



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorisation Experts' Final Report on International University of Tbilisi (IUT)



INTERNATIONAL
UNIVERSITY OF
TBILISI

Expert Panel Members

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Tbilisi
2024

Authorisation Report Resume

General information on the educational institution

International University of Tbilisi (IUT) is a newly established institution. It comprises schools of medicine and business. It aims to operate successfully on both national and international markets, and has developed its teaching program output primarily based on identified needs in the market, with the program in rehabilitation being innovative (though not entirely unique) in Georgia, while the business program represents an area (Logistics) in which supply does not meet demand in the country.

The university is based at a campus that previously belonged to a now-defunct university (Millennium University). It aims to accommodate 2,000 students from the outset, the majority of whom will likely be international students.

The university's campus is equipped with facilities and materials for research and laboratory equipment (though much of the latter seems designed for an MD program rather than rehabilitation), as well as a library (though much of its contents are either out of date or irrelevant to the study programs pursued by the institution).

The university has recruited a range of academic staff, though only a small number are affiliated academic staff. However, the general caliber of individual staff recruited to academic positions seems to be adequate.

The university has also yet to recruit several key staff in key positions (such as the Data Protection Officer, the head of the Quality Assurance office, the expert in recruitment of international students).

The university has announced that it will have an innovative focus and will liaise, inter alia, with the green economy sector, for this purpose.

The SER has mentioned that the university plans to provide for extracurricular activities for students and a student self-government. However, at this stage, it is very difficult to judge whether the infrastructure will be put in place for this purpose before students actually arrive. In addition, the campus is very small for the purposes of accommodating the planned student numbers. As such, it is questionable as to whether accommodating extra-curricular activities on site is realistic.

The campus also includes a doctor. However, the doctor's office is not accessible to persons with disabilities due to steps impeding access. There is also no dedicated parking for persons with special needs on site.

The university has approximately 65 computers for staff and students, which is a very small number under the circumstances.

The newly established website was going through its build during the time the evaluation took place. Many of the links on the English version of the site led nowhere or were dead links.

There are plans for an in-house academic journal, though none has as yet been established. Efforts towards internationalization are at an embryonic stage, and mostly seem to involve endeavoring to attract students from Ukrainian universities who have discontinued their studies due to the war.

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

The SER was generally well drafted. However, viewed in combination with the budget and other documentation, it presumes to some extent that the university will be 'up and running' with a full student cohort from the first year. In view of the difficulties that are likely to be faced in making this a reality, as well as the gaps in key governance positions and the

inadequate campus facilities for 2,000 students, the SER came across as overly optimistic and rather utopian to the panel when compared with the on-the-ground situation.

The visit was quite successful. The expert panel found the staff, especially management, to be very co-operative and were made to feel welcome. However, a lot of statements were made about things that will happen in the future, which of course cannot be tested in the real world at the time of the evaluation. During interviews, certain staff stated that they did not agree that the predicted student numbers were realistic and stated that they believed that the budget as had been presented to the panel was not realistic either, as it was based on such student numbers (and that the funders of the university might therefore need to 'fill in' gaps that would emerge). During other interviews, certain staff members did not show themselves to be very knowledgeable about the university, its strategy, or the system by which they would be evaluated, and some answers received from staff were excessively vague, whether by design or by ignorance.

During the visit, the panel met with the university administration, the self-evaluation team, the dean and faculty administration, with the program directors, with academic staff, with invited staff, with quality assurance management, with employers and other stakeholders, and IT staff. The panel also reviewed a range of other documents.

The panel also undertook a tour of the university's facilities, including the library, the doctor's surgery, the labs, classrooms, and the canteen.

Overview of the HEI's compliance with standards

Summary of Recommendations

1. The idea of internationalisation should not only involve 'harvesting' students from universities in Ukraine who have discontinued their studies (which seems to be the main purpose for which it presently exists).
2. The university's mission needs to reflect the on-the-ground realities by clearly defining and elaborating key concepts. Specifically, the notion of "multicultural and democratic climate" should be thoroughly thought through and articulated and explained, as well as why these are useful and valid criteria, and how they help the university to function effectively. A mere statement of this as a desideratum does not explain how it helps the university in any way.
3. Formalise student involvement and make sure that their voices are heard at all stages of planning and of university life.
4. Within the mission statement, outline the main directions of the university, including teaching, research, and societal engagement.
5. A deeper discussion with stakeholders (especially employers) needs to identify where and how students could find employment, and the university's mission should be reconceptualised in this direction.
6. It is recommended that the university aligns its strategic development plan with actual material resources and realistic enrolment projection. This should also extend to staff knowing about what the university has actually stated in official documentation, which does not appear to be the case. In particular, if the university's rigid plan is to start with 2000 students, staff's first reaction should not be to cast this as very unrealistic.
7. It is recommended that the head of QA not hold multiple roles such as Vice Rector, Data Protection Officer, chair of the external data protection company, and academic staff at other universities.

8. The relevant international specialist (to spread the word and recruit foreign students) for brand recognition should be hired.
9. Resources should not be dedicated to an MD program for which there seems to be no (official) plan.. Resources should rather be dedicated to the educational programs that are actually planned. In a situation of finite resources, it is essential that the latter not be wasted.
10. There is little evidence of properly thought through student-oriented services, considering the likely student demographic (specifically relating to the university's efforts to recruit from places like Ukraine and India). This should be addressed.
11. The idea of focusing on sustainable development is admirable, but is too vague. Interactions with the green sector employers during interviews did not clarify this, while there is little information on the university's website either. A more concrete plan needs to be presented in this regard.
12. The monitoring mechanisms in the university need to be significantly improved and streamlined, and overlaps which exist between the QA and EAAM need to be resolved.
13. The material resources at the university do not meet the required standards for the implementation of the strategy pursued.
14. The University should update the scheme of organizational structure of the university to correspond with the statue of university and to perform an effective management of its activities.
15. In the organizational structure and staffing schedule, the university should consider structural units/staff that will be focused specifically on the needs of/services for foreign students in multicultural environments.
16. Considering the fact that the university plans to have 2000 students and to conduct study process in three cycle per day and all existing contracts with the administrative and supportive personal state the 35 working hours per week (until 16.00), the university should increase the staffing of organizational structures to ensure that structural units implement their functions effectively and in a coordinated manner.
17. The Institution should ensure that academic staff are aware about the opportunities and procedures of election/appointment to the management bodies.
18. The Business Processes Continuity Plan should consider risks coming from social and political instability/tension as well as risks from financial viability of the institution.
19. The Study process regulations and statues of structural units must be updated in order to include the master program in business administration (Logistics).
20. The University should enhance the internationalization of the university, considering the relevant strategies in respective plans and regulations.
21. The University should ensure that representative of data protection company that serves the university should not be involved in the decision-making bodies/management structures of the university (according to the law of data protection of Georgia data protection company must be independent).
22. The University should allocate appropriate human and material resources to the quality assurance unit in order to ensure continuous assessment and development of institution's activities and its resources.

23. The University's quality assurance unit should effectively use adequate methodology for student body planning and evaluate university's material, financial and human resources on its basis
24. The Monitoring apparatus at the university should be used effectively to evaluate implementation of the strategy in key areas.
25. An overlap between the Department of Educational and Administrative Affairs Management (EAAM) and quality assurance office should be eliminated and the later office should have permanent head.
26. The university should ensure awareness campaigns about the principles of academic freedom.
27. The university should conduct training for staff on academic integrity and on the prevention of plagiarism as well as on using appropriate instruments/software.
28. The university should follow the internally approved rules on plagiarism.
29. It is recommended to follow the procedures of implementation of educational programs according to the designed "Rules for developing and implementing educational programs".
30. Specify the assessment of Bachelor's Thesis in accordance to Decree of Ministry of Education and Science dated January 5, 2007, N3.
31. Staff Encouragement mechanisms have to be diversified.
32. It's recommended to make affiliation conditions mutually attractive in order to raise the opportunity of programme sustainability.
33. The number of affiliated academic staff has to be increased.
34. To ensure the sustainability of schools and educational programs deans and heads of programs have to be affiliated.
35. A clear professional development plan needs to be elaborated and shared with staff.
36. Professional development activities for staff have to be conducted.
37. Increase awareness of administrative, support and invited staff on their evaluation criteria and encouragement mechanisms.
38. Conduct competitions and employ staff based on the competitions rather than via direct recruitment. employing.
39. Personnel on administrative/support positions have to be employed considering their need of existence for the university to run smoothly and number of students (staff at exam center, staff to evaluate and support development of teaching-learning and assessment methods, personnel responsible for arranging clinical classes, psychologist, head of quality assurance department, sociologist with experience of conducting research and staff for serving public health school at quality assurance service, staff for recruiting international students, staff working on students integration and life at university and in Georgia).
40. Tbilisi International University must employ international lecturers to meet its mission and vision.
41. Security staff should know the English Language an additional staff member should be recruited who is competent in the English language.
42. It's recommended to increase the number of administrative personnel, considering the number of students (2000) expected.

43. It's recommended to base the lecturer's workload distribution on the information withdrawn from the universities where they are working at, in order to ensure sound distribution of workload and sustainable running of the programmes.
44. The number of academic teaching staff has to be increased, considering the number of students (2000) expected
45. The institution must ensure the visibility of the cost of educational programs to interested parties, including on the university's website.
46. The institution must indicate that the educational programs are not yet accredited, including on the university's website.
47. The institution must ensure that English language test is proper to detect English language level at B1 level.
48. The institution must expand its international partnerships and employer networks to further enrich the student experience and foster their development.
49. More detail concerning research projects should be provided on the website
50. The university should properly elaborate the research projects in which it is involved, the level of involvement, the budget, and the prospects of these projects going forward.
51. There is minimal evidence of internationalisation of research activities. This should be addressed.
52. Information concerning the meaningful research potential of interaction with economic agents on research projects, while mentioned in the SER, was not reflected in the interviews with employers, who did not present evidence of how relevant activity would take place. This should be rectified and clarified if potential for meaningful synergies does exist. Specific projects, guarantees of funding, estimates, etc, should be provided and budgeted, and the involvement of economic agents should be properly explained.
53. While some support for the research activities of staff was evident, better and more clearly defined incentives should be provided.
54. Support for the research activities of students should also be provided with adequate incentives.
55. There should be broader commitment to international co-operation with universities abroad on research projects.
56. To ensure robust and effective evaluation and support of research activities, employ full-time staff at the research center and within the QA department.
57. A good system of incentives and disincentives should be put in place to encourage academic output excellence.
58. There is an insufficient provision in terms of space on faculty for the number of students desired. Space should thus be increased or numbers diminished.
59. Rooms without Natural light should not be used
60. The number of agreements with clinical bases should be increased in order to adequately accommodate predicted student intake.
61. Better physical materials for rehabilitation need to be provided
62. Databases should be accessible from outside or in the Web portal
63. The university's website should be improved, including by adding a web portal for outside use.
64. Alternative Funding resources should be added to make the University's Functioning Sustainable

65. Clear calculations should be made in order to ensure transparency and clear matching of desired goals with actual resources.

Summary of Suggestions

1. Given that the university identifies itself as international, it is advisable to conduct peer evaluation by international field experts.
2. It is suggested to offer additional foreign languages in Physical Medicine and Rehabilitation bachelor program.
3. It's advisable to increase the minimum number of academic personnel at various positions and decrease academic staff/student ratio on regulatory level.
4. It is suggested to offer mental health support services to students

Summary of the Best Practices


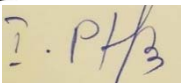
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Summary Table of Compliance of HEI with Standards and Standard Components

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

Signature of expert panel members

1. Ciarán Burke (Chair)

2. Irine Pkhakadze (Member)

3. Ia Natsvlshvili (Member)

4. Nino Alavidze (Member)

5. Irakli Gagua (Member)

6. Nino Javakhishvili (Member)

I. Natsvlshvili

b. Alavidze

x

b. Javakhishvili

Compliance of the Applicant HEI with the Authorisation Standard Components

1. Mission and strategic development of HEI

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

1.1 Mission of HEI

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

Descriptive summary and analysis of compliance with the standard component requirements

The HEI's mission statement defines its role locally and internationally (though to some extent, the latter could be better developed). However, it should be noted that the panel's research revealed that the HEI's mission statement does not fully reflect the on the ground reality, as the material resources and strategy do not align.

While Authorisation standard 1.1 requires the mission to define the characteristics of the HEI based on its type and the main directions of its work, the actual mission of the HEI, in the context of IUT, is limited to learning conditions. In this regard, it is germane to note that it does not include information on the conditions of research and on social engagement activities, which should be conducted by the academic staff and by other university stakeholders.

Further, according to the authorization standards, the HEI's mission should take into consideration knowledge creation and dissemination and should define the main directions of its work. The current formulation is too vague for this purpose.

The idea, stated in the SER, page 12, that the university will encourage the formation of a 'multicultural and democratic climate' is stated as part of the HEI's mission. However, it is not clear to the panel how this contributes to the dissemination of effective education. Management, under questioning, said that this was a guarantee of quality, but did not explain how this was the case. It does not appear to be thought through.

A related notion is that of internationalisation. However, what this entails in concrete terms seems to be harvesting students from Ukrainian universities who were forced to suspend their studies due to the war.

Staff throughout the university showed good knowledge of the university's mission. The mission, vision and goals were developed via broad participation in the university community, and involved input from staff, governance, and other stakeholders (with the exception of students). A working group was

established for this purpose, and the university hired an expert to prepare the SER, which explains why it is substantively well written as a document; however, it is very difficult to understand whether it represents the on-the-ground reality. Rather, as a best practice, creating the SER should be a collaborative process involving the staff of the university. The exclusion of students from this process (even students from other universities) is also concerning. There is no guarantee that students' voices will be considered in the future at all important junctures for the development of university life. This is a problem, because in order to create a student-oriented educational system, it is crucial to listen to their needs and wishes at all stages. This should be rectified. To ensure formal and effective student involvement in the process, it is recommended to implement surveys and focus groups that include both national and international students. Additionally, cooperation with the Georgian Students' Association should be pursued as a valuable opportunity to support and enhance student participation.

The university identifies itself as having unique selling points, including the development of a rehabilitation program. The engagement with the green sector is also innovative as a desideratum (which the university states that it wishes to do). However, the panel received very little real evidence that the university would actually do this.

Some research has been done to ensure that the needs identified in the mission statement reflect the labor market. However, more discussion with stakeholders is clearly needed to identify where students can actually find employment.

The inadequacies in this area (reflected in the recommendations below) will take the university some time to rectify, and certainly more than one year.

Evidences/indicators

SER
Mission of the University
Action Plan
Strategic Plan
Site Visit

Recommendations:

1. The idea of internationalisation should not only involve 'harvesting' students from universities in Ukraine who have discontinued their studies (which seems to be the main purpose for which it presently exists).
2. The university's mission needs to reflect the on-the-ground realities by clearly defining and elaborating key concepts. Specifically, the notion of "multicultural and democratic climate" should be thoroughly thought through and articulated and explained, as well as why these are useful and valid criteria, and how they help the university to function effectively. A mere statement of this as a desideratum does not explain how it helps the university in any way.
3. Formalise student involvement and make sure that their voices are heard at all stages of planning and of university life.
4. Within the mission statement, outline the main directions of the university, including teaching, research, and societal engagement.
5. A deeper discussion with stakeholders (especially employers) needs to identify where and how students could find employment, and the university's mission should be reconceptualised in this direction.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Evaluation

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

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

1.2 Strategic Development

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

Descriptive summary and analysis of compliance with the standard component requirements

The HEI has a strategic development (7-year) plan and an action plan (3-year) in place. The HEI contributes, or at least aims to contribute to the development and betterment of society, through sharing learned knowledge and producing qualified graduates. However, its research strategy is doubtful, and its work towards internationalisation insufficiently developed. The HEI's goals are not necessarily fully based on its mission and the priorities of its activities. However, given the tiny amount of money allocated to staff development, internationalisation and research, they are not likely to be achievable in the time allocated. The university budget allots 80% of resources to staff budgeting, and this leaves inadequate room for the realisation of the remaining goals.

Interviews placed repeated emphasis on quality enhancement mechanisms, though their workings in practice were somewhat questionable. This is part of an overall and rather confusing monitoring apparatus in place at the university. However, the panel concluded that the monitoring mechanisms in place at the university were wholly ineffective, given that even the panel's short time to evaluate the university revealed that the strategy was not capable of meaningful implementation in key areas, which should have been revealed by the multiple layers of monitoring present at the university. If monitoring is to be effective, it must spot obvious flaws in reasoning, budget, and results. This does not appear to be the case. In particular, there seems to be an overlap between the EAAM and quality assurance, and the latter office does not have a permanent head. A lot of issues here were left "to be resolved after we receive authorisation".

The budget with which the panel was provided was insufficiently detailed in terms of its content. While a revised and slightly more detailed budget was eventually supplied to the panel, it still did not seem to be properly costed or stress tested. In particular, between 80% and 85% of the budget was allocated to staff wages, whereas a more usual figure would be 40-45%. In addition, the budget effectively assumed that 2,000 students would arrive and pay fees on the first day. However, the material resources and human resources at the university's campus could not deal with 2,000 students. In addition, staff when interviewed cast doubt upon whether this was likely. Some staff even discussed "if we only start with one student". This reflects a serious divergence between the written strategy in the SER and the budget, and staff's expectations, as well as material realities. This is clearly a serious flaw.

The strategy of the university is clearly, in part at least, aimed at filling gaps in the market.

The SER mentions that the university shall aim to attract young staff, but the evidence garnered at the site visit did not show this to be the case. Staff were rather experienced (and this, of course can be a strength). However, it shows a divergence between the stated strategy of the university on paper and the on the ground reality. This is concerning.

The fact that the SER was put together by an expert since last November, but that recruitment seems to be continuing all the time means that the extent to which individual staff members can meaningfully be said to have contributed to the SER and the development of documents related to strategy is somewhat doubtful. For example, when the panel asked how academic staff might have provided advice in relation to the strategy adopted by the university, they were told that they had helped with 'rebranding', hardly the most pertinent point on which such staff might meaningfully contribute.

However, the panel were later told that staff were also involved in the designation of educational programmes.

It was not clear which specific methodologies had been adopted for strategic planning, though the panel asked this question repeatedly.

The idea of focusing on sustainable development is admirable, but is too vague. Interactions with the green sector employers during interviews did not clarify this, while there is little information on the university's website either.

The independence and quality of the Quality Management work group would be improved if the head of quality assurance (de facto) were not also the Vice Rector, as well as the de facto Data Protection Officer, as well as the chair of the company who is preparing an external data protection 'package/solution' for the university (as well as working at three other universities). The dual data protection role also raises a conflict of interest issue and is likely to violate Georgia's law on Data Protection.

Brand enhancement is listed as a priority, but the relevant international specialist (to spread the word and recruit foreign students) has not been hired, and when asked about this, representatives of the university explained that the recruitment process might not begin for some time. This is sub-optimal, as is the fact that it is likely (as the panel were told) that the recruitment process will not proceed via open competition.

Some of the resources and plans demonstrated seem to have been dedicated to the now-moribund MD programme. This should be rectified, as dedicating resources to this area when there is no MD programme is a waste of space, and there is no need for such resources in a university that does not train doctors. It should also be noted that it is not mentioned within the strategic development plan that the HEI is going to submit an MD programme in the future.

There is little evidence of properly thought through student-oriented services, considering the likely student demographic. This should be addressed.

The university's dynamics on the ground did not fully reflect what was mentioned in documentation. For example, the document entitled "methodology for determining student quota" submitted to the panel mentions two shifts of students attending the university per day. However, during the panel's interviews, three shifts were mentioned. Similar concerns may be expressed about the action plan.

Evidences/indicators

- SER
- Action Plan
- Strategic Plan
- Site Visit
- Business continuity plan
- Internationalisation policy
- Budget and revised budget doc
- Methodology for determining student quota

Recommendations:

1. It is recommended that the university aligns its strategic development plan with actual material resources and realistic enrolment projection. This should also extend to staff knowing about what the university has actually stated in official documentation, which does not appear to be the case. In particular, if the university's rigid plan is to start with 2000 students, staff's first reaction should not be to cast this as very unrealistic.
2. It is recommended that the head of QA not hold multiple roles such as Vice Rector, Data Protection Officer, chair of the external data protection company, and academic staff at other universities.

<ol style="list-style-type: none"> 3. The relevant international specialist (to spread the word and recruit foreign students) for brand recognition should be hired 4. Resources should not be dedicated to an MD program for which there seems to be no (official) plan. Resources should rather be dedicated to the educational programs that are actually planned. In a situation of finite resources, it is essential that the latter not be wasted. 5. There is little evidence of properly thought through student-oriented services, considering the likely student demographic (specifically relating to the university's efforts to recruit from places like Ukraine and India). This should be addressed. 6. The idea of focusing on sustainable development is admirable, but is too vague. Interactions with the green sector employers during interviews did not clarify this, while there is little information on the university's website either. A more concrete plan needs to be presented in this regard. 7. The monitoring mechanisms in the university need to be significantly improved and streamlined, and overlaps which exist between the QA and EAAM need to be resolved. 8. The material resources at the university do not meet the required standards for the implementation of the strategy pursued.
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>

2. Organisational Structure and Management of HEI

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

2.1 Organisational Structure and Management

- o Organisational structure of HEI ensures implementation of goals and activities described in its strategic plan
- o Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
- o HEI's Leadership/Management body ensures effective management of the activities of the institution
- o Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalisation.

The HEI's organizational structure ensures implementation of the university's primary activities: conducting the study process and research. According to the university's statute, the following structural units in organization's management structure serve to reach university's strategic goals: General

meeting of partners, Board of University, Rector, Vice Rector, and Quality Management Department. The core educational structural units at the university are Schools. The governing body of the schools are the School Boards and Dean of the school. The university has two core educational structural units: School of Business and School of Health. Each school operates based on the statute.

The highest administrative personnel of the University is The Rector. The Rector is appointed by the University's general meeting of partners for 3 years. The Rector appoints The Vice-Rector and The Head of the Quality Management Department.

The business continuity plan is inadequate, as it gives too much weight to things like landslides, while failing to contemplate much more serious risks, like that if 2,000 students arrive, the campus will be too small, and the university too understaffed to accommodate them, as well as the risk that fewer than 2,000 students will arrive, and this will affect the financial viability of the institution according to the budget as it is stated.

Detailed descriptions of the functions of governing bodies/units and various structural entities are outlined in the university regulations documents. The functions of the structural units of the university cover the activities aimed at achieving the goals outlined in the university's strategic and operational plans.

University has following structural units: Educational and Administrative Affairs Management Department; Career and Student Support Center; Legal Assurance Service; Informational Technologies Service; Financial Service; Library; Public Relation and Marketing Service; International Relations Service; Protection and Security Service; Logistic and Labor Safety Service; Research center; Human Resource Management Service; Constant education Center.

The University Board is elected for the 3-year term. The following positions are included in the Board: Rector, Vice-rector, Head of Quality Management Department, Deans, Head of Educational and Administrative Affairs Management Department and elected members - representatives of Academic Staff, as well as, subsequently, the Graduate of University's Course and the President of Student Self-Government.

University has defined the Rule for Formation of Government Bodies to ensure that election/appointment to the management bodies takes place in accordance with predefined requirements, is transparent and equitable. Academic staff representatives in the University Board are elected by the School Board based on direct, free and equal elections, with a secret ballot. The graduate student will be selected by the Rector of the University as a member of the University Board among the candidates presented by the School Board (each school represents 1 candidate of the graduate student). The number of academic staff representatives on the University Board is determined proportionally by the number of academic and scientific staff of the relevant school.

The school's governing body is the School Board. The Dean of the school is appointed by the Rector of the University. The School Board includes all members of academic personnel and student self-government representatives. The number of representatives of student self-government in the School Board may not be less than 1/4 of the representation of the Board.

From the interviews with the academic and invited staff of both schools of the university it has become clear that some representatives of academic staff were not aware of election opportunities and procedures in university board. Some of academic staff stated that university board members are selected through the competition announced by rector. Some academic staff indicated that university board members are selected by the school board.

The HEI should ensure that academic staff are aware of the opportunities and procedures of election/appointment to the management bodies.

The scheme of the university structure is available on the university website. It should be noted that according to the scheme the Board of Advisors is also included in the organizational structure of the university, but the Board of Advisors is not mentioned in the statute of university and its functions are not defined. The Board of Advisors seems to have offices on the premises, which is highly unusual, and this would seem to indicate that they favor a hands-on role.

The university's statute and organizational structure should be updated to effectively manage its activities. The university should update its organizational structure to ensure it corresponds with the statute of university, for example university structure show schools, program development committees and program leaders in organizational structure, but how they are related to the rest of structural units, is now shown in the scheme.

Since the university plans to enroll a significant number of foreign students from different countries/different cultures, in the organizational structure and staffing schedule, the university should consider structural units/staff that will be focused specifically on the needs of -/service for foreign students in multicultural environment.

The university webpage indicates the information about the students' self-government. The rules for students' self-governance are defined by the mechanisms for protecting the rights and legal interests of students. This mechanism states that student self-government activities are carried out by university students in accordance with the provision/statute of students' self-government. Although the provision/statute of students' self-government was not presented among other documents.— The university should develop the statute of the students' self-government and make it available on the university webpage. According to the university webpage "student self-governance is a student-led organization comprising representatives from schools. The main goal of student self-governance is to create a diverse and active student community, strengthen student involvement, and ensure their active participation in university activities. Student Self-Government: Approves the provision of student self-governance; Ensures student participation in university management; Appoints the representative to the school board; Exercises other rights vested by law and student self-governance regulations. The university administration does not have the right to interfere in student self-governance activities".

Considering the fact that the university plans to have 2000 students and to conduct study process in three cycles per day (according to interviews; the document entitled "methodology for determining student quota" mentions two cycles) and all existing contracts with the administrative and supportive personal state the 35 working hours per week (until 16.00), the university should increase the staffing of organizational structures to ensure that structural units implement their functions effectively and in a coordinated manner. In addition, study process regulations and related statutes of structural units must be updated to include the master program in business administration (logistics).

The university has a business continuity plan in place. The planning of business continuity involves assessing several types of risks that may have an impact on the functioning of the university. Although, the Business Processes Continuity Plan should consider potential risks from social and political instability/tension. Also, risks related to multicultural or specific cultural environments might be a risk if the staff is not ready and prepared for that, if they are not trained and do not know how to handle diverse cultures, don't possess relevant competences, etc,. The business continuity plan is inadequate, as it gives too much weight to things like landslides, while failing to contemplate much more serious risks, like that if 2,000 students arrive, the campus will be too small, and the university too understaffed to accommodate them, as well as the risk that fewer than 2,000 students will arrive, and this will affect the financial viability of the institution according to the budget as it is stated.

Since ~~one~~ of the university's programs "Physical medicine and Rehabilitation" is in English and it is oriented towards foreign students, the process of internationalization represents a crucial importance for the university. University has in place internationalization policy and memorandums with four international partners. Based on the information collected through self-evaluation report, relevant enclosed documents and site visit group of experts concluded that university should enhance the internationalization of the university. University should consider the relevant strategies in respective plans and regulations.

As revealed during the site visit, the role of personal data protection officer is currently held by the vice rector. According to the Law of Georgia "On Personal Data Protection", the function of the personal data protection officer can be performed by the employee of the person responsible for the processing or the authorized person (in this case the university) or other person(s) based on the service contract. The personal data protection officer can perform other functions if this does not cause a conflict of interest. In addition, the Personal Data Protection Service of Georgia notes in its issued recommendations about the officer that the officer cannot be a person directly involved in the data processing process and a decision-maker. In the case under consideration, the conflict of interests is clearly defined. Accordingly, neither the vice-rector nor the company of which the vice-rector is a director can be considered as a proper person required by law to be an officer. The university should ensure that representative of data protection company that serves the university should not be involved in the decision-making

bodies/management structures of the university (according to the law of data protection of Georgia data protection company must be independent).

Institution uses informational technologies among them an electronic document processing system. After the educational programs start functioning, the information about educational programs and personnel will be submitted in the registry of educational institutions according to the order #90/n of October 18, 2021, of the Minister of Education and Science of Georgia. This information will be submitted by the responsible personnel from the Department of Educational and Administrative Affairs Management.

Evidences/indicators

- Structure of the university <https://iut.edu.ge/en/chven/struqtura/>;
- Statue of the University;
- Bylaw of the university;
- Statues of the schools;
- Regulations of structural units of the University;
- Rules for formation of management bodies;
- Mechanisms for protecting the rights and legal interests of students;
- Rule for Document Processing;
- System of the registry of educational institution;
- Business Process Continuity Plan;
- Management effectiveness monitoring mechanisms;
- Internationalization Policy <https://iut.edu.ge/en/chven/saertashoriso-urtiertobebi/partniori-universtitetebi-da-organizatsiebi/>;
- Memorandums with international partners;
- Mechanisms for attracting foreign students and staff;
- Agreements with foreign universities;
- Minutes of the meeting of University Board and school Boards;
- Agreement with the data Protection outsource company;
- Academic and administrative staff positions list and qualification requirements/development plan;
- Student distribution schedule;
- Agreement with the email service provider;
- The rule of production of the electronic system of educational process management;
- Agreement with the provider of anti-plagiarism software;
- Governing board <https://iut.edu.ge/en/chven/martvis-organoebi/sauniverstiteto-sabcho/>
- Student Self-government <https://iut.edu.ge/en/studentebisatvis/studenturi-tvittmartveloba/>
- Self-evaluation Report of the University;
- Site visit Interviews.

Recommendations:

1. The University should update the scheme of organizational structure of the university to correspond with the statue of university and to perform an effective management of its activities.
2. In the organizational structure and staffing schedule, the university should consider structural units/staff that will be focused specifically on the needs of/services for foreign students in multicultural environments.
3. Considering the fact that the university plans to have 2000 students and to conduct study process in three cycle per day and all existing contracts with the administrative and supportive personal state the 35 working hours per week (until 16.00), the university should increase the staffing of organizational structures to ensure that structural units implement their functions effectively and in a coordinated manner.
4. The Institution should ensure that academic staff are aware about the opportunities and procedures of election/appointment to the management bodies.
5. The Business Processes Continuity Plan should consider risks coming from social and political instability/tension as well as risks from financial viability of the institution.
6. The Study process regulations and statues of structural units must be updated in order to include the master program in business administration (Logistics).
7. The University should enhance the internationalization of the university, considering the relevant strategies in respective plans and regulations.
8. The University should ensure that representative of data protection company that serves the university should not be involved in the decision-making bodies/management structures of the university (according to the law of data protection of Georgia data protection company must be independent).

Suggestions:
Best Practices (if applicable):
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
2.2 Internal Quality Assurance Mechanisms
<ul style="list-style-type: none"> o Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution. o HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.
<p>According to the Quality assurance policy adopted in the university, quality assurance involves internal and external evaluation procedures that contribute to the enhancement of education quality at the university. The university is responsible for implementing internal evaluation procedures, while external evaluation procedures are carried out by the National Center for Educational Quality Enhancement. The university's quality assurance is an ongoing process and is implemented through the widely extended "PDCA" method (Plan-Do-Check-Act).</p> <p>The quality assurance and evaluation are detailed on all key aspects of the university's operational activities and cover the following: development of academic programs; professional development of personnel (including academic, administrative, invited and support staff); Enhancement of scientific-research activities; internationalization efforts; optimization of material, informational, and financial resources; improvement of student services; quality assurance efficiency. To conduct the evaluation of all above mentioned key aspects, the university's quality assurance mechanism considers deferent forms of questioners for interested parties, satisfaction surveys questioners, class observations, labor market research, SWOT analysis, evaluation of programs' learning outcomes, monitoring of students' academic performance, evaluation of stuff performance, evaluation of universities resources and services, etc.</p> <p>Quality assurance policy of the university also includes rules for the review of internal quality assessment results and roles for responding to self-assessment and internal assessment. —The analysis and recommendations of the results carried out by the Quality Management Department must be submitted to the University Board for further response. All structural unites are involved in the process of self-assessment and internal quality assurance. It should be noted that the position of head of Quality Assurance Department is currently vacant and vice rector performs the duties of head of QA department. Additionally, person who holds the position of vice-rector also heads several academic and administrative positions at other public and private organizations. —The university should allocate appropriate human, and material resources to the Quality Assurance Unit in order to ensure continuous assessment and development of institution's activities and its resources.</p> <p>-As an example, university provided the report on the usage of evaluation results for the educational programs. — The Department of Quality Management of Tbilisi International University conducted an analysis of the labor market, potential employers, students from other higher educational institutions, graduates from other higher education institutions. A SWOT analysis was performed, and collegial evaluation was integrated into the program.</p> <p>University has in place the methodology for planning student body/ Methodology for Determining the Student Enrollment Quota. Thesets mechanisms requires the following aspects to be considered when</p>

planning students quotas: a) University material-technical resources/practice objects/clinic objects (movable and immovable property); b) Human resources (academic, invited, administrative, and support staff, as well as other individuals necessary for program implementation); c) Job market demands; d) Specifics of the educational program; e) Relevance of the educational program.

Formula for Calculating Student Contingent (Total Quantity) is the following:

"... a. Educational Space (sq.m) / 3 - per student (sq.m)

b. Number of Professors 70 - per student, in the case of medical/dental single-cycle programs, the academic personnel and student ratio is defined as 1/35.

c. Material Base – Student placement / students' desks / Total number of students' chairs

d. Number of Administrative Staff 40 - per student

e. Number of Computers and Technical Facilities 30 - per student.

Note: During the planning of the educational process in two shifts, the specified indicators are considered relevant to the calculation of student ½ ratios."

Currently the university does not have students and in case an authorization is awarded it requests permission for 2000 students.

It should be noted that student body methodology considers the study process in two shifts. During the site visit interviews the administration confirmed that the university plans to conduct teaching in three shifts. In the self-evaluation report target benchmarks for the students and staff body are defined for 2029. - The university's quality assurance unit should effectively use adequate methodology for student body planning and evaluate university's material, financial and human resources on its basis.

Interviews placed repeated emphasis on quality enhancement mechanisms, though their workings in practice were somewhat questionable. This is part of an overall and rather confusing monitoring apparatus in place at the university. However, the panel concluded that the monitoring mechanisms in place at the university were wholly ineffective, given that even the panel's short time to evaluate the university revealed that the strategy was not capable of meaningful implementation in key areas, which should have been revealed by the multiple layers of monitoring present at the university. If monitoring is to be effective, it must spot obvious flaws in reasoning, budget, and results. This does not appear to be the case. In particular, there seems to be an overlap between the Department of Educational and Administrative Affairs Management (EAAM) and quality assurance, and the latter office does not have a permanent head. A lot of issues here were left "to be resolved after we receive authorization".

Monitoring apparatus at the university should be used effectively to evaluate implementation of the strategy in key areas. An overlap between the Department of Educational and Administrative Affairs Management (EAAM) and quality assurance office should be eliminated and the latter office should have permanent head.

Evidences/indicators

- o Quality Management Policy;
- o Analysis of Labor Market and Employees' Requests (for all Programs);
- o Analysis of Labor Market and Employees' Requests for Master Program;
- o Methodology for Determining the Student Contingent;
- o Report on the Usage of Evaluation Results;
- o Self-evaluation Report of the University;
- o Site visit Interviews.

Recommendations:

- The University should allocate appropriate human and material resources to the quality assurance unit in order to ensure continuous assessment and development of institution's activities and its resources.
- The University's quality assurance unit should effectively use adequate methodology for student body planning and evaluate university's material, financial and human resources on its basis

<ul style="list-style-type: none"> • The Monitoring apparatus at the university should be used effectively to evaluate implementation of the strategy in key areas. • An overlap between the Department of Educational and Administrative Affairs Management (EAAM) and quality assurance office should be eliminated and the later office should have permanent head.
Suggestions:
Best Practices (if applicable):
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
2.3. Observing Principles of Ethics and Integrity
<ul style="list-style-type: none"> ○ HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible. ○ Institution has implemented mechanisms for detecting plagiarism and its prevention. ○ HEI follows the principles of academic freedom.
Descriptive summary and analysis of compliance with the standard component requirements For students and personnel the university has in place an ethical and disciplinary rules. The rules for responding to the cases of violations are also defined in documents such as: the University Bylaws, Code of Ethics, and other regulatory documents. Access to the regulatory documents is ensured through the university's website. Besides this during the making an work agreements/signing the contracts with stuff, future stuff become familiar with the these regulations and code of ethics. To detect and prevent plagiarism the university has purchased a special program/service form LTD Plagiat.pl Sp z o.o. for two years (purchase agreement is signed on January 31, 2024). The Contractor guarantees that the probability of detecting similarities between the verified documents and documents found at database of the system available to the Customer is 100%. The university has the following mechanisms in place for rising awareness and prevention of plagiarism: (a) Special notice for students in the syllabi; (b) mandatory study course "Academic Writing"; (c) Training sessions, seminars, and public lectures for students and staff related to plagiarism; (d) A bachelor's and Master's thesis regulations and evaluation criteria; (e) Scientific publications, and other types of research are submitted to the university's purchased plagiarism detection program; (f) unified regulations for academic activities (research papers, bachelor's and master's theses, etc.). It's appreciable that the university defines plagiarism under the document of regulating detection and proper actions on plagiarism. There are some documents (for ex.: all the survey forms approved by university council. Documents were initially provided under the file - Annex 2.2., for example: N1 Programme evaluation by academic and invited staff; N10 Administrative and support staff satisfaction survey; N11 Service evaluation by students; N25 Effectiveness of quality assurance mechanisms and others) which contain verbatim plagiarism of parts of documents from one of the other universities of Georgia. The existing practice of elaborating documents has to be changed and the university should follow its internally approved rule. The principles of academic freedom at the university are declared in its mission, the Code of Ethics, the Contracts signed with the personnel. According to the university's code of ethics academic freedom is the right of academic staff and students to conduct scientific research, teaching and learning independently. Restriction of academic freedom is allowed only in the following cases: a) for the freedom

of scientific research - in determining organizational issues; b) for the freedom of teaching - in solving the organizational issues of the educational process - in the issues of approving the lecture schedule; c) for the freedom of study - in matters of organization of the educational process.

During the interviews with academic and administrative staff it became clear that awareness rising campaigns or special training on academic integrity, plagiarism and academic freedom were not conducted yet for the university personnel. Accordingly, the university should ensure awareness campaigns about academic integrity and about the principles of academic freedom. University should conduct training for academic and invited staff on the prevention of plagiarism and on using appropriate instruments/software.

Evidences/indicators

- o The regulatory documents <https://iut.edu.ge/en/chven/maregulirebeli-dokumentebi/>;
- o University mission <https://iut.edu.ge/en/chven/misia/>;
- o The Code of Ethics <https://iut.edu.ge/en/chven/maregulirebeli-dokumentebi/>;
- o Document of purchase of the Plagiarism Detection Program;
- o University bylaws;
- o Regulation "How to detect and respond to plagiarism" approved by Rector's order of February 12, 2024 N 02-017 <https://iut.edu.ge/en/chven/maregulirebeli-dokumentebi/>
- o University website <https://iut.edu.ge/en/>;
- o Self-evaluation Report of the University;
- o Site visit Interviews.

Recommendations:

1. The university should ensure awareness campaigns about the principles of academic freedom.
2. The university should conduct training for staff on academic integrity and on the prevention of plagiarism as well as on using appropriate instruments/software.
3. The university should follow the internally approved rules on plagiarism.

Suggestions:

Best Practices (if applicable):

Evaluation

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

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

3. Educational Programmes

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

3.1 Design and Development of Educational Programmes

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

Descriptive summary and analysis of compliance with the standard component requirements

Tbilisi International University has a policy for developing educational programs.

The document "Rules for the Development and Implementation of Educational Programs" is approved by the Provision the Board of University # 2/23, November 30th 2023, it defines The rules and conditions for the development and implementation of educational programs at University.

The rules and conditions for Admission, Modification, and Cancellation of Educational Programs, Student's educational activity, an academic year are defined by the document "Educational Process Regulations of Tbilisi International University" (approved by the Provision the Board of University # 2/23, November 30th 2023). The termination of the educational program is possible in the following cases: a) In the event that no student is enrolled in the corresponding educational program; b) The educational program no longer complies with legal requirements; c) The continuation of the educational program is no longer in line with the university's mission; d) In other circumstances specified by law. In case of program termination, the university must inform the National Center for Quality Enhancement in Higher Education before the termination of the program. The university should provide students with information and details about the program's termination, including information similar to that required for the implementation of other educational programs by the highest education authorities.

The educational programmes of university align with the mission of the Tbilisi International University and are established based on relevant documents (the Minister of Education and Science's decree dated May 4, 2011, No. 65/N, "Accreditation of Educational Programs", the National Qualifications Framework decree dated April 10, 2019, No. 69/N, "Classifier of National Qualifications in the Fields of Education and Training" "Regulations on Credit Calculation for Higher Education Programs," the specific standards set by the Educational Quality Enhancement Center, the Minister of Education and Science's decree dated January 5, 2007, No. 3).

The educational programs undergo development through the collaboration of the respective main educational structural units, the program leaders and the program development committee. According to a policy for planning, designing, implementing and developing educational programs internal and external stakeholders were involved in the program elaboration. "Rules for the Development and Implementation of Educational Programs" defines role and duties of program leaders who ensures the implementation of procedures established by the relevant regulations, the document determines qualification requirements for the program leader.

The three educational programs (two bachelor's and one Master) of TIU are:

- **Physical medicine and Rehabilitation** English structured bachelor program (approved date: N 1/24; 16.01.2024), Degree awarded after completion of the program: Bachelor of Physical medicine and Rehabilitation.
- **Business Administration** Georgian structured bachelor program (approved date: N 1/24; 16.01.2024). Qualification to be awarded upon completion of the program: Bachelor's degree in Business Administration.
- **Business Administration** (Logistics) master program, qualifications to be awarded upon completion of the program: Master of Business Administration in Logistics (approval date: N 2/24, 22.03.2024).

According to the Article 3. of the Rules for the Development and Implementation of Educational Programs

“3.1. The implementation of the highest academic educational program is carried out with a detailed focus on the content of the respective field, existing trends in the development of this field, the qualifications to be assigned in this field, and insights from the best practices on an international scale. 3.2. In the program implementation, the following parties are involved: internal stakeholders - the academic personnel, personnel with relevant qualifications, and students; and external stakeholders - employers (organizations), graduates (in cases of employment), and professional organizations. Each party contributes its perspective in decision-making, emphasizing and prioritizing general and specific competencies based on the nature of the decision and the direction in which the emphasis should be placed”.

Because the election of academic personnel was completed on the 3rd of January and the **Physical medicine and Rehabilitation** English structured bachelor program was approved after thirteen days (16.01.2024), the involvement of academic personal is less credible.

According to results of study affiliated documents at annexes should be mentioned There is no consistent of procedures

- On January 16, 2024, the results of the academic staff elections were approved at the meeting of the Board of Health School (minutes of the meeting #2, 16.01.2024); On January 9, 2024, at the meeting of the School of Health board, the rehabilitation bachelor program development committee was approved, according to the rules the development and approving of the program requires the involvement of academic staff; the competition for academic staff was announced by the rector's order of November 10, 2023 by order #02-014 when the criteria for the selection of academic and visiting staff implementing the program were approved latter at the meeting of the Physical Medicine and Rehabilitation program development group on December 22 (Minutes #3, 22.12.2023).

However, according to the document “Rules for the Development and Implementation of Educational Programs” “Tbilisi International Teaching University” offers undergraduate and one-cycle degree programs: One-cycle degree programs include 300 ECTS credits (dentistry) and 360 ECTS credits (medicine). Since the university does not currently offer one cycle medical programs, the mentioned document should specify information about running programs.

It should be mentioned that a SWOT analysis has been conducted for all educational programs offered at the university, collegial assessment has been conducted on a national level, each program has undergone evaluation by an expert, the received feedback and the results of which have been considered in the improvement of the programs. During the interviews panel members specified strong sides of new programs of the IUT, discussed main factors for the effective implementation of the programs and activities to promote them.

Evidences /indicators

Component evidences/indicators including the relevant documents, interview results, etc.

- o Self-evaluation report
- o Rules for developing and implementing educational programs (Annex N3.1. Document N3.1.2)
- o Quality Assurance Policy
- o Regulation of the educational process
- o Swot analysis
- o Interviews results

Recommendations:

It is recommended to follow the procedures of implementation of educational programs according to the designed “Rules for developing and implementing educational programs”.

Suggestions:

Non-binding suggestions for further development

- Given that the university identifies itself as international, it is advisable to conduct peer evaluation by international field experts.

Best Practices (if applicable):
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>
3.2 Structure and Content of Educational Programmes
<ul style="list-style-type: none"> o Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted o With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.
Descriptive summary and analysis of compliance with the standard component requirements
<p>Tbilisi International University implements the educational programs of the first level (bachelor's degree) and the second level (master's degree) of higher academic education, the programs are designed in accordance with the Higher Education Qualifications Framework. Business Administration program is based on the requirements of the subject benchmark statement of business and administration. The programmes are aimed at developing learning outcomes of the first and second levels of higher education.</p> <ul style="list-style-type: none"> - Physical Medicine and Rehabilitation English structured bachelor program is approved N 1/24; 16.01.2024), Degree awarded after completion of the program: Bachelor of Physical medicine and Rehabilitation. The goal of the program is to prepare qualified, competitive physical medicine bachelors, who will have appropriate knowledge and will be equipped with skills and professional values - which are in demand for Georgia and the world market in modern reality. Aims are: <ul style="list-style-type: none"> - To achieve the innovative and in-depth knowledge in physical medicine and rehabilitation sciences. - To acquire clinical and research skills at the appropriate level of education. - To prepare for continuous learning and development for future professional growth. <p>The duration of the program is 4 academic years (8 semesters), the volume of the programme: 240 ECTS (1 ECTS Credit equals to 25 hours, 60 ECTS per year, 30 ECTS per semester), 201 credits are defined for compulsory field components; 11 credits are defined for the main field elective components and 9 credits free elective components, 10 Credits for professional practice, 10 credits for Bachelor Thesis.</p> <ul style="list-style-type: none"> - - Business Administration (in Georgian) bachelor program (approved date: N 1/24; 16.01.2024), Qualification to be awarded upon completion of the program: Bachelor's degree in business administration. Volume of the program: 240 credits (1 ECTS credit corresponds to 25 hours), 60 credits per year. 30 credits per semester. Program Duration: completed within 4 years (8 semesters). The purpose of the business administration program is to prepare a versatile specialist with comprehensive knowledge, practical skills, and managerial competencies in the complex fields of business. This specialist actively participates in the implementation of organizational activities, integrating business models, technologies, and innovations, and ensuring compliance with ethical norms in business operations. - Objectives of the program:

- Prepare a specialist in the field of business with a broad knowledge base, managerial skills in business processes, and the ability to assess business potential in line with the demands of the business sector.
- Study methods and tools for researching business processes, analyzing arguments in line with contemporary models and innovations, and demonstrating logical reasoning and problem-solving skills.
- Develop communication skills in Georgian and/or English using information technologies, update knowledge through searching for scientific news and information.
- Cultivate ethical and professional behavior, corporate culture, and social responsibility in business activities.
-
- - Business Administration (Logistics) (in Georgian) master program, qualifications to be awarded upon completion: Master of Business Administration in Logistics (approval date: N 2/24, 22.03.2024).
- Program volume: 120 credits (1 ECTS credit corresponds to 25 hours), 60 credits per year. 30 credits per semester. The duration of the program is 2 years (4 semesters).
- The program is focused on training competitive specialists with theoretical knowledge and practical
- skills of logistics analysis and management, scientific research, and creative work skills, who will
- contribute to the development of the field through modern research activities, strategic planning and
- solving practical tasks.
- The objectives of the program are:
- to prepare a graduate with deep knowledge of business (logistics), skills for managing current processes, and the and the ability to assess compliance with market requirements;
- to study logistics research methods in accordance with modern models and innovations and to develop the ability to reason and formulate logical conclusions;
- develop the ability to communicate with the professional community in Georgian and/or English; the ability to search for scientific news and constantly update knowledge;
- to develop the ability to develop ethical and professional behavior, corporate culture, and social responsibility in business;
-
- The number of credits, contact and independent hours allocated to the study courses, corresponds to the content of this course and learning outcomes, teaching methods correspond to the content and to the specifics of this course, **teaching/learning methods and activities are relevant to the course objectives and focused on learning outcomes.**

Components of program Physical Medicine and Rehabilitation use methods: Lecture, Working in groups, Discussion, Explanatory, Collaborative work, Problem-based learning (BPL), Case Study, Demonstration method, Practical method, Laboratory method, Virtual Reality method, Role play.

Components of program Business Administration (in Georgian) bachelor program use methods: Lecture, Method of explanation, Demonstration method, Oral examination, Discussion/debate, Presentation, Method of analysis, Synthesis method, Case analysis, Practical work, Cooperative teaching, Role play.

Components of program Business Administration (Logistics) (in Georgian) master program use methods: Lecture, Working In a Working Group, Explanation, Group Work (Collaborative), Problem-Based Learning (PBL), Case Analysis (Case Study), Demonstration, Practical, Induction, Deduction, Analysis, Synthesis, Role Play, Presentation.

The learning outcomes are evaluated with appropriate criteria and are described in detail in the syllabi. The content and results of the study courses of educational programs, considering the volume

<p>of credits, teaching and assessments methods ensure the achievement of the goals set by the programs and the results provided for by the framework of higher education qualifications.</p> <p>Institution ensures access to information on programmes. A catalogue of educational programmes is published on the web-page of the institution. During interviews representatives mentioned university considers special educational needs and can offer students Individualized plans.</p>
<p>Evidences/indicators</p> <p>Component evidences/indicators including the relevant documents, interview results, etc.</p> <ul style="list-style-type: none"> - SER document - educational programmes - iut.edu.ge
<p>Recommendations:</p> <p>Proposal(s), which should be considered by the institution to comply with requirements of the standard component</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p> <ul style="list-style-type: none"> - It is suggested to offer additional foreign languages in Physical Medicine and Rehabilitation bachelor program.
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="radio"/> <input type="checkbox"/> Does not comply with requirements </p>
<p>3.3 Assessment of Learning Outcomes</p>
<p>HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.</p> <p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The educational programs of Tbilisi International University are designed in accordance with the Higher Education Qualifications Framework and the subject benchmark statement of business and administration. There are no students enrolled at present programs, and its results for the given stage are evaluated according to the deterministic evaluation principle. The combination of the components of the program ensure that the goals and learning outcomes of the program are appropriate to the Higher Education Qualifications Framework.</p> <p>Learning outcomes are defined according to three competencies: knowledge and understanding, skills, responsibility and autonomy. Achievement of specific learning outcomes of a particular program or component is being analyzed by a map of learning outcomes. Benchmarks of program Learning Outcomes are developed. The study course benchmarks are based on course specificity and level of study. The map illustrates progression of degree of learning outcomes IPM (1- introduction; 2 -</p>

deepening the knowledge/practice; 3 - mastering). The Institution utilizes several accepted control methods to monitor the program and to evaluate the students' academic performance.

The Department of Quality Assurance of IUT developed rules and instructions:

- Methodology for Planning and Assessment of Program Objectives and Learning Outcomes
- Methodology for comparing and Assessment of Learning Outcomes in Program Structure and Educational Courses
- Methodology for Assessment of Syllabus Learning Outcomes.

Department of Quality Assurance plans to survey students regularly and anonymously.

The survey results will be analyzed and used to improve programs.

The syllabi adequately describe the assessment methods, components and criteria for learning outcomes. During discussions with the academic staff, it was apparent that the Head of Program fully understood the meaning of the curriculum, its relationship to the assessments.

Because the students were not enrolled in the programs, direct assessment of the study results and the analysis of academic performance has not been done yet.

As a rule, the achievement of the student's assessment is carried out by assessment forms:

- Current Assessment: 60% of the maximum assessment
- Mid-term (multiple) assessment - 20% of the maximum assessment
- Final assessment - 40% of the maximum assessment

Assessment Methods for Rehabilitation bachelor program: Laboratory Work, MCQ, OSCE, Practical work, Oral assessment, Question-Answer (Q/A), Presentation, Practical procedure assessment, Role play, CBL assessment, Scientific project, and others.

Assessment Methods for Business Administration bachelor program: practical work, oral survey, question-answer, presentation, role play, case analysis, cooperative learning, scientific project.

Assessment Methods for Business Administration master program: MCQ, practical work, oral survey, question-answer, presentation, role play, scientific project.

The assessment methods and criteria are transparent.

Instructions for the Master's Thesis Completion are developed and approved by the Board of the University, March 22, 2024, #2/24 Protocol.

After completion of the defense procedure of the master's thesis, the examination committee evaluates the closed session, where each member assesses the thesis of each graduate with a maximum of 100 points according to the following scheme:

- Architectonics of the work - 10 points;
- Relevance of objectives and correspondence of research results - 10 points;
- Diversity and validity of sources used - 10 points;
- Citation technique-10 points;
- Presentation technique and technology - 10 points;
- Problem identification and solution - 10 points;
- Critical analysis capability- 10 points;
- Argumentation of conclusions - 10 points;
- Defense of the position - 10 points;
- Compliance with the regulations - 10 points.

Instructions for Completing Bachelor's Thesis are approved by the Provision the Board of University #2/23, November 30th 2023, document defines The Procedure for Selecting and Approving the Topic of the Bachelor's Thesis, Bachelor Thesis Architecture, The Defense Procedure of the Bachelor's Thesis, Student Assessment.

Following the completion of the bachelor's thesis defense process, the Bachelor's Thesis Defense Committee assesses and closes the session. Each committee member evaluates the respective bachelor's thesis on a scale of up to 100 points, according to the following scheme:

- Architectural aspects of the thesis - 10 points;
- Relevance of objectives and correlation of research results - 10 points;
- Diversity and validity of used sources - 10 points;
- Citation technique - 10 points;
- Presentation technique and technology - 10 points;
- Problem statement and solution demonstration - 10 points;
- Analysis quality - 10 points;

<ul style="list-style-type: none"> - Argumentation of conclusions - 10 points; - Protection of position - 10 points; - Compliance with regulations - 10 points. <p>According to Decree of Ministry education dated January 5, 2007, N3 the master's thesis is assessed with a maximum of 100 points, but this rule should not be applied for the Bachelor's Thesis, as it is not a research component. There should be midterm and final assessments allocated with proper minimal thresholds.</p>
<p>Evidences/indicators</p> <p>Component evidences/indicators including the relevant documents, interview results, etc.</p> <ul style="list-style-type: none"> - SER document - - educational programs - - iut.edu.ge
<p>Recommendations:</p> <p>1. Specify the assessment of Bachelor's Thesis in accordance to Decree of Ministry of Education and Science dated January 5, 2007, N3.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="radio"/> <input type="checkbox"/> Does not comply with requirements </p>

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic, scientific, invited, administrative, support) are highly qualified, so that they are able to effectively manage educational, scientific and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

<p>4.1. Staff Management</p> <ul style="list-style-type: none"> o HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan. o HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>There is a "Personnel Management Policy" approved at IUT, which covers principles of staff management and development. Within the document there are general rules and principles of staff management; procedures for hiring (electing/appointing) staff; principles of involving them in educational, research and other important decision-making processes; approaches and strategy for their professional development; principles of remuneration and encouragement, which are taking into consideration employees evaluation results.</p> <p>Notably, according to the Employment Policy the execution of job responsibilities by the personnel through work contracts includes actively participating in job – related activities, conducting activities</p>

beneficial for the university, and engaging in extensive and exemplary work that represents a commitment. The issue of staff incentives will be considered once a year based on the evaluation of employees' job performance, according to the order issued by the rector. It's appreciable that the work will be appreciated, but it's vague what will be the incentives for what kind/level of work execution. For establishing fair, clear encouragement mechanisms, it should be pre-defined and pre-informed to the employees. Unambiguous encouragement mechanisms may also raise motivation of employees to perform to their best and to meet the expectations.

University affiliation policy is defined within - "Employment Policy". By its content it's not identifiable what will be the benefit of staff who decide to get affiliated, besides becoming aligned with university, increased workload and possibility for the university to own his/her work. Affiliation has to be mutually beneficial. and make becoming a member of IUT attractive. It would be advisable to make affiliation mutually attractive. For ex.: offering additional grants/grant writing assistance, funding, publishing opportunities, industry connections, etc.

Among additionally presented documents, there is an agreement on affiliation provided as an annex of a contract between IUT and affiliated professor, which defines that primary affiliation is with LLC International University of Tbilisi. 9 Academic staff are affiliated with IUT, and they nominate their affiliation with just IUT. To ensure sustainable development of the university the number of affiliated personnel has to be increased. For ensuring sustainability of schools and educational programs deans and heads of programs have to be affiliated.

Upon SER and interview sessions there is no evidence of affiliated staff participating in social development and knowledge distribution processes under the name of IUT. The university has to ensure active involvement of lecturers in implementing third mission activities.

Because the university is new, there is few evidence of affiliated staff are involved in the decision-making process regarding educational and scientific-research activities of IUT.

As there is no experience of implementing teaching – learning practice, it's difficult to evaluate whether consultancy activities, students advising processes and supervisions were actively conducted or not. There is one hour per week allocated for consultancy at workload scheme.

Procedures ensuring the integration of new employees into the work environment and their efficient involvement in the working process are in place, some of the staff recruited so far have undergone these processes.

Details concerning various categories of employees are available on the website and are publicly accessed.

Since IUT has a brief history, no staff evaluation or satisfaction surveys have been conducted thus far. Interviews revealed that neither lecturers nor administrative and support staff have similar knowledge on who and based on which criteria their work will be evaluated or what will be the follow up, encouragement on their evaluation results. The responses from different interviewees varied significantly. Notably, no training courses have been conducted based on staff evaluation. The university should have already evaluated its current staff, identified areas for improvement, and provided appropriate training. For instance, at least team-building activities could have been organized for new administrative and support staff. Additionally, before beginning the teaching process, lecturers could have engaged in peer sharing or training sessions on modern teaching methods to be used at IUT, helping the university carve out its niche and attract applicants. There is no evidence of using the staff evaluation results in the staff management process.

According to the budget, the university has allocated 152 415 GEL for "Teaching resources, staff professional development" in 2024. However, part of this amount has not yet been spent on staff professional development.

IUT has set benchmarks for staff, and there are pre – defined benchmarks at Methodology for determining the student enrollment quota for staff to effectively manage university activities. As for checking the improvements of benchmarks, it's unavailable as the university is quite newly established.

There are exact qualification requirements of academic, invited and scientific staff defined within "Employment Policy". Based on the existing practice, lecturers and administrative staff members were employed before the competition was held. According to the interpretation of the university representatives, since it's difficult to employ qualified personnel at exact positions, they prefer to headhunt first and if not succeed then announce a proper call. Notably, academic competitions were announced according to the order issued by the rector on November 10; N 02-014, the competition requirements of academic and invited personnel of Physical Medicine and Rehabilitation was approved at a programme development committee meeting (N3; 22.12.2023 and the programme was approved by university council on January 16, 2024; N1/24. As defined within the Law on Higher Education, one

of the main aims of higher education is publicity, objectiveness and transparency of competitions. It's highly recommended for the institution to follow the rule.

IUT has elaborated job descriptions and functions of each administrative and support position. Notably, among the qualification requirements of security staff, English Language Competence should be required as the university plans to serve international students.

The qualifications of employed staff comply with qualification requirements. Personnel on administrative/support positions have to be employed considering their need of existence for the university to run smoothly and number of students (staff at exam center, staff to evaluate and support development of teaching-learning and assessment methods, personnel responsible for arranging clinical classes, psychologist, head of quality assurance department, sociologist with experience of conducting research and staff for serving public health school at quality assurance service, staff for recruiting international students, staff working on students integration and life at university and in Georgia).

Based on SER, documents provided, and interviews conducted there is no international staff involved within university activities. For the university to be truly international it's recommended to employ international lecturers.

According to the methodology of defining student quota, the ratio for administrative personnel/students is 1/40. According to SER there is 28 administrative personnel employed. Therefore, the existing number of administrative personnel is sufficient for $28 \times 40 = 1120$ students.

Evidences/indicators

Component evidences/indicators including the relevant documents, interview results, etc.

- SER
- Interview sessions
- Personnel Management Policy
- Employment Policy
- Meeting minutes of programme development committee N3; 22.12.2023
- Meeting minutes of university council N1/24; 16.01.2024
- Order issued by the rector N 02-014; 10.11.2023
- Contract with affiliated Professor
- Annex N1 - Qualification requirements of staff
- Methodology for determining the student enrollment quota
- University Web - site - <https://iut.edu.ge/>

Recommendations:

1. Staff Encouragement mechanisms have to be clear. It should be pre – defined what will be the incentives for what kind/level of work execution.
2. It's recommended to make affiliation conditions mutually attractive in order to raise the opportunity of programme sustainability.
3. The number of affiliated academic staff has to be increased.
4. To ensure the sustainability of schools and educational programs deans and heads of programs have to be affiliated.
5. A clear professional development plan needs to be elaborated and shared with staff.
6. Professional development activities for staff has to be conducted.
7. Increase awareness of administrative, support and invited staff on their evaluation criteria and encouragement mechanisms.
8. Conduct competitions and employ staff based on the competitions rather than via direct recruitment.
9. Personnel on administrative/support positions have to be employed considering their need of existence for the university to run smoothly and number of students (staff at exam center, staff to evaluate and support development of teaching-learning and assessment methods, personnel responsible for arranging clinical classes, psychologist, head of quality assurance department, sociologist with experience of conducting research and staff for serving public health school at quality assurance service, staff for recruiting international students, staff working on students integration and life at university and in Georgia).
10. Tbilisi International University must employ international lecturers to meet its mission and vision.
11. Security staff should know the English Language an additional staff member who knows English should be recruited.
12. It's recommended to increase the number of administrative personnel, considering the number of students (2000) expected.

Suggestions: N/A
Best Practices (if applicable): N/A
Evaluation Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard <div> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </div>
4.2. Academic/Scientific and Invited Staff Workload
Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them
Descriptive summary and analysis of compliance with the standard component requirements LLC International University of Tbilisi has employed 23 academics and 43 invited personnel according to the SER. During the site visit experts' panel members requested latest information on the academic and invited personnel (additional document N34), it was not provided. Therefore, experts panel members based their judgments on the initial information provided by SER. As for the workload scheme of the lecturers, it's difficult to evaluate whether it is updated every semester or not, as the university has no teaching practice and there is no information uploaded within QMS database (as the university is new and does not have a status of HEI yet). During the site visit experts panel members requested an additional document reflecting lecturer's workload at other universities (additional document N24) but it was not provided. It's obscure how the lecturer's time availability and workload was defined. The university should formally withdraw information on workload of lecturers at other universities and base the decision on workload distribution to that information. According to the academic staff's functions and duties the workload scheme includes hour distribution for main (ex.: preparation for auditorium activities) and additional (ex.: preparing/updating of a syllabus) educational, scientific-research (ex.: preparation and presentation of a scientific article) and other (ex.: editorial work for scientific journal) activities. In some cases, there is an exaggeration of staff workload. Based on the meeting minutes of the competition committee and the interview sessions, it was revealed that most lecturers are employed at several other universities either at academic positions or as invited staff. This raises the question of the sustainable development of the programmes. The university has elaborated a methodology for planning student enrollment, according to which minimum numbers of staff and benchmarks for the upcoming years are defined. It's notable that as a minimum number of academic staff is defined - 1 professor; 4 associate professors; 1 assistant professor and 1 assistant, which are few for ensuring sustainability of the programmes in comparison with the number of students the university is going to receive. According to the above-mentioned policy, one academic personnel should not be responsible for more than 70 students. According to SER there is 23 academic personnel employed at the university. Therefore, the existing number of academic personnel is sufficient for $23 \times 70 = 1610$ students. Additionally, there is a note within the above-mentioned document that one and the same professor can be considered for various programmes within a specified sphere. The latter increases the probability of increasing workload for an academic staff and decreases the probability of proper fulfilment of research and other university activities. Considering internal standards and the actual number of employed academic staff, it's not sufficient to serve 2000 students. As for internal standards, the best national and international practices have also to be considered and the internal standard for the minimum number of academic personnel has to be increased. It would be

<p>beneficial and more quality oriented if the university discussed decreasing the current ratio of academic staff/students. The university has to work on developing the benchmarks in order to effectively carry out educational and research activities.</p> <p>While requesting staff selection commission papers, minutes, decisions, etc. (additional documents N33)</p> <p>.</p>
<p>Evidences/indicators</p> <p>Component evidences/indicators including the relevant documents, interview results, etc.</p> <ul style="list-style-type: none"> • SER • Interview sessions • Methodology for determining the student enrollment quota
<p>Recommendations:</p> <ol style="list-style-type: none"> 1. It's recommended to base the lecturer's workload distribution on the information withdrawn from the universities where they are working at, in order to ensure sound distribution of workload and sustainable running of the programmes. . 2. The number of academic staff has to be increased, considering the number of students (2000) expected.
<p>Suggestions:</p> <ul style="list-style-type: none"> - It's advisable to increase the minimum number of academic personnel at various positions and decrease academic staff/student ratio on regulatory level.
<p>Best Practices (if applicable):</p> <p>N/A</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>

5. Students and Their Support Services

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

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

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

<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>Regulations and procedures are available in Georgian and English languages on the official website of HEI. information is accessible for all interested parties. However, there is no information about the fees of educational programs on the website. Moreover, it is not indicated that educational programs are not yet accredited.</p> <p>It is notable that within the internally approved document on Enrollment procedures at the university, according to Annex N1 – Rules for confirming English Language Proficiency at Physical medicine and rehabilitation for whom have not passed unified national exams (provided among additional documents), there is a sample of English language test provided. The test must detect whether the applicant's knowledge is at B1 level or not, but it is equivalent to A1 level CEFR (common European framework of reference for languages: learning, teaching, assessment) language skills descriptor. According to CEFR to pass B1 level test knowledge of adverbs, conditionals, phrasal verbs, past continuous, past perfect and other topics must be</p>
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evaluated. As for A1 knowledge of possessive s, present simple, forms of to be and other topics must be evaluated. Within the test provided we face exercises detecting knowledge on possessive s, present simple, forms of to be, therefore the test is equivalent to A1 level. It is crucial for HEI to approve proper English Language Tests.

During the interview with the representatives of HEI, a proactive position towards the protection of students' rights was evident. The procedures for signing student contracts and reviewing complaints are properly described in the regulations. The student contract includes rights and obligations clearly, reflects the commitment to law enforcement.

The codification of student rights disciplinary processes reinforces HEI's commitment to procedural fairness and student rights. Any step of the procedures concerning student rights and legal interests, is transparent, fair and relevant to the acting law.

Defining a framework that includes student self-governance, internship opportunities, and avenues for academic and extracurricular enrichment indicates a willingness to create an appropriate environment for students.

Evidences/indicators

- BA and MA programs;
- Self-evaluation report;
- Interviews;
- Regulations for the organization of the educational process;
- Rules for declaring the completion of education (ECTS credits) obtained during the learning period;
- Sample of the agreement between the HEI and the student;
- Mechanisms for protecting the rights and legal interests of students;
- Code of Ethics;
- Consultation service regulations;
- Procedures for enrollment at the university;
- Provisions for conducting exams;
- Rules for confirming English Language Proficiency at Physical medicine and rehabilitation for whom have not passed unified national exams;
- University web-site - iut.edu.ge.

Recommendations:

1. The institution must ensure the visibility of the cost of educational programs to interested parties, including on the university's website.
2. The institution must indicate that the educational programs are not yet accredited, including on the university's website.
3. The institution must ensure that English language test is proper to detect English language level at B1 level.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

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

Evaluation

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

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

5.2 Student Support Services

- o HEI has student consulting services in order to plan educational process and improve academic performance

- HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development
- HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives
- HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

HEI's proactive approach to student support is evident. HEI aims to make students aware of their rights, responsibilities and available resources from the start of their academic journey. HEI provides a proper mechanism for timely and fair consideration of students' complaints.

In order to increase students' employability and career prospects, HEI has appropriate career support services, employer engagement programs and internship opportunities.

Through a variety of extracurricular initiatives that include sports, arts, cultural endeavors and intellectual pursuits, HEI strives to provide a diverse student life experience.

However, the absence of dedicated support for students' mental health and the creation of a multicultural environment within HEI underscores the need for additional resources and specialized personnel. Therefore, it is suggested to offer mental health support services to students.

Additionally, while HEI has made some strides in expanding its network of partner international universities and employers, further efforts in this regard would provide substantial benefits for students. By forging partnerships with a diverse range of institutions and organizations across various industries and geographical regions, HEI can offer students enhanced opportunities for international exchange, collaborative research, and professional development. Expanding partnerships with international universities and employers will benefit the core mission of student success. It is evident that HEI has considerable work ahead in this direction.

The International University of Tbilisi demonstrates desire to compliance with standard. However, it is advisable that HEI prioritizes the establishment of mental health support services, the promotion of multiculturalism, and the expansion of its international partnerships and employer networks to further enrich the student experience.

Evidences/indicators

- BA and MA programs;
- Self-evaluation report;
- Interviews;
- Mechanisms for Student Support;
- Policy for the students with special educational needs Educational Services;
- Regulations for the Implementation/Evaluation of Activities of the Educational Program/Curriculum;
- Mechanisms for the Protection of Students' Rights and Legal Interests;
- Career Support Services;
- Regulations for the Development of the E-learning System of the Educational Process;
- Information about Partner Universities;
- University web-site – www.iut.edu.ge .

Recommendations:

1. The institution must expand its international partnerships and employer networks to further enrich the student experience and foster their development.

Suggestions:

1. It is suggested to offer mental health support services to students.

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

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

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

6. Research, development and/or other creative work

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

6.1 Research Activities

- o HEI, based on its type and specifics of its fields, carries out research/creative activities.
- o Ensuring the effectiveness of doctoral research supervision
- o HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field

Descriptive summary and analysis of compliance with the standard component requirements

The HEI sets out in its strategic development plan and its SER that it aims to integrate academic activities with scientific work, elevate research quality, and strive to achieve a prominent position in the international scientific field. It sets out a number of goals and challenges in this regard. However, the evidence supplied makes evaluation quite difficult in this domain. The SER notes that the university is new, and consequently, it lacks practical experience in applied research; however, it has ambitious long-term plans and valuable theoretical foundations, making its research activities promising. The SER further notes that the university is strategically and financially committed to fostering both academic and practical initiatives. However, there is a lack of budgetary resources provided for this purpose. In addition, given the amount of teaching that staff are expected to complete at the university (due to an oversubscription of students and small classrooms, meaning that courses must be taught over and over again) as well as the fact that the teaching staff all have other jobs (usually in other universities, as well as some in government, ministries and hospitals), fulfilling these goals will be very difficult indeed.

One key research priority seems to be the development of green trends in Georgia. This is commendable, and clearly represents a need that has been identified via (useful) market research. However, the projects are not properly developed, and interviews with stakeholders and academic staff revealed a very underdeveloped, wooly idea of what practical steps should be taken to realise good outcomes in the green sector or with respect to eco-friendly products and technologies.

The above being said, the panel were impressed with the steps that have been taken to encourage cooperation with economic agents. The university has established a memorandum of understanding with the non-governmental organization "Green Business Association" and the LLC "BioAgro". The collaboration with these companies is designed to facilitate internships and involvement in practical activities within the real working environment; to develop theoretical and practical aspects of knowledge and engagement with this field for students; to ensure the acquisition of competencies necessary for future practical work. It also involves meeting the demands of employers with knowledge and skills relevant to their requests. In addition to the memorandum, close collaboration and support are emphasized between the university and the organization in terms of joint planning and implementation of activities, as well as in responding to current issues and challenges in the field. However, when representatives of these economic agents were interviewed, the opportunities they put forward were not obvious. It is clear that few graduates could actually find employment with these employers, while some of their intended activities (installing solar panels at the university) really have little to nothing to do with research, or career development.

There are plans for further MoUs with agencies and economic actors. Additional documentation was supplied to the panel in this regard.

Given that this is a new university, limited evidence concerning research is available. However, the situation at present with respect to research projects (where they are listed on the website, but with no links or budgeting) is not sufficiently transparent.

Information concerning the meaningful research potential of interaction with economic agents on research projects, while mentioned in the SER, was not reflected in the interviews with employers, who did not present evidence of how relevant activity would take place.

Evidences/indicators

Strategic development plan

SER

Budget

Interview data

Institutional policy of scientific and business activities

Conducted research projects

Recommendations:

1. More detail concerning research projects should be provided on the website
2. The university should properly elaborate the research projects in which it is involved, the level of involvement, the budget, and the prospects of these projects going forward.
3. There is minimal evidence of internationalisation of research activities. This should be addressed.
4. Information concerning the meaningful research potential of interaction with economic agents on research projects, while mentioned in the SER, was not reflected in the interviews with employers, who did not present evidence of how relevant activity would take place. This should be rectified and clarified if potential for meaningful synergies does exist. Specific projects, guarantees of funding, estimates, etc, should be provided and budgeted, and the involvement of economic agents should be properly explained.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Evaluation

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

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

6.2. Research Support and Internationalisation

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

<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The university's goal is described as to enhance the quality of scientific-research and professional work by fostering continuous improvement in the quality of research and professional activities. This involves the relentless pursuit of excellence in academic and research processes, as well as the integration and internationalization of scientific-research processes. The goal is to motivate students for active engagement in scientific research, contributing to their increased participation in commercialization efforts, ultimately advancing scientific-research and professional activities. This progression is intended to occur both in accordance with mandatory regulations and voluntarily through competitive formats.</p> <p>The panel discovered that even though one way of motivating staff (affiliated academic staff) might be, for example, through a financial incentive mechanism, this has never been and is not really developed.</p> <p>In addition, concrete mechanisms for bringing students into research and academic activities (via publishing, etc.) has not been developed. Also, there is no in-house journal available (though a link for one is provided on the website).</p> <p>One positive point is that, during the interviews, it was found that so far, the university has already offered, training for academic staff in order to improve their scientific qualifications, as well as in other relevant areas to ensure lifelong learning. This is certainly positive.</p> <p>The university has a number of joint agreements with other educational institutions abroad. Ostensibly, some of these are aimed at developing research links, and even staff exchange. However, at present, the biggest and most identifiable purpose seemed to be to 'harvest' students in Ukrainian universities who have suspended their studies due to the war. This is not meaningful internationalisation.</p> <p>The financial support for scientific activities is planned within the overall framework of the university budget, as well as from different scientific and grant-projects, non-governmental organizations and international organizations. However, the efficiency of the university's work in raising funds from various international funds and organizations is below average. Little thought seems to have been invested here.</p>
<p>Evidences/indicators</p> <p>SER</p> <p>Strategic development plan</p> <p>MOUs with other universities</p> <p>Interviews</p> <p>Budget</p> <p>Internationalisation strategy</p>
<p>Recommendations:</p> <p>1. While some support for the research activities of staff was evident, better and more clearly defined incentives should be provided.</p> <p>1. 2. Support for the research activities of students should also be provided with adequate incentives.</p> <p>3. There should be broader commitment to international co-operation with universities abroad on research projects.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p>

<input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
6.3. Evaluation of Research Activities
<p>HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>As a new university, it was quite difficult to evaluate the institution's research output.</p> <p>However, what can be said is that the mechanisms for evaluating and analysing research output are inadequate. There is no permanent head of the QA office, and the overlap between the roles of the EAAM and the QA offices confused even some staff.</p> <p>There is no effective system of incentives and disincentives to encourage academic output from staff. That is, staff are not adequately rewarded for good quality publications. Equally, they are not disciplined if they do not publish at all.</p> <p>The planning and implementation of scientific work are currently taking place in schools, where the prioritized focus on research should simultaneously be aligned with the educational and student interests. The strategic planning of scientific work is carried out at the beginning of each calendar year by the school. However, the panel were not convinced that the resources were there to do this effectively, because staff are unlikely to have sufficient time and material resources to do so (in light of student numbers and their jobs at other institutions), despite the excellent past research performance of certain members of the academic staff (particularly in the school of medicine).</p> <p>While the procedures for monitoring research activities will be updated and evaluated on a yearly basis, there is little detail on how this will happen or the methodology that will be used to make a concrete assessment.</p>
<p>Evidences/indicators</p> <p>Quality assurance policy SER Interview data University budget Institutional Quality Assurance Policy for Research Activities</p>
<p>Recommendations:</p> <p>1. To ensure robust and effective evaluation and support of research activities, employ full-time staff at the research center and within the QA department.</p> <p>2. A good system of incentives and disincentives should be put in place to encourage academic output excellence.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>

Evaluation

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

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

7. Material, Information and Financial Resources

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

7.1 Material Resources

- The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment.
- HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.
- Health and safety of students and staff is protected within the institution.
- HEI has adapted environment for people with special needs

Descriptive summary and analysis of compliance with the standard component requirements

The real estate is registered in the public registry as required by law. The university has secured a long-term (8 year) lease agreement with Millennium University for the use of the building and equipment to implement its medical program. Within the ownership of the educational institution, there are various programmable computers, projectors, printers, audio-visual equipment, scanners, surveillance cameras, projection screens, servers, network cameras, and WiFi modems.

The facilities are equipped with natural ventilation, and security personnel effectively monitor and promptly respond to compliance with regulations. They also securely store educational materials. The physical safety of students and personnel within the university premises is observed. Video surveillance systems and fire alarm signaling are installed and functioning properly throughout the campus, along with emergency signaling instructions and management of emergency situations. During the meeting with the safety officer, it was mentioned that additional evacuation instructions will be provided to the students. However, the expert panel mentioned that the English level among administrative staff should be improved to avoid communication problems, especially during a medical emergency. A medical emergency service, staffed with certified medical professionals (doctors), is available to provide medical assistance. The university operates a medical cabinet and stocks first aid supplies. However, the expert panel recommends adding an additional ramp to facilitate the smooth operation for disabled students. Also, in the case of large numbers, shifts for doctors should be available to ensure functioning during the study process. For students with special educational needs, the university has adapted infrastructure including elevators, ramps, and sanitary facilities. An engineering report for on the safety of the building and heating is also in place. In laboratory spaces, items that endanger human health and life are not utilized. Sanitary facilities are installed separately with continual water supply and upkeep. Hygienic norms are strictly adhered to in sanitary facilities. The toilet in the canteen could not be locked and needs repairs.

The university offers accessible space, complete with a dedicated parking lot to accommodate individuals with special needs, ensuring a safe environment. Additionally, the cafeteria located on the first floor of the building is currently in operation, serving to both students and staff members.

The university has established agreements with different Clinics and Medical centers.

Panel had the opportunity to visit the David Tatishvili Medical Center, operating under the name Med Invest. Panel members have evaluated the student spaces and examination spaces where students

will attend. Also, Panel members recommended University needs to expand clinical facilities to provide adequate practical workspaces for students as existing ones may not be sufficient.

The university has provided a plan for building a new campus. The plan includes space for dance, sports, a cafeteria, Library and rooms for staying, but it lacks spaces clearly designated for students (classroom). However, detailed information about financing and the timeline of the project was not mentioned. The university building houses classrooms and laboratories for medical and business programs, while the main campus features 8 OSCE stations and can accommodate approximately 255 students in a variety of rooms and conference rooms. Some rooms, such as the exam center, are equipped with computers. The university has presented a plan for student distribution Panel members discussed and evaluated provided documents and it is not easily achievable that in order to implement plan additional staff and resources will be required. While implementing shifts to accommodate students may pose operational challenges and increased costs, it remains a complex task to ensure effective teaching for a large student population within the existing campus. It seems that even implementing shifts could increase operational costs and create difficulties for students, but it will still be challenging to ensure high-quality teaching for such a large number of students in the existing campus. During visiting Campus Panel members visited some rooms without natural Light and university representatives later declared that this spaces won't be used for teaching purposes.

Evidences/indicators

- Site visit
- Interview
- Agreements with Clinics
- Project Plan

Recommendations:

1. There is an insufficient provision in terms of space on faculty for the number of students desired. Space should thus be increased or numbers diminished.
2. Rooms without Natural light should not be used
3. The number of agreements with clinical bases should be increased in order to adequately accommodate predicted student intake.

Suggestions:

Best Practices (if applicable):

Evaluation

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

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

7.2. Library Resources

Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Descriptive summary and analysis of compliance with the standard component requirements

The reading room accessible to the public is supplied with essential resources such as computers with internet access, printers, a copier, and a scanner. Students are provided with unrestricted internet access within the library.

<p>Panel members evaluated and looked through library content and its correlation to syllabi. The main literature mentioned in the syllabus is mostly available online, and physical material for the Medical Rehabilitation program is not accessible in most cases. Also, we found lots of books from previous HEI Millennium that have zero connection with the programs to be run at the IUT</p> <p>The university has stated that students and staff can access international electronic library databases only from the campus territory, and it is not available from outside. Furthermore, electronic books are accessible through the library's internal network. If a user requests an electronic book, it will be sent to the specified email address within 24 hours.</p> <p>The university intends to collect feedback and recommendations, and then carefully analyze and evaluate the received input to determine potential changes. Furthermore, they aim to develop plans for enhancing library resources and services in line with the feedback received.</p> <p>The library's operating hours are from Monday to Friday, 10:00 a.m. to 9:00 p.m., and on Saturday from 10:00 a.m. to 3:00 p.m. The library functions in two shifts and adheres to specific usage regulations. Also, an expert panel had the opportunity to observe the archive space, which is separate from the library. During the visit, the space was found to be unoccupied, with only several shelves and desks, and no computer to keep the registry records; access is directly from the yard.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Site visit • Interview • Library visit
<p>Recommendations:</p> <ol style="list-style-type: none"> 1. Better physical materials for rehabilitation need to be provided 2. Databases should be accesible from outside or in the Web portal
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>
<p>7.3 Information Resources</p> <ul style="list-style-type: none"> ○ HEI has created infrastructure for information technologies and its administration and accessibility are ensured ○ Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place ○ HEI ensures business continuity ○ HEI has a functional web-page in Georgian and English languages.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p>

The university's website, www.iut.edu.ge, is built using the WordPress platform. Within the website, there is the Student Portal, an electronic database that covers personal student affairs, school evaluations, program views, group formations for educational programs, course databases for academic programs, and syllabi for each course. However, it is currently not accessible to the public, and panel members are unable to view the details of how it functions for students outside the campus.

Panel members had the opportunity to meet with the software developer, who mentioned that he made some modifications based on the university's request. Additionally, this program is utilized by various universities in Georgia. Additionally, we found that computers have installed various versions of MS Windows across the campus, and many of them cannot open excel or other MS software.

The computer technology deployed at the university serves to facilitate management and educational research activities within the university's structural units. Projectors and plasma TVs are employed during lectures and seminars in several rooms for the purpose of delivering audiovisual presentations and showcasing various educational video materials and research findings as part of the learning and exploration process.

The university's access control system governs the ingress and egress of students, personnel, and visitors within the university premises. Notably, the access control system is fully operational for students and academic personnel, utilizing electronic card systems to ensure controlled access to the university campus.

The website does not function properly, many pages and documents are unavailable or only available in English, this should also be clarified above.

Evidences/indicators

- Site visit
- Interview
- Web site
- IT management policy

Evaluation

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

Recommendations:

1. The university's website should be improved, including by adding a web portal for outside use.

Suggestions:

Best Practices (if applicable):

7.4 Financial Resources

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

<ul style="list-style-type: none"> ○ HEI has an effective system of accountability, financial management and control
Descriptive summary and analysis of compliance with the standard component requirements <p>The University Budget consists of a three-year plan that starts in 2024. During interviews and discussions, we realized revenue generation this year will be difficult, considering the length of the authorization and accreditation process.</p> <p>Also, there was no precise calculation for break-even points and a minimum number of students required to function at the university without any financial difficulties. In order to have some backup plans, the university plan suggested that the founder is willing to invest in the university.</p> <p>The head of the finance department also mentioned that the university would continue to operate even with just one student, but there is no specific document or evidence for that. We didn't have a chance to meet the founder of the University. Still, during the first session with the directors of the institution, they also verbally confirmed alternative funding possibilities in case of problems while attracting students.</p> <p>At present, the university does not have any liabilities to financial institutions. We have seen a lease agreement with LLC Millennium Teaching University for the building and equipment, which is the only financial liability.</p>
Evidences/indicators <ul style="list-style-type: none"> • Site visit • Budget • Interviews
Recommendations: <ol style="list-style-type: none"> 1. Alternative Funding resources should be added to make the University's Functioning Sustainable 2. Clear calculations should be made in order to ensure transparency and clear matching of desired goals with actual resources.
Suggestions:
Best Practices (if applicable):
Evaluation <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>