



**Accreditation Expert Group Final Report on Higher Education
Programme**

Public Administration, Bachelor's Degree Program

East European University LLC

16th October, 2024

3th February, 2025

Tbilisi

Contents

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	East European University LLC
Identification Code of Institution	400028849
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Natalie Aleksandra Gurvits-Suits, Tallinn University of Technology, Estonia
Member (Name, Surname, HEI/Organisation, Country)	Nodar Kherkheulidze, OGP IRM
Member (Name, Surname, HEI/Organisation, Country)	Tamar Berishvili, LEPL Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Talikadze, LEPL Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Aleksandre Kalandadze, LEPL Ivane Javakhishvili Tbilisi State University, Georgia

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	საჯარო მმართველობა
Name of Higher Education Programme (in English)	Public administration
Level of Higher Education	Bachelor's degree
Qualification to be Awarded ²	Bachelor of Public Administration
Name and Code of the Detailed Field	0413 Management and Administration
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	N/A
Language of Instruction	Georgian
Number of ECTS credits	180 ECTS
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	N/A

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

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

II. Accreditation Report Executive Summary

▪ **General Information on Education Programme⁴**

This new program has been created by considering current labor and education trends, sector insights, and a comparative analysis of similar programs, with input from key stakeholders.

The Bachelor's Program in Public Administration comprises 180 ECTS credits and is spread over 3 academic years (6 semesters). The program consists of I. Mandatory courses of the free component (24 ECTS), II. Elective courses of the free component (6 ECTS), III. Mandatory courses of the main field of study (135 ECTS), and IV. Elective courses of the main field of study (15 ECTS). The language of instruction for the program is Georgian, and the qualification awarded is Bachelor of Public Administration.

▪ **Overview of the Accreditation Site Visit**

The accreditation visit took place on the 16th of October 2024 in Tbilisi. Prior to the visit, the expert panel received a comprehensive Self Evaluation Report (SER), along with supplementary documents such as the Program and Syllabus, Faculty Budget, Educational Program planning and development Methodology, details of the academic staff involved in the programs, each program syllabus, and the Quality Assurance Policy.

During the visit, the expert panel had the opportunity to meet and interview representatives from various university stakeholders, including administration, the program management team, the SER work group, and the Quality Assurance Team. They also communicated with teaching staff (both academic and invited), representatives from different departments, employers, alumni, and students from related study programs. All participants were very cooperative and eager to engage in open and constructive discussions. Requests from the panel for additional information and interviews were addressed promptly and professionally throughout the visit.

The expert panel would like to express their sincere thanks to all participants for their collaboration, willingness to provide further insights and feedback, and for providing a friendly and productive atmosphere during the visit.

• **Brief Overview of Education Programme Compliance with the Standards**

The expert panel has reviewed and evaluated all documents provided by HEI before the visit and additional documentation received during the visit, analyzed all the information received during the interviews and has got a positive impression on the evaluated study program. In general, the program is fully compliant with the standards 2-5 and substantially compliant in case of standard 1. Detailed information on compliance is presented in the report.

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

Recommendations

- It is recommended making learning outcomes assessment mechanism transparent and clear to everyone.
- Enhance program's policy dimension via dedicated course in policy analysis
- Restructure the Research Methods course. Namely, expand software training analysis through Excel and SPSS coverage. Alternatively, focus only on Excel or SPSS hands on Training dedicating at least 2-3 sessions for practical applicability.
- Expand the core literature and incorporate policy case studies as core readings.

Suggestions for Programme Development

- Consider outlining the social responsibility aspect in the aim of the study programs to enhance alignment with the mission of the University.
 - Consider reviewing learning outcomes to better reflect distinctiveness and uniqueness of the study program.
 - Consider reorganizing or reframing the current credit distribution structure to enhance program clarity and structure. This may be reached through simplifying the 'Free Component' structure by reclassifying the free compulsory courses (academic writing, IT, and English) as core foundational courses rather than keeping them under the potentially misleading 'free' category or reformulate them as elective-core courses.
 - Consider incorporating course on Descriptive Statistics as a prerequisite for Research Methods.
 - Incorporate topics such as policy monitoring and evaluation.
 - The course Innovations management shall be corrected to “ინოვაციათა მენეჯმენტი” versus the current course name of “ინოვაციური მენეჯმენტი”.
 - It is suggested that virtual mobility possibilities be explored and offered to the Public Administration BA program students.
 - The institution should establish structured feedback cycles to promptly share recommendations or suggestions with staff and faculty. Discussing and utilizing evaluation results is essential for ongoing improvement. Regular, detailed feedback fosters continuous growth and aligns efforts with the institution's goals.
 - Regularly engaging international external experts can offer diverse perspectives that help keep programs aligned with industry standards and global best practices. This ongoing input supports program relevance and continuous improvement.
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- **Brief Overview of the Best Practices (if applicable)⁵ N/A**

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

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

The expert panel has reviewed the arguments presented by HEI and decided to move a recommendation about statistics course to the suggestions part. Also minor technical revision was made under 1.4 standard resulting in the standard being rated as substantially compliant as well as the overall rating for the standard 1 to substantial compliance. In regard to other comments, we maintain our position.

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The main objectives of the evaluated study program are to:

- Provide students with a broad theoretical knowledge of organizing public administration, planning/ coordinating public policy, managing human resources in the public sector, managing public services, managing public finances, as well as accountability and integrity;
- Develop the ability to identify complex and unforeseen problems related to the field of public administration, to recognize factors that negatively affect the reliability of public administration, and to use quantitative and qualitative research methods, including public policy analysis tools, to solve these problems;
- Develop the ability to search for, collect, process, and interpret abstract data and/or situations characteristic of the field of public administration, to develop drafts of managerial decisions, reports, and other documents, to manage human resources strategies in the field of public administration, and to conduct research or practical projects on current issues in public administration, in accordance with predetermined guidelines, while adhering to principles of academic integrity and ethics;
- Develop the ability to analyze processes related to the field of public administration, to form reasoned conclusions, and to communicate one's ideas, conclusions, and arguments, using information and communication technologies, both orally and in writing, with specialists and non-specialists; own actions and carry them out in accordance with ethical principles, to plan and facilitate continuous professional development for oneself and others, and to constantly update knowledge in accordance with the principle of “lifelong learning”.

According to the information provided by HEI “The introduction of international standards following Georgian, and world cultural values, create an educational environment based on the integrity for all teaching and research activities. Help students and staff flourish academically, morally, and civically, by providing high quality teaching, scientific research, and fellowship. Contribute to Georgian and wider society through wisdom and dignity.” (<https://eeu.edu.ge/sample-page-2/plan-of-development/?lang=en>). The latest Strategic Development Plan for years 2019-2025, outlines the following key priorities: increase of attractiveness; development of research; and internationalization, which align with the mission by focusing on quality education and societal contribution.

On the basis of the abovementioned it is evident that the objectives of the evaluated study program are developed considering the specificity of the study field of public administration and level 6 of the EQF. They also align closely with the university's mission and priorities. By providing comprehensive knowledge in public administration, fostering research capabilities, enhancing data analysis and decision-making skills, and emphasizing ethical communication and lifelong learning, the program supports the university's goal of developing academically and morally responsible professionals. This alignment shows HEIs dedication to provide quality education, making a difference in society, and supporting continuous learning. It helps prepare graduates to address difficult issues in public administration and make a positive impact on Georgian society and beyond contributing to the internalization of the study program,

Overall, the objectives of the study programs are well-defined and realistically represent the knowledge, skills, and competencies that graduates are expected to acquire by the end of their studies. During the visit, it became clear that these objectives are formulated in collaboration with all stakeholders, taking into account the needs of both the local and international job markets, as well as the latest trends in the field of Public Administration. As the program is new and has not got accreditation yet, no information is not available on the website.

Evidences/Indicators

- Self-evaluation report for the evaluated cluster of evaluated study program
- Mission of the East European University
- East European University Website
- Curriculum of the evaluated study program
- Information received during the visit via interviews with different stakeholders.

Recommendations:

- None

Suggestions for the Programme Development

- Consider outlining the social responsibility aspect in the aim of the study programs to enhance alignment with the mission of the University

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.2 Programme Learning Outcomes

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

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

The learning outcomes of the program are consistent with its purpose defining knowledge, skills as well as self-sustainment and responsibility acquired by student at the end of the study cycle in line with local laws and regulations as well as Article 3 of National Higher Education Qualifications Network, there “Higher education qualifications descriptor defines the scope of knowledge, skills and values to be attained at a relevant level according to the following six criteria:

- Knowledge and understanding
- Applying knowledge
- Making judgments
- Communications skills
- Learning skills
- Values”.

Learning outcomes present a good combination of theoretical and practical skills required by students at the end of their studies. Are achievable and supported by the course content. However, the expert panel noted that these learning outcomes are quite similar to the ones provided by the sectoral benchmarks of higher education. Therefore, to enhance the distinctiveness of the study program, it is recommended to make a review and revision of these

outcomes, which will outline the unique features of the study program and add value to its competitiveness on the educational market.

In summary, it can be stated that learning outcomes associated with the program are consistent with the it's aim, outlining the knowledge, skills, duties, and degree of autonomy that students will gain by the end of their studies. These learning outcomes have been developed in light of current labor market dynamics and draw on valuable feedback from a broad spectrum of stakeholders, such as employers, academic experts, current students, and graduates. The higher education institution has developed a mechanism to regularly revise the program and disseminates information about their goals and educational achievements, a finding verified during the site visit.

The educational approach emphasizes a robust link between modern scientific progress and its real-world applications, mirroring the qualifications of the teaching staff. It also responds to the desires of internal stakeholders by providing students with the option to choose from various elective courses. The educational achievements are aligned with existing regulations, consistent with educational objectives, and relevant to the fields in which graduates will progress in their careers. They are created to be realistic and support an evaluation framework that includes a variety of assessment techniques.

Evidences/Indicators

- Law of Georgia on Higher Education
- The Order of the Minister of Education, Science, Culture and Sports of Georgia 69/n of 10 April 2019 on the approval of the National Qualifications Framework and the Classifier of Fields of Study“
- National Higher Education Qualifications Framework
- Self-Evaluation Report
- Curriculum of the evaluated study program
- Information received during the visit via interviews with different stakeholders.

Recommendations: None

Suggestions for Programme Development

- Consider reviewing learning outcomes to better reflect distinctiveness and uniqueness of the study program.

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The process of evaluating learning outcomes in the Bachelor's Program in Public Administration at the university is structured. The university follows a "Guide for Assessing Learning Outcomes of Educational Programs," which outlines procedures for measuring how well the program achieves its intended learning goals. These outcomes focus on the knowledge, skills, responsibility, and independence that students are expected to develop by the time they graduate.

To track these outcomes, the program includes a curriculum map. This map shows the levels at which each learning outcome is addressed across courses and components, from introductory to advanced stages, and identifies which activities help students reach each outcome. This approach ensures that all aspects of the program are aligned with intended outcomes and supports students' progression through knowledge, skills, and autonomy.

The Program Development Committee has set up an assessment plan to periodically review these learning outcomes. This plan details benchmarks, assessment timing, methods, and criteria, with a focus on reinforcing learning outcomes, which are primarily measured through practical training and the bachelor's thesis defense. Evaluation occurs in the semester where these reinforcement components are completed, as indicated in the curriculum map.

Both direct and indirect assessment methods are used to evaluate learning outcomes. Direct assessments rely on tangible achievements, like practical training and thesis defense, while indirect assessments gather input from students, employers, and graduates through surveys and self-assessments. During the visit it became evident that academic staff involved in the

program gets periodical training on how to develop, measure and evaluated whether intended Los are achieved.

All stakeholders should be involved in creating learning outcomes and kept updated on the results of their evaluations. This ensures that everyone's input is valued and encourages a shared commitment to achieving effective learning objectives.

As the program is new and does not yet have graduates, this evaluation framework is in place to ensure continuous improvement. Each semester, student performance is monitored, and results are analyzed to identify potential areas for program enhancement. If improvements are needed, specific changes are implemented by the faculty, with results reviewed and corrective actions planned by the faculty and representative board. This structured approach helps maintain high standards in education and keeps the program responsive to student and industry needs.

However, during the visit it was noted that while the learning outcomes assessment mechanism is in place not all staff members are aware of how exactly it functions, therefore the expert panel would recommend making it transparent and clear to everyone.

Evidences/Indicators

- Educational Program and Appendices
- Guide for Assessing Learning Outcomes of the Educational Program
- Information received from the interviews

Recommendations:

- It is recommended making learning outcomes assessment mechanism transparent and clear to everyone.

Suggestions for the Programme Development:

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.4. Structure and Content of Education Programme

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

EEU plans to launch a new three-year bachelor's degree program in Public Administration (PA), worth 180 ECTS credits. The program was recently developed following the university's "Educational Programs Planning, Development, and Approval" guidelines, which outline the key steps and procedures for creating educational programs that align with both university and national standards. The development process began with market research and stakeholder analysis, gathering input from employers, alumni, and current students. Following this research phase, the Faculty Academic Program Development Committee crafted the curriculum, which was then reviewed by the university's Quality Assurance Service. The program received final approval through a two-step process, first from the Faculty Board and then from the University Representative Council. Throughout the interview process all parties involved in the process confirmed their involvement during the respective steps in the process.

The bachelor's program in Public Administration complies with accreditation standards regarding the distribution of credits per semester, year, and overall program, including both mandatory and elective courses, as specified in Order #3 on the Approval of Credit Calculation Rules for Higher Education Programs. The program spans 3 academic years (6 semesters) and comprises 180 ECTS credits, with 60 ECTS credits per year and 30 ECTS credits per semester. Each course within the program has a specified credit value that includes both contact hours and independent study hours. The balance between contact hours and independent study is determined based on the specific nature of each course. The volume of independent work is defined by various assignments within each course, such as essays, research papers, presentations, and coursework.

Within the program's 180 ECTS credits, the distribution is as follows:

The program structure includes a 'Free Component' worth 30 credits, divided as follows:

- 24 credits of free compulsory courses focusing on fundamental skills in academic writing, information technology, and English language

- 6 credits for free electives, where students can choose from five introductory courses: Sociology, Philosophy, Democracy and Citizenship, Law, or Political Psychology

The program's main component consists of:

- 135 credits dedicated to developing professional knowledge and skills in public administration.
- Additionally, students must complete 15 credits of elective courses, which they can select from a pool of courses worth 120 credits total.

While this credit distribution was discussed and clarified during interviews, the structure of the 'Free Component' - which contains both compulsory and elective courses, along with the core and elective courses of the main component - creates ambiguity in the program structure since the free component remains compulsory. To ensure greater clarity it might be worth considering reviewing and potentially reformulating how these compulsory and free courses are organized or titled.

While the program has a peculiar structure due to how credits are distributed, its content adheres too strictly to the minimum standard requirements of the field. The curriculum lacks any distinctive features or specialized focus areas ("individuality" as framed in the indicator) that would make it stand out from other programs. By prioritizing basic compliance with minimum field requirements, the program has limited its ability to develop unique strengths or specialized concentrations within public administration that could give it a competitive advantage.

The program's content is logically structured. It ensures that foundational courses are delivered in the early stages of study, while more complex and advanced subjects are introduced progressively in subsequent years. During the first and second semesters, the program delivers general and foundational courses, including introductory courses in public administration, political science, economics, management, and constitutional law (Law on state organization). Starting from the third semester, the program gradually increases in complexity. In the second and third years, students encounter more challenging and comprehensive subjects such as Administrative Law, public finances, strategic management, research methods, public policy, public service management and e-governance, etc. In the 6th and the final semester students must complete mandatory practice (internship) and a bachelor's thesis along with the 15 credits of elective courses from a diverse range of field-specific electives, allowing students to pursue specialized knowledge aligned with their professional interests. The credits allocated to courses in the educational program mostly align with the workload outlined in the course syllabi and are appropriate for the program's overall academic requirements. Each course has designated

independent and classroom hours that reflect its specific nature. The courses run for 16 weeks, with weeks 8-9 reserved for mid-term exams and 17-19 for final examinations.

However, content-wise, significant gaps are evident in the curriculum. Reflecting the multidisciplinary nature of the field, the program encompasses managerial, legal, and political aspects. The program places notable emphasis on legislative dimension represented with 6 courses, and Professional English is also represented by two distinct courses, while policy aspects receive relatively less attention represented by one 5 ECTS credit course. Thus, while program's core subjects cover two professional English courses, and two administrative law courses, the policy dimension is largely underrepresented, being limited to a single course that attempts to cover the vast field of public dimension. This one course is expected to address everything from policy processes and cycles to policy analysis and various decision-making instruments – an unrealistic scope for a single course. Notably, the program lacks essential contemporary elements such as evidence-based policymaking and coordination approaches and frameworks for policy monitoring and evaluation. These oversights are particularly problematic as these components represent core principles of modern policymaking, as outlined in both the OECD Public Administration Principles and the Public Administration Reform (PAR) Strategy 2023-2026. This underrepresentation of policy dimension hinders achievement of program outcomes. To strengthen the program's policy dimension and better align with its stated outcomes, introduction of a dedicated Public Policy Analysis course as a core is recommended. This course shall provide students with essential hands-on experience, allowing them to learn policy analysis methodologies through practical application. We recognize the constraints of the three-year program's limited course offerings, however, given that policy analysis provides fundamental skills for developing policy solutions, this addition is worth consideration. To accommodate this new course within the existing curriculum structure, one possibility would be to reconsider the current allocation of two Professional English courses. The new policy analysis course could take precedence over one of these English courses, better serving the program's core mission of developing competent PA professionals.

Another gap in the curriculum is the inadequate coverage of evidence-based and data-driven solutions, which require a solid foundation in statistical concepts. In traditional public administration programs, statistics is typically a prerequisite for research courses, as it provides the essential groundwork for understanding and comprehending quantitative data. This analytical capability is crucial for evidence-based solutions, policymaking, program steering, and evaluation. While the program does offer a research methods course, it fails to cover basic descriptive statistics at the outset. This omission restricts the ability to properly understand and interpret quantitative data, let alone performing more sophisticated data analysis.

While the learning outcomes stated in individual course syllabi align with the overall program outcomes, there are concerns about whether these outcomes can realistically be achieved at the course level. This is particularly problematic for the Research Methods and Public Policy courses, which are analyzed in detail in the discussion of standard 1.5 below.

The program generally stays current with recent scientific research in the field, as demonstrated by the reading materials listed in most course syllabi. However, some courses lag others in incorporating modern literature and tools. This limitation appears to stem from the scarcity of teaching resources available in the Georgian language. Since many contemporary public administration resources are primarily available in English or other international languages, the language barrier may be restricting instructors' ability to incorporate the most current literature and teaching materials.

The program envisages key elements of internationalization by structuring its curriculum to align with international public administration frameworks, while also requiring students to take Professional English courses. However, the program's international dimension could be strengthened as it lacks sufficient coverage of modern global trends in public administration, particularly in areas like evidence-based policymaking, data-driven solutions, and policy monitoring frameworks that are standard practice in international public administration.

While this new Public Administration program has not yet been launched and therefore is not yet posted on EEU's website, similar academic programs are publicly accessible on the university's webpage for interested parties to review.

Evidences/Indicators

- Bachelor's Degree Program in Public Administration
- Procedures and Regulations for Planning, Developing, Approving, Amending, and Abolishing Educational Programs.
- PA benchmark document
- Syllabi
- Interviews with program directors, faculty, students of related programs, employers

Recommendations:

- Enhance program's policy dimension via dedicated course in policy analysis

Suggestions for the programme development

- Consider reorganizing or reframing the current credit distribution structure to enhance program clarity and structure. This may be reached through simplifying the 'Free Component' structure by reclassifying the free compulsory courses (academic writing, IT, and English) as

core foundational courses rather than keeping them under the potentially misleading 'free' category or reformulate them as elective-core courses.

- Consider incorporating the course on Descriptive Statistics as a prerequisite for Research Methods

Evaluation

Please, evaluate the compliance of the programme with the component

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

1.5. Academic Course/Subject

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

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

For each academic course, syllabi detail learning objectives, learning outcomes, assessment system and components along with assigned scores, teaching methods, contents per class meeting, as well as required and additional reading materials. Teaching methods are tailored to the course nature, and while the assessment system is standardized, assessment components and thus the score distribution along the different components differ by course, which conforms with the tailored approach. In general, learning outcomes are well formulated and measurable, coherent with the course topic and overall program outcomes.

The credits allocated for specific subjects as well as number of hours distributed among contact and independent work are coherent with the learning outcomes on the course and the program levels. However, some courses raise concerns about whether students can realistically achieve all the stated learning outcomes.

This is particularly evident in the Research Methods course. For example, while one of its learning outcomes (outcome 5) states that students will "analyze and process data using various tools (MS-Excel, SPSS, etc.)," the syllabus allocates only two class sessions to cover quantitative data analysis. During these same sessions, students are also expected to grasp complex topics like descriptive statistics, triangulation, variable relationships, data coding, content analysis, Q methodology, etc. Trying to understand data analysis in both Excel and SPSS software while simultaneously learning fundamental statistical concepts in such a compressed timeframe is unrealistic. It's particularly challenging to provide meaningful hands-on practice with these tools while also covering such an extensive range of statistical concepts in two sessions (6 and 7 of the course). This topic was also addressed during the interviews with academic and invited personnel and was noted that the course structure and outcomes might need readdressing for coherence and achievability. Dedicating more time to these topics would allow for a more logical progression from basic concepts to advanced applications. Ideally, statistics should be introduced as a separate course that would serve as a prerequisite for the Research methods. This would take a huge load from the research class, especially from the part of quantitative approaches and leave more space for practical application for questionnaire development, data-collection and data analysis through software, Excel, SPSS, or both.

The Public Policy course also raises concerns about the achievability of its learning outcomes. Firstly, the only mandatory literature to cover the complexities of policy dimension is a 2018 textbook that provides limited coverage of Public Policy and Policy Analysis, especially in policy analysis. Next, the time allocated for complex topics appears insufficient. For instance, multi-step policy analysis is covered in just one class session. This limited time makes it difficult for students to truly grasp and gain practical experience with policy analysis methodologies. This is particularly problematic given that one of the program's key outcomes (Outcome 3) explicitly requires students to "develop solutions using quantitative and qualitative research methods, including public policy analysis tools." The current structure simply doesn't allow enough time for students to develop these essential analytical skills and apply them to real-world policy problems.

Since the program hasn't launched yet, we could not fully evaluate how well each course's learning outcomes will be assessed. This is particularly true for final examinations, which have not been developed yet and will be crucial in measuring whether students have achieved the stated learning outcomes.

Most of the Syllabi feature up-to-date required readings and supplementary materials that align with both the course content and contemporary professional practices in the field. A notable exception is Public Policy Course, which could benefit from incorporating more recent research and case studies as core reading materials.

Evidences/Indicators

- Bachelor's Degree Program in Public Administration
- Course/subject Syllabi
- Interviews with program directors and faculty

Recommendations:

- Restructure the Research Methods course. Namely, expand software training analysis through Excel and SPSS coverage. Alternatively, focus only on Excel or SPSS hands on Training dedicating at least 2-3 sessions for practical applicability.
- Expand the core literature and incorporate policy case studies as core readings.

Suggestions for the programme development

- Incorporate topics such as policy monitoring and evaluation.
- The course Innovations management shall be corrected to “ინოვაციათა მენეჯმენტი” versus the current course name of “ინოვაციური მენეჯმენტი”.

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	X
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

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

Based on the submitted documents, the self-evaluation report, and the interviews conducted on-site, it is determined that the admission requirements for the Bachelor's degree program in Public Administration comply with the legal requirements and the program's specifications.

Admission requirements: a) A document confirming the completion of full secondary education issued in Georgia or an equivalent document; b) Successful completion of the Unified National Examinations (without passing the Unified National Examinations, admission to the Bachelor's degree program in Public Administration is carried out in accordance with the procedures established by Georgian legislation); c) Passing the English language exam is mandatory for admission to the program. The above fully aligns with the characteristics of the programme and ensures the admission of students with the relevant knowledge, skills, and competences necessary for mastering the programme. Additionally, the admission prerequisites logically reflect the appropriate level of education, learning outcomes, the qualification to be awarded, and the learning language.

Admission to the Public Administration program via mobility is possible twice a year, during the periods set by the Ministry of Education and Science of Georgia, in compliance with the mandatory procedures and the rules established by the university. Admission or transfer to the Public Administration program from an accredited higher education institution abroad is carried out based on a decision of the Ministry of Education, Science, and Youth Affairs of Georgia.

In view of the above, the admission requirements and procedures for the Bachelor's degree program in Public Administration at the University of Eastern Europe are in compliance with the law, transparent, fair, public, and accessible.

Evidences/Indicators

- Self evaluation report
- Site Visit
- Program
- <https://eeu.edu.ge/>

Recommendations:

- None

Suggestions for the programme development:

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

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

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

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

Based on the submitted documents, the self-evaluation report, and the on-site interviews conducted, it is determined that the university's students actively participate in local and international scientific and practical conferences, workshops, seminars, masterclasses, etc., organized within the university and faculty, which are focused on the development of students' scientific/research/creative skills. It is noteworthy that the university has a "Student Project Funding Policy," which aims to create appropriate conditions and motivation for scientific research for the students of the University of Eastern Europe, ensure the targeted use of intellectual potential, improve the quality of education, and identify successful and talented students.

The structure of the Bachelor's program includes a practice component, specifically, a teaching practice (7 ECTS), as well as a Bachelor's thesis (8 ECTS). For the implementation of the public administration Bachelor's program teaching practice, the university has signed memorandum/agreements with both the public and private sectors and actively collaborates with them. Representatives of the university's partner employers have been actively involved in the program development process. Considering that practical training is a mandatory component, within the framework of the aforementioned cooperation memorandums, the student is supervised by a qualified specialist from the relevant organization and a representative designated by the university, who also monitors the progress of the practice. Most of the memorandums are concluded for a period of up to five years and are aimed at facilitating the achievement of the program's learning outcomes by the student. Each memorandum clearly outlines the rights and responsibilities of the parties.

Since the EEU Bachelor's program in Public Administration does not yet have students, the discussion on this issue will consider the general data of the university, and further specifics will not be available. Therefore, we can state that the Bachelor's educational program in Public

Administration, according to its learning outcomes and educational level, will be able to ensure the development of practical, scientific-research, and transferable skills for its students.

Evidences/Indicators

- SER
- Site Visit
- Educational program
- Syllabi of the courses
- Memoranda of cooperation signed with employers
- "Student Project Funding Policy" <https://eeu.edu.ge/portfolio/regulations-for-students/?lang=en>

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantiall y complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/per forming and transferable skills	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

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

Based on the provided documents, the self-evaluation report, and on-site interviews, it has been determined that the courses within the educational program incorporate teaching and learning methods and activities tailored to the specific thematic content. These methods are

aligned with the course level, as well as with the objectives and content of each course, ensuring that the learning outcomes outlined in the course syllabus are achieved. Additionally, the integration of these methods collectively supports the achievement of the broader learning outcomes defined by the program.

To deliver the educational components of the program, a variety of teaching methods are employed, including lectures, group work, seminars, e-learning, practical sessions, and more. The teaching methods encompass a range of activities such as:

- induction, deduction, analysis
- reading assignments
- written tasks
- verbal explanations
- demonstrations
- case-study analyses
- action-oriented learning
- role-playing
- situational games
- brainstorming
- the heuristic method
- collaborative work
- discussions/debates
- problem-based learning (PBL),
- project development
- presentations (e.g., oral, PowerPoint)
- practical approaches.

Students also engage in independent learning tasks such as preparing essays, reports, projects, and presentations, as well as participating in discussions and debates that allow them to showcase their understanding of ethical principles and their ability to construct arguments.

Faculty members and invited experts responsible for implementing the program may select one or more of these methods or introduce additional activities, depending on the specific learning objectives and the individual needs and cultural backgrounds of the students. The university has established procedures for creating individual learning plans, which govern the development of these plans and ensure that the diverse characteristics and special educational needs of students are taken into account. Individual learning plans can be tailored for students with special educational needs, members of ethnic minorities, participants in exchange programs, students

transferring through mobility/internal mobility, convicted individuals, or students experiencing academic challenges or exhibiting exceptional academic performance.

In line with the above, each course syllabus within the Public Administration program outlines the methods used to achieve the course objectives, with a focus on student-centered learning principles.

Evidences/Indicators

- SER
- Site Visit
- Educational program
- Syllabi of the courses

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

2.4. Student Evaluation

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

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

The evaluation system adheres to Georgian educational legislation, specifically operating under the "Rules for Calculating Credits for Higher Education Programmes" approved by Order N3 of the Minister of Education and Science of Georgia, on 5th January 2007. which governs the calculation of credits in higher educational programs. This legislative foundation ensures that

all evaluation procedures are conducted within the appropriate legal framework. The system's implementation of both midterm and final assessments, along with its credit calculation methodology, aligns with national higher education requirements, demonstrating legislative compliance.

The evaluation system exhibits exceptional transparency through several key mechanisms. At the beginning of each academic semester, students receive comprehensive information about all aspects of their evaluation. This information is formally documented in course syllabi and includes detailed breakdowns of assessment components, point allocations and minimum competency thresholds. The transparency extends to the clear delineation of assessment methods, which range from oral and written examinations to project and practical work.

The reliability of the evaluation system is ensured through a carefully structured approach to assessment. The system employs a continuous assessment principle, incorporating multiple evaluation points throughout the semester. This approach prevents over-reliance on single assessments and provides students with multiple opportunities to demonstrate their knowledge and skills. The implementation of various assessment methods, including oral examinations, written tests, projects, essays, demonstrations, presentations, discussions and both practical and theoretical tasks, ensures a comprehensive evaluation of student capabilities.

The system's reliability is further strengthened by its clear establishment of minimum competency thresholds for each assessment component. These thresholds are carefully calibrated, with the final assessment threshold not exceeding 60% of the final assessment, ensuring a balanced approach to evaluation. The prohibition of awarding credits based on a single assessment component (either midterm or final) adds another layer of reliability to the evaluation process.

The teachers take into account academic and research ethics, academic integrity and plagiarism issues in their evaluations. The teachers have clear communication of academic integrity requirements at the course outset and regularly remind students about academic honesty expectations. The course syllabi have implemented diverse assessment methods to minimize opportunities for academic dishonesty and use varied assignment topics that require original thinking and personal analysis. The teachers can check assignments for plagiarism via the provided built-in tools which are integrated into “Microsoft Teams Office 365 A1” (Turnitin System). Similarity reports are also available to students. If needed, the university can provide student assessment using e-tools, mainly “Microsoft Teams”. The consideration of academic integrity and research ethics is prescribed by the university’s integral policies (Standard of Research Ethics, Code of Academic Integrity, etc.).

The evaluation structure is built on a total assessment score of 100 points, distributed between midterm and final assessments. This framework provides a clear and quantifiable basis for evaluation. Each assessment component is assigned a specific point value from the total, ensuring transparency and fairness in the weighting of different evaluation elements. The evaluation system consists of positive and negative evaluations, prescribed by Order N3 of the Minister of Education and Science of Georgia.

A component of the evaluation system's fairness is demonstrated through its handling of FX grades and additional examination opportunities. The system provides a clear and time-bound process for additional examinations, scheduling them within five calendar days of the final exam results announcement. This prompt scheduling ensures that students have a timely opportunity to demonstrate their competency. In addition to time restrictions, the assessment is independent of the previous final exam score and the grade earned on the additional exam stands as the final grade.

The evaluation system maintains academic integrity through its requirement that all assessments must be completed within the same semester as the course delivery. This framework ensures that student knowledge is evaluated while the material is fresh and relevant, contributing to the overall reliability of the assessment process.

The feedback system implemented in the program provides students with information about their academic performance and development. Teachers provide specific feedback regarding students achievement of learning outcomes for each course component. This feedback helps students understand their current level of achievement about course objectives and program requirements. The feedback is directly tied to the assessment criteria and learning outcomes established in the course syllabi, ensuring alignment with course goals.

The program maintains a clear and accessible appeals system for assessment results. According to the internal rules, the student is entitled, within 2 days after the publication of the result, to apply to the examination center from the personal page of the EEU-EL and request to get familiarized with the written paper and check the results. The center is obliged to provide the student with the work within 2 working days after receiving the application/complaint. After reviewing the work, if the student does not agree with the assessment, the paper will be submitted to the relevant teacher for review within 2 working days after reviewing the paper. The teacher is obliged to return the conclusion of the appeal to the authorized employee of the examination center within 2 working days, which must reflect the basis for changing or not

changing the student's assessment. In addition, a student who does not agree with the result of the appeal is entitled to apply to the examination center through the EEU-EL within 2 days after the announcement of the results of the appeal and request the correction of the paper by the relevant appeal commission. The appeal of both oral and written examination components is assured. In general, the students presenting other programs on the interview were aware of the appeal procedures.

Regular student assessments are conducted throughout each semester, incorporating both formative and summative evaluations. The people involved in the data collection and analyzes are mainly the faculty, QA and Program Development Committee. Course feedback is gathered through surveys that address both content delivery and teaching effectiveness. Analysis reveals trends and patterns in teaching effectiveness and student outcomes. Areas for improvement are identified through careful examination of all available data.

Evidences/Indicators

- The Public Administration BA Program;
- Program Syllabi;
- The Rule Regulating the Educational Process;
- Examination Rule;
- Standard of Research Ethics;
- Code of Academic Integrity;
- E-learning Administration Rule;
- EEU Quality Assurance System - Mechanisms;
- Questionnaire for the Assessment of Educational Practice by the Students;
- Questionnaire on Satisfaction with the Completion of the Bachelor's Thesis;
- Website <https://eeu.edu.ge/>;
- Interview results.

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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2.4. Student evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Compliance with the programme standards

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

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

The institution demonstrates exemplary assurance of student consultations and support regarding the planning of learning processes, improvement of academic achievements and professional development. The implementation of the "one window" principle for new student orientation ensures comprehensive initial support. The electronic learning management system (EEU-EL) serves as a central platform for academic management, allowing students to access curriculum information, examination schedules and grades while facilitating communication with administration and faculty.

The institution utilizes "Microsoft Teams Office 365 A1" as an additional communication platform, complemented by personal and corporate email systems, telephone messaging and social media channels. The university website features an online chat function for immediate consultation needs. Regular thematic meetings at the beginning of each semester provide

students with updated information about available services and create opportunities for feedback. During the site visit, it was demonstrated how “Teams” rooms function as accessible spaces for student-lecturer-faculty interaction, providing immediate and structured support channels. The observation revealed how “Teams” features are particularly valuable for maintaining organized documentation and ensuring easy access to learning resources.

The institution maintains excellent standards in information dissemination through its academic and administrative staff. Faculty members maintain scheduled consultation hours, which are properly documented and communicated to students. Course syllabi include comprehensive contact information for all teaching staff. The university provides dedicated consultation services, while virtual consultation rooms in Microsoft Teams ensure accessibility even in remote settings.

Information resources are comprehensive and readily available, including detailed student guidebooks, program catalogs and study program documentation. Various guidelines support different aspects of university services and systems, ensuring students can access support in their preferred format.

The institution excels in facilitating student integration into the university environment. A structured orientation program introduces new students to the educational environment, while regular informational meetings maintain engagement throughout the academic year. The university demonstrates particular attention to diverse student needs through individual study plans for students with special educational needs, ethnic minority students, students with academic underachievements, mobility and international students.

Integration efforts extend beyond academic support to include social and cultural dimensions through various university clubs and associations. The internal internship program provides valuable opportunities for practical experience within the university environment. The Student Services Department implements a comprehensive career development strategy that begins with strategic employer engagement through continuous market research and relationship building. This proactive approach ensures alignment between academic programs and industry needs, enhancing graduate employability.

The university maintains two crucial institutional bodies that safeguard student interests and rights: the Student Self-Government and the Ombudsman's Office. The Student Self-Government serves as the primary representative body for the student community, empowering students to actively participate in university decision-making processes. This institution enables students to voice their concerns, initiate campus-wide activities, and contribute to academic policy development. Through elected representatives, students can

advocate for their peers' interests and organize various educational, cultural, and social events that enhance campus life. Furthermore, the university offers the Ombudsman's Office services, which functions as an independent, impartial entity dedicated to protecting students' rights and addressing students' concerns.

Career guidance services include personalized career planning sessions, comprehensive application document support, interview preparation assistance and industry-specific career counseling. These services are complemented by practical exposure through organized job fairs and career events, providing direct contact with potential employers.

The effectiveness of this approach is enhanced by the institution's extensive network of partner organizations, which provides students with diverse opportunities for professional development and career advancement.

The psychological support system provides comprehensive services through individual counseling, group therapy sessions, stress management support and social adjustment assistance. The financial support framework demonstrates particular attention to accessibility through flexible payment systems, merit-based scholarships, need-based financial assistance and special considerations for socially vulnerable students. Performance-based incentives and individual payment planning options ensure financial barriers do not impede academic progress.

Students have access to local engagement opportunities including participation in research centers, internal student projects and scientific conferences. The university supports student research through publication opportunities in its Scientific Works Collection and provides funding for student projects through established grant mechanisms. As for international mobility opportunities, the university offers a wide range of mobility programs to students, both via bilateral agreements and the ERASMUS+ program. However, considering the recent pandemic hurdles, we advise the institution to explore virtual mobility opportunities, in case there are any travel restrictions imposed on the countries due to the pandemic or equivalent threats. Virtual mobility refers to the digital technologies that allow students to participate in educational activities offered by institutions in other locations, without physically traveling to those institutions. It can include online courses, virtual exchange programs, collaborative projects, or even remote internships that connect students with international peers and professors. Integrating virtual mobility opportunities might enhance the institution's flexibility in terms of strengthening the internationalization dimension.

The institution maintains effective systems for communicating opportunities to students. Regular updates about exchange programs, summer/winter schools, conferences, job fairs and

research opportunities are disseminated through multiple channels. The university website and electronic learning management system serve as primary information hubs, supplemented by email communications and social media announcements.

Faculty and staff engagement in student support is comprehensive and well-structured. Academic staff maintain regular consultation hours and are accessible through multiple communication channels. The program leadership provides direct support for academic and organizational matters. Career development services offer specialized guidance, while research supervision opportunities support academic development.

Evidences/Indicators

- The Rule Regulating the Educational Process;
- Job Descriptions - Faculty (annex N16);
- Student Project Funding Rules;
- University Partner Organizations/Internships opportunities (annex N8);
- Plan - Orientation Days, Enhancement of Research Skills (additionally requested documents - annex 1);
- EEU Student Self-Government Statute;
- Information on The Ombudsman Office - <https://eeu.edu.ge/portfolio/studenturi-ombudsmeni/>
- Electronic Platform - Microsoft Teams Office 365 A1;
- The electronic learning management system (EEU-EL) <https://stud.eeu-el.ge/login?returnUrl=%2F>;
- Website - <https://eeu.edu.ge/>;
- Interview results.

Recommendations:

- None

Suggestions for Programme Development

- It is suggested that virtual mobility possibilities be explored and offered to the Public Administration BA program students.

Evaluation

Please, evaluate the compliance of the programme with the component

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

3.2. Master's and Doctoral Student Supervision

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

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

Not applicable to the evakuated study program.

Compliance with the programme standards

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

4. Providing Teaching Resources

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

4.1 Human Resources

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

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

As a result of the submitted documentation, self-evaluation report and on-site interviews, it is established that the undergraduate educational program of public administration is represented by 36 academic staff (9 invited), among which 14 are affiliated. The balance between academic staff and visiting staff as well as the number of lecturers in general ensures the sustainability of the programme. In the university, there is a "Rule of Conducting Competition for Academic Positions" regulated by the order of the Rector, which defines in detail the procedure and qualification requirements for conducting the competition. According to the mentioned rule, the academic position in the university is occupied by open competition, which is based on the principles of transparency, equality and fair competition. The competition is announced publicly both on the university's website and on employment portals such as www.jobs.ge and/or www.hr.ge. The competition commission evaluates the contestants taking into account the following criteria: a) academic/scientific degree, b) experience of scientific and pedagogical work, c) scientific works published in the last 10 years, d) last 5 scientific scholarships, grants, inventions and other professional activities during the year; e) participation in scientific conferences and professional development events during the last 5 years; f) Content of the presented syllabus, adequacy of learning outcomes and methods of their achievement. The personal files of the invited staff, the presented diplomas and certificates, confirm their high qualifications, relevant knowledge, experience, and competences, which are necessary to assist students in achieving the programme learning outcomes.

The university has also developed an instruction on the workload of the academic staff, the workload of the university's academic staff includes: educational activities, scientific-research activities, consulting hours, participation in university events. The higher education institution conducts the study/analysis of quantitative indicators of programmes, including the turnover rate of lecturers, and uses the results to improve programme sustainability. This is confirmed, along with other documents, by the self-evaluation report annex.

The university has also developed a bonus system for compensating scientific-research activities. This mechanism is designed to support and encourage all activities related to scientific and research work by affiliated academic staff. At the same time, the bonus system can also be utilized by invited personnel, and through this approach, the university promotes the recruitment of qualified staff.

As for the heads of the bachelor's program of public administration, it is also carried out by competent academic staff, who were directly involved in the process of developing the program, and also, depending on their functions, ensure intensive participation in the processes of program implementation and evaluation. The managers have many years of experience in academic and scientific-research activities and actively participate in the development activities of the field. Their qualifications are confirmed by relevant education and experience in the field.

The implementation of the undergraduate educational program of public administration is planned at the Faculty of Law and Social Sciences. Program implementation will be supported by faculty, university administrative services and support staff. The faculty is represented by the dean, deputy dean, coordinators. Program students have also access to a sufficient number of administrative and support staff with the necessary qualifications. Furthermore, the qualifications of the administrative and support staff align well with their respective roles and responsibilities.

During the implementation of educational programs at the faculties, educational processes are monitored every semester, as well as student and staff surveys and results analysis. The analysis of the results is provided by the quality assurance service of the university, and the program managers, program implementing staff, human resources management department and other administrative staff are actively involved in the mentioned process.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated staff
Total number of academic staff	36	36	30	14
- Professor	11	11	11	7
Associate Professor	13	13	12	5
- Assistant-Professor	3	3	1	2
- Assistant	-	-	-	-
Visiting Staff	9	9	6	-
Scientific Staff	-	-	-	-

During the visit and based on the data from the table, it became evident that the number of academic, scientific, and invited personnel in the program is adequate in relation to the number of students. Additionally, the balance between academic staff, including both affiliated and invited faculty, ensures the sustainability of the program.

Evidences/Indicators

- SER
- Site Visit
- Educational Program
- Personal files of academic and invited staff implementing the program
- Sample contracts
- Rule for conducting a competition for academic positions - <https://shorturl.at/jknMS>
- Rule for affiliation of academic staff - <https://shorturl.at/luEJQ>
- Rule for evaluating the scientific-research and academic activities of academic and invited staff

Recommendations:

- None

Suggestions for Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

Not applicable for this study program

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

In accordance with its policy on faculty evaluation “Rule for Evaluating the Scientific-Research and Academic Activities of Academic and Invited Staff”, the university conducts yearly assessments of all teaching staff, including both permanent and visiting faculty. These evaluation results are then analyzed by the research unit and integrated into various planning processes across the institution. This assessment process includes semester evaluations from three key perspectives: student feedback through questionnaires, evaluations by faculty deans, and assessments by program leaders. The final annual evaluation combines both academic activities and scientific-research achievements, with results analyzed by the Quality Assurance Service and distributed to relevant departments for appropriate action. Faculty interviews

confirmed this evaluation process, with both permanent academic and visiting staff members noting that they receive comprehensive annual performance reviews.

These assessments help them guide their planning for future teaching and research activities. The evaluation results directly inform the university's decisions about faculty participation in various professional development opportunities. When faculty members show areas needing improvement in their annual assessments, they are strategically directed toward relevant training programs and development initiatives that match these identified needs. This approach ensures addressing specific areas highlighted in the evaluation process. Apart from that, the annual evaluation results, which combine both academic performance and scientific-research achievements, serve as a key basis for faculty retention and/or academic promotion decisions. These assessments drawing from student feedback, dean assessments, and program Heads reviews – provides the university with data to inform decisions about renewal of teaching contracts or academic advancements.

During interviews the university also demonstrated commitment to staff development through various initiatives and international partnerships. As the first Georgian private university to gain full membership in the European University Association (EUA) and the British Higher Education Academy (Advance HE), it offers its staff access to different professional development opportunities such as distance learning, assessment methods, program planning and development, utilization of international library databases, etc. Recent examples include a three-month training cycle conducted by British Higher Education Academy, sessions on digital pedagogy aimed at promoting the effective utilization of modern digital technologies, curriculum development and outcome mapping, etc. According to the interviewed faculty these trainings were equally accessible for both academic and invited members.

The institution also actively promotes faculty research through various support mechanisms, including a dedicated inhouse research grant program with a budget of 60,000 GEL. The university further enhances faculty development through regular professional training sessions. These include workshops on accessing international academic databases (such as Lexis-Nexis, Elsevier, and EIFL), guidance on publishing in SCOPUS and Thomson Reuters indexed journals, and training on academic integrity, including plagiarism prevention using Turnitin. Together, these initiatives create a comprehensive support system for faculty research activities.

Evidences/Indicators

- Rule for evaluating the scientific-research and academic activities of academic and invited staff
- Self-assessment report

- Interviews with Quality Assurance office representatives, permanent academic and invited faculty members

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.4. Material Resources

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

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

The evaluated study program is provided in university located at Tbilisi, David Aghmashenebeli Alley, 12th km, which features a campus with a total building area of 4,749.3 square meter including 2,165.9 square meters of educational space (classrooms, laboratories, faculty workspaces) and 2,583.4 square meters of non-educational space (conference halls, computer labs, sports stadium). The courtyard covers 8,287 square meters for outdoor activities. The campus is designed to be accessible for persons with special needs and meets sanitary and hygienic standards, providing a supportive environment for both academic and recreational purposes. The university features a new and stylish building that is beautifully furnished. Classrooms are equipped with modern technologies like smartboards, projectors, and computers, making learning interactive and engaging. High-speed Wi-Fi is available throughout the campus, allowing students to stay connected with ease. Additionally, VPN

services enable students to access library resources from home, making it convenient to study anytime, anywhere.

The university library supports the educational program by offering a collection of both Georgian and foreign-language contemporary books. This collection includes required readings outlined in the program syllabi, as well as lecture materials, readers, and other study resources, including electronic formats. The library's materials are updated annually (or as needed) with primary and supplementary textbooks specified in the course syllabi, along with various other types of literature. Students can access scientific journals in both electronic and print formats, as well as an international electronic scientific library. Additionally, the university is a member of the UK Researcher Development Program (Vitae) and provides training materials, research projects, and reports. Furthermore, the university has signed a memorandum with local libraries, allowing for the sharing and borrowing of books from their collections.

During their visit, the expert panel toured the library and verified access to the scientific databases and textbooks, confirming that all resources functioned properly and met the needs of the study program. Additionally, during meetings, it became evident that all students are aware of resources available at HEI and have a good overview of how to use them for their studies. Also, both students and alumni expressed a high level of satisfaction with the infrastructure and material resources available at the university

Overall, the expert panel was very impressed by the high quality of the facilities, highlighting the university's dedication to providing a great educational environment.

Evidences/Indicators

- Library Electronic Catalog - see link: <https://eeu.edu.ge/lib/opac/>
- University Library Usage Rules - see link: <https://shorturl.at/gqOP9>
- Electronic Learning Management Platform - EEU-EL (see <https://edu.eeu-el.ge/>)
- University Website: www.eeu.edu.ge
- information collected during site visit and interviews.

Recommendations:

None

Suggestions for the programme development:

None

Evaluation

Please, evaluate the compliance of the programme with the component

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The expert panel reviewed the financial plan associated with the study program, which outlines the primary sources of revenue and expenditures, demonstrating the program's sustainability. As a private university offering a diverse range of study programs, the management is confident in their ability to generate sufficient income to support the overall sustainability of the study process, including the specific program in question. During the visit, it was noted that various scenarios had been considered to ensure the successful implementation of the program. The budget also provides overview of planned revenues and expenses of different kind. The budget provides valuable information on sources of financial support for educational programs, including both permanent and one-time funding options. It also encompasses items such as international events, representation in international activities, scholarships and other funding opportunities for students, support and encouragement for students, organization of intra-university events, library development expenses, and funding for research activities including scientific initiatives and grant projects. The university regularly adjusts and evaluates its budget, and a financial control system is in place to ensure accountability.

During the interview held during the site it became evident that the university provides good financial support for academic staff. Faculty members receive bonuses for their publications. Furthermore, there is assistance available for grant writing, with one successful grant already submitted and two more in progress. This creates a supportive environment for researchers to thrive and share their work.

Overall, the allocation of funds within the program budget assures its effective functioning and sustainability. The expert panel believes that the university possesses sufficient resources to implement the program successfully and efficiently.

Evidences/Indicators

- Self-assessment report
- Interviews with different groups of stakeholders during the site visit
- Law Faculty Budget in a separate file

Recommendations:

- None

Suggestions for the programme development :

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standard

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

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

The quality assurance process at East European University follows a continuous "plan-do-check-act" model, aiming to develop, approve, and systematically review educational programs to meet institutional and national standards. This process begins with program planning, during which the Quality Assurance Service (QAS) consults faculty to match course credits to the actual workload expected of students. After initial development, programs are reviewed and approved by the QAS and the Academic Council.

Evaluation involves ongoing monitoring through feedback and surveys from students, faculty, alumni and employers. The QAS uses this information to improve methods, course content etc.. Regular meetings also help refine teaching practices and update course syllabi.

The process emphasizes transparency and collaboration between faculty and the QAS, ensuring that programs remain relevant and respond to feedback. This structured approach supports continuous improvement in both teaching quality and program development. Feedback from multiple sources strengthens the evaluation process. Stakeholder interviews confirmed that employers are involved in program evaluation.

Overall, this approach fosters adaptability and maintains high quality, making it robust and well-prepared to address both current and future challenges.

Evidences/Indicators

- Quality Assurance System-Mechanisms
- Analysis of Labor Market Research Results
- Rules and Procedures for Planning, Developing, Approving, Amending, and Cancelling Educational Programs
- Rules for Evaluating the Implementation of Educational Programs at the University
- Special survey forms for professors, students, graduates and employers (questionnaires about evaluation of the educational program, study course, professor, syllabus, etc.).

Recommendations:

- None

Suggestions for the programme development

- The institution should establish structured feedback cycles to promptly share recommendations or suggestions with staff and faculty. Discussing and utilizing evaluation results is essential for ongoing improvement. Regular, detailed feedback fosters continuous growth and aligns efforts with the institution's goals.

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.2 External Quality Evaluation

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

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

East European University ensures the external quality assurance of its educational programs through authorization and accreditation by the LEPL National Centre for Education Quality Enhancement, alongside evaluations from field experts. These processes allow the university to integrate external feedback to enhance its programs.

In designing the Bachelor's Programme in Public Administration the university incorporated input from Georgian expert. This approach to external quality assurance is effective, ensuring programs meet national standards and benefit from varied expert perspectives. However the involvement of international experts will be valuable.

A more comprehensive application of expert advice could further enhance the programs. Overall, this system supports continuous development and promotes quality improvement

Evidences/Indicators

- External expert evaluations of the Educational Programme.
- Information received during the visit

Recommendations:

None

Suggestions for the programme development

- Regularly engaging international external experts can offer diverse perspectives that help keep programs aligned with industry standards and global best practices. This ongoing input supports program relevance and continuous improvement.

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.3 Programme Monitoring and Periodic Review

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

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

The development and evaluation of the Bachelor's Programme in Public Administration at East European University involves input from academic staff, invited lecturers, and employers. Students provide feedback on courses, using questionnaires or other methods, to refine and enhance it upon completion. The Quality Assurance Service (QAS) regularly collects feedback from students, faculty, alumni, and employers to gather diverse perspectives on the program. Based on this data, the program is continuously monitored and updated as needed to support its modernization. Together, the QAS and program heads work to meet accreditation standards, assess learning outcomes, and address issues that arise. University funding supports program updates, research, and administrative needs.

The Bachelor's Programme in Public Administration at East European University was developed as a result of the implementation of the best international best practices. It was also benchmarked against the Bachelor's programmes of Public Administration program at other

Georgian Universities. Currently, 14 accredited Georgian-language undergraduate programs in public administration operate within the Georgian educational system, with 6 of these programs based in Tbilisi.

Teaching evaluations of academic and invited staff are scheduled periodically using a standardized classroom observation tool, though this was not implemented for this program yet, since it's a new program. The quality assurance process is thorough, involving multiple stakeholders in program development and evaluation. Regular surveys and feedback ensure alignment with both academic and industry standards. Students also, evaluating supervisors and etc.

Since the Bachelor's Educational Program in Public Administration is newly launched and not yet implemented, the described quality assurance mechanisms have not been fully applied. However, once the program is underway, the university will, as with its other active programs, fully implement internal quality assurance mechanisms to support program development.

Evidences/Indicators

- Educational Program
- Quality Assurance System
- Rules for Evaluating the Implementation of Educational Programs at the University
- Information received during the visit

Recommendations:

- None

Suggestions for the programme development:

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable): N/A

Name of the Higher Education Institution: East European University LLC

Name of Higher Education Programme, Level: : Public Administration, Bachelor's Degree Programme

Compliance with the Programme Standards

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

Signatures:

Chair of Accreditation Expert Panel

Natalie Alekandra Gurvits-Suits

A handwritten signature in black ink, appearing to be 'N. G.' with a stylized flourish.

Accreditation Expert Panel Members

Aleksandre Kalandadze

A handwritten signature in black ink, featuring a large, stylized 'A' and 'K'.

Tamar Berishvili

A handwritten signature in black ink, appearing to be 'T. B.' with a stylized flourish.

Nodar Kherkheulidze

A handwritten signature in blue ink, featuring a large, stylized 'N' and 'K'.

Nino Talikadze

A handwritten signature in black ink, appearing to be 'N. T.' with a stylized flourish.