



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme,
„Tourism“ Bachelor Educational Programme

Name of Higher Education Institution
New Higher Education Institute – NEWUNI

Evaluation Date(s):
20 May 2023

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Tbilisi

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Information about a Higher Education Institution¹

Name of Institution Indicating its Organizational Legal Form	New Higher Education Institute – NEWUNI
Identification Code of Institution	404916203
Type of the Institution	College

Expert Panel Members

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¹In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ტურიზმი
Name of Higher Education Programme (in English)	Tourism
Level of Higher Education	Bachelor's (Level 6)
Qualification to be Awarded ²	Bachelor of Business Administration in Tourism
Name and Code of the Detailed Field	1015 Travel, Tourism and Leisure
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Non-accredited
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

²In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

Bachelor's programme in Tourism of the New Higher Education Institute - NEWUNI got accreditation in 2014. In 2018 the program experienced the reaccreditation process, however, in accordance with the decision of the higher educational programmes accreditation council, the program was not granted the accreditation. Therefore, NEWUNI maintained the Tourism program as an authorized higher educational institution.

The programme consists of 240 ECTS credits, with the field related compulsory courses for 145 and elective courses 15 ECTS credits, courses corresponding to the free component – 70 ECTS and practical component weighting 10 ECTS.

The qualification of „Bachelor of Business Administration in Tourism” is awarded after the student fulfills the requirement of the program and obtains the required 240 ECTS credits.

▪ Overview of the Accreditation Site Visit

The accreditation visit in NEWUNI was carried out by the team of experts on 20th of May. and took place according to the pre-developed agenda. Interviews were conducted with Rector, and Head of Administration, Dean, representatives of the Quality Assurance Office, Self-Evaluation Team, Head of the BA programme, academic and invited staff, students, alumni, and representatives of employers.

The outcome of the validation process is based on scrutiny of documentation supplied by College and discussions conducted during the validation event with the institution by the New Higher Education Institute – NEWUNI Validation Panel. At the final concluding meeting, the visiting Panel made preliminary findings and introduced to the institution.

• Education Programme Compliance with the Standards

After evaluation of all components defined by the program accreditation standards, Standard 1 is substantially complying with requirements as 1.3, 1.4 and 1.5 components are in substantial compliance. Standard 2, 3, 4 and 5 are complying with the requirements.

⁴When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- **Recommendations**

1.2 Programme Learning Outcomes

- The programme team makes sure all learning outcomes are achieved and strengthened with the relevant courses.

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- It is recommended to review the mastering of the second learning outcome of the program on the curriculum map and specify the study course that will effectively master this particular learning outcome.

1.4 Structure and Content of Educational Programme

- It is recommended that the study course "Introduction to research methods" be defined as a prerequisite for admission to the course "Statistics in Tourism"; Instead of "Principles of Macroeconomics" course, the courses of "Finance" and "Introduction to Financial Accounting" to be defined as prerequisites for admission to the course "Financial Management". "Management Fundamentals" to be defined as the prerequisite for the "Management of Risks and Problems" course.

1.5 Academic Course/Subject

- To make the content and the title compatible of the elective subject syllabi of the major field of study – "Management of risks and problems in tourism";
- It is recommended to update the main literature in the syllabi for the following courses – "Basics of Business", "Introduction to Strategic Management" with the new available references.

Suggestions for the programme development

1.4 Evaluation Mechanism of the Programme Learning Outcomes

- It is advisable to review the inclusion of practical components in the mastering of the program learning outcomes 1, 2, and 5.

1.4. Structure and Content of Education Programme

- It is suggested that the institution strengthens its efforts to ensure greater involvement of program graduates in the design and development of the program.

1.5 Academic Course/Subject

- It is desired to change the Georgian name of the “Destination Management“ course in „ტურისტული დანიშნულების ადგილის მენეჯმენტი“.

2.3 Teaching and Learning Methods

- The teaching-learning methods in the syllabi for the following courses to be revised and provided in more details “Principles of Micro-Economics”, “Tourism Marketing”, “Cultural Tourism”, “Basics of Tourism”, “Basics of Business”.

2.4 Student Evaluation

- Review communication practices and take necessary steps to inform students about the process of appeal.

3.1 Student Consulting and Support Services

- The program students to have better assistance from the Career Development Center.
- It is suggested to strengthen the program's internationalization efforts by enhancing the mechanisms to encourage students' engagement in international projects, events and exchange programs.
- It is suggested for the HEI to prioritize enhancing students' English language skills, which could encourage their participation in exchange programs.

4.1 Human Resources

- It is suggested to correct the technical error, in the personal file of two academic staff, in particular, to correctly present the copies of their qualification documents (diplomas) in the personal file;
- It is suggested to establish the upper limit of the workload of the academic staff, which will uniquely contribute to the process of controlling the staff's stay in the established scheme of the workload;
- It is suggested to distinguish the identity of the author of the course and the reader of the course (if any) in the syllabi of the training courses, which will obviously create a clearer idea of the workload of the staff.

4.3 Professional Development of Academic, Scientific and Invited Staff

- It would be suggested to evaluate the scientific-teaching activities for invited staff.

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

- It is suggested to present the structure of HEI revenues in a detailed form in the budget, which would give us the basis for more analysis about the sources of financial support of the program.
- **Brief Overview of the Best Practices (if applicable)⁵**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

⁵ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

In accordance with the submitted argumentative position from HEI, all issued recommendations has been taken into consideration, therefore, expert panel remains the report unaltered.

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

III. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The objectives for Bachelor of Business Administration in Tourism are clearly specified, realistic and achievable within programme accreditation standards.

The programme objectives clearly link to the Tourism study and specificities of the programme. The programme objectives are achievable with the content of the educational programme. The programme learning outcomes, structure, teaching and learning methods and activities developed and applied within programme. The programme clearly highlights the contribution it going to make wider society and local Georgian economy.

The Bachelor of Business Administration in Tourism programme will be preparing graduates to play key role in Georgian economy. Therefore, a programme to the development of the tourism field is included in the description of the programme objectives.

The programme objectives are to develop and deliver very competitive Bachelor of Business Administration in Tourism in the field of tourism to the labour market, who possess necessary competencies, knowledge and skills and contribute to the development of the tourism industry in Georgia.

The objectives of the programme in tourism are developed with the involvement of local employers and is shared with them.

Evidences/Indicators

1. Bachelor of Business Administration in Tourism programme in tourism
2. SER New Higher Education Institute – NEWUNI
3. Results of the labour market demands analysis

Recommendations:

Suggestions for the Programme Development:

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.
- Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The primary focus in programme outcome is to demonstrate knowledge and skills in a summative manner and to focus on the accumulation of essential learning outcomes that will be developed over the duration of a programme. The first learning outcomes assessment is usually done in the week 8th study semester, evaluated 4 outcomes with the direct and indirect methods. Programme development team is already acquainted with the following learning outcomes.

The learning outcomes for Bachelor of Business Administration in Tourism are clearly related to the learning objectives and demonstrate the knowledge, skills and attributes. The programme learning outcomes are actively described for the Bachelor of Business Administration in Tourism. They are a series of measurable learning outcomes developed by the programme team.

Learning outcomes are considering the sectoral benchmarks and are developed based on the National Qualifications Framework, complying with the employment possibilities and labour market demands. They have been developed with the involvement of the stakeholders, enabling individuals involved in this collaborative process to provide information about the learning outcomes to the stakeholders. Program enables the graduates to continue their education on the next educational level.

The second learning outcome is mastered with business ethics; however, the course is not enough for

maintaining the defined learning outcome. For future recommendation practice could be a component ensuring all learning outcomes are achieved. The third learning outcome for the programme development might also be a challenge for the institution. When students leave institution, they are not able to evaluate the outcomes fully with the direct and indirect methods.

Evidences/Indicators

- Meeting results with programme team during site visit.
- SER Bachelor of Business Administration in Tourism.
- Programme in tourism.
- Curricula map.

Recommendations:

- The programme team makes sure all learning outcomes are achieved and strengthened with the relevant courses.

Suggestions for Programme Development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined;the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The new higher education institution, Newuni, has developed a mechanism for evaluating the learning outcomes of the program. This mechanism provides detailed descriptions of the methodology, mechanisms, and procedures used to assess the program's learning outcomes. In accordance with the provided regulation, the evaluation of the "Tourism" bachelor's program employs both direct and indirect methods. The direct method evaluates students' knowledge based on tasks performed by them, while the indirect method gathers opinions from stakeholders such as students, graduates, academic staff, and employers through surveys, which are used to assess the achievement of learning outcomes.

The "Tourism" bachelor's program adheres to a program curriculum map that illustrates the relationship between program goals and learning outcomes. The curriculum map logically presents how each learning outcome is achieved through mandatory courses, with a focus on introduction, enhancement, and reinforcement. However, we suggest reviewing the reinforcement of the second learning outcome of the program, "considers economic, financial, legal, cultural, ecological, and ethical issues that are the basis of tourism business." The mandatory business ethics course (in English/Georgian) currently assigned as reinforcement may not adequately ensure the achievement of this learning outcome. It is recommended to revise the curriculum map and specify which study course will effectively master this particular (2nd) learning outcome.

The development cycle of learning outcomes in the program is logically described, taking into account the specifics of each study course and the overall program's learning outcomes. Additionally, a map showcasing the relationship between program goals and learning outcomes is provided, logically presenting the connection between mandatory study courses and the program's goals.

The comprehensive evaluation of learning outcomes for the "Tourism" bachelor's program is outlined in a learning outcomes plan. The plan clearly specifies the evaluation methods (direct and indirect) used for each learning outcome, defines evaluation periods, establishes target marks, and adequately defines each learning outcome. The evaluation plan aligns with the institution's rules and considers the field of study and the undergraduate level, incorporating suitable evaluation periods, forms, and methods.

The evaluation of study results for the "Tourism" bachelor's program also employs an indirect method, involving surveys of employers and graduates. The employer survey, conducted between January and April 2022, aimed to determine the labor market requirements in Georgia and match the qualifications provided by the program with the competencies of graduates in the field of business administration in tourism. The graduate survey assessed the competitiveness of program graduates in the labor market.

It is worth noting that the analysis of the program's learning outcomes evaluation is utilized to enhance the program. For instance, based on the employers' survey, there was an identified need to strengthen English language competences. Consequently, the program structure incorporates mandatory courses in general and professional English, and certain training courses, such as business ethics and project management, are offered in English. This adjustment clearly addresses the mentioned demand. Furthermore, the institution has planned various internships for program students and emphasized the development of practical skills, based on research findings from graduates surveys.

Furthermore, academic and visiting staff of the programme are familiar with the methods of evaluation of learning outcomes and they get assistance in effective analysis of the learning outcomes.

Evidences/Indicators

- "Tourism" bachelor's program self-evaluation report;
- "Tourism" bachelor's program;
- "Tourism" bachelor's program learning outcomes assessment plan;
- Analysis document on the evaluation of learning outcomes of the "Tourism" bachelor's program;
- "Tourism" undergraduate program curriculum map;

- A map depicting the relationship between the objectives of the "Tourism" bachelor's program and the learning outcomes;
- The results of the survey of employers, graduates;
- Interviews: with the head of the program, representatives of the quality assurance staff, potential employers, students and graduates of the program;

Recommendations:

- It is recommended to review the mastering of the second learning outcome of the program on the curriculum map and specify the study course that will effectively master this particular learning outcome.

Suggestions for the Programme Development

- It is advisable to review the inclusion of practical components in the mastering of the program learning outcomes 1, 2, and 5.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
- The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The new higher education institution operates based on the "Planning, designing, developing methodologies and implementation procedures" document, which provides detailed information about the design, development, implementation methodology, and accreditation procedures of the higher education program. Accordingly, the "Tourism" bachelor's program, consisting of 240 credits and spanning 4 academic years, has been developed. The program structure is as follows:

- Main field-specific compulsory courses/modules - 145 credits.
- Main field-specific elective courses/modules - 15 credits.

- Practical component - 10 credits.
- Free elective and optional courses/modules - 70 credits (including 38 credits of compulsory courses and 32 credits of elective courses).

The structure of the undergraduate tourism education program and the distribution of credits among the program components ensure that students achieve the intended learning outcomes. The program incorporates a balanced combination of business administration and mandatory training courses, which reflect the specific requirements of the tourism sector.

The program is well balanced – the business administration component is complemented by mandatory courses in management, marketing, and finance. The program includes the following compulsory business administration courses: Business Fundamentals, Principles of Microeconomics, Fundamentals of Management, Finance, Principles of Macroeconomics, Statistics in Tourism, Tourism Marketing, Introduction to Financial Accounting, Fundamentals of Marketing, Introduction to Research Methods, Introduction to Strategic Management, Financial Management, Human Resource Management, Project Management, and Business Ethics.

Additionally, the program encompasses mandatory courses in tourism, including the basics of tourism, tourist and recreational resources of Georgia, statistics in tourism, sustainable tourism, geography of tourism, cultural tourism, tourism policy and legal regulation, principles of hotel service organization, tourism and hospitality management, tourism product sales technologies, designing tourist routes of Georgia, tour rating, online booking systems in tourism, security in tourism, and destination management.

Furthermore, the program incorporates a practice component worth 10 credits, which is a mandatory requirement. Students typically undertake this practice in their final semester, allowing them to apply the knowledge acquired throughout the program in practical settings.

It is important to note that the course syllabi logically outline the content, objectives, evaluation methods, and teaching-learning strategies for each course. The courses are appropriately distributed across semesters, and their learning outcomes contribute to the overall learning outcomes of the program.

It should be noted that the content, goals, evaluation, and teaching-learning methods of each course are logically presented in the course syllabi and their distribution according to semesters, the learning outcomes of each course ensure the achievement of the learning outcomes of the program. In the structure of the program, taking into account the specifics of individual training courses, the prerequisites for admission to the course are defined, although we have specific recommendations for several training courses, in particular, taking into account the specifics of the course, it is recommended to define the prerequisites for admission to the course "Introduction to Research Methods" - as "Statistics in Tourism", for the course "Financial Management" "Finance" – “Finance” and "Introduction to Financial Accounting" instead of the "Principles of Macroeconomics" course, as well as for the "Risk and Problem Management" course - "Management Fundamentals" course. The mentioned changes are aimed at increasing the effectiveness of the processes of achieving the learning outcomes of the program.

The program structure consists of mandatory and optional study course modules. The mandatory component comprises 18 credits, while the optional component consists of 32 credits. These modules

focus on various areas such as written and verbal communication skills, proper use of communication technologies, entrepreneurship skills, expanding students' worldviews, abstract and analytical thinking, stimulating logical thinking, and developing transferable skills.

Furthermore, the program includes an internationalization component. As part of this, students are required to study a foreign language, specifically English, which amounts to 30 credits. Out of these, 20 credits are dedicated to general English instruction, while the remaining 10 credits focus on rural English. Additionally, in the later semesters of the program, students have the opportunity to take courses in business ethics and project management in English. These courses contribute to the development of the internationalization component.

During interviews conducted for the program's development, it was emphasized that both academic and invited staff, as well as employers and students, were involved in the process. They were familiar with the program's structure and confirmed their participation through specific activities. However, it was also discovered during interviews with program graduates that some of them were not well-informed about the program's structure and ongoing processes. Therefore, it is suggested that the institution strengthens its efforts to involve graduates in the development and improvement of the program.

The institution ensures the dissemination of information about the program through various means. The HEI's website contains a catalog of programs, including detailed information about the Bachelor's program in Tourism. Additionally, the institution organizes open-door days and various marketing events to increase awareness and accessibility of the program. These initiatives serve to make information about the program more accessible to prospective students and the general public.

Evidences/Indicators

- "Tourism" bachelor's program self-evaluation report;
- "Tourism" bachelor's program;
- The results of the survey of employers, graduates;
- Higher educational program planning, designing, development methodology and approval procedure;
- <https://rb.gy/mw9eg> - catalog of programs;

Recommendations:

- It is recommended that the study course "Introduction to research methods" be defined as a prerequisite for admission to the course "Statistics in Tourism"; Instead of "Principles of Macroeconomics" course, the courses of "Finance" and "Introduction to Financial Accounting" to be defined as prerequisites for admission to the course "Financial Management". "Management Fundamentals" to be defined as the prerequisite for the "Management of Risks and Problems" course.

Suggestions for the programme development

- It is suggested that the institution strengthens its efforts to ensure greater involvement of program graduates in the design and development of the program.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Based on examination of the self-evaluation report, relevant documents and conducted interviews, it is found that the basic field courses correspond to the learning outcomes of the programme. The compliance map is also provided that visualizes the relevance of the learning outcomes of the academic course with the program learning outcomes. Programme outcomes are laid down in the following way:

1. Describes the role and importance of business and tourism for economic development of the country; essential factors, concepts, principles, modern theories of business, tourism and related fields, and factors affecting the organizational environment;
2. Discusses the economic, financial, legal, cultural, environmental and ethical issues, underlying the tourism business;
3. Participates in entrepreneurial activity, tourism product planning, prime cost calculation and sale, management of organizational resources;
4. Identifies tourist-recreational resources of national and international importance and their inclusion in the process of formation of tourist routes and creation of tourist products;
5. Participates in the development and implementation of a practical project, strategy, including in a tourism organization;
6. Uses relevant information and communication technologies to manage the tourist organization resources;
7. Searches for and analysis the information/data about business, including internal and external environments of tourist organization, using tested methods and tools, and formulates grounded conclusions/recommendations;
8. Communicates with stakeholders and discusses current processes and ways of problem solving in business and tourism, using sector-specific terminology in Georgian and/or foreign language, with argued justification of one's own position;
9. Conducts activities in compliance with ethical and safety principles/standards, established in business and tourism, in the academic and/or work environment.

By examination of the content and scope of the academic courses, it is proved that the content of each

academic course mainly corresponds to the learning outcomes of this course, as well as the number of credits allocated for each learning course corresponds to the content and learning outcomes of this course. The ratio between contact and non-contact/independent hours is adequate and considers specifications of the course; the number of contact hours corresponds to the content and learning outcomes of the course.

However, panel has certain findings related to the major field related elective course “Management of risks and problems in tourism“ syllabi, where only two topics out of 14 lectures correspond to the risk management and the lecture course topic is mainly related to the solution and management of issues raised during the service provision. Therefore, it would be recommended to make the content and title of this elective course compatible.

Compulsory literature and other teaching and learning resources listed in the syllabi generally correspond to course learning outcomes and ensure the achievement of programme learning outcomes; however, there are a number of courses, where the literature should be updated, namely, “Basics of Business”, “Introduction to the Strategic Management”. In the syllabus of above-mentioned courses, new reference literature can be added to those, published in 2010-2013: BUSINESS / authors: William M. Pride, Robert J. Hughes Jack R Kapoor. Tbilisi: University Publication, 2020. 2. Strategic Management. Competitive Advantage; Concepts and Cases/ Fred R David, Forest R. David. Tbilisi: University Publication, 2017.

It is would be also advised to ensure the title of the major field course “Destination Management” matches with its Georgian name - e.g. Tourist Destination Management - ტურისტული დანიშნულების ადგილის მენეჯმენტი.

Each learning outcome of the learning course is assessed using both direct and indirect assessment methods, which are provided in the programme learning outcomes assessment plan. Corresponding criteria are defined for each subject. The interview has also showed that students use plagiarism program for preparation of the bachelor thesis and conference topics. It should be mentioned, that based on students’ survey and requirements, teaching of Italian and German languages are included in the free component of teaching.

Evidences/Indicators

- Educational programme with the enclosed syllabi;
- Curriculum map;
- Assessment results of the course/subject learning outcomes;
- Results of the interview;
- Educational programme, teaching materials/resources, indicated in the enclosed syllabi, databases of international electronic library.

Recommendations:

- To make the content and the title compatible of the elective subject syllabi of the major field of study – “Management of risks and problems in tourism“;
- It is recommended to update the main literature in the syllabi for the following courses – “Basics of Business”, “Introduction to Strategic Management” with the new available references.

Suggestions for the programme development

- It is desired to change the Georgian name of the “Destination Management“ course in „ტურისტული დანიშნულების ადგილის მენეჯმენტი“.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational objectives, learning and their compliance with the programme programme outcomes	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	<input type="checkbox"/>

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The admission procedure to the bachelor programme in Tourism complies with the existing legislation and regulations of the HEI. Programme admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the language of instruction. According to the programme and self-evaluation document, admission requirements define the mandatory subjects to be passed through the Unified National Examinations – Georgian Language and Literature, Foreign Language (English, French, Russian, German) and the optional - Geography/History/Mathematics.

Enrolment procedures for the programme also defines possibility to study via mobility and admission requirements for international applicants in compliance with the procedures determined by the Georgian law. Students admitted without passing unified national examinations, are required to prove the knowledge of Georgian Language at B2 level. Therefore, program admission preconditions are clear and accessible, also announced on institution’s webpage available publicly.

The HEI has defined the methodology of planning the student body for the educational programmes, that considers the specificity of the programme, the resources of the institution and ensures the smooth administration of educational processes.

Evidences/Indicators

- Bachelor Program in Tourism
- Self-evaluation report
- HEI’s website: www.newuni.edu.ge
- Interview results.

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme ensures, development of practical skills in students and their involvement in research projects, in accordance with the programme learning outcomes. Following components are used in learning outcomes achievement methodology of the programme: practical work, presentations, case study, etc. 3 ECTS are considered in the programme for development of research skills – “Introduction to the Research Methods”. Besides, 10 ECTS credits – elective component bachelor’s thesis, which is focused on revealing practical, research and creative skills.

Practice component 10 ECTS credits – is focused on realization of the theoretical knowledge in practice, which is gained through learning process; using developed skills in practical work. The

practice aims to facilitate students' development of the necessary practical skills through the transfer of theoretical knowledge. According to the syllabi of the practical model, the student uses corresponding skills and specific mechanism for problem solution, applying business-characteristic and some distinguished methodologies; the student implements practical tasks following preliminary received instructions; fulfills managerial activities; makes rational and adequate decisions; analyses ongoing processes on the market, prepares a detailed written report/business document and/or presentation on planned works, existing issues and ways how to address them, proposals, ideas and opinions; runs a dialogue, including on foreign language, dialogue using sector-specific terminology, applying grounded, state-of-the-art information-communication technologies.

During the practice, the student is supervised by a mentor, who is responsible for on-site student activity, behavior supervision and work coordination; he/she helps student with implementation of the practical work, checks student's practice diary, assesses student's achievements; after completion of the practice, the mentor draws up a characterization, describing completed work, revealed and gained competences, etc. indicating student's achievement assessment. The student keeps the practice diary and prepares the practice report.

The practice is also headed by the university representative, who is responsible for practice implementation. The head of the practice helps students during the practical work process.

The memorandum signed with centers of practice, employers, is attached to the self-evaluation report, where objectives, outcome are envisaged, as well as number of students to be engaged and duration of practice.

Evidences/Indicators

- Educational programme and syllabi;
- Self-evaluation report and enclosed documents;
- Students conferences, implemented creative/performance projects;
- Practice diaries;
- Memorandums signed with employers;
- Results of interviews.

Recommendations

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning

methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme is implemented by using a student-centered teaching and learning methods. Various teaching-learning methods are used in the programme for transferring the knowledge to students: lecture, group works, practical work, seminar, teaching through e-resources, etc. Teaching and learning methods involve corresponding activities (discussions, debates, demonstrations, presentation, collaborative work, case study, written and oral, working on book, analysis, synthesis, explanatory and other methods); methods used during teaching of the programme components are provided in the relevant syllabi.

However, there are number of academic/learning courses, where it is desirable to specify the teaching-learning methods in more details. In some methods, terms are confusing. For instance: in some theoretical subjects, there is a following term written: "practical task" ("Basics of Tourism"), the method of work group is written as: "seminar: oral examination – discussion" together ("Principles of Micro-Economics"); it is desired that the presentation in "Tourism Marketing", "Cultural Tourism" is accompanied by more explanation; to make it clearer whether this planned activity considers research component and then presentation of its findings or not.

Overall, teaching-learning methods of syllabi ensure students' active engagement in the learning process, interaction both between students and staff and students themselves and applying critical and analytical skills;

Evidences/Indicators

- Educational programme;
- Learning course syllabi;
- Self-evaluation report and enclosed documents;
- Results of survey;
- Electronic portal regulating the educational process;
- Results of interviews.

Recommendations:

Suggestions for the programme development

- The teaching-learning methods in the syllabi for the following courses to be revised and provided in more details "Principles of Micro-Economics", "Tourism Marketing", "Cultural Tourism", "Basics of Tourism", "Basics of Business".

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Assessment of acquired knowledge of the program at HEI is organized in accordance with the Order No. 3 by the Minister of Education and Science of Georgia, January 5th, 2007 - The Rule of Calculation of Higher Education Program Credits.

Evaluation of student's learning results in each component of the program must include mid-term (onetime or multiple) and summative evaluation, the sum of which constitutes final assessment (100 Points). Mid-term and summative evaluations (evaluation forms) include evaluation component/components, which determine ways/methods to assess student's knowledge and/or skill and/or competence (written/verbal Exam, written/verbal quiz, homework, practical/theoretical work, etc.).

Assessment component unites homogeneous assessment methods (test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a team, participating in a discussion, solving a case, participating in moot court competitions, etc.). Assessment method/methods are measured by assessment criteria, on the basis of which the level of achievement of learning outcomes is being measured.

Each assessment form and component have certain value allocated from the final score (100 Points) that is indicated in each syllabus and is notified to students at the beginning of teaching and is available through the electronic database. According to the rules governing the program credits shall not be awarded by using only one form of evaluation (mid-term or summative evaluation). Student will be granted a credit only on the basis of positive assessment.

Also, as according to separate syllabuses, the minimum competency threshold for the final exam is 30% of the maximum score, it is possible that setting threshold in this way affects the outcomes of students studies to some extent unreasonably. Under the evaluation system there are five types of positive evaluation: (A) Excellent –91-100 points of evaluation; (B) Very good –81-90 points of evaluation; (C) Good – 71-80 points of evaluation; (D) Satisfactory –61-70 points of evaluation; (E) Sufficient –51-60 points of evaluation. Two types of negative evaluation: (FX) Did not pass – 41-50 out of the maximum evaluation, which means that the student needs to work more to pass the exam and he/she shall be given the possibility to retake the exam after the self-study; (F) Fail – 40 points or less out of the maximum evaluation, which means that the work done by the student is not enough and he/she has to retake the course. In case of (FX) evaluation in any component of the educational program, the University must hold an additional examination within not later than 5 days after the announcement of the results of the summative examination. In case of taking 0-50 points in the final evaluation, including the evaluation obtained at the additional examination, the student evaluation will be F-0 points.

The calculation of the Grade Point Average (GPA) is part of the system of evaluation of the student's knowledge. The student's Grade Point Average (GPA) is calculated by multiplying the evaluation, obtained by the student in every subject of the educational program, to the credits of that subject. The product of multiplication of the subjects and credits is summed up and divided by the total number of the credits of the taken subjects.

In the current academic year (2022-2023), the evaluation process for student assignments has incorporated measures to detect and prevent plagiarism. To achieve this, a plagiarism detection program has been employed to evaluate written assignments since the spring semester. The mechanisms for plagiarism detection, prevention, and response have undergone modifications, and students have been notified about these changes through informative meetings. Additionally, notifications regarding the changes were communicated to students via the electronic learning management system. Previously, the plagiarism detection software was utilized to examine bachelor theses and student conference proceedings.

The formal appeal procedure is described in the Rule of Learning Process Regulation, but it appears that among some students there may have been a lack of information regarding the formal appeal procedure to the students. Even though the appeal procedure is described in the Rule of Learning Process Regulation, it is essential for students to be aware of their rights and the steps involved in the appeal process. Clear and concise information should be provided to students, either through meetings, official announcements, or documentation, to ensure they are informed about their options for appeal. It would be advisable for the educational institution to review their communication practices and take necessary steps to make sure all students are informed about the process of appeal and their rights in such cases. This will help ensure transparency and fairness in the evaluation process.

During the interviews, the quality assurance units and the management staff provided convincing information about the role of evaluation in the general approach aimed at enhancing the students' skills and knowledge and the programmes' standards. The teaching staff outlined the shared strategies and the particularities of the evaluating approach of each programme, and the students and graduates recounted from their perspective the assessment system. No major obstacles related to deadlines and accomplishment of the schedules were detected. Practices related to academic integrity and anti-plagiarism policies showed to be adequately incorporated into the regular practices of the diverse stakeholders.

Evidences/Indicators

- Rule of Learning Process Regulation;
- Self-evaluation report (SER);
- HEI website;
- Site visit;
- Bachelor Programme description;
- Study course syllabi.

Recommendations:

Suggestions for the programme development

- Review communication practices and take necessary steps to inform students about the process of appeal.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The NEWUNI students receive appropriate counselling on the planning of the educational process, improvement of academic achievements, employment and career development. The staff of the institution, ensure the provision of appropriate information to students about the ongoing events at the institution.

In order to manage and support the learning process, the HEI operates a specially designed system "student.new1.ini.ge" which offers various features and functionalities to facilitate academic activities. Students can use the platform to register for courses, access academic materials and syllabus, track their grades, and monitor their accumulated credits. The course registration feature allows students to browse through a course catalog and select the courses they wish to enroll in for a particular semester or academic term. The system provides detailed information about each course, including descriptions, prerequisites, and available sections.

Through the system, students can easily access academic materials such as lecture notes, presentations, readings, and other resources. The system allows students to track their grades throughout the semester or academic year.

Professors input grades for assignments, exams, and other assessments, enabling students to monitor their progress and overall performance. Students can also keep track of the credits they have accumulated towards their degree or program requirements.

Furthermore, through system academic staff has an opportunity to communicate with students, students can reach out to academic heads, lecturers for guidance, support, or to discuss any academic concerns or issues. This communication channel helps students receive feedback, clarification on course-related matters, or advice for improving their academic achievements. As it became clear during the site visit, students have no difficulties to reach their lecturers out.

All the students of “New Uni”, as well as the academic staff, have the corporate e-mail accounts. During the learning process, the student can get necessary information through emails, website and student Portal. The website of the institution contains detailed information about enrollment, study and the educational environment at the institution, as well as regulatory documents and instructions that help students to implement various activities, organize their studies independently and improve their academic results.

Based on the content of the current accreditation standards, the higher education institution should offer counseling services to students, which will help them to develop and achieve better learning results. During the site visit, it was confirmed that the schedule for consultation hours was posted on the campus. This indicates that professors or academic staff members have designated times when they are available for consultation with students.

During the site visit, staff, students and alumni confirmed that they are provided with relevant individual consultation and support services. Students are supported in career planning, and using their achievement for career advancement.

There are some opportunities for mobility abroad for students, although there is a very low take-up of these opportunities. During the site visit, none of interviewed students confirmed participating in exchange programs. Students have an opportunity to participate in local and international projects, events, conferences and research fellowships; The institution encourages students to participate in conferences. But the majority of students are participating in local conferences and none of interviewed student – in international conferences. One possible reason for the low participation of students in international conferences could be their lack of fluency in foreign languages. If the majority of students do not feel confident or comfortable communicating in languages other than their native language, it can create a barrier to actively engage in international conferences. Participating in international conferences often involves presenting research or engaging in discussions with participants from different countries and backgrounds. This requires a certain level of proficiency in foreign languages, especially English.

It is important to note that language proficiency can be developed and improved over time with proper training and practice. Additionally, HEI can provide guidance and mentorship to encourage students to overcome language barriers and build their confidence in presenting and discussing their research in international conferences.

Midterm assessments are used to provide students with formative feedback indicating the achievement against criteria as well as possibilities for improvement. Students receive their marks of exam papers intime. It appears that the institution provides an exam paper appeal procedure for students. However, based on the interviews conducted, it seems that students generally do not appeal their exam papers, and there is a lack of understanding regarding the actual process of appealing. This situation may arise due to several factors. One possible reason is a lack of awareness or clear communication about the appeal procedure. If students are not adequately informed about the existence of such a process or the steps involved in appealing, they may be less likely to utilize it, even if they have concerns about their exam papers.

The HEI pays attention to student's positions and initiatives and takes them into account in order to improve the program. Surveys are periodically conducted regarding training courses and lecturers, satisfaction etc.; Questionnaires are anonymous and voluntary.

The NEWUNI cooperates with employer-organizations and for this purpose, has signed memorandums, which ensures further professional development of students through internships and short-term training courses. For the maximum efficiency of the implementation of student services, a student support and career development center has been established in New Uni, which has a coordinating function between students, the relevant school administration and structural units. One of the interviewed students had actually found a job, which demonstrates the benefit of the career development services. Indeed, it would be better if more students could find jobs or internships.

Evidences/Indicators

- Self-evaluation report (SER);
- HEI website;
- Site visit;
- Bachelor Programme description;
- Study course syllabi;

Recommendations:

Suggestions for Programme Development

- The program students to have better assistance from the Career Development Center.
- It is suggested to strengthen the program's internationalization efforts by enhancing the mechanisms to encourage students' engagement in international projects and events exchange programs.
- It is suggested for the HEI to prioritize enhancing students' English language skills, which could encourage their participation in exchange programs.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	N/A
Number of master's/doctoral students	N/A
Ratio	N/A

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Academic and invited staff are involved in the implementation of the "Tourism" bachelor's program in accordance with the "Human Resources Management Policy" in force at the HEI, which establishes the essential bases for the selection, employment and retention of qualified staff and in accordance with the existing legislation.

48 academic staff are involved in the implementation of the "Tourism" bachelor's program, among them 30 are academic staff: 9 professors, 20 associate professors, 1 assistant professor, and 18 invited staff. 19 out of 48 academic staff are affiliated with the HEI. It should be noted that out of 48 academic staff, 41 are field-oriented staff, among them 33 are PhD holders, and 19 of them are affiliated with HEI. The academic and invited staff implementing the bachelor's program of "Tourism" have appropriate qualifications for the development of learning outcomes of the program, which is

confirmed by their personal files, activities carried out during the last 5 years and the results of interviews with them within the framework of the visit of the accreditation expert group. In addition, in the personal files of the two staff implementing the program, copies of the document (diploma) confirming the academic degree of other staff were found by mistake, for example, in the personal file of the invited specialist, and a copy of the diploma confirming the qualification of the associate professor in the personal file of the associate professor. Accordingly, it is desirable to correct the mentioned technical error.

Quantitative indicators of the academic staff involved in the implementation of the "Tourism" bachelor's program are presented in the table below:

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	48	41	33	19
- Professor	9	10	10	6
- Associate Professor	20	17	13	13
- Assistant-Professor	1	1	1	-
- Assistant	-	-	-	-
Visiting Staff	18	13	10	-
Scientific Staff	-	-	-	-

As it can be seen from the presented quantitative data, the implementation of the "tourism" bachelor's program is ensured by the appropriate number of academic and invited staff, the ratio between academic and invited staff is 30/18, and 85 percent of their total number are field-oriented staff, and 70 percent hold a doctor's academic degree. It is obviously sufficient for the program sustainability.

In accordance with the rules in force at the HEI, a scheme for distributing the weekly workload of academic staff has been developed, according to which the weekly workload of academic staff has the following form:

- Professor - at least 6 hours a week;
- Associate professor - at least 8 hours a week;
- Assistant professor - at least 10 hours a week;
- Assistant - at least 12 hours a week.

The academic staff workload scheme takes into account 15 consulting hours for one study course.

In accordance with the above-mentioned rule, the presented program is accompanied by the current semester workload of the academic and invited staff implementing the program (based on the data of

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

the fall semester of the academic year 2022-2023), where information is presented about the workload of the staff implementing the program, both in the given and in other institutions.

It should be noted that the minimum lower limit of the workload of the academic staff is established according to the current rule, which is logical, but it is desirable to also set the upper limit of the workload of the academic staff, which will definitely help to keep the staff in the established scheme of workload. In addition, it is also worth noting that in two cases one academic staff was enrolled in more than 5 courses, regardless of the fact that the mentioned courses are divided into mandatory and optional courses and for the most part are taught in different semesters, it is desirable to distinguish the identities of the author of the course and the reader of the course in the syllabi of the courses, as much as possible. It will create a clear idea about the volume of staff workload.

The program is led by an academic doctor of business administration and directly involved in the implementation of the program and leads various field training courses.

Currently, about 80 students with an active status are studying at the bachelor's program in tourism, and 48 academic and invited staff are involved in the implementation of the program, therefore, the number of academic and invited staff implementing the program is adequate in relation to the number of students.

Evidences/Indicators

- "Tourism" bachelor's program self-evaluation report;
- "Tourism" bachelor's program;
- Human resources management policy of HEI (<https://rb.gy/mw9eg>);
- Personal affairs of the staff implementing the program;
- Functions of the head of the program;
- Workload of the staff implementing the program;
- The results of staff performance evaluation;
- Interviews: with the head of the program, the representatives of the quality assurance staff, the academic and invited staff implementing the program;

Recommendations:

Suggestions for Programme Development

- It is suggested to correct the technical error, in the personal file of two academic staff, in particular, to correctly present the copies of their qualification documents (diplomas) in the personal file;
- It is suggested to establish the upper limit of the workload of the academic staff, which will uniquely contribute to the process of controlling the staff's stay in the established scheme of the workload;
- It is suggested to distinguish the identity of the author of the course and the reader of the course (if any) in the syllabi of the training courses, which will obviously create a clearer idea of the workload of the staff.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

The Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			-
Scientific Staff			-

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
- The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The HEI regularly conducts, analyzes and utilizes the results of the evaluation of the programme staff and staff satisfaction surveys. Monitoring and evaluation of the programme staff and staff satisfaction are suitably incorporated in the regular institutional procedures. There are clear mechanisms to get feedback from students and teaching staff and graduates through surveys and other measures of data collection concerning teaching methods and academic achievements. There are suitable, specific measures for evaluating teaching and research activities. The procedures defined for evaluation of programme staff's performance include tools for gathering information from various sources: annual reports of academic staff on their scientific-research activities, evaluation of academic and invited staff by the dean, evaluation of academic and invited staff by the head of the programme, evaluation of academic and invited staff by the department of learning process management and evaluation of academic and invited staff by students. Invited staff also expressed awareness concerning evaluation of their teaching and research work, however, it would be suggested to evaluate the scientific-teaching activities for invited staff as well, for enhancing their professional improvement accordingly.

The documents and the information shared during the interviews provided abundant information about the use of the results for improvement and staff support mechanisms, which is remarkably positive. During the interviews staff confirmed that institution encourages their professional development and provides incentives for their productivity, they have benefitted from financing monographs, financial support for participation in conferences, full scholarships for publishing articles. Academic staff members also were financed to participate in exchange possibility in University of Aristotle and Thessaloniki. Program also partners with World Tourism Organization and program staff usually participate in festivals organized by the Del Bianco Fund. Partial or full financial support is also provided for the invited staff involved in local and international activities. The management and teaching staff has access to a good number of training opportunities. Therefore, significant progress in the promotion of internationalisation actions can be detected in the support of research and participation in academic events abroad. During the interviews, suitable description about current actions and sound plans for further development were presented. This path is well-oriented and worth strengthening.

Evidences/Indicators

- Self-Evaluation Report of the program
- Evaluation Analysis of the staff and development policy
- QA surveys and results
- Interview results

Recommendations:

Suggestions for the programme development

- It would be suggested to evaluate the scientific-teaching activities for invited staff.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

"Tourism" undergraduate program is provided with relevant infrastructure. The implementation of the program is supported by educational auditoriums equipped with appropriate equipment and inventory, a library (book and electronic fund), student workspaces, a computer classroom, and a conference hall. Study halls are equipped with projectors. Internet access is available at the premises. The book fund of the school is displayed on the server in the integrated library system "openbiblio" (lib.newuni.edu.ge) and is available to any user.

The students and staff of the New Higher Education Institution –Newuni have access to the following electronic scientific databases:

- Cambridge Journals Online (<https://www.cambridge.org/core>)
- e-Duke Journals Scholarly Collection (<https://read.dukeupress.edu/>)
- Edward Elgar Publishing Journals and Development Studies e-books (<https://www.elgaronline.com/>)
- European Respiratory Journal (<https://erj.ersjournals.com/>)

- IMechE Journals (<https://uk.sagepub.com/en-gb/eur/IMEchE>)
- Mathematical Sciences Publishers Journals (<https://msp.org/>)
- Open Book Publishers E-books (<https://www.openbookpublishers.com/>)
- Royal Society Journals Collection (<https://royalsociety.org/journals/>)
- SAGE Journals (<https://journals.sagepub.com>)
- TheCompanyofBiologists' Journals (<https://www.biologists.com/>)

HEI takes care of updating the library, material, information and digital resources of the program. In the library of HEI, mandatory literature, various periodical scientific publications, materials of students' scientific conferences, etc. are available.

Evidences/Indicators

- Material resources owned by the educational institution;
- On-site inspection of the infrastructure;
- Website of the school: www.newuuni.edu.ge

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The budget of the undergraduate program of tourism is a part of the central budget of the HEI, where the costs of the following areas are included in the spending part:

- improvement of learning resources;
- support of scientific research activities;
- promotion of academic staff's scientific-research activity and internationalization of research;

- Funds needed for staff development activities;
- financing of student activities;
- scholarships and benefits for students;
- Development of electronic services;
- Costs required for internal and external evaluation, etc.

The range of expenses provided for in the budget of the HEI covers the range of needs to be met by both the HEI and the program. It takes into account both the development of educational processes and academic staff, the costs of scientific research activities, student needs and the development of infrastructure.

During the interviews, it was mentioned by the administration that the HEI diversifies various sources of income and does not depend only on the payment of students' tuition fees, on the contrary, it offers various financial benefits to the students. During the interviews, the academic and visiting staff of USD mentioned that USD finances them both for professional development and various scientific activities, and with the funding of the institution, they are given the opportunity to be fully involved in the processes.

In addition, it should be noted that the structure of expenses to be borne by the institution is well broken down in the presented budget, although it would be good if the structure of incomes were also presented in a detailed form. The mentioned fact would obviously give us the basis for more analysis about the sources of financial support of the program.

Evidences/Indicators

- 2023 budget of "New Higher Education School Newuni" LLC;
- Interview with the rector, representatives of the administration;
- Interview with the academic and invited staff implementing the program, with the students of the program.

Recommendations:

Suggestions for the programme development

- It is suggested to present the structure of HEI revenues in a detailed form in the budget, which would give us the basis for more analysis about the sources of financial support of the program.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises internal and external quality assurance services and also, periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Internal Quality Assurance mechanisms at NEWUNI are defined by the mechanisms of the Quality Assurance. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on semester and annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring and identify development tendencies. In accordance with the evaluation of the submitted documents and accreditation site visit findings, programme evaluation is consistent and assessment results are utilized for programme improvement.

Programme quality assurance is based on the PDCA - "plan -do - check - act" principle. Programme evaluation ensures inclusiveness of programme staff that collaborate with the internal QA and share the principles and mechanisms to ensure proper internal quality evaluation of the programme.

Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. The QA office cooperates and encourages the involvement of all stakeholders to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is jointly prepared especially with the

active involvement of academic and administrative staff. The self-assessment process and relevant task distribution among the working group has ensured to identify the weaknesses and relevant possibilities for future development.

Assessment surveys are used by internal quality evaluation processes for purposively identifying the problems. These surveys are targeted to identify the needs, and wants of the students and staff, as well as general satisfaction for assessing the administration of the programme and availability of services.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Interview results

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 External Quality Evaluation

Programme utilises the results of external quality assurance on a regular basis.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

External quality assurance at HEI is carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The institution reviews the recommendations and suggestions and the findings are introduced to the program staff. The QA and senior management ensure compliance of the developments with the received recommendations. Expert panel has been convinced during the site visit, that all previous recommendation concerning the program has been taken into consideration that significantly has increased the perspectives for the further developments.

The educational programs of the institution are periodically evaluated by external experts. Tourism Programme was developed with the active consideration of the local and international experts' experiences and positions, therefore ensured compliance with the sectoral benchmark requirements. Field experts from Siedlce University of Natural Sciences and Humanities, Ivane Javakhishvili Tbilisi State University, Tourism Geoinformational Center in Georgia, despite the recommendations, have positively evaluated the program as well as underlined its

perspectives and importance for preparing qualified professionals, structure and content of the program, practical skills and internship possibilities.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Evaluation Reports of External Experts
- Benchmarking Document
- Interview results

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

For the programme development and service improvement, the QA Office at the HEI ensures constant monitoring and periodic assessment. The assessment and evaluation process involves internal and external actors. Surveys with academic and administrative staff, students, graduates, and employers are central tools for program monitoring and periodic review. At the end of every compulsory course, students evaluate the course by completing a course evaluation forms. Assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. The labour market and employers' demand analysis is the integral part of the programme planning and monitoring. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements. The programme development group and the faculty council are responsible for the content of the programme, and reflect field's current achievements and trends in the program. The Quality Assurance Department also reviews the students' academic performance. The evaluation results are used to assess the programme efficiency is and if necessary, to modify and improve it.

The institution ensures benchmarking for the local and international practices. The program development group has benchmarked three universities with similar programs in Georgia – Guram Tavartkiladze Tbilisi Teaching University, Caucasus International University, Grigol Robakhidze University, As Well As International

Institutions –William Angliss Institute, Thompson Rivers University, IQS Universitat Ramon Llull Barcelona, University Of Santo Tomas, Penn State College Of Health And Human Development, University Of Barcelona, Modul University Vienna, University Of Central Lancashire Cyprus. Many features have been observed that affected the elaboration process of the programme and incorporates both, international and local practices and requirements.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Evaluation Reports of External Experts
- Benchmarking Document
- Interview results

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	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	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: New Higher Education Institute – NEWUNI

Name of Higher Education Programme, Level: „Tourism“, Bachelor Educational Programme

Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

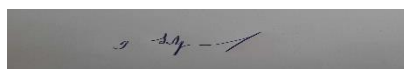
Full name, signature

Razaq Raj

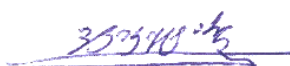
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