that there is no systemic study of employers needs and other current trends. There is no formal mechanism within which employers meet the university and participate in the programme development. There are personal contacts which help in this direction. There are also job fares organised regularly by the university which is very positive. Also, university signed few memorandums with possible employers. This needs further development in particular in moving to a more systemic and formalised approach. Student and staff satisfaction surveys are held regularly, which needs to be strengthened with more robust QA instruments.

Evidences/indicators

- Quality Assurance Policies and Mechanisms
- Rule of organising the activities of the institution
- Provision of Quality Assurance Service
- Results of the students' and the personnel's surveys
- Evaluation of efficiency of quality assurance mechanisms
- The procedure of use of the quality evaluation results and the relevant report
- Student Contingent Planning Methodology
- Interview with quality assurance service,
- Interview with academic staff, programme heads, the faculty dean
- Interview with the Rector, vice rector, chancellor, academic council, advisory board, financial service

Recommendations:

Decrease reliance on external bodies to evaluate the quality of the university processes.

- To make it functional and effective, it is recommended to establish clear monitoring mechanism to make sure that the recommendations given to different services are implemented and provide additional recommendations on how to improve the process.
- develop a systemic mechanism of employer market study which will be realised regularly (could be yearly bases). The results of the study could be used in constant improvement of the study programmes (which is part of PDCA method adopted by the HEI). This study can also reflect the satisfaction level of the alumni employers.

Suggestions:**Best Practices (if applicable):****Evaluation**

- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- X Partially complies with requirements**
- ☐ Does not comply with requirements

2.3. Observing Principles of Ethics and Integrity

- HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.
- Institution has implemented mechanisms for detecting plagiarism and its prevention.
- HEI follows the principles of academic freedom.

Descriptive summary and analysis of compliance with the standard component requirements

HEI has developed code of ethics for academic and administrative staff and students. The code is promoted with different communication channels: meetings, website, written procedures, contracts. The fact that these procedures lack of formalisation in institutional policies was revealed during interviews with staff and students. Namely, the expert panel detected issues in functioning of Ethics Commission which is not a permanent commission but can be constituted upon necessity. There is not precision of the members of the commission and/or the situations when it needs to be established. In summary First action is to establish the ethics committee not only when issues are raised. This will encourage the knowledge sharing among the students and staff and be constantly available for those who may have any question/concerns even before the issue presence. Second point stresses the importance that the committee functioning should be formally regulated in institutional policies.

The institution has subscribed an outsourced service to detect plagiarism only few month ago. There was one case of using the service up to the authorisation experts' visit (for the conference material checking). The university promoted the service among its academic staff before the purchase. This can be done on a regular basis. It is positive that the institution has set out the circumstances for the establishment of anti-plagiarism policy. However, it is not embodied yet in daily academic activities.

The interviews with the academic personnel showed that the HEI respects the principal of academic freedom declared by the institution's regulations and supports their scientific productivity (publication of textbooks/books, publications in journals, participation in conferences). Understanding of academic freedom should be linked with the practice of anti-plagiarism procedures and the two principals should

be promoted together among the academic staff and students of the institution. This can be done, for example, by adding an additional article in the work contract document with the academic staff and monitored by personnel evaluation. The non-compliance of the procedure should be penalised. The QA should monitor regular and complete implementation of this procedure in every academic activities of the institution

Evidences/indicators

- Code of Ethics of the HEI
- Student Ethics Code
- The charter of the institution
- Internal Rules of the Institution
- Student and personnel survey results
- Rule of Response to detection and avoidance of Plagiarism
- Agreement with the Integrated Information Consortium of Georgian Libraries
- Interview with quality assurance service
- Interview with students and alumni
- Interview with academic staff, programme heads, the faculty dean
- Interview with the Rector, vice rector, chancellor, academic council, advisory board, financial service

Recommendations:

Establish the ethics committee as a regular formally regulated meeting, rather than when an issue arises, to encourage knowledge sharing among the students and staff and be constantly available for those who may have any ethical question/concerns

Embody the Antiplagiarism detection procedure in daily activities of the academic staff

Suggestions:

Best Practices (if applicable):

Evaluation

Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard

- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- X Partially complies with requirements**
- ☐ Does not comply with requirements

3. Educational Programmes

HEI has procedures for planning, designing, approving, developing and annulling educational programmes. Programme learning outcomes are clearly defined and are in line with the National Qualifications Framework. A programme ensures achievement of its objectives and intended learning outcomes

3.1 Design and Development of Educational Programmes

HEI has a policy for planning, designing, implementing and developing educational programmes.

Descriptive summary and analysis of compliance with the standard component requirements

The college has elaborated a policy for planning, designing, implementing and developing educational programmes which is described in the document “Methodologies of planning, developing and improving of the higher educational programs and procedures of the approval of the programs.”

The document provides comprehensive guidance in 23 articles covering all aspects of planning, development and approval. Currently, the college runs 3 educational programmes all at bachelors’ level.

The educational programmes are required to relate their relevance to the mission of the college and each programme has a statement demonstrating how this is achieved, related to relevant competences and labour market preparedness.

Programme planning, designing and development is a participatory process based on the creation of a there is created a working group for each programme which includes, a supervisor of the programme, academic staff, students, graduates, employers, representatives of the scientific-research centre of the institute, representatives of the quality assurance service. There is also provision to invite foreign specialist(s) and whilst the college indicated that this was the norm, criteria for appointment were not apparent. The development is described as constant and also follows a regular periodic cycle through annual self-assessment forms for the programme. Development includes participation of employers, although this could be more effective if it was systematically and regularly organised. Similarly student evaluations and alumni comments are considered in development, for example more hours were included for practical work and placements following comments from these groups. The inclusion of “best local and international practice” may benefit from further analysis to indicate how these best practices are selected and provide clearer benchmarks for programme delivery. Qualitative and quantitative methods, such as for example, enrollment on the programme (including the results of the unified national exams, mobility, number of foreign students), index of programme drop out and leavers.

The document indicates that when making a decision on planning, creating, implementation, development and abolition of the programme, New Higher Education Institute takes into consideration the labor market requirements (amongst other issues such as survey results and graduate comments.

This information was provided in an Annex which was not available in English (Annex 3.2) however discussion with employers provided examples of such developments based on their recommendations, the previously mentioned example of the number of hours allocated is an example. These discussions also indicated that whilst there have been meetings of employers to gather feedback, these are not regular nor systematic and more likely to be based on personal relationships or ad hoc comments. Comments in interviews regarding the collection of employment and other data from alumni raised concerns that these data may not be valid and reliable, for example, the assumption that if a graduate does not respond to a questionnaire it means that they are employed.

The college has developed regulations and procedures for approving, amending and annulment of educational programmes, which are in compliance with current legislative requirements.

Recommendations:

Refine the criteria for selection of foreign experts

Define what is meant by best local and international practice

Review the validity and reliability of information collected from alumni

Suggestions:

Best Practices (if applicable):
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
3.2 Structure and Content of Educational Programmes
<ul style="list-style-type: none"> ○ Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted ○ With the help of individualised education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.
Descriptive summary and analysis of compliance with the standard component requirements <p>The three bachelor programmes offered by the college, (business administration, tourism and international relations) been developed according to the active legislation and the ECTS-Credits Transfer and Accreditation European System Guidelines and this is described in the document “Educational Programs and Syllabuses”. During the last two years, in preparation for reaccreditation, the programmes have been modified and the documents include (amongst other things), a map of learning outcomes (curriculum map), map of programme goals and learning outcomes. Programme learning outcomes are clearly stated and are in line with the higher education level and qualification to be granted. Programme structure and content are constructed based on logical connection and consequence between the components. Attainment of learning outcomes is defined within the reasonable timeframe, considering the specifics of the field. Teaching and learning methods applied within the educational programme are targeted at to ensure achievement of learning outcomes.</p> <p>Accreditation visits were recently undertaken for business administration and tourism education programmes. According to the SER, the first standard of Bachelor's Program in Business Administration, the purpose of the programme, the learning outcomes and the compliance of the program with them was evaluated as relevant to the standard; also, the first standard of tourism bachelor's programme was evaluated as relevant to the requirements of the standards.</p> <p>A strong feature of the programmes is the choice provided to students via non-compulsory elective components which feature 4 and 6 credits rather than the usual 5. The credits are determined by a formula recommended by the quality assurance unit. Programme evaluation has been reviewed as a result of external monitoring to include graduation rate.</p> <p>The college has developed a regulatory rule and has a documented procedure for developing an individual learning plan for students. The purpose of developing the ILP is to support students with taking into consideration their special educational needs and different requirements and this is completely in line with the college mission. Examples of individualised programme arrangements were offered by the alumni group and students confirmed that they were able to access staff and make arrangements for individualised programmes. The regulations are easily available to students and the public. The reasons for seeking such a programme are clearly stated and available to students.</p> <p>Information about the educational programmes of New Higher Education Institute is public and available for all the interested individuals. Educational programmes are available on the official website of the institute, which also features the continuously updated catalogue of programmes.</p>
Evidences/indicators <p>Component evidences/indicators including the relevant documents, interview results, etc.</p>

Recommendations: Proposal(s), which should be considered by the institution to comply with requirements of the standard component
Suggestions: Non-binding suggestions for further development
Best Practices (if applicable): Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <div style="margin-left: 40px;"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="radio"/> <input type="checkbox"/> Does not comply with requirements </div>
3.3 Assessment of Learning Outcomes
HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.
Descriptive summary and analysis of compliance with the standard component requirements The assessment system of a student achievement is in compliance with the Georgian legislation and is given in the Learning Process Regulatory Rule of New Higher Education Institution. The level of student learning outcomes is measured in accordance with the Order No. 3 of January 5, 2007 of the Minister of Education and Science of Georgia. The 100-point grading system gives five types of positive and two types of negative assessments. In case of getting FX in the educational programme component, the higher education institution will assign an additional examination at least in 5 days after the final exam results are announced. Assessment of the knowledge received by a student from the training courses includes intermediate and the final assessments. Each of them has its own share in the overall system of assessment (intermediate assessment is 60% and the final assessment - 40%) and their sum is 100 points. The students who have at least 21 points in the intermediate assessment, are allowed to take a final exam. The final exam is passed by a student if he / she has received 50% of a maximum score. i.e. at least 20 points from the maximum 40 points; The intermediate and the final exams are the compulsory components of the assessment. A variety of assessment methods are utilised and there is no reliance on examination methods only. Assessment is specified in the course syllabi and students are informed verbally of the assessment methods at the commencement of each course. Mechanisms and procedures for appealing (appeal) the assessments have been elaborated. The student can apply to the Dean of the faculty and appeal the results of the intermediate / final examination, in not more than 2 working days from being informed the results of the mid-term/final examination. A satisfaction survey suggested that the procedures were known by a majority of students, however the information presented relied on percentages of respondents and it was consequently unclear whether awareness was widespread amongst students. During interviews both staff and students showed some uncertainty about both the system for informing students about assessment approaches (including the learning outcomes) and for appeals.

<p>Learning outcomes are formulated by working groups involving key stakeholders and using evaluative data. The learning outcomes are elaborated by academic staff, according to European methods and available on the website. Learning outcomes and course syllabi and regulations are given to and explained to students on course commencement.</p>
<p>Evidences/indicators</p> <p>Self-evaluation report</p> <p>Interviews</p> <p>Programme catalogue</p>
<p>Recommendations:</p> <ul style="list-style-type: none"> • The university should ensure that students have clear understanding of learning outcomes evaluation scheme • Academic staff and lecturers are suggested to better communicate the learning outcomes and the evaluation system with students
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="radio"/> <input type="checkbox"/> Does not comply with requirements </p>

4.1. Staff Management

<ul style="list-style-type: none"> ○ HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan. ○ HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The institution has developed a <i>Human resource management policy</i>, which includes general principles and rules on academic and non-academic staff management. The institution has defined the qualification requirements for academic, scientific, invited, administrative and support staff, considering their job descriptions, functions and existing legislation. For all positions of educational, support and administrative structural units, the personnel's job description form has been elaborated for the purpose of data standardisation and unification related to the human resources management. During the consultation of the CVs and qualifications of the academic and non-academic staff, the panel has observed that these are in line with HEI qualifications requirements and with their job descriptions.</p>

Considering that the *Human resource management policy* is newly developed, the panel cannot yet assess whether HR processes insure engagement of all personnel. In addition, as observed during the interviews the panel has conducted, not all employees are familiar with HR policy and regulations related to HR issues.

Even though during the meetings the panel did learn about the general principles of remuneration and encouragement of staff, the panel found that in this process mainly is considered as a result of evaluation done by the students.

The college has developed an on-boarding procedure ensuring the integration of new non-academic staff members into work environment and their efficient involvement into the working process.

The college developed a Personnel's professional development mechanisms; however, the policy does not clarify the procedures for identifying training needs for academic and non-academic staff. According to the policy *"If the assessment determines that the capacity of the administrative/support personnel and/or the quality is not relevant to the stated goals of the Institute and the strategic plans of the faculty, the employee of the structural unit together with the Head plans the improvement activities"*. The institution is planning to deliver some trainings for administrative and academic staff, however, there is no professional development plan and it is not clear how is the institution is planning to assess in what areas is the training required. In addition, during the meetings conducted on the site visit, the panel learnt that there was no clear view about how should all collected data feed into the professional development plan and the budget allocated for this purpose.

The college has developed an affiliation policy. Affiliation terms and conditions are written out in a formal agreement between the academic staff and the college, where each academic staff member defines his/her affiliation with one HEI only. According to the Agreement on affiliation, the affiliated academic personnel is obliged to conduct the basic educational, research/scientific activities at the Institute, and the results of the research are considered as the Institute's activity, personnel is obliged to be actively involved in the decision making process in educational, research and other important issues at the Institute and to be actively involved in the consultation and academic/scientific management processes for students. During the interviews conducted on the site visit, the panel learnt that most of the academic and invited staff are familiar with the terms and conditions of affiliation. The Institute offers the affiliated personnel 12-months' salary, free publication of the articles in the local and international journals, full or partial financing of participation in the local or international conferences and trainings. Total number of affiliated academic staff is 27.

Considering that the institution recently developed personnel's formal assessment procedures and forms, the panel cannot yet assess how is the institution utilizing staff evaluation and satisfaction survey results in the process of staff management.

The institution has not set any benchmarks for their staff in order to effectively carry out its educational, research, creative, performing activities. During the meetings conducted on the site visit, the panel learnt that the institution plans to set benchmarks for their staff during this year.

Evidences/indicators

- Human resource management policy
- CVs for administrative staff;
- Self-evaluation report;
- Meetings conducted by the panel during the site visit.

<p>Recommendations:</p> <p>Clarify how are the staff performance review evaluation results impact the system for remuneration and encouragement</p> <p>Revisit and improve the overall management of the staff development system for all staff – assigned responsibilities, identify training needs, budget allocated, training provided, impact assessed, monitoring – in a transparent manner</p> <p>Ensure that all instruments used for staff evaluation and performance review are fit for purpose and provide sufficient detail to serve as a basis for improvement</p> <p>Provide benchmarks for all staff and the work completed by them in order to effectively manage the institution's activities</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>
<p>4.2. Academic/Scientific and Invited Staff Workload</p>
<p>Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The institution has developed the distribution of semester workload of academic personnel. The main aspects of the activity are study/academic, scientific-research activities, as well as administrative and professional development activities. The scheme is divided into the academic, scientific and administrative directions.</p> <p>The scheme of workload distribution of academic personnel is drawn up on faculty, with the involvement of the Department of Learning Process Management. In case of academic staff, the workload scheme of academic personnel fully reflects the full activity of individual professors; in particular, educational/academic work, scientific research, grant and professional qualification increase activities; administrative work (if any), teaching, also developing the teaching methods and educational program(s), curriculums, and other activities within the Institute or for wide public, etc.</p> <p>At the time of the site visit, the college had 52 academics and 50 invited personnel for the implementation the programs. Total number of affiliated academic staff is 27.</p> <p>Total number of students was 349. The institution is planning to enrol up to 800 students. Actual ratio of the number of academic/invited staff to the number of students is 0.12. The target ratio of the number of academic/invited staff to the number of students is 0.1..To ensure programme sustainability, while planning the number of academic, scientific and invited staff, the institution considers the number of existing and future students on each programme. In this sense, the institution has developed a <i>Student Body Planning</i></p>

Methodology. Even though during the meeting with the academic staff the panel did learn that academic/invited staff is motivated to teach in this institution, considering the workload of an academic staff in all institutions, where he/she holds an academic or scientific position, the panel cannot ensure effective implementation of programs for 800 students.

As observed during the interviews the panel has conducted, most of the academic staff are familiar with the conditions of affiliation. The Institute offers the affiliated personnel 12-months salary, free publication of the articles in the local and international journals, full or partial financing of participation in the local or international conferences and trainings. For the time of visit total number of affiliated academic staff was 27. The institution has not set any benchmarks for their staff in order to effectively carry out its educational, research, creative, performing activities.

Evidences/indicators

- Academic/scientific and invited staff workload.
- The methodology of the elaboration Scheme of the Academic/Scientific and Invited Staff Workload.
- Self-evaluation report;
- Meetings conducted by the panel during the site visit.
- Student Body Planning Methodology.

Recommendations:

Provide benchmarks for all staff in order to effectively carry out their educational, research, and administrative activities

Suggestions:

Best Practices (if applicable):

Evaluation

- ☐ Complies with requirements
- ☐+ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

5. Students and Their Support Services

HEI ensures the development of student-centered environment, offers appropriate services, including career support mechanisms; it also ensures maximum awareness of students, implements diverse activities and promotes student involvement in these activities. HEI utilizes student survey results to improve student support services

5.1. The Rule for Obtaining and Changing Student Status, the Recognition of Education, and Student Rights

- For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period.
- HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

At the New Educational Institution Regulations for assignment, suspension and termination of student status, qualification granting are transparent and fair, and are in line with current legislation. Regulatory document for the assignment of the student was a syllabus itself where every procedure is written clearly.

At the time of interviewing students, they have mentioned that suspension and termination of student status, qualification granting are transparent and fair.

The information regarding these issues is public and accessible to students and other stakeholders at the website of the college;

The New Educational Institution ensures effective and timely implementation of the above mentioned procedures in order to protect student rights and lawful interests.

- The contract between HEI and a student protects student rights and lawful interests
- Administration of the new higher educational institution informs and instructs students about the rights and obligations included in the contract at the beginning of the academic year;
- An institution has a mechanism for the protection of student rights and lawful interests, for the discussion of students' appeals related to the work of academic and administrative bodies. However, no appeal was evidenced during these 5 years.

Students surveys include questionnaires including evaluating the academic as well as the administrative staff of the college. Students are also asked to appeal if there is something that don't agree with in the learning process. The New Educational Institution has got its so called "Student Portal" where students can do any kind of activities including electing courses, reviewing the programme they study at and appeal any kind of issue about the lecturer or the subject. Students can appeal via email as well as write a statement at the chancellery too.

Evidences/indicators

- Regulatory documents for the assignment of the student was a syllabus itself where every procedure is written clearly.
- At the time of interviewing students, they have mentioned that suspension and termination of student status, qualification granting are transparent and fair
- Students surveys include questionnaires including evaluating the academic as well as the administrative staff of the college. Students are also asked to appeal if there is something that don't agree with in the learning process.
- The New Educational Institution has got its so called "Student Portal" where students can do any kind of activities including electing courses, reviewing the programme they study at and appeal any kind of issue about the lecturer or the subject.
- Students can appeal via email as well as write a statement at the chancellery too.

Recommendations:

Suggestions:

- It is suggested that when the bilateral international mobility the recognition of education to be transparent. There is no learning agreement document shown during the visit, that must guarantee students their credits and courses to be recognised at the educational program they study at.
- appeal system should be encouraged and strengthened in order to ensure students' rights

Best Practices (if applicable):

The faculty council which is one of the governing body of the HEI has 12 student-members that gives them a chance to have their strong voice and focus on the problems they face in the institution.

Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
5.2 Student Support Services <ul style="list-style-type: none"> ○ HEI has student consulting services in order to plan educational process and improve academic performance ○ HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development ○ HEI ensures students awareness and involvement in various college-level, local and international projects and events, and supports student initiatives ○ HEI has mechanisms, including financial mechanisms to support low SES students
Descriptive summary and analysis of compliance with the standard component requirements <p>Students receive proper consultation and support on the planning of education process and improvement of academic performance. Interviews with staff and students showed that there are simultaneous planned and implemented consulting services at the beginning and at the end of the academic semester.</p> <p>Institution takes responsibility to provide students with information on existing consultation and support services from the onset of the educational process. Institution has career support service, which should provide students with professional orientation and other information events regarding employment and career development, however they seem to be non-functioning and disoriented. Interview with the Head of Student and Alumni Employment and Career Development Center did not demonstrate that the service is effectively organised.</p> <p>The institution finds information on potential employers, and ensures cooperation with them. However, the Student and Alumni Employment and Career Development Centre informed the panel that this is voluntary done job which is not formally registered on the college base. Interviews about the Career development showed that there is no employment so called “forums” take place at the college base. During the interview it turned out that the head of Student and Alumni Employment and Career Development Center seeks opportunities for the students via her contacts with the help of office of deputy of city council, where she is employed as a head of PR. It was questioned whether the HEI created employer database which constantly informed students and alumni on employment opportunities/ vacancies. It is not clear whether HEI regularly conducts surveys of its students and alumni regarding their personal, professional and academic development. Having all these narrative taken into consideration the doubts are increased that this specific system is not working properly and it needs serious development</p> <p>Information about the international mobility as well as some international projects is stated on the webpage. HEI gives several chances to students to participate in international mobility, mostly cooperating bilaterally with some universities abroad, however recognition of the credits is not guaranteed as there was no signed learning agreement document presented to the panel despite asking several times during the site-visit.</p> <p>Institution creates some opportunities for students’ participation in various projects, ensures students awareness on various international projects and events carried out outside of the institution. During interview the ideas of heads of college and students were not matched. For instance, at the very beginning the heads of college has mentioned that every freshman who enrolls the college goes abroad to attend</p>

<p>international conference. Meeting with students has shown that there was only 1 out of 10 who actually had been sent to the conference.</p> <p>Institution has transparent and objective mechanisms for supporting low SES student and the information on these mechanisms are public and accessible. During interviews students mentioned and thanked to college for the contribution about the tuition fee. The rule about scholarships and grants claims that HEI does help its students in flexible paying as well as giving so called "Rector Grant" to whom who prioritise the HEI as "first choice" after taking the national examinations</p> <ul style="list-style-type: none"> • Institution does promote international conferences and trainings outside and inside the country. • It is not claimed if the HEI fosters additional (extracurricular activities- sports, arts, educational activities) and supports student initiatives.
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-evaluation report • Site visit interviews
<p>Recommendations:</p> <p>Employ a person responsible for career support services who facilitates employers' involvement in the creation and implementation of educational programmes, implementation of internship and practice corresponding to educational outcomes</p>
<p>Suggestions:</p> <p>It is suggested for The HEI to have its own base of employers and simultaneously state/conclude the statistics about student employment ratio to the list of employers</p> <p>It is suggested that Information about international mobility to be very transparent. Interviews must be transcribed and all the participant must know criteria for selection</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

6. Research, development and/or other creative work

Higher Education Institution, considering its type and specifics of field(s), works on the strengthening of its research function, ensures proper conditions to support research activities and improve the quality of research activities

<p>6.1 Research Activities</p> <ul style="list-style-type: none"> ○ HEI, based on its type and specifics of its fields, carries out research/creative activities. ○ Ensuring the effectiveness of doctoral research supervision ○ HEI has public, transparent and fair procedures for the assessment and defence of dissertations which are relevant to the specifics of the field
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>New Higher Education Institution works to improve research activities in the college. It organises conferences every year since 2014 and the scientific works of the students are published in specially</p>

designed collection. Another component of the research is the International scientific journal “diplomacy and law”, where academic staff can publish their papers. The journal is published twice a year and includes papers of Business, Law and all social science fields. To publish the paper author should be doctorate or PhD student. (in case of PhD student, the letter is needed from the supervisor stating that the paper is in accordance with the requirements and can be published. The papers are single blind peer reviewed. The only way of informing international community about the journal is the website. Although the formatting conditions for the Journal “diplomacy and law” are uploaded on the website, citation standards in most cases are neglected. Furthermore, there was no proof provided that this journal was indeed internationally indexed. University provided document that journal have gained the local index, while the website indicates its international.

Observation of the published papers of the students in the collection showed the same problem as in the case of the Journal “diplomacy and law”: citation standards in most cases are neglected.

Furthermore, the list of publications (2018) of affiliated professors was submitted during the interview. The list of publication of the affiliated professors showed no internationally indexed paper in 2018

Evidences/indicators

- Information about the involvement of students in scientific work (document)
- The list of published papers 2018 (submitted during the interview)
- Information about the conducted research
- The collection of scientific works of the students (submitted during the interview)
- International Scientific Journal “Diplomacy and Law”

Recommendations:

It is recommended to create higher standards for the publication of works on both professor and student level. The quality of the papers should be preferred to quantity. It is recommended to apply Preconditions s for publication in the collection of student works. Only selected one satisfying criterion given in advance should be published. As for professors more efforts should be given for properly formatting the scientific works (especially inline citation) of the professors.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

Please mark the checkbox, which best describes the HEI’s compliance with this specific component of the standard

- ☐ Complies with requirements
- ☐ Substantially complies with requirements
- ☒ Partially complies with requirements
- ☐ Does not comply with requirements

6.2. Research Support and Internationalisation

- HEI has an effective system in place for supporting research, development and creative activities
- Attracting new staff and their involvement in research/arts-creative activities.

- University works on internationalisation of research, development and creative activities.

Descriptive summary and analysis of compliance with the standard component requirements

New higher education Institution has a system in place for supporting research, development and creative activities. For this purpose, research centre was created, which is also supported by quality assurance department. The research centre has the following functions:

It organises research activities - Annual student conferences are organised since 2015

Finances publication of annual scientifically index Journal “Diplomacy and Law” since 2016 - The publication in journal is allowed only for PhD students or doctorates and its total expenses amounted to 11688 since 2016.

Elaborates Grant procedures for academic staff - Every year university announces the Grant competition, which is coordinated by research centre. To evaluate the participants in the grant programme, commission is created which is composed by head of the research centre and invited members. The institution ensures the public and transparent procedures by uploading documents on the website.

Finances different type of research activities - Students are involved in scientific conferences, trainings and incentive events. Since 2016, incentive trips were organised to Sofia, Milan Warsaw Cappadocia Baku, Larnaka, Thessaloniki, Bakuriani. Since 2013 university supported publication of several books, including: Titsian Tabidze and Georgian writings of the 19th century – Khatia Shevardnadze, Purchase and loss of property on real and movable things – Giorgi Mariamidze, The historical and political aspects of international terrorism – Sophie Chkofia, Charity in Georgia in the second half of XIX cc and XX c. – Eka Bukhrashvili, European Social Policy – Eka Bukhrashvil, Regional policy of Euro union countries- Nodar Grdzelishvili.

Several books were published by professors of the university. However, it is not clear how some of those books can contribute to existing fields of study in the university and development of the university in general.

Collaborates with economic agents and international universities

- ✓ Cooperation agreement with University of Finance and Management of Warsaw
- ✓ Cooperation agreement with Economic and Law of Kiev
- ✓ Cooperation Agreement with University College of Social Sciences

Within this cooperation Several Scientific projects are planned, including international conference, publication of internationally indexed journal, trainings for professors, international scientific conference for professors. Criteria are not clear for signing memorandum with the international universities and economic agents. During the interview no clear vision was offered.

• Ensures participation of the university in international library networks

- ✓ students have access to international library networks, including: EBSCO-Host, Elgar-online, Open edition, Gutenberg, Open library, Manybooks, The Oapen. Those networks cover the materials necessary for teaching on three faculties.

• Supports academic staff with trainings and information about the government and internationally existed scientific funds

- ✓ since 2014 academic staff had opportunity to participate in several international conferences, seminars, and domestic events etc, including: international conference in Lyon, business trip in Warsaw university of finance and management, incentive trip of administration personnel in Milan, international conference in Gudauri hotel

<p>“Marco polo”, international trip to Kiev university, conference on “accreditation updated standards” Marco polo, international trip in Rome concerning the exchange programmes, business trip on accreditation in Greece, training in Baku, conference on “accreditation updated standards” Thessaloniki, Training meeting in Paragraph Hotel, Georgia, etc</p> <p>International Conferences, trainings and business trips in foreign countries are used as an award for accomplishment, however there is no clear vision how some of those events helps participants to contribute in future research activities of the university.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Mechanisms to support research and art activities • Joint Research Activities • Rule of organizing, evaluating and financing research activities • Short Summary of Research activities • Memorandum with Economic Agents • Website of the University
<p>Recommendations:</p> <p>Undertake due diligence before signing memorandums with the universities</p> <p>Stimulate publication of the books that will be efficiently used in the three faculties of the University.</p> <p>Transform the system in a way which not only awards people for the accomplishments, but also supports future goals.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p>X Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>6.3. Evaluation of Research Activities</p>
<p>HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>Research activities are evaluated based on self-evaluation reports. The research centre evaluates based on these reports, with the coordination of quality assurance and HR department. The results are submitted to academic council.</p> <p>The following indicators are used for evaluating academic personal:</p> <ul style="list-style-type: none"> • Total number of publications (including monograph, textbooks, etc, including: • Number of publications in international Journals; • Number of Publication in Impact factor Journals;

<ul style="list-style-type: none"> • Number of publications in indexed Journal; • Number of publications with international cooperation • Participation in scientific conferences, Seminars, Workshops, received grants; <p>Each of the indicators has its own value. The impact journals have higher marks, while local journals are valued less. Other than evaluating individual research activities Research centre evaluates the whole research activities and presents it to academic council. The indicators are used to improve the scientific performance of the academic staff. Those having less the 30% of the indicator the recommendation (not clear what is meant by the recommendation) will be given for the next year. While those with the more than 50% percent will be awarded with the help of some incentive scheme.</p> <p>Although it seems that the system of evaluation has all components for supporting research, it lacks some basic parts. There is no benchmark in place which would indicate the desirable performance of academic staff and the future development plans. There is no clear evidence that evaluation results are used for the further development of research/creative activities. The evaluation report of 2018 showed 0 internationally indexed papers. Furthermore, Site visit showed that publications of academic staff are not integrated in Google Scholar.</p>
Evidences/indicators <ul style="list-style-type: none"> • Rule of organizing, evaluating and financing research activities • The list of published papers 2018 (submitted during the interview)
Recommendations: <ul style="list-style-type: none"> • It is recommended to use the overall and personal evaluation results for setting goals for the future and giving relevant recommendations. • It is recommended to work on integration in google scholar that would allow better coordination and planning for development
Suggestions:
Best Practices (if applicable):
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

7. Material, Information and Financial Resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1 Material Resources
<ul style="list-style-type: none"> ○ The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of

<p>educational programmes and research activities, and corresponds to the existing number of students and planned enrolment.</p> <ul style="list-style-type: none"> ○ HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system. ○ Health and safety of students and staff is protected within the institution. ○ HEI has adapted environment for people with special needs
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The institution has made significant efforts to improve its material resources. During the visit to the university, all existing material resources were carefully visually observed and relevant documents checked before the visit. Additionally, academic staff and students were asked about their satisfaction with material resources and their vision of further development and indicated their satisfaction.</p> <p>Visual examination of the material items showed that all of them were fully compliant with standards. University possess adequate resources for achieving its goals, sanitary units are clean, hygienic, divided and have continuous water supply, uninterruptible artificial lights and ventilation. Safety of students and personnel is protected within the institution: fire equipment is located on each floor of the building in visible area; There are instructions and evacuation plans on each floor. Furthermore, an additional emergency exit was recently built, which increased the safety in the institution. First aid, and order mechanisms, and appropriate inventory are in place (persons with appropriate qualification, medical cabinet equipped with first aid tools, both natural and artificial lights, natural ventilation, and constant supply of cold and hot water). Safety issues are solved by outsourcing the company, which with the help of security video observes the situation in the institution. HEI also possesses adapted environment for people with special needs ((Sanitary unit (adapted) on the first floor, Parking lot (adapted), Navigation in building (adapted), Programme (adapted)).</p> <p>Academic staff and students are satisfied with material resources in the university. However, there is still disagreement in existence of recreational zone. While some of the students mentioned that there was a recreation zone prepared for them, some lecturers said that recreational zone was still a challenge. Visual observation proved that there indeed was very small territory attributed to recreational zone in the university.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Visual observation of the university • Interview with the academic personnel and students • Results of the students' and the personnel's enquiry • Inventory Document • Instructions of safety • Security Service outsourcing Document • Evacuation Plan • Document proving Ventilation and Heating system working properly
<p>Recommendations:</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>

Evaluation X Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
7.2. Library Resources Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.
Descriptive summary and analysis of compliance with the standard component requirements Library of the NewUni included: Book archive, reading hall, library staff office space, meeting and group workspace, IT equipment space; Institution has regulations for using library, informative instructions and reading hall equipped with appropriate inventory, including: Computers connected to internet. Using printer, copy machines, and scanners are free for NewUni students. Library resources, both paper-based and electronic is diverse, constantly updated based on developments in the field, and ensures achievement of educational programme learning outcomes and implementation of research/scientific work. Furthermore, students can enter to “EBSCO” base and look for the articles, works they are interested in. Main literature listed in the syllabi is available in the library of the institution; Books of the library should be processed in accordance to the library regulations; Students and staff have access to international library databases like EBSCO-HOST, ELGAR ONLINE, OPEN EDITION, PROJECT GUTENBERG and so on. Library staff (librarians) have appropriate competence in library science, including competences to provide assistance with using international library databases. Both of the librarians are certified and trained by the national library of Georgia as they both have mentioned during the interview. The library is available to students and staff for 6 days a week, 60 hours. Institution have electronic catalogue of library resources and an electronic search system-students can book the book in advance from home via portal called EMIC. Library management system ensures effective use of library resources and services; NewUni continuously renews and upgrades resources and services based on the requirements of students and staff.
Evidences/indicators <ul style="list-style-type: none"> Main literature listed on the syllabi were randomly chosen and asked to librarians to show while visiting the library.
Recommendations:
Suggestions:
Best Practices (if applicable):

Evaluation <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
7.3 Information Resources
<ul style="list-style-type: none"> ○ HEI has created infrastructure for information technologies and its administration and accessibility are ensured ○ Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place ○ HEI ensures business continuity ○ HEI has a functional web-page in Georgian and English languages.
Descriptive summary and analysis of compliance with the standard component requ <p>The college has developed an Information Technology Management Policy, which regulates the issues related to information technologies management, data protection and electronic services. The regulation also defines the rules of accountability related to the management of information technologies and responsibilities related to data disclosure. All critical systems, applications and basic data, reserve copies are taken synchronously to the Google Drive.</p> <p>The educational process management system emis.newuni.edu.ge is used for academic and administrative registration processes, regulation of student status and registering academic evaluation data.</p> <p>The official website of the college serves the communication and information functions, contains contact and other useful information in Georgian and English languages including: strategic plan, organisational structure, procedures of teaching, learning and assessment, staff, annual reports, research strategy and research evaluation framework, employment opportunities and other available services.</p>
Evidences/indicators <ul style="list-style-type: none"> ● Official college website www.newuni.edu.ge; ● Self-evaluation report; ● Meetings conducted by the panel during the site visit; ● Visiting tour of the facilities.
Evaluation <input checked="" type="checkbox"/> Fully complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
Recommendations:
Suggestions:

Best Practices (if applicable):**7.4 Financial Resources**

- Allocation of financial resources described in the budget of HEI is economically achievable
- Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans
- HEI financial resources are focused on effective implementation of core activities of the institution
- HEI budget provides funding for scientific research and library functioning and development
- HEI has an effective system of accountability, financial management and control

Descriptive summary and analysis of compliance with the standard component requirements

The budget creation and management process is transparent but is not documented in institutional policies. When planning the next year budget structural units present their financial requirements to the financial service. The latter proposes the overall budget to the rector (academic council) for approval. Budget is financed by student tuition fees and stakeholder input. The budget is projected on 400 tuition fees. As for the division of the budget per programme, 2/3 of the budget is allocated to the business administration programme and the 1/3 is shared among two other programmes. The presented financial reports reflect correct information about the budget

The HEI budget provides funding for teaching and research activities (teaching, training courses, conferences, publication, library, among other) to guarantee their continuous implementation. The institution has also covered all past expenses needed for the development of the college. However, there is an important issue of institutional sustainability as more than 90% of the income comes from tuition fees, making the budget very volatile. It is positive that the university has reserve fund (32000 Gel) in case of issues in income. However, achieving strategic goals of the institution will be difficult under these circumstances. To avoid any risk, the sources of financial resources need to be diversified. As it is presented today, university has no effective assurance that in case of student intake decrease, the available fund will be sufficient (besides the good will of the founders to reinvest in the institution when needed). New Uni has elaborated 3-year projection document. However, the expert team missed the financial plan which could support the strategic plan of the institution. There is no projection on how much financial resources will be needed to achieve the goals planned for the next 7 years.

There is no evidence on the development of managerial accountability and financial control procedures. This makes it difficult to implement transparent, economical and sustainable management and control system. There is no experience of external audit of the financial activities of the institution, which could be helpful to see the areas of improvement for the financial sustainability.

Effective and transparent mechanism of accountability and financial management needs to be used which will cover planning and control components, as well as concentrate on the risk mitigation. One mechanism of risk management can be the diversification of financial resources.

Evidences/indicators

- Budget of the institution
- Information about sources of financing (dynamics of funding)
- Financial Reports (ratios between expenditures)
- Budget for 2019
- Interview with the financial service
- Interviews with top management, academic council, dean of faculty, programme heads, administrative unit heads

Recommendations:

Develop/implement effective and transparent mechanism of accountability and financial management and control, which will ensure the financial sustainability of the institution.

Suggestions:

- It is suggested to diversify the source of financial resources in order to leverage the recommendation on implementing effective financial management mechanisms.
- It is suggested to develop a financial strategy of the institution in order to concentrate their resources on teaching components to increase the quality of the three programmes delivered instead of spending important amount of budget to scientific activities

Best Practices (if applicable):**Evaluation**

☐ Complies with requirements

☒ **Substantially complies with requirements**

☐ Partially complies with requirements

☐ Does not comply with requirements