**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education
New Higher Education Institute - NEWUNI

Name of Higher Education Institution

Business Administration, Level VI, Bachelor

Evaluation Date(s)
21st November, 2024

Report Submission Date
29 January, 2025

Tbilisi

Information about a Higher Education Institution [1]

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

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	M. Abdul Rauf, Wittenborg University of Applied Science, Apeldoorn, the Netherlands
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[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)	ბიზნესის ადმინისტრირება
Name of Higher Education Programme (in English)	Business Administration
Level of Higher Education	I Level, Bachelor's
Qualification to be Awarded[2]	Bachelor of Business Administration
Name and Code of the Detailed Field	Management and Administration, 0413
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	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Accredited Decision #18, January 18, 2019
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

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[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 Pogramme[4]**

The Bachelor in Business Administration program at the New Higher Education Institute (NEWUNI) in Tbilisi, Georgia, is an undergraduate program designed to equip students with theoretical knowledge and practical skills in business management. The program is structured to include 240 ECTS credits, spanning over eight semesters. It integrates compulsory courses, electives, and a practical component to ensure a well-rounded education. The program's objectives align with the institution's mission to prepare competitive specialists capable of contributing to the Georgian and international labor markets. Emphasis is placed on fostering critical thinking, ethical decision-making, and adaptability to dynamic business environments.

The quantitative data analysis of the Bachelor in Business Administration program reveals the following key insights:
- Program Structure: The program comprises 191 credits of compulsory components, 15 credits of compulsory electives, and 34 credits of free electives. This structure ensures a balance between foundational knowledge and specialized expertise.
- Practical Component: A mandatory 10-credit practical apprenticeship allows students to apply their knowledge in real-world settings, fostering the development of practical skills.
- Language Requirements: Courses are predominantly taught in Georgian language, with significant emphasis on Business English and other foreign languages to enhance international communication skills.
- Evaluation System: Student performance is evaluated on a 100-point scale, integrating mid-term and final assessments. A minimum of 51 points is required to pass a course.
- Graduation Requirements: To obtain the Bachelor of Business Administration degree, students must accumulate a minimum of 240 credits and fulfill all program-specific requirements.

- **Overview of the Accreditation Site Visit**

On November 21, 2024, an expert panel convened by the National Center for Education Quality Enhancement (NCEQE) conducted the site visit at the New Higher Education Institute (NEWUNI) in Tbilisi, Georgia, to evaluate the Bachelor in Business Administration program offered in the Georgian language. This visit was part of the re-accreditation of aimed at ensuring the quality and relevance of the BBA program offered by higher education institutions in Georgia.

The panel comprised:
- One student representative, providing insights into the student experience.
- One quality assurance expert, ensuring adherence to accreditation standards.
- Three field experts, evaluating the academic rigor and relevance of the program.
- An NCEQE representative, overseeing the process to ensure compliance with national regulations.

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

Accreditation Process and Agenda

The evaluation process included a preparatory phase, a structured on-site visit, and an agenda-based review. Before the visit, the panel conducted a thorough examination of relevant documentation to familiarize themselves with the institution's operations and academic offerings.

During the on-site visit, the panel engaged in:
1. **Interviews** with key stakeholders:
○ University administration
○ Academic staff
○ Current students
○ Alumni
○ Employers and industry representatives
2. **Facility and Resource Tour**:
○ Observing the institution's classrooms, library, IT infrastructure, and practical learning environments, which were noted to be of a high standard.
3. **Discussions on Program Implementation**:
○ Focusing on the alignment of program objectives, learning outcomes, and teaching methodologies with labor market demands and institutional mission.

The expert panel highlighted several strengths during their visit: Both the panel and the institution demonstrated a shared commitment to quality enhancement. Stakeholders actively participated in discussions, reflecting a transparent and collegial approach. The institution's coordination of the visit was seamless, with a well-prepared agenda, timely availability of requested documentation, and responsiveness to queries. The panel commended the inclusion of diverse stakeholders, providing a holistic understanding of the program's impact. At the end of the visit, the expert panel shared their initial findings with the university, highlighting areas of strength and potential improvement. These final observations will be reported in the expert report and inform the final accreditation decision by the NCEQE. The visit demonstrated a robust commitment by NEWUNI to maintaining high standards in its Bachelor in Business Administration program and fostering a culture of continuous improvement in higher education.

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

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

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering
Substantially complies with requirements

3. Student Achievements, Individual Work with them
Substantially complies with requirements

4. Providing Teaching Resources
Substantially complies with requirements

5. Teaching Quality Enhancement Opportunities
Substantially complies with requirements

- **Recommendations**

Standard 1

- Update the program objectives to explicitly incorporate emerging trends, such as digital transformation, artificial intelligence and sustainability, which are critical to modern business practices. (1.1)
- It is recommended to integrate learning outcomes and program objectives that explicitly address digital transformation, sustainability, and technological advancements to ensure alignment with contemporary business practices. (1.2)
- It is strongly recommended that the institution conduct a thorough review of its graduation policies and program structure to ensure alignment with the accredited four-year duration. (1.4)

Standard 2

- It is recommended for the institution to analyze the discrepancy between the actual number of student enrollment, active students, and graduates to the methodology for determining the student contingent for the program, and work to overcome this challenge. (2.1)
- It is recommended for the university to focus on academic writing standards and the proper application of knowledge and skills. (2.2)
- It's recommended to distinctly articulate under which conditions a student will earn an exact point. (2.4)
- It's recommended to provide training sessions for the lecturers on the correct application of the "Rule for detecting, preventing and responding to the cases of plagiarism. (2.4)
- It is recommended to formalize the analysis process of students' academic performance, empower the program committee to thoroughly review the results and devise actionable plans. (2.4)

Standard 3

- It's recommended to increase internationalization at home on an educational programme level. (3.1)

Standard 4

- It is recommended that the institution impose greater control over the rational weekly workload of academic and especially invited staff so that it does not exceed the 40 hours established by labour legislation, which may negatively affect the quality of staff performance. (4.1)
- It is recommended that clearer mechanisms be developed to encourage the scientific activity of academic staff, which will also be reflected in the program budget. (4.3)
- It is recommended to strengthen the material and technological infrastructure (more information technologies in the classrooms and library) which will further contribute to the achievement of the program's learning outcomes. (4.4)
- It is recommended to rework the financial resources according to the needs of the program. (4.5)

Standard 5

- While QA mechanisms include a general description of how the internal quality assurance system is functioning, it is recommended to elaborate additional mechanisms or introduce

instruments for eliminating prospective challenges and risks, that would in turn facilitate quality assurance meaningful interventions. (5.1)

- It is recommended to strengthen program level monitoring and use results not only for assessing the programme efficiency but also work as a preventive mechanism for eliminating drawbacks. (5.3)

- **Suggestions for Programme Development**

Standard 1

- ○ Enhance stakeholder engagement by organizing periodic feedback sessions with employers, alumni, and students to ensure the objectives remain relevant and well-understood. (1.1)
- ○ It is suggested to establish a more structured mechanism for regularly updating learning outcomes based on feedback from employers, alumni, and international benchmarks.
- ○ It is suggested to develop a more robust mechanism (in addition to the existing one) for tracking deviations from benchmarks and implementing targeted interventions to address gaps, including revising program content or teaching strategies as needed. (1.3)
- ○ It is suggested to integrate employer and alumni feedback more explicitly into BBA curriculum updates to ensure alignment with evolving market demands. (1.3)
- ○ It is suggested to strengthen the training and support mechanisms for academic and visiting staff in PLO evaluation methodologies to promote consistent and accurate assessments across all courses. (1.3)
- ○ It is suggested to introduce unique optional modules such as a focus on regional economic integration or emerging markets, to distinguish the program from competitors. (1.4)
- ○ It is suggested to incorporate specific modules addressing global business trends and cross-cultural management. Perhaps increased collaboration with international institutions to include exchange programs or joint projects as well. (1.4)
- ○ It is suggested to enhance the program's online presence and ensure all relevant information, including admission requirements, curriculum details, and career prospects, is readily accessible to prospective students and stakeholders. (1.4)
- ○ It is suggested to implement a more effective systematic process for updating syllabi to reflect the latest research and developments in the field, supported by input from industry stakeholders. (1.5)
- ○ It is suggested to reassess the allocation of contact and independent study hours for courses with complex theoretical or practical content, ensuring adequate support for student learning. (1.5)
- ○ It is suggested to integrate additional opportunities for practical learning and research within the curriculum, such as expanded apprenticeships or project-based courses. (1.5)

Standard 2

- ○ It is desirable for the institution to strengthen its work on the awareness of the university. (2.1)
- ○ It is desirable to correct the technical flaw in the prerequisites of the program, where instead of "Business Administration" the undergraduate program of "Psychology" is indicated. (2.1)
- ○ It is desirable for the institution to continue working with practice facilities on the issue of signing memorandums, so as to make it possible to take into account the interests of students when mastering the practical component. (2.2)

Standard 3

- ○ It's suggested to inform students that a lawyer is available to provide consultations on the legal aspects of the educational process. (3.1)
- ○ It's suggested to offer students more exchange opportunities. (3.1)
- ○ It's suggested to offer students a more diverse student life. (3.1)
- ○ It's suggested to ensure having a cafeteria and a sports area. (3.1)

Standard 4

○ It is suggested to increase awareness among students, academic and visiting staff regarding the accessible scientific bases, which will subsequently improve their scientific output. (4.4)

Standard 5

None

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

N/A

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

Following a comprehensive examination of the university's argumentative position, the review panel has undertaken further evaluation considering the additional information and argumentation. In light of this consideration, the panel has opted to withdraw its three recommendations pertaining to Standard 1.2.2, and 1.3. However this did not result in changes or revision of the compliance status because of other recommendations in these sub-standards. The panel maintained the compliance as it was. One of the recommendation i.e. 1.2.2 is moved to suggestions as panel considers essential to keep it as per the analysis provided under descriptions.

Nevertheless, the panel maintains its stance regarding all other recommendations, asserting that it remains both pertinent and necessary. This position is substantiated by the detailed analysis, panel deliberations, and the specific criteria outlined in the accreditation standards. In this regard, the panel respectfully disagrees from the argumentative stance put forth by the HEI.

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

The Bachelor in Business Administration program at the NEWUNI, has achieved significant milestones and demonstrated good progress since its last accreditation. The Bachelor's program in Business Administration has been implemented since 2014 and was re-accredited on January 18, 2019 by the Accreditation Council for Higher Education Programs (Decision #18). The program has successfully aligned its objectives and learning outcomes with the National Qualifications Framework and Subject Benchmark Statements for Business Administration. The curriculum has undergone updates to incorporate industry demands, international benchmarks, and contemporary developments in business education from the last accreditation in 2019. Notably, the program emphasizes practical training, with 10 ECTS dedicated to an apprenticeship component supported by partnerships with leading organizations.

Since the last accreditation, NEWUNI has implemented extensive improvements, including revising program objectives and updating learning outcomes to enhance measurability and relevance. The curriculum has been enriched with new courses such as Risk Management, Innovation Management, and Fundamentals of Business Research and SPSS, reflecting modern business needs. Efforts in internationalization have been amplified through increased student

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

and staff mobility, expanded international partnerships, and additional language courses like German and Chinese.

Distinctive Features:

The program uniquely integrates theoretical knowledge with practical application, emphasizing social responsibility and business ethics. It supports students' career development through a robust apprenticeship program and access to career services. Additionally, its focus on multilingual capabilities, including Business English and other foreign languages, aligns with global business priorities.

Impact and Continuous Improvement:

Through annual labor market analyses and feedback mechanisms, NEWUNI ensures the program remains relevant and effective. Students are actively engaged in research projects and conferences, fostering a culture of inquiry and innovation. These efforts position graduates to contribute meaningfully to the national economy and global business environments. The Bachelor in Business Administration program exemplifies NEWUNI's commitment to excellence in higher education and its alignment with both institutional and national strategic priorities.

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.

The Bachelor in Business Administration (BBA) program offered by the New Higher Education Institute (NEWUNI) demonstrates substantial alignment with Standard 1.1 requirements. The program objectives are clearly stated, realistic, and achievable. They effectively define the knowledge, skills, and competencies expected from graduates, including foundational understanding of business management, practical problem-solving abilities, and adaptability to a dynamic business environment.

The objectives reflect the specificity of the field, aligning with Level 6 qualifications in business administration and the educational context of undergraduate studies. They are consistent with NEWUNI's mission of producing competitive specialists equipped with theoretical and practical expertise to contribute to national and international labor markets. The inclusion of internationalization efforts, such as proficiency in foreign languages and practical training opportunities, highlights the program's responsiveness to global trends and labor market demands.

However, certain gaps exist in articulating how the objectives directly address emerging business trends such as digital transformation and sustainability. While the program emphasizes practical application and ethical considerations, these areas could benefit from clearer integration into the stated objectives. Additionally, ensuring that the objectives remain accessible and understandable to all stakeholders, including students and employers, is essential for broader alignment and transparency. The program objectives demonstrate a strong alignment with the overarching mission, objectives, and strategic direction of the higher education institution, its respective faculties, schools, and educational units. Furthermore, these objectives have garnered widespread support among those involved in program implementation and have been made publicly accessible on the institution's website, ensuring transparency and facilitating stakeholder engagement.

The BBA program objectives align well with the Sectoral Benchmarks for Business Administration Programs established by the NCEQE. The objectives adequately address the expected outcomes for Level 6 qualifications, ensuring graduates possess both theoretical knowledge and practical skills. The inclusion of components like business ethics, project management, and multilingual communication supports compliance with the benchmarks. While the alignment is decent, a minor area for improvement lies in expanding the integration of global and technological competencies to fully reflect the benchmarks' emphasis on equipping students for contemporary challenges in business administration.

Evidences/Indicators

o Panel visit and interviews;
o Bachelor's programme in Business Administration;
o Mission of the New Higher Education Institute – NEWUNI;
o Results of the labor market demands analysis;
o Web-page of the institution: www.newuni.edu.ge.

Recommendations:

○ Update the program objectives to explicitly incorporate emerging trends, such as digital transformation, artificial intelligence and sustainability, which are critical to modern business practices.

Suggestions for the Programme Development

○ Enhance stakeholder engagement by organizing periodic feedback sessions with employers, alumni, and students to ensure the objectives remain relevant and well-understood.

Evaluation

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

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

The BBA program demonstrates substantial compliance with Standard 1.2. The program's learning outcomes are clearly defined, realistic, and measurable, aligning well with the objectives of the program and the demands of the field. These outcomes address the theoretical and practical knowledge required in business management, strategic thinking, and problem-solving. They further incorporate critical skills in teamwork, communication, and ethical decision-making, ensuring alignment with Level 6 qualifications and the National Qualifications Framework (NQF).

The learning outcomes reflect the specificity of the field by linking core business management principles to practical applications. They are consistent with NEWUNI's mission to train competitive, skilled graduates and contribute to the development of the business sector and society. Additionally, the outcomes acknowledge labor market demands by emphasizing employability and preparation for further education. The inclusion of multilingual communication and the development of analytical competencies highlights an effort to meet internationalization trends.

However, there are minor gaps in addressing emerging business trends such as digital transformation, sustainability, and technological advancements. Explicit incorporation of these

elements would enhance the program's relevance in a rapidly evolving business environment. Additionally, while the outcomes are made public and accessible, periodic updates to ensure alignment with employer expectations and global trends could be more explicitly documented. The development of the programme's learning outcomes is a comprehensive, collaborative process that engages a diverse group of stakeholders, including academic and research staff, visiting faculty, current students, alumni, and industry employers, ensuring a well-rounded and relevant curriculum. To maintain transparency and alignment, those responsible for implementing the programme actively communicate the established learning outcomes to all stakeholders, fostering a shared understanding of the educational goals and expected competencies.

The program's learning outcomes are consistent with the Sectoral Benchmarks for Business Administration Programs established by the NCEQE. They align with the expected competencies for Level 6 qualifications, ensuring graduates are equipped with relevant theoretical knowledge, practical skills, and professional values. The program effectively balances core business education with transferable skills such as leadership, communication, and ethical responsibility. Nonetheless, to fully reflect the sectoral benchmarks, greater emphasis on global competencies, including digital fluency and sustainability practices, would enhance the alignment and better prepare graduates for the demands of a dynamic international labor market.

Evidences/Indicators

o   Panel visit and interviews;
o   Results of the labor market demands analysis;
o   Bachelor's programme in Business Administration;
o   Programme objectives and learning outcomes map;
o   Web-page of the institution: www.newuni.edu.ge;
o   Educational programme and syllabi;
o   Curriculum map.

Recommendations:

○   It is recommended to integrate learning outcomes and program objectives that explicitly address digital transformation, sustainability, and technological advancements to ensure alignment with contemporary business practices.

Suggestions for Programme Development

○   It is suggested to establish a more structured mechanism for regularly updating learning outcomes based on feedback from employers, alumni, and international benchmarks.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	☐	**X**	☐	☐

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.

The BBA program at the NEWUNI demonstrates significant strengths in its evaluation mechanism of Programme Learning Outcomes (PLOs). The institution employs a structured and transparent methodology to assess PLOs, ensuring alignment with the National Center for Educational Quality Enhancement (NCEQE) Standard 1.3. The evaluation cycle effectively incorporates defining, collecting, and analyzing data, which supports the consistent monitoring.

The use of both direct and indirect assessment methods reflects an adherence to field-appropriate practices. Curriculum maps linking learning outcomes with course objectives enhance clarity, while the integration of benchmarks ensures measurability and achievability. The active involvement of quality assurance mechanisms in overseeing PLO evaluations is commendable, as is the periodic feedback collection from stakeholders such as employers and students.

The evaluation mechanism aligns with most of the requirements under Standard 1.3. The SER and program description indicates some details regarding how external stakeholders, such as alumni and professional associations, are systematically involved in the evaluation process.

Additionally, while benchmarks are established for each learning outcome, there appears to be limited evidence of systematic follow-ups when deviations occur. The process for modifying outcomes, teaching strategies, or assessments based on evaluation results provide limited elaboration, which may impact the program's responsiveness to identified gaps. The mechanisms for familiarizing academic staff with evaluation methods could also be expanded to ensure uniformity in execution but not necessary as it fulfills standard requirements.

The evaluation mechanism for the BBA program at NEWUNI largely complies with Standard 1.3 of the NCEQE. However, addressing some limited improvements as suggested in the suggestions below can enhance the program's ability to adapt to labor market needs better and ensure continuous improvement. The suggestions provided aim to strengthen these areas while maintaining the program's existing strengths.

Evidences/Indicators

o Panel visit and interviews;
o New Higher Education Institute – NEWUNI mechanism for programme learning outcome's evaluation (Annex 4);
o Programme learning outcome/curriculum map of the Business Administration Bachelor's programme;
o Programme learning outcome evaluation plan for the Business Administration Bachelor's programme;
o Results of the evaluation of the programme learning outcomes;
o Web-page of the institution: www.newuni.edu.ge;
o Educational programme and syllabi.

Recommendations:

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Suggestions for the Programme Development

○ It is suggested to develop a more robust mechanism (in addition to the existing one) for tracking deviations from benchmarks and implementing targeted interventions to address gaps, including revising program content or teaching strategies as needed.
○ It is suggested to integrate employer and alumni feedback more explicitly into BBA curriculum updates to ensure alignment with evolving market demands.
○ It is suggested to strengthen the training and support mechanisms for academic and visiting staff in PLO evaluation methodologies to promote consistent and accurate assessments across all courses.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	☐	☐	☐

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.

This analysis evaluates the compliance of the BBA program with Standard 1.4. This analysis examines the program's structure and content, identifies areas of compliance and concerns for this sub-standard. The BBA program at NEWUNI is generally well-structured and complies with the key aspects of this standard. The program adheres to the European Credit Transfer and Accumulation System (ECTS) guidelines, ensuring that the credit allocation aligns with international standards. Additionally, the program reflects compliance with Georgian legislation governing higher education, providing a solid foundation for its legal and academic framework.

The bachelor's educational program in Business Administration follows the Georgian legislation, ensuring a coherent and structured progression of knowledge from general to specific and from simple to complex. The program comprises 240 credits, allocated as follows:

Credit Allocation

The credits are distributed into compulsory, elective, and practical components.

- Compulsory courses/subjects/modules of the major field of study: 151 credits
- Compulsory elective courses/subjects/modules of the major field of study: 15 credits
- Practical component: 10 credits

- Free component (mandatory and elective): 64 credits
- Compulsory Component (Total): 191 credits
- Elective Component (Total): 49 credits
- Overall Program Credits: 240 credits

Compulsory Component (191 credits): This includes 151 credits from compulsory courses/subjects/modules of the major field of study, 10 credits from the apprenticeship/practical component, and 30 credits from compulsory courses/subjects/modules of the free component. The compulsory component also includes:

- Business English Language: 10 credits
- General Foreign Language: 20 credits.

Elective Component (49 credits): This consists of 15 credits from compulsory elective courses/subjects/modules of the major field of study and 34 credits from electives of the free component. The electives may include courses from other bachelor programs.

The elective courses are designed to develop transferable competencies or focus on specific sectoral skills, allowing students to tailor their educational profiles to individual preferences. The program complies with Georgian higher education legislation and follows the ECTS framework, ensuring consistency with international academic standards. The program's development process actively involves stakeholders, including students, graduates, and employers, contributing to its relevance and practical orientation. The program includes some aspects of research findings enhancing its relevance in a rapidly changing business environment. The program structure ensures alignment with the qualifications to be awarded, with well-defined learning outcomes that reflect the program's objectives.

While the program meets general academic standards, its content and structure lack clear features that distinguish it from similar programs. Greater emphasis on unique modules, such as artificial intelligence, fintech, niche market studies or specialized industry practices, could strengthen its competitive position locally and internationally with comparable programs. The relationship between the learning outcomes of optional or elective modules and the overall program outcomes is not explicitly articulated. This is not a critical issue but may hinder the program's ability to fully demonstrate coherence and alignment.

The programme demonstrates a commitment to staying current by incorporating new research findings and select modern trends in the field, ensuring its curriculum remains relevant and forward-thinking. Moreover, the program's development is characterized by a collaborative approach, actively engaging a diverse range of stakeholders including academic and research staff, visiting faculty, students, alumni, and industry employers, thereby fostering a comprehensive and well-rounded educational experience.

The panel interview with various university panel representatives revealed a significant discrepancy in the program structure, where students are potentially allowed to graduate earlier than the officially accredited four-year duration, raising questions about compliance with legislative requirements and the integrity of the program design. This inconsistency between the accredited program length and the actual graduation timeline not only challenges the academic rigor of the curriculum but also potentially undermines the credibility of the institution's accreditation status.

Despite references to internationalization, the program provide limited specific examples or modules that focus on global business contexts or cross-cultural competencies. Some foreign

languages are incorporated in the program and that is limited internationalization aspects. Additionally, the program's visibility on public platforms like the institution's website and dedicated social media pages could be improved to enhance accessibility. In general the BBA program at NEWUNI aligns with several aspects of standard 1.4, particularly in its compliance with National Qualification Framework and ECTS standards. However, addressing the suggestions such as enhancing program competitiveness, and expanding internationalization will strengthen its compliance with accreditation standards and increase its appeal to students and employers.

Evidences/Indicators

○ Panel visit;
○ Methodology for educational programme planning, initiation, development and approval procedure;
○ Web-page of the institution: www.newuni.edu.ge;
○ Educational programme and syllabi.

Recommendations:

○ It is strongly recommended that the institution conduct a thorough review of its graduation policies and program structure to ensure alignment with the accredited four-year duration.

Suggestions for the programme development

○ It is suggested to introduce unique optional modules such as a focus on regional economic integration or emerging markets, to distinguish the program from competitors.
○ It is suggested to incorporate specific modules addressing global business trends and cross-cultural management. Perhaps increased collaboration with international institutions to include exchange programs or joint projects as well.
○ It is suggested to enhance the program's online presence and ensure all relevant information, including admission requirements, curriculum details, and career prospects, is readily accessible to prospective students and stakeholders.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	☐	**X**	☐	☐

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.

This analysis evaluates the compliance of the BBA program with Standard 1.5. The analysis draws on the SER, the program description document, and insights from accreditation interviews, highlighting both positive practices and areas for improvement. Specific suggestions are provided to enhance program alignment with standard requirements.

The program demonstrates comprehensive alignment of course content and learning outcomes, as evidenced by the detailed program learning outcomes and course syllabi provided in the SER and program description. Courses such as 'Business Statistics' and 'Managerial Economics' are explicitly mapped to program-level outcomes, ensuring logical progression. Program considers periodic updates to syllabi and inclusion of relevant literature and teaching materials. For instance, courses incorporate the latest research and field advancements, as highlighted in recent modifications to course content such as 'Fundamentals of Business Research and SPSS'. Clearly defined evaluation mechanisms and credit allocations, ensure that learning outcomes are assessed and achieved effectively. The credit allocation for each course appears well-justified, considering the contact and independent learning hours.

Despite these strengths, some areas require further improvement to fully align with standard 1.5. Limited incorporation of recent advancements in the field within certain syllabi. While some courses are updated regularly, others, such as 'Introduction to Strategic Management,' rely on dated resources, potentially undermining the program's relevance to current industry practices. Inconsistent allocation of contact and independent study hours across courses. For instance, certain courses with complex content, such as 'Innovation Management,' may benefit from increased contact hours to better support student learning.

The BBA program at NEWUNI demonstrates substantial compliance with the standard 1.5 through its robust structure, logical course progression, and effective use of evaluation mechanisms. However, addressing areas of improvement, such as updating syllabi, will further strengthen the program's alignment with the accreditation standards and its relevance to the labor market. The suggestions provided herein serve as a roadmap for achieving these developments.

Evidences/Indicators

○ Panel visit and interview;
○ Methodology for educational programme planning, initiation, development and approval procedure (Annex 3);
○ Educational programme and syllabi;
○ Results of the students survey (Annex 12).

Recommendations:

○ None

Suggestions for the programme development

○ It is suggested to implement a more effective systematic process for updating syllabi to reflect the latest research and developments in the field, supported by input from industry stakeholders.

- It is suggested to reassess the allocation of contact and independent study hours for courses with complex theoretical or practical content, ensuring adequate support for student learning.
- It is suggested to integrate additional opportunities for practical learning and research within the curriculum, such as expanded apprenticeships or project-based courses.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	X	☐	☐	☐

Compliance of the Programme with the Standard

1. **Educational programme objectives, learning outcomes and their compliance with the programme**	Complies with requirements	☐
	Substantially complies with requirements	X
	Partially complies with requirements	☐
	Does not comply with requirements	☐

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

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

2.1 Programme Admission Preconditions

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

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

The prerequisites for the Bachelor's program in Business Administration submitted for accreditation are defined as follows:

A student will be admitted to this program in accordance with the rules established by the legislation of Georgia. A person with a document confirming complete general education or equivalent, based on the results of the unified national exams (ranking document), has the right to study, except for the cases defined by the law of Georgia on higher education. Mandatory subjects for enrollment in the program are: Georgian language and literature, foreign language (English language, French language, Russian language, German language),

mathematics/history. Enrollment of students without passing unified national exams is done in accordance with the Law on Higher Education. In addition, a foreign citizen wishing to enroll in a Georgian language program at the educational institution is obliged to undergo an interview at the educational institution and present a certificate of Georgian language proficiency (minimum B2) issued by the state-authorized body; The educational institution provides access to the video recording of the interview.

This year, the quota announced to be admitted to the program was 100 students, as in previous years. However, the number of enrolled students varies from 10 to 21 according to the presented indicators. A significant part of the announced quota is filled by students transferring from external mobility. The number of students with an active status is 216. During the interview with the self-evaluation group, it was noted that they constantly conduct a survey of students who have transferred by mobility. The low number of initial enrollments is due to the lower awareness of the university, and external mobility is due to the existence of financial support mechanisms. Admission to the program is carried out continuously from 2019, although with the above-mentioned features.

During the interview with the group of experts during the accreditation visit, it was noted that the institution has a methodology for planning the number of students in the educational program, which takes into account the specifics of the program for the implementation of the educational process. Additionally, the Bachelor of Business Administration program concept is posted on the institution's website in the program catalog. Institution has defined appropriate, transparent, fair, public and accessible prerequisites and procedures for admission of persons to the program, which ensures the inclusion of persons with relevant knowledge and skills in the program to achieve the learning outcomes of the program. Admission requirements are public and available to all interested parties.

The prerequisites for admission to the program take into account the specifics of the program, ensure the inclusion in the program of persons with the necessary knowledge, skills and competence to overcome the program;

Prerequisites and procedures for admission to the program are in accordance with the applicable legislation, are logically related to the results of the program, the content of teaching, the number of steps, qualifications and the language of teaching.

Evidences/Indicators

○ Educational program;
○ Methodology for planning the number of students in the institution's program;
○ Website of the institution;
○ Results of the interview.

Recommendations:

○ It is recommended that the institution to analyze the discrepancy between the actual number of student enrollment, active students, and graduates to the methodology for determining the student contingent for the program, and work to overcome this challenge.
○ Suggestions for the programme development
○ It is desirable for the institution to strengthen its work on the awareness of the university.

○ It is desirable to correct the technical flaw in the prerequisites of the program, where instead of "Business Administration" the undergraduate program of "Psychology" is indicated.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	☐	**X**	☐	☐

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.

The program, in accordance with the learning outcomes and level, ensures that students develop practical skills and engage in scientific research projects . The program provides in compulsory courses - academic writing (5 ECTS credits), information technologies (5 ECTS credits), project management (5 ECTS credits), practice (10 ECTS credits), in elective courses - critical thinking and logic (4 ECTS credits), Introduction to Research Methods (3 ECTS credits), Fundamentals of Business Research and SPSS (4 ECTS credits), Bachelor Thesis (10 ECTS credit). In addition, separate training courses include introduction and presentation of practical projects.

The practical component of the program is organized and planned in accordance with the learning outcomes and teaching level of the program. During the internship period or in the case of involvement in a research project, the student is guided by a qualified person in the field, who evaluates the student's work. This is confirmed by the information presented in the syllabi of the practice and bachelor thesis.

A group of experts called for it

1. Bachelor theses;
2. Proceedings of the Student Conference
3. Practice diaries;
4. Practice reports;
5. Information on involvement in grant research projects
6. Undergraduate Program and Practice Evaluation Resources.

Based on the presented additional documents and interviews with the groups involved in the implementation of the program, it was determined that the work on practical and research projects is carried out in accordance with the rules defined by the program, syllabi and the regulation of the educational process.

Practice leads of the Newuni representative (program head, specialist in the field - academic staff -or invited specialist), which is responsible on implementation of practice. Head of practice helps students in solving problems in the practice process raised; controls practice in good faith

conducting and producing the practice diary, guides the preparation of the practice report, evaluates the competencies achieved by the student after the practice, and more.

In order to complete the practice, the receiving organization assigns a mentor, a representative of the practice object/organization, who --is responsible for the student -'s --work at the practice object--, for supervising the --behavior --and coordinating his work; directly helps the student --in performing the assigned practical work, checks student's practice diary during the semester; Monitors the conscientious conduct of the internship and the maintenance of the internship diary, supervises the preparation of the internship report, evaluates the competencies achieved by the student after the internship, etc.

After completing the internship, the -mentor prepares a characterization, which --describes the work performed by the student during the internship, identified/acquired competencies, etc.

The institution presented the agreements signed with practice facilities and employers (7 organizations), where the number of students accepted for the practice, as well as the purpose of the practice, the result, and the duration of the practice are provided. It should be noted that the agreements signed with practice organizations do not only serve the Business Administration Bachelor's program. Agreements with practice facilities and employers help to achieve the learning outcomes provided for in the program. In the process of interviewing employers, it was noted that over the years they have provided the internship component of the students of the mentioned program, and many of them are employed. Also, the school offers its business partners participation in employment forums.

For the development of students' research skills, the institution organizes student scientific conferences as an extracurricular activity. A group of experts evaluated the published works of the scientific conference of students: in some cases the standards of academic writing are violated, especially the rule of citing sources. During the interview, the representatives of the quality assurance service noted that academic writing is offered as a compulsory subject for studying academic writing standards and also offers relevant optional subjects.

In addition, the self-evaluation report describes the activities that support the development of students' practical and research skills. Information about the mentioned activities was confirmed by employers, academic staff and graduates during the interview process. Information about student events is displayed on the college website.

Evidences/Indicators

- Educational program and syllabi;
- Bachelor theses;
- Proceedings of the student conference;
- Practice diaries;
- Practice reports;
- Information on involvement in grant research projects
- Undergraduate Program and Practice Evaluation Resources;
- Interview students, alumni, employers and academic staff.

Recommendations:

- It is recommended that the university to focus on academic writing standards and the proper application of knowledge and skills.
- Suggestions for the programme development

- It is desirable for the institution to continue working with practice facilities on the issue of signing memorandums, so as to make it possible to take into account the interests of students when mastering the practical component.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	☐	**X**	☐	☐

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.

The teaching methods of each training course of the program correspond to the level of teaching, the content of the course/subject, the learning outcomes, the requirements of the field characteristics and ensure their achievement.

The following combination of the teaching methods is used: explanatory method, question-and-answer method, debate, case analysis method, problem-based teaching method, group work, statistical analysis, tables, graphs and others. Based on the acquired knowledge, the student independently performs one or another activity, such as preparing a presentation, conducting statistical observations, and others. The method of working on the book - students process the literature specified in the syllabus, as well as other literary sources (such as magazines, internet resources, etc.) based on appropriate reference, for the preparation of research works and/or popular articles.

In the process of practice, specific methods and activities are used -: verbal -(communication with the mentor and head of practice, discussion, formation of opinions, etc.); written (records, entries in a practice diary, preparation of a practice report, etc.); Use of information and communication technologies (finding and processing information using computer equipment and relevant computer programs , performing tasks of practical nature, preparing and drawing up a practice report, etc.); Also used in the practice process-: explanatory, demonstration, action-oriented, problem-based, etc. Methods that should ensure the achievement of the planned goals and results and the formation of practical skills necessary for adaptation to the real work environment and practical work. During the practice and preparation of the practice report, the student

performs specific practical tasks, finds and studies relevant information and data , analyzes the completed work, formulates conclusions, etc. The selection of applied -methods -and their combination is aimed at the active participation of students in the practice process, strengthening of the student's theoretical -knowledge and formation of practical skills.

Teaching learning methods are flexible and take into account the individual needs of students, and if necessary, an individual curriculum can be developed. The methodology for drawing up an individual curriculum for students, the basis for the development of an individual curriculum, the persons involved in the development of an individual curriculum and other issues are determined by the regulation of the educational process of the new higher education institution Newuni.

There are no international students studying on the program to have a panel of experts assess their experience of taking cultural and/or other needs into account when developing teaching-learning and assessment methods.

Evidences/Indicators

○ Bachelor of Business Administration Education Program and Syllabus;
○ Regulation of the educational process of Newuni;
○ Newuni teaching-learning methods and basic forms (informative, explanatory material for staff and students);
○ Individual teaching plans;
○ Results of the interview.

Recommendations:

○ None

Suggestions for the programme development

○ None

Evaluation

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

2.4. Student Evaluation

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

Student evaluation is conducted in accordance with established procedures(Study process regulatory document). Student evaluation needs some amendments to be fully transparent, fair and reliable to every student. Details are provided below. The evaluation complies with existing legislation(Order N3 by the Ministry of Education and Science of Georgia, dated January 5, 2007).

The components of each academic course consider the specificity of the course, correspond to the learning outcomes of this course and provide an assessment of the achievement of learning outcomes.

The Bachelors' degree programme provides Bachelor Thesis as an elective course and within the syllabi evaluation criteria are transparent, the procedures for the defense and evaluation of thesis are fair. Still there is a need for amending evaluation criteria (see below).

The evaluation components, methods and criteria are generally transparent, accessible and communicated to the students in advance, with some exceptions. However, certain syllabi require amendments to ensure the evaluation criteria are more explicitly defined. For instance, in the syllabus for the course - "Business Law" evaluation grading scale of "theoretical topic" is as follows - 9-10; 7-8; 5-6; 3-4; 1-2; 0. To enhance clarity and precision, the specific conditions under which a student earns a point of 9 versus of 10 should be distinctly articulated. Therefore, it's recommended to distinctly articulate under which conditions a student will earn an exact point. This recommendation refers to those syllabi (for ex.: "Fundamentals of investments", "Bachelor's thesis" and others) where there is the case.

During the interviews it was approved by the students and lecturers that students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement.

While evaluating students there are mechanisms of ethics, academic integrity, plagiarism prevention, detection and response working. They are regulated by internally approved documents - "Code of ethics" and "Rule for detecting, preventing and responding to the cases of plagiarism". During the interviews with lecturers it was stated that the 18 %similarity threshold is applied as the minimum allowable level and evaluations are conducted by the study process management department. However the -"Rule for detecting, preventing and responding to the cases of plagiarism" explicitly sets a 15 % similarity threshold, with responsibility for work verification assigned to the scientific - research center, utilizing a specific plagiarism detection platform. Therefore, it's recommended to provide training sessions for the lecturers on the correct application of the "Rule for detecting, preventing and responding to the cases of plagiarism" to foster a culture of academic integrity.

Students have the right to appeal, which is declared at the "Rule for regulating the educational process" and it was approved during the interviews with students. Students are well informed about this opportunity. The Appeal process is transparent and objective. It may involve reviewing evaluation results and making a decision by another evaluator(s).

During the interviews it was approved that students receive constructive feedback from lecturers on the evaluations.

The university presented reports on students' academic achievement for 2022-2023 and 2023-2024 spring semesters as additional documents. Within the meeting minutes of the programme committee it's not indicated that there was a discussion on the reports, but during the interview session lectures mentioned that they receive the results and discuss planning further steps. The specific actions taken based on the analysis of students' academic performance remain unclear, particularly regarding whether they were intended to drive improvements in the teaching process. It is therefore recommended to formalize the analysis process, empower the program committee to thoroughly review the results, devise actionable plans, and monitor their implementation and impact over time.

If necessary, the university provides students assessment using the e-learning / distance learning method, considering the specificity and content of the course. The university ensures mentoring

of the reliability and validity of student assessments, including during e-learning / distance learning.

Evidences/Indicators

- Rule for regulating the educational process
- Educational Programme and the syllabi
- Code of ethics
- Rule for detecting, preventing and responding to the cases of plagiarism
- Reports on analysing students' academic achievement.
- Minutes of the programme committee meetings.

Recommendations:

- It's recommended to distinctly articulate under which conditions a student will earn an exact point.
- It's recommended to provide training sessions for the lecturers on the correct application of the "Rule for detecting, preventing and responding to the cases of plagiarism.
- It is recommended to formalize the analysis process of students' academic performance, empower the program committee to thoroughly review the results and devise actionable plans.

Suggestions for the programme development

- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	☐	**X**	☐	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	☐
	Substantially complies with requirements	**X**
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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

With regard to the planning of the learning process, improvement of academic achievement, employment and professional development, students receive consultations from various departments. The above mentioned was approved during the interview sessions with students and university representatives. The study process management department is responsible for consulting students at the start of their university journey, despite there are departments and staff (dean, deputy dean, lawyer, international relations department, information technology department, library representatives, infrastructure support and security service) assigned to support students on their academic achievement, employment and professional development issues. While asking students to whom they refer to while their rights are violated, they mentioned that such a case has never occurred, but in case it arose, they would refer to the proper lecturer or the rector of the university. It's suggested to inform students that a lawyer is available to provide consultations on the legal aspects of the educational process.

Notably, lecturers provide students with consultations in addition to the predefined study plan. During the interviews various forms of consultations were mentioned including face - to face meetings and various online forms of communication. Upon experts' request, the university presented a consultancy schedule. During the interviews, it was emphasized by the students that one of the major strengths of the university is smooth communication with the lecturers and administration, as well as supportive lecturers. Students who had moved from other universities highlighted the significant distinction in the level of friendly and supportive care and flexibility of the processes, setting this university apart from others.

Due to the fact that there are no international students, integration mechanisms of Georgian and international students and practice could not be evaluated. It's recommended to increase internationalization at home on a programme level (invite lecturers, receive students, organise international conferences, summer/winter camp, contests etc.) and provide students with opportunities for cultural exchange, sharing global perspectives, language practice, networking opportunities, enhancing tolerance and empathy.

There are plenty of opportunities for students to participate in local and international projects, events, conferences, research fellowships (for PhD students), in international exchange programs. Students are informed about local and international projects and events that are consistent with their teaching and research objectives. According to the statistics provided by the university on student exchange opportunities it's increasing year by year. Considering the fact that there are not plenty of opportunities for students to participate in local and international initiatives, the university has to work on diversifying opportunities for students and support them in participating within the projects and events. During the interviews it was stated by the students that they would like to have more diverse student life, more exchange opportunities, cafeteria and sports hall. In order to comply with students' needs the university can organize social and civic engagement projects, technology and innovation driven projects(ex.: establish various clubs), conduct workshops, provide resources for students to develop entrepreneurial ideas, sustainability projects and others.

Evidences/Indicators

- ○ SER
- ○ Interview sessions
- ○ Job descriptions and qualification requirements for staff
- ○ Additional document - List of students - exchange and international projects

Recommendations:

- ○ It's recommended to increase internationalization at home on an educational programme level.

Suggestions for Programme Development

- ○ It's suggested to inform students that a lawyer is available to provide consultations on the legal aspects of the educational process.
- ○ It's suggested to offer students more exchange opportunities.
- ○ It's suggested to offer students a more diverse student life.
- ○ It's suggested to ensure having a cafeteria and a sports area.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	☐	X	☐	☐

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

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

N/A

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

○ Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	☐	☐	☐	☐

Compliance with the programme standards

	Complies with requirements	☐
3. Students Achievements, Individual Work with them	Substantially complies with requirements	**X**
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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.

The academic staff Business Administration Bachelor Program of the New Higher Educational Institute is selected on a competitive basis by the Georgian legislation and internal resource management policy, which outline the rules, criteria and procedures for attracting, hiring, and retaining qualified personnel and unifies main policies, procedures and regulations regarding personnel management.

During the accreditation visit, the expert group studied the personal files of the academic and invited staff, based on which we can note that the qualifications of both the academic and invited staff meet the requirements established by current legislation and job functions. The qualifications of the academic staff are confirmed by PhD degree alongside pertinent publications, scientific endeavors, and creative or research projects conducted in the last five years. Invited staff either have a PhD degree in the field related to the field of study and qualification confirmed by publications over the past 5 years, or demonstrate extensive practical experience in the industry, private business, or public sector. All invited staff have teaching experience. The knowledge and competence of the staff are confirmed by the documentation presented in the personal file (resume, documentation confirming education, qualifications and academic degree/title). Qualifications and practical experience of the academic and visiting staff ensure the achievement of learning outcomes of the programs.

The university has established guidelines regarding the workload for both academic and visiting staff, according to which the university has presented a schedule of staff workload that outlines their educational, research, and additional responsibilities. The maximum weekly workload for academic staff mostly adheres to the limits set by the Labor Code of Georgia, which permits a maximum of 40 hours per week. However, it should be noted that according to the semester workload document submitted by the institution, the weekly workload of several visiting staff significantly exceeds 40 hours. Also, hours allocated for student consultation are not envisaged by the submitted workload scheme.

The workload and the number of academic (29, out of which 19 are affiliated with the university) and visiting staff (14) are adequate in relation to the number of students (216). The balance between academic and visiting staff (2.07) ensures the program's sustainability since about 80 percent of the required and elective courses of the specialty are taught by academic staff. The turnover of academic and invited staff during the last 5 years (0%) also ensures program sustainability.

Academic and invited staff participate in designing and developing the educational program, which involves sharing recommendations and advice on issues related to the program with the head of the program. Academic staff is also involved in scientific research activities (bachelor's thesis supervision, student conference topic supervision). In addition to teaching, academic and

visiting staff are involved in student consulting processes, as well as in various events planned within the program.

The head of the program has the necessary professional knowledge and experience to develop and implement the program. Her qualifications are confirmed by relevant education, practical experience and scientific work. The head of the program participates in the design, evaluation, development and implementation of the program.

The program is implemented based on the faculty with the support of the university administration and all relevant structural units. The university administration (the faculty dean's office, the quality assurance service, the library, etc.) is involved in servicing students. Accordingly, students are provided with the appropriate number and competence of administrative and support staff, whose qualifications correspond to the functions assigned to them. In addition to administrative services related to academic matters, the university offers students the opportunity to participate in sports, cultural and social activities. During the interview, students and graduates confirmed that the institution rents a sports hall for sports competitions, organizes excursions and other cultural events.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	29	15	16	19
- Professor	11	7	8	6
- Associate Professor	18	8	8	13
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Visiting Staff	14	9	6	0
Scientific Staff	0	0	0	0

Evidences/Indicators

○ CVs of academic/visiting personnel and the documentation confirming their qualification.
○ Self-Evaluation Report
○ Personnel Workload
○ Site visit interviews with the academic and visiting staff, head of the program, administrative staff

Recommendations:

○ It is recommended that the institution impose greater control over the rational weekly workload of academic and especially invited staff so that it does not exceed the 40 hours established by labour legislation, which may negatively affect the quality of staff performance.

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

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

Suggestions for Programme Development: None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	☐	X	☐	☐

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

N/A

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

Evidences/Indicators

Recommendations:

Suggestions for the programme development

Evaluation N/A

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

4.3 Professional Development of Academic, Scientific and Invited Staff

➢ The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.

➢ The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

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

The assessment of the academic and invited staff implementing programs is done by the Quality Assurance and Human Resource Management Offices, which also supports (together with the university management) the professional development of academic and invited staff. The Faculty Dean and Head of the Program are also involved in the evaluation process. The evaluation implies the analysis of the pedagogical activity-achievements of the staff, and in the case of the academic staff, the assessment of the research activity as well. Evaluation of pedagogical activity is carried out on a semester basis, and research activity on an annual basis. Academic and invited staff assessment components, criteria and processes are described through the Quality Assurance Policy and Mechanism document. The head of the program/quality assurance service informs each academic and invited staff individually about the recommendations. The university regularly organizes training and conferences for the professional development of all staff.

The HEI provides necessary conditions (material, financial resources, information resources, etc.) for fostering pedagogical and research work of all staff, and promotes participation of staff and students in international and local projects, research and conferences.

The university has a multi-component evaluation system for academic and invited staff, the results of which are used to make decisions about staff development, promotion, or replacement. The evaluation system includes the following evaluation forms:

- Annual reports of academic staff on scientific research activities;
- Evaluation of academic and visiting staff by the Dean;
- Evaluation of academic and invited staff by the head of the program;
- Evaluation of academic and invited staff by the Department of the learning process management;
- Evaluation of academic and invited staff by students.

The academic activities of staff are assessed by students through a questionnaire developed beforehand by the Quality Assurance Office. The questionnaire gives students the possibility to evaluate academic or invited staff according to the following criteria: relevancy of teaching methods used by the teacher, ability to explain, relevancy and the availability of the teaching material used by the teacher, assessment methods used by the teacher, general satisfaction level with the teacher, etc.

Academic and invited staff of educational Programmes of the Business Administration Educational Programmes at New Higher Educational Institute is additionally assessed through study course monitoring processes, which are conducted jointly by the Quality Assurance Office and the Heads of Educational Programs. Study course monitoring processes are conducted regularly, each academic semester. Students' participation in the staff assessment processes has been proved by students taking part in interviews with accreditation panel members during site visits.

The Human Resource Development Office and Quality Assurance Office regularly introduced evaluation results to the academic and invited staff of the educational program and relevant administrative staff members of the New Higher Educational Institute. Evaluation results are used to plan further development of academic and visiting staff of educational Programmes at New Higher Educational Institute, to support their academic or scientific-research activities and professional development.

Besides that, academic and especially visiting staff who may need special support in their academic activities, such as developing a syllabus, and being properly involved in educational Programme development, are supported by the Quality Assurance Office through various relevant trainings and meetings that have been proved by academic and visiting staff during the interviews with accreditation panel members during site visits.

Academic and invited staff of educational Programmes confirm that they regularly receive information about different opportunities for scientific research activities, such as conferences, national or international grant competitions, etc. They are regularly offered meetings to support and enhance their scientific research activities.

To promote the scientific research activity of university academic or invited staff New Higher Educational Institute has developed a policy, regulating the internal funding procedures of the scientific research activity. It enables the personnel to receive internal funding from the NEWUNI for different scientific research activities. During the interview with the academic personnel, some of the interview participants proved to have received funding from the New Higher Educational Institute for participating in different conferences or publishing books and scientific papers. However, the institution should develop clearer mechanisms to encourage the scientific activity of academic staff, which will also be reflected in the program budget.

Evidences/Indicators

○ CVs of academic/visiting personnel and the documentation confirming their qualification.
○ Self-Evaluation Report
○ Quality Assurance Policy and Mechanism document.
○ Analysis of the results of the evaluation of the performance of academic/visiting staff and development plan for the 2022-2023 academic year
○ Site visit interviews with the academic and visiting staff, head of the program, administrative staff

Recommendations:

○ It is recommended that clearer mechanisms be developed to encourage the scientific activity of academic staff, which will also be reflected in the program budget.

Suggestions for the programme development

○ None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	☐	**X**	☐	☐

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.

During the site visit panel members were allowed to see the university campus. As a result of the assessment, it can be noted that LLC NEWUNI has developed an infrastructure for its educational programs that ensures the achievement of program goals and learning outcomes for the most part. The university is mostly equipped with the necessary resources to carry out an educational process, classrooms, computer laboratories, a library, examination center.

The material and technical equipment of the NEWUNI ensures the achievement of learning outcomes of the Business Administration Bachelor Education Program for the most part. Auditoriums are equipped with appropriate equipment: study desks, blackboards, tables, chairs, computers and projectors.

Students, academic, visiting and administrative staff have access to the educational program information - communication technologies and computer equipment connected to the Internet and appropriate software tools the use/teaching of which is envisaged by the syllabuses of the study courses. A free wireless Internet network (WiFi) operates on the territory of the Institution. To promote the educational process, the university has implemented a system of electronic services, with the help of which students are informed and their academic performance is monitored. It is a simplified official means of communication between students, administration and professors. The mentioned internal information portal provides an opportunity to solve administrative issues, receive information related to the educational process, plan/conduct the educational process, and also receive various information about student life.

In the LLC NEWUNI operates a small library with qualified staff, where the printed books and educational materials and electronic literature provided by the program are located. The appropriate inventory (chairs, tables, computers, printers and copiers) is available for the university library staff. There is a small reading hall in the library which is not equipped with computers, printers and copy machines for students. The Library's electronic catalogue and electronic literature search system are available on the University's website https://newuni.edu.ge/new-higher-education-institutes-library/

The NEWUNI library has access to scientific databases offered by:

Cambridge Journals Online

e-Duke Journals Scholarly Collection

European Respiratory Journal

IMechE Journals

Mathematical Sciences Publishers Journals

Royal Society Journals Collection

SAGE Premier

EBSCO - host

EDWARD ELGAR PUBLISHING JOURNALS AND DEVELOPMENT STUDIES E-BOOKS

Open edition

PROJECT GUTENBERG

OPEN LIBRARY

MANYBOOKS

THE OAPEN Etc.

However, students are less informed about the availability and capabilities of scientific databases.

Rules for using the library are posted on the Library's website.

Evidences/Indicators

- University auditoriums (Chkondideli str. 56, Tbilisi, Georgia);
- Visual inspection of the faculty's material and technical base and library during the site visit;
- NEWUNI website

Recommendations:

- It is recommended to strengthen the material and technological infrastructure (more information technologies in the classrooms and library) which will further contribute to the achievement of the program's learning outcomes.

Suggestions for the programme development

- It is suggested to increase awareness among students, academic and visiting staff regarding the accessible scientific bases, which will subsequently improve their scientific output.

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	☐	X	☐	☐

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.

Allocation of financial resources provided by the budget of the program/faculty/school is economically achievable and largely corresponds to the needs of the program.

The costs included in the program budget include the improvement of learning resources, funds for staff development activities, funding of student activities, salaries (academic, administrative, program supervisor), staff incentive funds, scholarships and benefits for students, costs for internal and external evaluation, etc.

The program budget includes financial support for students to participate in scientific conferences, exchange programs and various types of events. The budget analysis shows that 0.67% of the budget is provided for extracurricular activities (1500 GEL). planning/organizing activities to promote the development of staff's work experience, skills and appropriate habits - 0.33%; And organization and implementation of professional development courses for students and staff - 0.44%, purchase/update of training and office equipment - 0.67%.

The group of experts requested the protocol of approval of the budget of Newuni, although it does not contain information about the discussion of the needs and peculiarities of the program areas.

Allocating the financial resources provided for in the budget for the program is economically achievable to a large extent and ensures the sustainability of the program to a large extent. The budget includes sources of financial support for the program, both periodic and one-time. Sources of income are formed from tuition fees and training, which was noted during the interview process with administration representatives.

Evidences/Indicators

- ○ Educational program budget;
- ○ The Budget approval protocol;
- ○ Results of the interview.

Recommendations:

- ○ It is recommended to rework the financial resources according to the needs of the program.

Suggestions for the programme development

- ○ None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	☐	**X**	☐	☐

Compliance with the programme standard

	Complies with requirements	☐

4. **Providing Teaching Resources**	Substantially complies with requirements	X
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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.

Internal Quality Assurance mechanisms at Newuni are defined by the mechanisms of the Quality Assurance. The QA culture of the institution is oriented to ensure the following objectives: ensure the high quality of all operational processes of the institutional management, enhance internationalization, facilitate local and international recognition, increase responsibility for quality assurance at all levels of the structural units, maintain engagement of internal and external stakeholders in the quality assurance system. Therefore, the quality assurance statute centralizes principles of continuous improvement, transparency, accountability and cooperation in the quality assurance policy.

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

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

Students, graduates, employers, academic and invited staff are involved in the internal quality assessment process. The QA office cooperates and encourages the involvement of all stakeholders to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is jointly prepared especially with the active involvement of academic and administrative staff. The self-assessment process and relevant task distribution among the working group has ensured to identify the weaknesses and relevant possibilities for future development.

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

availability of services. To monitor and evaluate the electronic education process, the HEI has defined the relevant mechanisms, however, the quality assurance mechanisms, evaluation results and the interview findings reveal the necessity to adapt and modify the internal quality assurance mechanisms for their proper implementation.

Considering all above mentioned, the quality assurance service is not only involved in all education management processes, but also is required to provide effective operational oversight and compliance with the legislation. While QA mechanisms include general description of how the whole system is functioning, the panel finds it essential to elaborate additional mechanisms or introduce instruments for eliminating prospective challenges and risks, that would in turn facilitate quality assurance meaningful interventions. It is recommended to ensure that the internal quality assurance office together with programme staff constantly works on the elimination of challenges identified during the elaboration and evaluation of the program, especially when it comes to ensuring students graduate from the program within the predetermined duration and prerequisites and adapting QA mechanisms and instruments to the electronic education process.

Evidences/Indicators

- ○ Self-Evaluation Report
- ○ Quality Assurance Policy and Mechanisms
- ○ Internal and external evaluation report
- ○ Survey reports and forms
- ○ Interview results

Recommendations:

- ○ While QA mechanisms include a general description of how the whole system is functioning, It is recommended to elaborate additional mechanisms or introduce instruments for eliminating prospective challenges and risks, that would in turn facilitate quality assurance meaningful interventions.

Suggestions for the programme development

- ○ None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	☐	X	☐	☐

5.2 External Quality Evaluation

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

External quality assurance at HEI is carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The institution generally reviews the recommendations and suggestions and the findings are introduced to the program staff. The QA and senior management ensure compliance of the developments with the received recommendations. The Business Administration Bachelor Program received accreditation in 2019 (The council decision #18). Expert panel has been convinced during the site visit, that all previous recommendations concerning the program have been taken into consideration that significantly has increased the perspectives for the further developments.

The educational programs of the institution are periodically evaluated by external experts. The programme was developed with the active consideration of the local and international experts' experiences and positions, therefore ensuring compliance with the subject benchmark requirements. Field experts from University Geomedi, Georgia and University of Siedlce, Institute of Management and Quality Sciences, Poland have positively evaluated the program as well as underlined its strengths and importance for preparing qualified professionals, structure and content of the program, human resources, teaching-learning methods, content and numerous elective courses. Recommendations issued by the experts have also been considered by the program team while working on the self-evaluation of the program.

Evidences/Indicators

- ○ Self-Evaluation Report
- ○ Quality Assurance Policy and Mechanisms
- ○ Internal and external evaluation report
- ○ Survey reports and forms
- ○ Peer reviews
- ○ Interview results

Recommendations:

○ None

Suggestions for the programme development

○ None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	☐	☐	☐

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.

For the programme development and service improvement, the QA Office at the HEI ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external actors. Surveys with academic and administrative staff, students, graduates, and employers are central tools for program monitoring and periodic review. At the end of every compulsory course, students evaluate the course by completing a course evaluation form. Assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. The labour market analysis is the integral part of the programme planning and monitoring. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements. The programme development group and the faculty council are responsible for the content of the programme, and reflect the field's current achievements and trends in the program. The Quality Assurance Department also reviews the students' academic performance. However, in order to comprehensively use the monitoring results for the program development and elimination of drawbacks, it is necessary to strengthen the QA role in the program level monitoring and reporting, especially when it comes to assessment of attaining of program learning outcomes and awarding qualification of students.

The institution has a practice of periodic academic and invited staff evaluation through pre-determined classroom observation practice. The classroom observation is conducted by peers from the same and/or different programme, including representatives from Study Process management Office, Faculty and Quality Assurance Office. The aim of the evaluation is to observe the quality of the delivered lectures, compliance with the syllabi, predefined teaching and learning methods and to articulate development tendencies and provide relevant activities.

The institution ensures benchmarking for the local and international practices. The program development group has benchmarked four universities with similar programs internationally – University of Bocconi, Esade Business School, The Romanian-American University and University of Vechta. Along with some common aspects, many development opportunities have been observed that further affected the elaboration process of the programme and incorporates both, international and local practices and requirements.

Evidences/Indicators

○ Self-Evaluation Report
○ Quality Assurance Policy and Mechanisms
○ Internal and external evaluation report
○ Survey reports and forms
○ Analysis of analogue programs
○ Interview results

Recommendations:

○ It is recommended to strengthen program level monitoring and use results not only for assessing the programme efficiency but also work as a preventive mechanism for eliminating drawbacks.

Suggestions for the programme development

○ None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	☐	**X**	☐	☐

Compliance with the programme standards

	Complies with requirements	☐
5. **Teaching Quality Enhancement Opportunities**	Substantially complies with requirements	X
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution:

New Higher Education Institute - NEWUNI

Name of Higher Education Programme, Level:
Business Administration, Level VI, Bachelor

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	☐	**X**	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	☐	**X**	☐	☐
3. Student Achievements, Individual Work with them	☐	**X**	☐	☐
4. Providing Teaching Resources	☐	**X**	☐	☐
5. Teaching Quality Enhancement Opportunities	☐	**X**	☐	☐

Signatures:

Chair of Accreditation Expert Panel

Muhammad Abdul Rauf

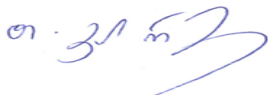 **Accreditation Expert Panel Members**
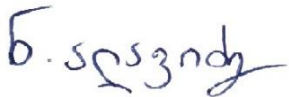
Eka Lekashvili

Tea Kasradze

Tamta Tskhovrebadze

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