



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

“European Union and Eastern Neighborhood“ MA programme

N(N)LE - New Vision University

Evaluation Date(s)

July 25, 2023

Report Submission Date

September 05, 2023

Tbilisi

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	N(N)LE - New Vision University
Identification Code of Institution	404987332
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Professor Dibyesh Anand, University of Westminster, UK
Member (Name, Surname, HEI/Organisation, Country)	Irakli Chkaidze, LEPL – Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Irakli Gorgiladze, LEPL – Batumi Shota Rustaveli State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tamta Tskhovrebadze, International Black Sea University, LLC, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Khubulia, LEPL – Ivane Javakhishvili Tbilisi State University, Georgia

¹ In 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)	ევროკავშირი და აღმოსავლეთ სამეზობლო
Name of Higher Education Programme (in English)	European Union and Eastern Neighborhood
Level of Higher Education	Level 7, MA
Qualification to be Awarded ²	MA of European Integration
Name and Code of the Detailed Field	0312.2.4 European Integration
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	English
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
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)	-

² In 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.

³ In 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

This is a new programme that seeks to capture a gap in the market, respond to changing and urgent imperative for Georgia to be prepared for stronger relations with the European Union, train a new generation of Georgians to deal with the EU and the region, familiarise theoretical and practical skills to international students interested in understanding both the EU and the Eastern neighbourhood.

- Overview of the Accreditation Site Visit

The site visit was done on Tuesday 25 July 2023 in person by all members of the panel. We had detailed and extensive meetings with different stakeholders. The panel had adequate opportunity to get clarifications on the original Self Evaluation Report and other documents submitted prior to the visit by the New Vision University.

- Brief Overview of Education Programme Compliance with the Standards

The proposed MA programme meets the necessary standards. It offers a good mix of theoretical and practical skills rich study. The courses reflect the range of expertise offered by the faculty and, in general, align with the programme's objectives and learning outcomes. The mechanisms for quality control at the institution are fit for purpose. The programme aligns fully with the vision and mission of the institution.

Standard 1 – Substantially complies with the requirements

Standard 2 – Complies with the requirements

Standard 3 – Complies with the requirements

Standard 4 – Complies with the requirements

Standard 5 – Complies with the requirements

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

- Recommendations

We recommend approval of the programme subject to a few minor changes and improvements in the programme documentation. These minor changes are mentioned below.

- Make sure skills 3 and 4 as outlined in the Programme description is also there in the courses where they are meant to be.
- Revise programme documentation and course syllabi to ensure there is a clear alignment between them. Make sure skills 3 and 4 that the Programme proposes to develop is covered through sufficient number of courses. There has to be an alignment between programme and courses so that it is clear that the main knowledge and skills consistent with the field of study and labour market demands are covered.
- Remove the terms “mandatory” and “guaranteed” from Internship course.
- It is recommended that the staff workload includes teaching, consultation, scientific-research and other workload according to academic/scientific and invited staff's functions and duties.
- Check that there is the use level 7 verbs for designing learning outcomes for all the programme and the courses
- Check your programme objectives – if you claim that all students will get proficient knowledge of the legal affairs of the EU, then you need to make sure that is covered via an obligatory course. Otherwise, remove that objective.

- Suggestions for Programme Development

- Consider a new course on EU and global politics (so, EU's relations with China, USA, India, Africa and other parts of the world) if the HEI is keen to attract more international students
- Think of renaming EU Clinic course so that it is clear that this is the course that mainly provides Regulatory Impact Assessment that is claimed as unique and special by the Programme.
- We think that agreement on preferential enrolment in the programme places graduates of other educational programmes (including economics, journalism, etc.) in unequal conditions and contradicts the descriptor of regulated professions provided by the law on higher education. It is suggested to review this admission criteria.

- Brief Overview of the Best Practices (if applicable)⁵

- Information on Sharing or Not Sharing the Argumentative Position of the HEI

The Expert Panel members familiarized themselves with the argumentative position letter sent by the University and decided to leave their opinions regarding the recommendations and suggestions as it is presented in the report and discuss it on the Accreditation Council meeting.

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

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

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.

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 and learning outcomes of the Programme is suitably ambitious. It balances between subject knowledge and skills enhancement training. The range of assessment methods used in different courses is commendable. While the learning outcomes in some of the courses can be more suitable to level 7, overall, this meets the minimum criteria. The learning objectives are clearly established, realistic and achievable for the field of study, the level and the educational programme. The information about the programme

Evidences/Indicators

- Clarity of vision came through during the interview with the Programme Director and others
- Alignment between University's mission and the Programme
- The range of topics covered as evidenced through the course syllabi
- Passion and expertise of academic staff as became clear through both CVs and interviews during the site visit

Recommendations:

Suggestions for the Programme Development

- Consider a new course on EU and global politics (so, EU's relations with China, USA, India, Africa and other parts of the world) if the HEI is keen to attract more international students

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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1.1 Programme Objectives

X

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

Overall, the programme is close to meeting the requirements but needs care in aligning programme and course learning objectives and outcomes. For example, Skill 3 “Develops decision models and recommendations using appropriate scientific and analytical skills” and Skill 4 “Establishes relationships with the academic and professional community at the local and international level to share knowledge and ideas,...” are mentioned in the Programme document. Where will these skills be developed? It is not clear how the four courses mentioned as providing these (EU: Institutions and Politics; Critical thinking, Academic and Policy writing; research methods) actually help with these skills. In fact “developing decision models” is not even mentioned in some of these courses. Other than this, the programme’s design are in alignment with its aims and objectives that are measurable and can be monitored throughout the programme.

Evidences/Indicators

- SER , programme, syllabi, documents, and interview with various stakeholders

Recommendations:

- Revise programme documentation and course syllabi to ensure there is a clear alignment between them. Make sure skills 3 and 4 that the Programme proposes to develop is covered through sufficient number of courses. There has to be an alignment between programme and courses so that it is clear that the main knowledge and skills consistent with the field of study and labour market demands are covered.
- Remove the word “guaranteed” from Internship unless you are actually guaranteeing. It was clear during the site visit that Internship was neither mandatory nor guaranteed.

Suggestions for Programme Development

Evaluation

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

Evaluation of the learning outcomes of educational programme is organized in accordance with the mechanism for evaluating the learning outcomes of HEI. The quality culture committee at the university counts on fitting procedures for collecting and analyzing data through clear protocols.

The evaluation group is suitably organized with members with diverse roles to get comprehensive views. The methods, including direct and indirect mechanisms on a regular basis, are appropriate taking into consideration the peculiarities of the field and the level of education.

Feedback schemes are sufficient and well crafted. The programme has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the programme. The scheme of the evaluation includes the relationship between the program's learning outcomes and all mandatory courses/components of the programme.

The programme staff gets assistance in the development of skills necessary for elaboration, measurement and analysis of the learning outcomes; the evaluation of the learning outcomes of the programme with the teaching course is supposed to be performed after the completion of the course and other obligatory components. Therefore, consistency and periodicity, as well as the peculiarities of the programme are considered. The HEI ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes.

With sufficient and suitable focus on theoretical, empirical, and practical knowledge, and adequate engagement with quality control, overall the programme is of a suitable standard for MA.

Evidences/Indicators

SER, programme, syllabi, documents and interviews make it clear that adequate attention has been paid to making this programme ambitious.

Recommendations:

- Check that there is the use level 7 verbs for designing all learning outcomes for all the programme and the courses
- Check your programme objectives – if you claim that all students will get proficient knowledge of the legal affairs of the EU, then you need to make sure that is covered via an obligatory course. Otherwise, remove that objective.

Suggestions for the Programme Development

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"/>	X	<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 programme spread over two years is well-structured. The student joining the programme should have a good balance between core knowledge (first semester), more specialised subject training (second semester), internship/Regulatory Impact Assessment training (via EU Clinic course), possible study abroad (third semester), and in-depth research (dissertation/thesis). Programme development has clearly been collaborative and engaged all relevant stakeholders. Therefore, the structure and the content allows the programme to fulfil its claims and objectives.

Evidences/Indicators

- The programme documentation, SER as well as clarity received during the site visit

Recommendations:

Suggestions for the programme development

- Think of renaming EU Clinic course so that it is clear that this is the course that mainly provides Regulatory Impact Assessment that is claimed as unique and special by the Programme.

Evaluation

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

The SER, various documents submitted, as well as the interviews during the site visit gives the panel confidence that the academic expertise to cover the range of subjects is there at the HEI. These include study skills, public speaking, basics of EU studies, political, legal and geopolitical aspects of European Union, connection of all these to the 'Eastern Neighbourhood', etc. As the programme gets established and student number stabilises, the programme has the potential to expand in the future. Given the programme seeks to train both the Georgian students and international students, once established, it will benefit from seeing what new material can be added to make it more attractive to students from different countries rather than driven primarily by the political/national imperative to be ready for possible accession to the EU.

Evidences/Indicators

Interviews and the course documents highlighted different specialisms and expertise of different colleagues.

Recommendations:

Suggestions for the programme development

Evaluation

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

Compliance of the Programme with the Standard

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	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

According to the documentation submitted for the EU and Eastern Neighbourhood Master's Programme, the prerequisite for admission is determined by the Law of Georgia on Higher Education. The right to study at an educational programme can be granted to a graduate of a foreign university in accordance with Article 50 of the Law of Georgia "On Higher Education". Detailed information about admission prerequisites can be found in the programme description. In particular, it is mandatory: To have Bachelor's degree or equivalent academic degree; to pass the Common Master's Exam; to present a certificate confirming the B2 level of English or to pass a university exam.

Academic and practical experiences acquired in the fields of political sciences, international relations, European studies, sociology, philosophy, and law are given priority by the self-evaluation document and the record in the programme. Enrolment in the master's programme is possible through internal and external mobility.

The panel is confident that the prerequisites for admission to the programme take into account the specifics of the programme and ensure the inclusion of persons with the knowledge, skills and competence necessary to master the programme. The prerequisites for admission are in accordance with the legislation in force and are logically related to the content of the programme, the learning outcomes and the qualification awarded.

Information on the admission requirements for the EU and Eastern Neighborhood Master's Programme is provided in both the programme description and the self-evaluation report. Admission to the programme is announced in the fall semester. The mentioned information is public and available on the web page of HEI.

Evidences/Indicators

- Educational programme;
- Learning course syllabi;

- Self-evaluation report and enclosed documents;
- Site visit.

Recommendations:

- Make sure skills 3 and 4 as outlined in the Programme description is also there in the courses where they are meant to be.

Suggestions for the programme development

- We think that agreement on preferential enrolment in the programme places graduates of other educational programmes (including economics, journalism, etc.) in unequal conditions and contradicts the descriptor of regulated professions provided by the law on higher education. It is suggested to review this admission criteria.

Evaluation

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

Presented materials and interviews show that the EU and Eastern Neighbourhood Master's programme at New Vision University equips students with the necessary practical skills based on theoretical knowledge. These skills are achieved through two compulsory courses: 1. Academic Writing and Policy Analysis (6 ECTS) and 2. research methods (6 ECTS);

As a result of familiarising with the syllabi, we can conclude that each course is focused on the ability to apply the acquired knowledge in practice. It has to be noted that students of the presented master's educational programme have the opportunity to participate in the professional internship offered as a guaranteed component of the programme.

Internship (12 ECTS) considers the involvement of students in policy research through the preparation of an analytical paper under the guidance of practitioners of diplomacy, civil servants, and international experts. Ethical norms are fully reflected in the research process in the educational programme - HEI uses the anti-plagiarism programme Turnitin where separate assignments, essays provided by the study course and separate parts of the master's thesis are uploaded.

Evidences/Indicators

- SER
- Course syllabi
- Interview

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	X	<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 teaching philosophy of the European Union and Eastern Neighbourhood Master's Education Programme submitted for accreditation follows the principle of "learning by doing". The main methods are interaction, dialogue; discussion/debate; case study; problem-based learning, brainstorming; role-play and situational play. The syllabus of each training course considers ways (methods) to achieve the objective of the training course, which is based on the principles of student-centred teaching. The teaching-learning methods correspond to level 7 of teaching. The methods used in each training course are relevant to the training course and content. Thus, the basic teaching-learning methods of the programme correspond to the curriculum of the programme.

The teaching-learning methods in the educational programme are flexible and take into account the individual needs of the students.

Evidences/Indicators

- Educational programme;
- Learning course syllabi;
- Self-evaluation report and enclosed documents;
- Results of survey;
- Memorandums signed with employers;
- Site visit.

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	X	<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

The programme has demonstrated a commitment to adhering to established procedures for student evaluation. The evaluation process is characterised by transparency, reliability, and strict adherence to existing legislation. Various evaluation methods are employed to ensure a comprehensive assessment of students' knowledge and skills. The formal appeal procedure is described in the Regulation.

The evaluation system categorizes students' performance into five positive evaluations based on specific score ranges:

- (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 –51-60points 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.

The Grade Point Average (GPA) calculation is part of the evaluation system, considering the evaluation and credits obtained in each subject. The GPA is calculated by summing up the products of multiplication and dividing by the total number of credits taken.

These systems are in line with international standards.

The MA thesis is evaluated in two stages: 1. Written evaluation by the supervisor (positive / negative).
 2. Assessment of the work by commission.
 Again, this system of evaluation is in line with national and international standards.

Evidences/Indicators

- Programme description;
- Educational course syllabus;
- Rules regulating the educational process;
- Student electronic database – ONLINE.NEWVISION.GE;
- Site visit;

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	<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	X
	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 “New Vision University” students receive appropriate counselling on the planning of the educational process, improvement of academic achievements, employment, and career development. The panel was assured that the staff of the institution ensure the provision of appropriate information to students about the ongoing events at the university.

In order to manage and support the learning process, the university operates a specially designed system “online.newvision.ge” which offers various features and functionalities to facilitate academic activities. Students can use the platform to register for courses, access academic materials and syllabuses, 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. Students can also keep track of the credits they have accumulated towards their degree or program requirements.

Furthermore, through the system academic staff can communicate with students, they can contact academic heads, lecturers for guidance, support, or discuss any academic concerns or issues.

The website of the university contains detailed information about enrollment, study, and the educational environment at the university, 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, 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.

The HEI provides numerous opportunities for student mobility abroad, enabling students to participate in exchange programs and gain valuable international experience. This was confirmed during the site visit, where students on similar courses shared their positive experiences and insights from their participation in these exchange programs. The feedback from students further highlights the success of these initiatives in encouraging and facilitating mobility abroad, making it a beneficial aspect. Students will have an opportunity to participate in local and international projects, events, conferences, and research fellowships;

The university pays attention to students’ views and experience and considers them to improve the program. Surveys are periodically conducted regarding training courses and lecturers, satisfaction etc.; Questionnaires are anonymous and voluntary.

The university cooperates with employer-organisations and for this purpose, has signed memorandums, which ensures further professional development of students through internships and short-term training courses.

Evidences/Indicators

- Self-evaluation report (SER);
- University website;
- Site visit;
- Master Programme description;
- Study course syllabi;
- Interview with the Academic staff;
- Interviews with students and alumni.

Recommendations:

Suggestions for Programme Development

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	X	<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

Based on the information gathered from the Program, Self-evaluation Report, relevant enclosed documents, and the Site Visit, the Expert Panel has concluded that the Program fully complies with the accreditation standards in this area. Every student should have an opportunity to have qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis. Students are supervised by qualified academic staff with relevant backgrounds in the field. Supervision process and supervisor's qualification is regulated by the rule of planning, implementation, and evaluation of the Master Programs Research Component. Compulsory research component of Master Programs shall be done by students who meet the conditions envisaged by the master's program education component and collect all relevant credits before the master's thesis defence in all obligatory subjects.

In the proposed programme, students should have ample support and feedback from supervisors. They can personally receive feedback through individual consultations with academic staff, often through virtual communication via email and the students' portal. The scientific supervisor maintains close communication with students while working on their thesis, discussing the title, structure, and content. Students have the flexibility to schedule consultations with supervisors as needed. The last step is a public defence of the master's thesis, where students present their research findings. Students could discuss each stage in the preparation of the paper with the supervisor. Firstly, the title of the topic is agreed upon, and then the structure, content, etc.. So, the proposed system meets the requirement.

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

- Self-evaluation report (SER);
- Site visit;
- Personal Data of academic and invited staff;
- Study course syllabi;
- Interview with the Academic staff;
- Interviews with students and alumni;

Recommendations:

Suggestions for the programme development

Evaluation

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	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	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

The qualification of the staff implementing the MA program in EU and Eastern Neighborhood corresponds to the teaching and research components defined by the program. The staff has relevant field competencies in conducting the educational process. Their research experience is confirmed by resumes and qualification documentations. The educational program serves: 5 affiliated professors, 4 affiliated associate professors, 6 invited lecturers (15 staff in total). Staff qualifications and publications fully correspond to the competencies of the educational program. The number and workload of the personnel implementing the program should ensure the conduct of the educational process at a suitable level, its effective functioning and the achievement of teaching-learning goals. Programme has academic/scientific and invited staff workload scheme, which is updated every semester. However, workload schemes include only teaching load in accordance with the syllabi. It is recommended that the workload includes teaching, consultation, scientific-research and other workload according to academic/scientific and invited staff's functions and duties; The program head possesses the necessary knowledge and experience for the development and implementation of the program.

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	15	14	5	9
- Professor	5	5	2	5
- Associate Professor	4	3	1	4
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Visiting Staff	6	6	2	-
Scientific Staff	-	-	-	-

Evidences/Indicators

- Programme staff CVs

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

- Expertise of academic staff as became clear through both CVs and interviews during the site visit
- SER
- Qualification documents
- MA programme

Recommendations:

It is recommended that the staff workload includes teaching, consultation, scientific-research and other workload according to academic/scientific and invited staff's functions and duties.

Suggestions for Programme Development

Evaluation

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

The HEI ensures qualified supervisors for MA program. This is evident from the CVs of the supervisors and co-supervisors. Their scientific-research experience is in full compliance with the qualification requirements, functions and legal requirements of the master's supervisors. The academic staff participating in the master's educational program possess the necessary competencies to produce learning outcomes. This is confirmed by their degrees, scientific works and qualifications. The ratio of scientific supervisors and master's students should not exceed 1/5. In addition, the master's student can have a co-supervisor, who must be a suitably qualified professor from another university in case the master's thesis requires the use of interdisciplinary approaches.

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	9	3	9
- Professor	5	2	5
- Associate Professor	4	1	4

- Assistant-Professor	-	-	-
Visiting personnel	-	-	-
Scientific Staff	-	-	-

Evidences/Indicators

- Personnel files, scientific papers, CVs.
- Regulations on Carrying out regulations educational and research activities.
- SER

Recommendations:

Suggestions for the programme development

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	X	<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

Based on a review of the resumes of the program staff, it can be concluded that they have the appropriate qualifications. The presented documentation reflects the research directions of the academic staff, measures to promote their professional development. Some of them have many years of experience in conducting research and academic processes in the higher educational institution both locally and internationally, within the framework of mobility and internationalisation. The high degree of internationalisation of the staff is clear.

In accordance with the staff management policy of the University, personal development plan (PDP) is the established practice to ensure professional development of academic, invited and administrative staff. HR Office ensures relevance of the evaluation process and PDPs with the university's strategic development goals and objectives, taking into consideration the individual needs and opportunities of

the staff.

The individual career development model should ensure offering the relevant development possibilities for the individual staff. Evaluation is systematic and takes place within 6 months. The mid-evaluation results are utilised for changes in PDP and modification of the evaluation process. The HEI provides necessary environment to staff members to foster scientific, research and teaching activities, as well as encourages participation in local and international events, projects, seminars and conferences.

Evidences/Indicators

- Personnel files, CVs of the academic staff involved in the program.
- Regulations on Carrying out regulations educational and research activities.
- Staff Management Policy
- SER
- 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
4.3 Professional development of academic, scientific and invited staff	X	<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

The program has the necessary infrastructure and technical equipment needed to achieve the learning outcomes. In particular, academic staff and students have at their disposal:

- lecture halls
- University library
- computer center in the university
- library services and electronic databases such as EBSCO, HEINONLINE, Sage Journals, OpenEdition, the Royal Society Publishing, Cambridge University Press and others are available for students.

The university has signed memorandums with many international partner institutions. Material, laboratory, information and digital resources are freely available to students and staff, as well as they are informed about the availability of the resources and know how to utilise them.

Evidences/Indicators

- Site visit to the University campus
- SER
- The University web page
- Agreements with partner institutions

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	X	<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 for the MA program in EU and Eastern Neighborhood is designed to accommodate 20 students over 2 years. The annual tariff and the income expected from the program is written in the budget. The program budget is properly planned, economically achievable and consistent with the program requirements. Expert panel has been provided the assurance that HEI has full commitment to the programme.

Evidences/Indicators

- Budget of MA program in EU and Eastern Neighbourhood
- University consolidated budget

Recommendations:

Suggestions for the programme development

Evaluation

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

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	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 New Vision University are defined by the Quality Culture Committee Regulation. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. Quality culture committee aspires for permanent update and development, focuses on annual surveys, with inclusion of all stakeholders to analyse assessment results to maintain effective monitoring, carries out permanent assessment of the activities of the University units and relevant resources, identifies objectives with strategic development and articulate development tendencies. The early-diagnostic tool has been implemented by the university; evaluation takes place during the programme's duration; individual courses are also evaluated during the teaching process.

Programme quality assurance is based on the PDCA - "plan –do – check - act" principle. Students, graduates, employers, academics, and invited staff are involved in the internal quality assessment

process. The quality culture committee cooperates and encourages the involvement of the program staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the program is prepared with the involvement of academic and administrative staff. The self-assessment process and relevant task distribution among the working group should ensure identifying the strengths and possibilities for future development.

Necessity-based assessment surveys are used in the internal quality evaluation processes for purposively identifying the problems and ensuring quality improvement interventions. These surveys are meant to identify the necessities, needs, and wants of the students.

Evidences/Indicators

- Self-Evaluation Report
- NPLE – New Vision University Quality Culture Committee Regulation
- 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	X	<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 New Vision University is mainly carried out through Accreditation and Authorisation Processes, maintained by the National Center for Educational Quality Enhancement and external experts' evaluations. The University generally reviews recommendations and suggestions, and the findings are introduced to the programs for further consideration. The quality culture committee ensures compliance of the developments with the received recommendations.

The programme has been evaluated by the field experts and professors from the University “Tor vergata” of Rome, University of Graz and University of Campania Luigi Vanvitelli. All identified the well-balanced curricula, learning by doing mixing the theoretical approach, internship and practical skills as major strengths.

Evidences/Indicators

- Self-Evaluation Report
- NPLE – New Vision University Quality Culture Committee Regulation
- Survey reports and forms
- Expert’s evaluations
- 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	X	<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 programme development and service improvement, the quality culture committee ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with academic and administrative staff, students, graduates, and employers are central tools for implementing quality culture at the university, along with the self-evaluation questionnaires for students and peer assessment practice. At the end of every compulsory course, students evaluate the course by completing a course evaluation form; if necessary, focus groups are also organised. Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the program improvements.

At the end of each semester, the quality culture committee monitors the students’ academic performance, and the evaluation results will be used by the University administration to improve educational processes. The programme will benefit from the practice of early diagnostic tool – intermediate learning outcomes assessment which ensures immediate response for timely identified issues and tendencies.

The HEI thus ensures benchmarking for the best available practices to develop a competitive and individual programme, therefore, European Union and Eastern Neighborhood Masters Programme takes into consideration the experiences of the local and international analogue programmes. The panel is confident that this MA offers distinctive multidisciplinary focus, a range of topics in law, politics and European Studies and regional focus.

Evidences/Indicators

- SER
- NPLE – New Vision University Quality Culture Committee Regulation
- Survey reports and forms
- Expert’s evaluations
- Benchmarking of other programme’s experiences
- 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	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	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: N(N)LE - New Vision University

Name of Higher Education Programme, Level: “European Union and Eastern Neighborhood” MA programme

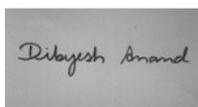
Compliance with the Programme Standards

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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Dibyesh Anand



Accreditation Expert Panel Members

Full name, signature



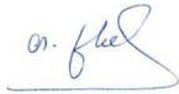
Irakli Gorgiladze

Full name, signature

Irakli Chkhaidze



Full name, signature



Tamta Tskhovrebaze

Full name, signature

