NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Bachelor Programme in Business Administration
Bachelor Programme in Civil Engineering Management
Master Programme in Business Administration (MBA)
Master Programme in Healthcare Management
Executive Master of Business Administration Program in Innovations Management
PhD Programme in Business Administration

N(N)LE New Vision University

Tbilisi
2025

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	**New Vision University**
Identification Code of Institution	404987332
Type of the Institution	Univeristy

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6
Name of the educational programme	Business Administration	Civil Engineering Management	Business Administration (MBA)	Healthcare Management	Executive Master of Business Administration Program in Innovations Management	Business Administration
Level of higher education	Bachelor	Bachelor	Master	Master	Master	Doctorate
Qualification to be awarded	Bachelor of Business Administration (BBA)	Bachelor of Business Administration (BBA)	Bachelor of Business Administration (BBA)	Master of Healthcare Management	Executive Master of Business Administration (EMBA) in Management	Doctor of Business Administration
Name and code of the detailed field	0413 – Management and Administration	0413 – Management and Administration	0413 – Management and Administration	0413 – Management and Administration	0413 – Management and Administration	0413 – Management and Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	-	-	-	-	-	-
Language of instruction	English	English	English	English	English	English
Number of ECTS credits	240 ECTS	240 ECTS	120 ECTS	120 ECTS	75 ECTS	60 ECTS
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited 16-08-16 # 97	New	Authorised 02-10-19 #22	Accredited 16-08-16 #98	New	New

[1] 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 the Cluster of Education Programmes[2]**

New Vision University offers a cluster of English-language programmes across bachelor's, master's, executive, and doctoral levels in fields including Civil Engineering Management, Healthcare Management, Innovation Management, and Business Administration. Some of these programmes or the predecessors of the programmes were accredited also previously, with recent updates aligned with new benchmarks and industry needs. The structure of each program is designed to support field-specific expertise. Since the last accreditation, the accredited programs have been revised to include updated syllabi, more industry-relevant content, and practical components. The language of instruction for all cluster programmes is English. The cluster complies with accreditation standards and includes necessary resources for educational and professional development.

- **Overview of the Accreditation Site Visit**

The site visit took place from 23 till 25 of October 2024. During these three days, experts met and conducted interviews with the following target groups: (1) Administration, (2) Self-Evaluation Team, (3) Program Director(s), (4, 5) Academic Staff, (6, 7) Invited Staff, (8) Supervisors of Theses, (9) Employer Representatives, (10) Students, (11) Alumni, and (12) Quality Assurance Staff Members.

The observation of facilities, including the library, took place, and several examples of student theses were reviewed. The site visit was well organized, with all representatives of the University demonstrating a strong willingness to collaborate. It should be noted that while the Self-Evaluation Report was concise, additional information was required. Although the University provided several requested documents during the visit, some more documents were requested.

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

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

1.1. Programme Objectives
All the programmes fully comply with requirements
1.2. Programme Learning Outcomes
All the programmes fully comply with requirements
1.3. Evaluation Mechanism of the Programme Learning Outcomes
All the programmes fully comply with requirements.
1.4. Structure and Content of Educational Programme
All the programmes fully comply with requirements
1.5. Academic Course/Subject
All the programmes fully comply with requirements.

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

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

2.1. Programme Admission Preconditions
All the programmes fully comply with requirements, except EMBA that complies substantially
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills
All the programmes substantially comply with requirements.
2.3. Teaching and Learning Methods
All the programmes fully comply with requirements
2.4. Student Evaluation
All the programmes fully comply with requirements

3. Student Achievements, Individual Work with Them

3.1. Student Consulting and Support Services
All the programmes fully comply with requirements.
3.2. Master's and Doctoral Student Supervision
All the programmes fully comply with requirements.

4. Providing Teaching Resources

4.1. Human Resources
All the programmes substiantially comply with requirements.
4.2. Qualification of Supervisors of Master's and Doctoral Students
All the programmes fully comply with requirements.
4.3. Professional Development of Academic, Scientific and Invited Staff
All the programmes fully comply with requirements.
4.4. Material Resources
All the programmes fully comply with requirements
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability
All the programmes fully comply with requirements.

5. Teaching Quality Enhancement Opportunities

5.1. Internal Quality Evaluation
All the programmes fully comply with requirements.
5.2. External Quality Evaluation
All the programmes fully comply with requirements.
5.3. Programme Monitoring and Periodic Review
All the programmes fully comply with requirements.

- ## Recommendations

2.1. Programme Admission Preconditions

Executive Master of Business Administration Program in Innovations Management

- It is recommended to change admission rule of Executive Master of Business Administration Program in Innovations Management in accordance with of order #72/N (28th of February 2024 year) of Ministry of Education, Science, and Youth of Georgia which indicates 5-year professional experience in management/administration field.

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

General recommendations of the cluster:

- It is recommended to implement a consistent, structured approach to teaching research methods across all programs, ensuring students develop both qualitative and quantitative research competencies.
- It is recommended to establish clear, school-wide guidelines for using AI tools in academic work to ensure students and faculty have a consistent understanding of ethical and effective usage.

1. Bachelor Program in Business Administration

Recommendation:

- It is recommended to formalize quantitative research components in the curriculum to strengthen students' analytical skills for business contexts.

3. Master Program in Business Administration (MBA)

Recommendation:

- It is recommended to establish a mandatory data analytics module focused on quantitative business skills, addressing a gap in students' research preparedness for strategic business analysis.

6. PhD Program in Business Administration

Recommendations:

- It is recommended to introduce mandatory, structured training in both quantitative and qualitative research methods to ensure doctoral candidates are well-prepared for high-quality research.
- It is recommended to ensure that all PhD supervisors are equipped with expertise specific to business administration research (social science research methods), providing consistent guidance aligned with international standards.

- # Suggestions for the Programme Development

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

1.1. Programme Objectives

- It is suggested to better align the educational program with labor market needs, conducting additional research specifically examining employers' requirements for desired skills and competencies.

1.2. Programme Learning Outcomes

- It is suggested to enhance the involvement of stakeholders, particularly academic staff and students, in the process of developing learning outcomes.

Programme 2 (BBA in Civil Engineering)

- It is suggested to review the program's learning outcomes and revise them to better align with the Civil Engineering concentration. Specifically, the learning outcomes should clearly reflect both the technical and managerial competencies that students will develop within the framework of the Civil Engineering concentration.

1.4. Structure and Content of Educational Programme

- It is suggested to ensure the publicity and availability of the information, the program should be available on the university website.

1.5. Academic Course/Subject

- It is suggested to write in the syllabi more detailed information of students' grading for different types of exams.

For Bachelor's Program in "Business Administration"

- It is suggested to update the literature for several courses: Corporate Finance, Corporate Finance and analysis, Macroeconomics. All prerequisites of the new program admission should be posted to the university website to ensure the availability of information about program admission prerequisites.

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

- It is suggested to enhance industry partnerships further and to develop more partnerships with businesses and organizations both within the NVU direct partners as well as with so-called outside world to provide students with real-life case studies and capstone projects that reflect actual industry challenges.
- It is suggested to ensure that all programs include field trips and case studies, not just some very few cases throughout the whole study period.
- Engage more stakeholders in curriculum development processes by involving them directly in outcome-setting, course design, and feedback review.
- It is suggested to create a centralized resource for teaching methods – so called repository of training resources on teaching innovations and methods like flipped classrooms, gamification, etc. accessible to all faculty.

- It is suggested to develop a standardized grading rubric template for all courses, detailing specific grading criteria and sub-criteria.

For Bachelor Program in Business Administration:

- It is suggested to increase the number of industry-based case studies in coursework, allowing students to work with more realistic business scenarios.
- It is suggested to provide optional workshops on sector-specific skills like financial modeling, data visualization, and market analysis to support students' specialized interests.

For Bachelor Program in Civil Engineering Management:

- It is suggested to develop partnerships with construction firms to offer structured internships, allowing students to apply engineering and management skills in real-world construction settings.
- It is suggested to organize regular field trips to construction sites or engineering firms to deepen students' understanding of industry practices.

For Master Program in Business Administration (MBA)

- It is suggested to ensure greater consistency in research assessment criteria by implementing standardized guidelines across all MBA courses.
- It is suggested to offer specialized electives in high-demand areas such as digital transformation, business innovation, or international business strategy to increase student options for focused career paths.
- It is suggested to collaborate more with local businesses to integrate consulting projects within the program, allowing students to work on live business cases.

For Master Program in Healthcare Management

- It is suggested to introduce a structured research methods course specific to healthcare, emphasizing both qualitative and quantitative techniques for healthcare data analysis.
- It is suggested to encourage faculty to pursue training in social sciences-specific research supervision, strengthening guidance for student research projects in management.

For Executive MBA in Innovation Management

- It is suggested to include a mandatory, real-world consulting project where students work directly with local businesses to solve live innovation challenges.
- It is suggested to increase the focus on advanced data-driven decision-making techniques, which are critical for strategic leadership roles.
- It is suggested to expand options for students to pursue industry certifications, such as in project management or agile methodologies, that could complement their studies in innovation management.

PhD Program in Business Administration

- It is suggested to offer additional support for PhD students in navigating the publication process, including workshops on writing for high-impact journals and managing peer review feedback.

2.3. Teaching and Learning Methods

- It is suggested to establish more partnerships with businesses and organizations across sectors to provide real-life case studies, consulting projects, and internships across all programs, aligning teaching methods with industry practices.
- It is suggested to omplement regular, structured training sessions on modern teaching techniques, including flipped classrooms, gamification, and student-led learning, ensuring consistency and effectiveness across faculty.
- It is suggested to increase field trips, industry visits, and external engagements across all programs to strengthen the hands-on aspects and to offer students direct exposure to their respective fields.
- It is suggested to develop a feedback system where students can share insights on teaching methods during the semester, allowing faculty to make timely adjustments as needed.

For Bachelor Program in Business Administration:

- It is suggested to implement training in quantitative analysis as part of the program's research methods course to support students' analytical and data-driven decision-making skills.
- It is suggested to increase the variety and frequency of live business cases or real-world simulations.
- It is suggested to offer workshops or optional modules on advanced business skills, such as financial modeling, negotiation, and business communication.

For Bachelor Program in Civil Engineering Management:
- It is suggested to develop structured industry placements with construction firms or engineering organizations, ensuring that students gain direct exposure to the field's practical applications.
- It is suggested to introduce more collaborative projects with industry mentors, allowing students to receive feedback and insights from professionals actively working in civil engineering management.

For Master Program in Business Administration (MBA):
- It is suggested to equire a quantitative research module, focusing on data analytics, statistical methods, and business intelligence to address current gaps in research skills.
- It is suggested to increase the availability of electives in emerging areas like digital transformation, entrepreneurship, and innovation management, allowing students to tailor their skills to current market demands.
- It is suggested to partner more with local businesses to offer short-term consulting projects within the curriculum, giving students hands-on experience with real client cases.

For Master Program in Healthcare Management:
- It is suggested to develop a dedicated course on healthcare-specific research methods, incorporating quantitative and qualitative techniques essential for healthcare management.
- It is suggested to encourage faculty in healthcare management to engage in specialized training for supervising healthcare research projects in social science field.

For Executive MBA in Innovation Management:
- It is suggested to emphasize data-driven decision-making skills within the curriculum, preparing students for executive roles where analytics are critical for innovation strategy.
- It is suggested to offer optional certifications in fields like project management, agile methodologies, or change management, which could provide students with credentials that complement their EMBA.
- It is suggested to introduce more opportunities for executive-level workshops with leaders from innovative industries, offering students insights into high-level decision-making processes.

PhD Program in Business Administration:
- It is suggested to mandate more structured training in advanced research methodologies, ensuring doctoral candidates are well-prepared for independent social science research.
- It is suggested to update/ensure all PhD supervisors possess relevant expertise in social science/ business research by providing specialized training, especially for faculty outside the business discipline.
- It is suggested to offer doctoral candidates additional support in navigating the academic publication process, including workshops on journal submission and responding to peer reviews.

2.4. Student Evaluation

- It is suggested to standardize detailed grading rubrics across programmes to ensure that all students understand how their work is evaluated
- It is suggested to shift towards competency-based grading where each assessment component directly measures specific learning outcomes or competencies.
- It is suggested to develop a clear academic integrity policy that outlines specific consequences for plagiarism and other forms of misconduct. Ensure that all faculty members are trained on these standards and apply them consistently.
- It is suggested to increase the period between initial and retake exams.

3.1. Student Consulting and Support Services

- It's suggested to elaborate a table of consultancy hours prior study process commences and ensure it's accessibility.
- It's suggested to encourage lecturers of marketing to let students demonstrate what they have learned in a practical way.

- **Brief Overview of the Best Practices (if applicable)[3]**

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

  University has not provided argumentative position.

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

University has outlined various developments within its business cluster programmes. Since the last accreditation, the curricula have been adjusted more in line with sector benchmarks and educational standards. They restructured its MBA and BA programs in Business Administration to allow for greater specialization. The university also added new courses and revisited existing syllabi to better reflect recent advancements in the field. Now NVU would like to introduce new programs, such as the Executive MBA in Innovation Management, BA in Civil Engineering Management and the PhD in Business Administration.

Practical components of the programmes in this cluster have been strengthened through the incorporation of capstone projects and internships within NVU-owned companies or through partnerships, aiming to provide students with real-world applications of their studies. The university is fostering more modern teaching methods, such as project-based and problem-based learning, business simulations.

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

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation[4]
2. Cluster evaluation[5]

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual

[4] **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

[5] **Assessment approaches:** **In case of necessity**, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

II. 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 institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

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

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an 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.

Description and Analysis - Programme 1 (BBA)[6]

The program aims to provide students with comprehensive education across business, healthcare, football, insurance and leasing, and cultural heritage sectors. The curriculum encompasses core areas of business management, including social responsibility, strategy, entrepreneurship, finance, marketing, and leadership.

The program's specialization tracks offer tailored training in areas such as healthcare system organization and management, football administration, sports economics and marketing, insurance and leasing product management, risk assessment, and innovative methodologies. Additionally, cultural heritage management, art economics, and museum administration are available. The program is structured to develop both theoretical knowledge and practical skills aligned with the demands of local and international job markets.

The program's goals are clearly articulated, realistic, and achievable, with specified pathways and timelines for achieving outcomes. Core areas of business administration are comprehensively covered, and each concentration reflects both theoretical and practical components relevant to the specialization. Emphasis is placed on general management skills, with specialized knowledge tailored to each concentration, promoting ethical values, sustainable development, global perspectives, and international employment opportunities.

[6] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.
Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

The university's mission is to expand individual horizons through education, research, and innovation. It encourages individuals to refine and share knowledge, skills, and values for societal benefit. New Vision University emphasizes social responsibility and promotes equal educational access for students worldwide.

An analysis of the university's mission and the program's objectives highlights significant alignment in key areas. The first component of the university's mission—broadening individual horizons through education, research, and innovation—is reflected in the program's aim to provide multi-dimensional education in diverse fields while integrating innovative approaches.

The mission's emphasis on encouraging individuals to enhance and disseminate knowledge, skills, and values is mirrored in the program's integration of theoretical and practical skills. Social responsibility is a core value of the program, reflected in the curriculum's interdisciplinary approach and the development of comprehensive competencies.

The university's mission includes a societal focus, which is reflected in the program's inclusion of socially significant fields—healthcare, culture, and sports. Social responsibility is embedded within the program's core values, orienting it towards the growth of areas vital to societal well-being.

Description and Analysis - Programme 2 (Business Administration Bachelor Program in Civil Engineering Management)

The program aims to provide students with a comprehensive, interdisciplinary education in business management and the construction industry. Through a diverse curriculum, students will acquire both theoretical knowledge and practical skills, while developing ethical values in key areas such as management, business policy and strategy, innovation, operations management, human resources, entrepreneurship, finance, marketing, accounting, civil engineering, sustainable development, and business communication.

The program's goals are clearly articulated, realistic in terms of required competencies, and achievable, with specific timelines and stages for progress. The curriculum comprehensively covers the primary areas of business management and the construction industry, integrating both theoretical and practical components. Core knowledge areas are specified, and practical skill development is emphasized. Ethical values, along with principles of sustainable development, are incorporated throughout.

This program goal aligns with the university's mission. In line with the aim to provide a complex and interdisciplinary education that integrates innovation and entrepreneurship, the program emphasizes both theoretical knowledge and practical skill acquisition. Additionally, it prioritizes the formation of ethical values, sustainable development considerations, and includes a component of social responsibility.

Description and Analysis - Programme 3 (MBA)

The Master's program aims to equip students with comprehensive and systematic knowledge of modern business theories, models, and practical applications. The program is designed to develop students' ability to critically analyze the complex dynamics of the global business environment. Through the use of modern technologies and effective tools, students will cultivate strategic thinking and analytical skills, enabling them to make informed decisions that consider political, legal, economic, and social challenges in business operations.

The program's goal is clearly articulated, aligns with the requirements of a Master's-level education, and is achievable given the specified performance indicators and timelines. It reflects the level of complexity appropriate for a Master's program, offering "deep systemic knowledge," covering essential aspects of business administration, and integrating both theoretical and practical components. The curriculum emphasizes critical thinking and incorporates modern business theories, models, and practices, fostering essential skills such as critical assessment, strategic thinking, analytical thinking, decision-making, and the application of modern technologies.

The program's goal aligns with the university's mission by delivering a thorough, systematic education that integrates modern technologies and tools. It encourages students to develop and share knowledge, skills, and values. In particular, the program fosters critical analysis and strategic thinking, addresses the understanding of social challenges, and emphasizes the importance of considering these challenges in global business decision-making.

Description and Analysis - Programme 4 (Master Program in Healthcare Management)

The Master of Health Management program, comprising 120 credits and conferring the qualification of Master of Health Management upon graduates, aims to prepare highly qualified specialists with comprehensive and systematic knowledge in modern theories, models, and practical aspects of health system management.

The program focuses on cultivating students' abilities to critically analyze the complex dynamics of the global health environment. By leveraging modern technologies and effective tools, students will develop strategic thinking, leadership, and analytical skills, taking into account healthcare services, financing, policy, law, and socio-economic challenges.

The program is designed to educate health organization managers with a broad and deep understanding of the field's unique demands. Graduates will be well-prepared to employ appropriate methods and tools across various situations. Special emphasis is placed on developing ethical principles and social responsibility, enabling graduates to positively contribute to societal development, adapt effectively to an evolving and competitive environment, and pursue continuous professional growth.

The program's goal is clearly and consistently articulated, aligned with the complexity expected at the master's level, and achievable within the 120-credit framework, with specific deadlines and indicators defined. The goal aligns with the requirements of a master's-level education ("deep systemic knowledge") and reflects the specific needs of healthcare management, integrating both theoretical and practical components. The curriculum covers all critical aspects of the field—services, financing, policy, and law—and emphasizes social responsibility, ethical principles, and the aim of contributing positively to societal advancement and the improvement of healthcare systems.

Description and Analysis - Programme 5 (Executive Master of Business Administration Program in Innovations Management)

The *Executive Master of Business Administration in Innovation Management* is a 72-credit program that awards graduates the degree of Executive Master of Business Administration in Management. This program is specifically tailored for mid-career managers who have gained practical work experience and seek professional growth in the field of innovation management. With a focus on blending modern theoretical knowledge with practical

experience, the program equips managers to plan and execute innovation processes successfully within their organizations.

The core emphasis of the program lies in developing leadership skills and the strategic management of innovation, empowering graduates to manage organizational growth effectively and act as change agents within their workplaces. The program also aims to provide students with thorough, systematic knowledge in modern business practices, innovation, strategic management, and digital transformation, fostering skills in strategic thinking, critical analysis, and decision-making, which are crucial for navigating today's complex business environment.

Designed to prepare highly qualified managers, executives, and entrepreneurs, the program prioritizes ethical principles and social responsibility. Graduates will be equipped to adapt swiftly to changing environments and actively engage in local and international professional communities through knowledge sharing and collaboration.

The program's goals are clearly articulated and logically structured, aligning with master's-level expectations, particularly for professionals with practical experience. This goal reflects the master's-level depth of "systematic knowledge" and the unique aspects of an Executive MBA, with a balanced focus on theoretical foundations and practical application. It thoroughly outlines the expected knowledge (modern business theories, innovation management, strategic management, digital transformation), skills (strategic thinking, critical analysis, decision-making, leadership, and innovative strategy development), and competencies (adaptability to changing environments, international collaboration, professional development, and ethical commitment) that graduates will achieve.

Description and Analysis - Programme 6 (DBA)

The *Doctoral Program in Business Administration* is a third-cycle higher education program comprising 60 ECTS credits as a learning component, culminating in the academic degree of Doctor of Business Administration.

The program aims to foster the personal and intellectual growth of individuals in business administration, preparing them as high-level researchers and leaders in the field with competencies essential for both high-quality research and academic teaching. A distinctive feature of the program is its strong emphasis on cultivating critical thinking, enhancing creative problem-solving skills, and facilitating the generation and dissemination of innovative knowledge. To achieve these objectives, the program equips graduates with essential research and academic tools that enable them to engage effectively in scientific activities.

The program's goal aligns with the university's mission, specifically reflecting the mission's component to "promote the free development of the individual and broaden the horizons of the individual." The program clearly emphasizes the research component, aiming to prepare "high-level researchers," while the educational component is evident in the academic training provided, addressing the development of advanced competencies necessary for success in both academic and professional settings.

Labor Market, Internationalization, and Publicity

In 2024, a desk study was conducted across all programs to analyze the demand for business administration and management educational programs, as well as labor market trends in Georgia and internationally (specifically in the UK, India, and Israel).

The study revealed a steady increase in demand for higher education in Georgia, with business administration programs being particularly popular. The Georgian labor market demonstrates high demand for business and administration specialists, while the demand for managerial positions remains stable.

Internationally, the analysis showed that the business sector in the UK is stable, with growing employment opportunities. In India, the business services sector continues to expand, as reflected by the rising proportion of employees. In Israel, a strong correlation was identified between educational attainment and employment opportunities.

Based on these findings, the primary recommendation was to expand educational programs in business administration and management at the bachelor's, master's, and doctoral levels. Given the university's medical profile, special attention should be given to healthcare management.

An analysis of the study materials, however, shows that the report lacks detailed information on specific labor market skills in demand. This limitation is noted in the study's conclusion: "A study of employer needs for specific knowledge and skills considered important has not been conducted." The study primarily focuses on:

- Program demand
- General employment indicators
- Quantitative analysis of vacancies
- Sectoral distribution

To better align the program with labor market demands, additional research focused on employer requirements for specific skills and competencies is recommended.

The goals and details of the educational programs are publicly accessible and posted on the university's website.

Interviews confirmed that the university has a clearly defined internationalization strategy, integrated into its educational programs. All programs are offered in English, targeting both local and international students. Additionally, the university actively encourages student and academic staff participation in international exchange programs and scientific conferences.

Evidences/Indicators

- Educational programme;
- Mission of HEI
- Analysis of the demands of labour market and employers;
- Website https://newvision.ge/ka
- Program catalog: https://newvision.ge/ka/programs/master , https://newvision.ge/ka/programs/master , https://newvision.ge/ka/programs/phd
- Interview results.

General suggestions of the cluster:

- It is suggested to better align the educational program with labor market needs, conducting

additional research specifically examining employers' requirements for desired skills and competencies is recommended.

Evaluation [7]

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	☑	☐	☐	☐
Programme 2 (BBA in Civil Engineering Management)	☑	☐	☐	☐
Programme 3 (MBA)	☑	☐	☐	☐
Programme 4 (Master Program in Healthcare Management)	☑	☐	☐	☐
Programme 5 (EMBA)	☑	☐	☐	☐
Programme 6 (DBA)	☑	☐	☐	☐

1.2 Programme Learning Outcomes

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

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

Description and Analysis - Programme 1 (BBA)[8]

Upon completing the study program, graduates acquire deep and systematic knowledge in business administration and management. They are able to understand contemporary theories, apply principles of sustainable development, and analyze the specifics of the business environment.

Graduates develop specialized knowledge based on their chosen concentration. For healthcare administration, they gain familiarity with the management of medical institutions, ethical principles, and operational management. Those focused on football administration acquire expertise in industry-specific management, marketing, and financial strategies. Graduates in financial services gain knowledge of the insurance and leasing sectors, including

[7] Evaluation is performed for each programme separately.

[8] Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.
Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

regulatory standards and operational processes. Additionally, those specializing in cultural heritage administration are equipped with skills in managing, preserving, and promoting art and cultural heritage.

Program graduates possess advanced practical skills, including the ability to identify and address problems, manage business processes, make decisions, and plan and execute projects. They demonstrate effective professional communication and make efficient use of modern technologies.

The program places strong emphasis on cultivating a sense of responsibility. Graduates are aware of their social responsibilities, uphold ethical principles, and are oriented toward continuous professional development.

The program's learning outcomes align with its goals, encompassing core knowledge, skills, responsibility, and autonomy as defined in the curriculum. These outcomes are measurable, using active verbs, achievable and realistic within the available resources and timeframe, and correspond to the relevant qualification level. The learning outcomes were also benchmarked against sector-specific standards developed within the qualifications framework, demonstrating that these sectoral characteristics informed the program's curriculum development (see Table 1).

Table 1

Subject Benchmark of BBA	PLO of BBA
Discusses the key theories and concepts of business management.	Describes the characteristics of the field of business administration and management, modern theories, the basic principles and concepts of core disciplines, and the principles of sustainable development.
Provides a detailed description of the business environment, current trends in the functional areas of business, and business processes.	Discusses the specifics of business administration management and the economic environment of operation, factors affecting the organizational environment, and current business processes;
Analyzes organizational activities and develops solutions and recommendations for addressing issues in the functional areas of business using both quantitative and qualitative methods.	Manages business processes, develops appropriate recommendations for decision-making using the organization's resources, based on relevant data and sources, and identifies subsequent courses of action. In this process, applies business values and utilizes methods for assessing organizational development.
Utilizes methods for assessing business value and its growth potential.	
Identifies business-related risks and proposes strategies for managing them.	
Develops and implements a research or practical project/paper relevant to the field of business administration, presenting it using appropriate formats and technologies.	Participates in the development and implementation of projects, operations, and strategies. Develops and implements small-scale practical business management projects.
Works effectively in a team, applying leadership and/or cooperation principles.	
Employs modern communication and information	Establishes communication with professional circles

technologies.	and the interested public, both in written and oral forms, using appropriate professional terminology and technologies for the context.
Evaluates the importance of social responsibility and business ethics norms/principles within the organization.	
Develops an action plan for personal learning and professional development based on identified needs.	

Description and Analysis - Programme 2 (Business Administration Bachelor Program in Civil Engineering Management)

The graduate of the program possesses fundamental knowledge in business administration and management, including modern theories, basic principles, and concepts. They understand the specifics of construction industry management, economic and organizational aspects, sustainable development factors, and business processes.

The graduate is able to analyze both internal and external challenges faced by a construction organization and identify optimal solutions using planning, statistical, and business methods. They effectively manage business processes and make informed decisions by rationally utilizing organizational resources, assessing business value, and evaluating development prospects. The graduate actively participates in the planning and implementation of projects and in making operational and strategic decisions.

The graduate is capable of independently planning and executing small-scale business projects, effectively communicating with stakeholders both in writing and orally, and using industry-specific terminology and modern technologies. They perform managerial duties based on objective self-assessment, uphold business ethics principles, are aware of social responsibility, and are committed to continuous professional development.

Table 2

Subject Benchmark of BBA	PLO of BBA in Civil Engineering Management
Discusses the main theories and concepts of business management.	Describes the features of the field of business administration and management, modern theories, and the basic principles and concepts of core disciplines.
Describes in detail the business environment, developments in the functional areas of business, and business processes.	Discusses the specifics of civil engineering management, the economic environment of operations, factors affecting the sustainable development of the organizational environment, and current business and entrepreneurial processes.
Analyzes organizational activities and develops solutions/recommendations for addressing issues within the functional areas of business, using both quantitative and qualitative methods.	Identifies internal and external challenges faced by organizations involved in construction management and, based on appropriate analysis, addresses them by finding rational, knowledge-based solutions using

	planning, statistical, and business methods.
Utilizes methods to assess business value and growth.	Manages business processes, develops appropriate recommendations for decision-making using the organization's resources, based on relevant data and sources, and identifies potential courses of action. In this process, applies business values and methods for assessing the organization's development.
Identifies business-related risks and suggests strategies for risk management.	
Develops and implements a research or practical project/paper characteristic of the business administration field, presenting it in formats and using technologies appropriate to the context.	Participates in the development and implementation of projects, operations, and strategies.
Works effectively in a team, considering the principles of leadership and/or cooperation.	
Employs modern communication and information technologies.	Develops and implements small-scale practical business management projects, communicates with professional circles and the interested public in both written and oral forms, and uses professional terminology and technologies appropriate to the context.
Evaluates the importance of the organization's social responsibility and adherence to business ethics norms/principles.	Based on a thorough self-assessment, performs managerial functions, recognizes the importance of the organization's social responsibility, sustainable development, and business ethics principles, and demonstrates the willingness and ability to engage in independent professional development.
Establishes an action plan for personal learning and professional development based on identified needs.	

A comparative analysis of the program's learning outcomes and the field-specific characteristics of the Bachelor of Business Administration degree indicates that the field-specific characteristics of the Bachelor of Business Administration degree have been considered in the development of the program's learning outcomes. However, the program is titled "Civil Engineering Management," which includes a concentration of 66 credits, yet the program's learning outcomes do not sufficiently reflect the competencies to be achieved within the Civil Engineering concentration.

Specifically, the current learning outcomes are formulated as follows:

- "Discusses the specifics of civil engineering management and the economic environment of operation, factors affecting the sustainable development of the organizational environment, and current business and entrepreneurial processes."
- "Identifies internal and external problems of an organization involved in construction management and, based on appropriate analysis, solves them by finding rational and knowledge-based solutions, using planning, statistical, and business methods."

However, students are expected to acquire critical competencies such as:

- Calculation of building structures using modern engineering software;
- Planning and implementation of construction projects in accordance with professional standards;
- Analysis of safety issues on construction sites and the development of recommendations;
- Development of technical documentation for construction projects.

It is recommended to review the program's learning outcomes and revise them to better align with the Civil Engineering concentration. Specifically, the learning outcomes should clearly reflect both the technical and managerial competencies that students will develop within the framework of the Civil Engineering concentration. These adjustments will enhance the clarity of the program's goals and content, offering a comprehensive description of the competencies that graduates will possess.

Description and Analysis - Programme 3 (MBA)

The graduate of the program possesses in-depth and systematic knowledge of modern approaches, theories, and business processes within the field of business. He critically analyzes current political, legal, economic, and social processes in business and provides well-founded arguments on key issues related to business strategies, entrepreneurship, and leadership.

The graduate is capable of identifying current issues and development trends in business management, analyzing them from various perspectives and in innovative ways, including through the use of modern technologies and innovations. He independently makes decisions to develop strategic plans, creating effective decision models and recommendations through scientific and analytical skills, as well as data analysis and interpretation.

The graduate establishes professional relationships with the academic and professional community both locally and internationally. He actively participates in discussions, presenting his knowledge, approaches, conclusions, and recommendations in a reasoned manner, particularly through projects and master's theses.

In the educational and research environment, as well as in the planning and implementation of future activities, the graduate works autonomously while adhering to the principles of academic integrity. He fully understands, embraces, and values the principles of social responsibility, business ethics, and sustainable development, applying them in his work and actively contributing to the dissemination of these values.

Subject Benchmark of MBA	PLO of MBA
Conducts an in-depth and systematic review of modern concepts, theories, approaches, and models related to	Possesses in-depth and systematic knowledge of modern approaches, theories, and business processes in

business management.	the field of business.
Engages in critical and argumentative discussions of business strategies and key leadership issues.	Critically describes current political, legal, economic, and social processes in the business environment; discusses key issues related to business strategies, entrepreneurship, and leadership in a reasoned manner.
Analyzes business development opportunities and trends, and makes informed decisions regarding development strategies.	Identifies current issues and systemic development trends in business management; analyzes them from various perspectives and in innovative ways (including through the use of modern technologies and innovations), and independently develops strategies for addressing them.
Identifies, formulates, and solves problems related to business management in innovative ways, including through the use of modern technologies and innovations.	Develops effective decision models and provides recommendations using appropriate scientific and analytical methods, including data analysis and interpretation.
Makes decisions using quantitative and qualitative methods, including statistical data analysis, interpretation, and extrapolation, to enhance the value of the company.	Establishes professional relationships with both the local and international academic and professional communities, sharing knowledge and ideas, engaging in discussions, and presenting conclusions and recommendations in a well-reasoned manner, particularly through projects and master's theses.
Independently conducts research (master's thesis/dissertation or scientific project/dissertation) specific to the field of business administration, adhering to the principles and standards of academic integrity.	Establishes relationships with the academic and professional community at local and international levels to share knowledge and ideas, engages in discussions, and presents knowledge, approaches, conclusions, and recommendations in a reasoned and appropriate manner, particularly through projects and master's theses.
Develops and/or conducts projects in unfamiliar and multidisciplinary environments with autonomy.	
Effectively presents research results, findings, arguments, and conclusions, both orally and in writing, to the academic and professional community as well as interested parties.	
Demonstrates awareness of and evaluates the norms and principles of social responsibility and business ethics within the organization.	Understands, embraces, and values the norms and principles of social responsibility, business ethics, and sustainable development within the organization, applying them in their activities and actively participating in the dissemination of these values
Independently identifies further learning and development	In the educational and research environment, as well

needs for personal and professional growth.	as in the planning and implementation of future activities, acts autonomously while adhering to the principles of academic integrity.

A comparative analysis of the program's learning outcomes and the sectoral characteristics of the Master of Business Administration degree reveals that the sectoral characteristics of the Bachelor of Business Administration degree are considered in the development of the program's learning outcomes (see Table 3)

Description and Analysis - Programme 4 (Master Program in Healthcare Management)

The graduate of the program possesses in-depth knowledge of health policy, legislation, and ethical standards that guide the practice of health management. He or she understands the complexity and dynamics of global health systems, including health services, financing, politics, and the socio-economic determinants of health.

The graduate is well-versed in the theories of strategic planning and leadership essential for the effective management of a health organization, as well as the principles and methods of quality improvement and patient safety. Additionally, the graduate has a strong foundation in health economics, financial management, and resource allocation.

The graduate is capable of critically analyzing health management issues, interpreting data, and making evidence-based decisions. He or she communicates effectively with various stakeholders and works efficiently in multidisciplinary teams. The graduate is also adept at managing, planning, implementing, monitoring, and initiating changes in health projects. Furthermore, the graduate utilizes modern health information technologies to analyze data and make informed decisions, all while adhering to ethical principles in all aspects of health management.

The graduate operates within the framework of professional ethics, demonstrating integrity, accountability, and respect for diversity and equity. He or she is committed to enhancing health outcomes and supporting policies that promote equity and access to healthcare. Additionally, the graduate is dedicated to continuous professional development, staying current with trends and innovations in health management.

Description and Analysis - Programme 5 (Executive Master of Business Administration Program in Innovations Management)

The graduate of the program possesses in-depth and systematic knowledge of modern approaches, theories, and business processes in the field of business, with a particular emphasis on innovation, strategic management, and digital transformation. He critically analyzes the current political, legal, economic, and social processes in the realm of innovative business management and engages in discussions on key issues related to business strategies, entrepreneurship, and leadership.

The graduate is capable of analyzing current issues and development trends in innovative business management from various perspectives, including the application of modern technologies and innovations. He independently makes decisions to develop strategic plans and creates effective decision models and recommendations using scientific and analytical skills, as well as data analysis and interpretation.

The graduate successfully establishes professional relationships with both the academic and professional communities at local and international levels. He actively participates in discussions and presents his knowledge, approaches, conclusions, and recommendations in a well-reasoned manner, particularly through projects and master's theses.

In both the educational and research environments, as well as in the planning and implementation of future activities, the graduate acts autonomously and adheres to the principles of academic integrity. He fully understands, embraces, and values the principles of social responsibility, business ethics, and sustainable development, applying these principles in his work and actively participating in the dissemination of these values.

Description and Analysis - Programme 6 (DBA)

The graduate of the program critically evaluates the role and potential of business administration for society, actively monitoring the latest achievements and trends in the field. His knowledge is grounded in internationally recognized business regulations, practices, and scientific approaches, enabling him to conduct high-standard research activities at the doctoral level. He systematically and critically engages with modern innovative teaching and research methods, gaining a deep understanding of complex issues in the business field.

As part of the doctoral thesis, the graduate assesses and rethinks the existing achievements in the field of business administration. He plans and implements innovative research focused on sustainable development, critically analyzing and evaluating complex and contradictory ideas. This process leads him to generate new, valuable knowledge for society, which he publishes in international peer-reviewed journals.

The graduate actively establishes and develops professional relationships both locally and internationally. He participates in academic discussions and convincingly presents new knowledge and methodologies in the context of doctoral research. He can effectively engage in the planning and implementation of teaching within his field of research, demonstrating leadership skills to implement changes that align with societal interests.

The graduate consistently seeks to develop his research and critical thinking skills to effectively address theoretical and practical challenges in business administration and interdisciplinary fields. He actively participates in the dissemination and reassessment of values, adhering to the principles of academic integrity, and makes a significant contribution to the development of the field.

The analysis of the Doctoral Program in Business Administration indicates that the program outcomes align with the program's objectives and adequately reflect the fundamental knowledge, skills, responsibility, and autonomy required at the doctoral level.

As mentioned in component 1.1, the university has conducted a labor market study, though it does not provide detailed information about specific competencies in demand. This limitation is acknowledged in the concluding section of the study, where it is noted that "No employer needs study has been conducted to assess the specific knowledge and skills that employers prioritize."

The development of learning outcomes in the aforementioned educational programs is a collaborative process, requiring the involvement of all stakeholders. However, based on interviews conducted, it was found that

academic staff and students are insufficiently involved and informed in the process of developing the program's learning outcomes.

Evidences/Indicators

- Educational programmes grouped in a cluster
- Map of programme objectives and learning outcomes
- Analysis of labor market and employer demands
- Website https://newvision.ge/ka
- Interview results

General suggestions of the cluster:

- It is suggested to enhance the involvement of stakeholders, particularly academic staff and students, in the process of developing learning outcomes.

Recommendations and suggestions according to the programmes:

Programme 2 (BBA in Civil Engineering)

Suggestion(s):

- It is suggested to review the program's learning outcomes and revise them to better align with the Civil Engineering concentration. Specifically, the learning outcomes should clearly reflect both the technical and managerial competencies that students will develop within the framework of the Civil Engineering concentration

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	☑	☐	☐	☐
Programme 2 (BBA in civil Engineering Management)	☑	☐	☐	☐
Programme 3 (MBA)	☑	☐	☐	☐
Programme 4 (Master Program in Healthcare Management)	☑	☐	☐	☐
Programme 5 (EMBA)	☑	☐	☐	☐

Programme 6 (DBA)	☑	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process 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.

If necessary, description and analysis according to the education programmes

The methodology for assessing the learning outcomes of the program developed at New Vision University is a comprehensive framework that outlines the process for evaluating and monitoring learning outcomes. This methodology is based on the PDCA cycle, which includes four stages: planning, implementation, evaluation, and response.

The first component of the methodology is curriculum analysis, during which the structure of the program and study courses are evaluated. In this process, a curriculum map is created, showing the alignment between study courses and the program's learning outcomes. Special attention is given to three levels of learning outcomes: familiarization, deepening, and consolidation.

The second key component is the identification of assessment methods. The methodology incorporates both direct methods (such as assessing student academic achievements) and indirect methods (such as surveys of stakeholders). Target indicators are established for each learning outcome, with Gaussian normal distribution used to determine the degree of achievement.

The third component involves utilizing assessment results to improve the program. Actual data are compared with target values, allowing for a 15% deviation. If a deviation exceeds this threshold, a detailed analysis is conducted, and the program is modified at the level of teaching methods, content, or structure, as necessary.

Both direct (e.g., final project, master's thesis, dissertation) and indirect methods are employed in the evaluation process, ensuring data triangulation and the reliability of results. The evaluation period varies depending on the program: for the bachelor's level, the evaluation spans 4 years; for the master's level, 2 years; for the EMBA program, 1 year; and for doctoral programs, at least 3 years.

Evidences/Indicators

- Programme learning outcomes assessment mechanism which is accessible to the stakeholders;
- Learning outcomes evaluation results and analysis;
- Curriculum map;
- Benchmarks
- Educational program
- Interview results.

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	☑	☐	☐	☐
Programme 2 (BBA in civil Engineering Management)	☑	☐	☐	☐
Programme 3 (MBA)	☑	☐	☐	☐
Programme 4 (Master Program in Healthcare Management)	☑	☐	☐	☐
Programme 5 (EMBA)	☑	☐	☐	☐
Programme 6 (DBA)	☑	☐	☐	☐

1.4. Structure and Content of Educational Programme

➢ The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.

➢ The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The programs are designed according to the HEI's methodology for planning, designing and developing of educational programs which are described in New Vision University Regulation on Carrying out Educational and Research Activities (article 17 in updated version of the document).

All seven educational programs presented by the HEI are distinguished by their content, scope, and level of complexity, which are appropriate for their respective educational levels. Moreover, the programs have been developed in full compliance with the requirements of Georgian legislation and in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS).

The alignment between the learning outcomes of the study programs and the training courses is depicted in a learning outcomes map. This map illustrates the core areas of study within the courses and their relationship to each program's learning outcomes. Overall, the alignment between the learning outcomes and the courses of study is logically coherent.

The internationalization of the study program is demonstrated by several key parameters: the HEI offers English-language programs. English-language literature is actively integrated into the educational process. Additionally, the programs provide opportunities for both academic staff and students to participate in international exchange schemes.

Interviews with stakeholders and provided documentation (decisions of academic council sessions, alumni, students, employers, academic staff surveys results) show involvement of stakeholders in program development.
However, regardless of the positive valuation of the program's structure and its development the university should ensure the publicity and availability of the information on the program. Particularly the information about new programs should be available on the university website.

Description and Analysis - Programme 1 (Bachelor Program in Business Administration)

"Business Administration" is a 240-credit program delivered in English that confers the qualification of a "Bachelor of Business Administration". Program content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes. The core courses in the major consist of 102 credits, which include fundamental courses in key areas of business. The program begins with Essentials of Management and progressively deepens and reinforces various aspects of the field.

The program provides comprehensive coverage in management through the following courses: "Essentials of Management", "Operations Management", "Sustainable Organizational Development and Managing Human Capital", "Entrepreneurship, Leadership and Corporate Social Responsibility". The marketing component is covered in concentrations. The finance component is reinforced through the course "Corporate Finance", and the accounting component is presented through "Financial Accounting and Reporting". Additionally, the program offers courses in "Principles of Microeconomics" and "Principles of Macroeconomics", "Calculus", "Linear Algebra", and "Statistical Analysis". Core component also includes Capstone Project: Sustainable Entrepreneurship Venture (30 ECTS). The learning outcomes of the concentrations of the major field of study are consistent with the learning outcomes of the program. The program includes 4 concentrations 30 credits each:

1) Health Care Administration Concentration, which includes the following courses:

- Institutional foundations and Ethics of Healthcare
- Strategic Management of Healthcare Institutions: Innovation, Digital Transformation and Sustainability
- Sales and Marketing in Healthcare System
- Technologies and Innovations in the Healthcare Industry
- Management of Financial Resources in the Healthcare Organizations

2) Football Administration Concentration:

- Sports Law and Ethics
- Strategic Management of Football Organizations: Innovation, Digital Transformation and Sustainability
- Marketing in Football - Scouting and PR of Football Clubs
- Technologies and Innovations in the Football Industry
- Football Investments and Finances

3) Concentration of financial services (insurance and leasing):

- Institutional and legal Foundations of Insurance and Leasing
- Strategic Management of Leasing and Insurance Organizations: Innovation, Digital Transformation and Sustainability
- Sales and Marketing of Insurance and Leasing Products
- Technologies and Innovations in the Insurance and Leasing Industry
- Financial Fundamentals of Insurance and Leasing: Risk Assessment and Asset Management

4) Cultural Heritage Administration:

- Business Ethics and Cultural Heritage
- Strategic Management of Arts and Cultural Heritage Organizations: Innovation, Digital Transformation and Sustainability
- Sales and Marketing in the Arts
- Technologies and Innovations in Arts and Cultural Heritage Organizations
- Management of Financial Resources in Arts and Cultural Heritage Organizations

The program includes 30 credits for general competencies courses.

Finally, the program offers 78 credits for elective courses from each business administration sphere: Finance, Marketing, Programming, Data Science, and different analytical methods like Game Theory and Econometrics. In addition, students have up to 60 free credits which can be used to select courses from other programs of the University instead of elective courses.

Description and Analysis - Programme 2 (Bachelor Program in Civil Engineering Management)

Bachelor Program in Civil Engineering Management is a 240-credit program offered in English language that confers the qualification of "Business Administration Bachelor in Management". Program content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes. The core courses consist of 138 credits, which include fundamental courses of business administration (72 credits) and civil engineering (66 credits). The program begins with an introduction to the essentials of management and progressively deepens and reinforces various aspects of business administration. In addition, civil engineering starts from Introduction of Civil Engineering and follows with different courses of civil engineering which covers various fields of civil engineering management.

The program provides sufficient coverage in business administration through the following courses: Financial accounting and reporting, Corporate Finance, Operations management, Sustainable organizational development and managing human capital, Entrepreneurship, leadership and corporate social responsibility.

Additionally, the program offers courses in, Calculus, Linear Algebra, Statistical analysis, Principles of microeconomics, Principles of macroeconomics

Civil engineering management represented by the following courses: Building Materials, Geodesy, Mechanics for engineers, EG and CAD, Construction Design, Construction Technology, Construction Planning and Cost Estimating, Occupational safety and health management, Capstone Project - Civil Engineering Management. The program includes elective courses from Business Administration (18 credits): analytical apparatus, finance, marketing, Business and entrepreneurship, and law. And 18 credits from Civil Engineering. Overall 36 credits. In addition, students can choose 30 credits from General Competency Component.

Description and Analysis - Programme 3 (Master Program in Business Administration)

Master Program in Business Administration is a 120-credit master program offered in English language that confers the qualification of "Mater of Business Administration". Program content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes. It consists of 6 core courses (42 credits): Innovation, strategic management and digital transformation; Business Research Methods; Advanced Financial Strategies for Fundraising and Management: Analysis, Utilization, and Accounting Insights; Marketing and strategic communication; Strategic Human Resources Leadership: Managing Change, Development, and Organizational Excellence; Strategic Operations and Process Management: Enhancing Quality, Efficiency, and Supply Chain Excellence. 12 credits devoted to Capstone Project on Sustainable Business Development, Entrepreneurship and Innovation. Overall - 54 credits for core components. Additionally, students can choose 36 credits from the list of elective courses. Research components represented by MA Thesis (30 credits). And finally, students can use 6 free credits.

Description and Analysis - Programme 4 (Master Program "Healthcare Management")

Master Program "Healthcare Management" is a 120-credit master program offered in English language that confers the qualification of "Master of Healthcare Management". Program content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes. It consists of 8 core courses (60 credits):

"Healthcare Policy and Regulation", "Business Research Methods", "Healthcare Administration and Operations Management", "Healthcare Strategic and Risk Management including Patient Safety", "Strategic Marketing, Creativity and Innovation for Healthcare Business Settings", "Quality Improvement in Healthcare, Healthcare Economics and Finance", "Leadership and organization management" Additionally, students can choose 30 credits from the list of elective courses in Business Administration and Healthcare Management. Research components represented by MA Thesis (30 credits).

Description and Analysis - Programme 5 (Executive MBA Program in Innovations Management)

Executive MBA Program in Innovations Managementis a 72-credit master program offered in English language that confers the qualification of "Executive Master of Business Administration (EMBA) in Management". Program content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes. It consists of 2 core courses (16 credits): Innovation, Strategic Management and Digital Transformation, Business Research Methods. Students can choose 32 credits from the list of elective courses. Additionally, research component represented by MA Thesis (24 credits)

Description and Analysis - Programme 6 (Doctoral Program "Business Administration")

Doctoral Program "Business Administration" offered in English language and consists of study components (60 credit) and research component and confers the qualification of "Doctor of Business Administration". Program content and structure are consistent with the qualification to be awarded and ensure the achievement of program learning outcomes. It consists of 9 core courses (60 credits): Basic Tools for PhD Research, Teaching Methods and Strategies I, Seminar, Teaching Methods and Strategies II - Professor's Assistantship, Innovation and Sustainability, Theory Development in Business Administration, Leadership, Ethics & Management, Sociology of Education, Financial Management and Investment Analysis. Research component consists of guided research and finalized by MA Thesis.

Evidences/Indicators

- Programme descriptions and curricula
- Course descriptions
- Learning outcomes maps
- Interview results during the on-site visit
- Self-Evaluation Report
- Results of surveys of stakeholders
- University web site: https://newvision.ge/en

General suggestion of the cluster:

- It is suggested to ensure the publicity and availability of the information, the program should be available on the university website.

Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Program in Business Administration, 1st level)	☑	☐	☐	☐
Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☑	☐	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☑	☐	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☑	☐	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☑	☐	☐	☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☑	☐	☐	☐

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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Overall, the learning outcomes of the study courses are aligned with the programmes' objectives, and each course's content matches its intended learning goals. The credits assigned to each course reflect its content and outcomes, though the student workload can be considerable. The study materials indicated in the syllabi ensure the achievement of the learning outcome of the programme, but in some courses, literature should be updated. Course syllabuses are created according to standardized university guidelines and offer detailed information on the course's status, format, goals, outcomes, content, and both required and supplementary reading materials.

The valuation system provided in the syllabi shows just maximum scores for different types of exams and its components. But the syllabi is missing detailed information on how students will be graded for partial answers. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the field of study. However, some literature editions are outdated.

Description and Analysis - Programme 1 (Bachelor's Program in "Business Administration")

The Bachelor's Program in "Business Administration" comprises compulsory courses, courses in concentrations, as well as courses within the program electives and university-required electives. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the programme's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course is 6 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

The literature in some course syllabi is outdated (e.g. Corporate Finance literature 2008 ed., Corporate Finance and analysis literature is 2007 ed., Macroeconomics – 2005, etc.)

Description and Analysis - Programme 2 (Bachelor Program in Civil Engineering Management)

The Bachelor Program in Civil Engineering Management comprises compulsory and elective courses within the specialty. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course is 6 credits, except two courses ("Entrepreneurship, leadership and corporate social responsibility" and "Capstone Project - Civil Engineering Management") which are 12 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 3 (Master Program in Business Administration)

Master Program in Business Administration (MBA) composed from two compulsory, elective courses, and MA Thesis. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course ranges from 6 to 12 credits, and 30 credits for MA Thesis. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 4 (Master Program in Healthcare Management)

Master Program in Healthcare Management composed from two compulsory, elective courses, and MA Thesis. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course ranges from 6 to 12 credits, and 30 credits for MA Thesis. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 5 (Executive Master of Business Administration Program in Innovations Management)

Executive Master of Business Administration Program in Innovations Management comprises two compulsory, elective courses, and MA Thesis. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course ranges from 6 to 12 credits, and 24 credits for MA Thesis. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Description and Analysis - Programme 6 (PhD Program in Business Administration)

PhD Program in Business Administration study component comprises compulsory courses and research component which finalized with PhD Thesis. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

Information about Thesis requirements and supervision of doctoral students' research provided in the following documents: "Requirements applicable to the thesis", "New Vision University Regulation on Carrying out Educational and Research Activities", "Academic Writing Standards", "Statement 2020 regarding educational program head(s) and doctoral student supervisor(s)".

Overall, the learning outcomes of the core courses align with the program's learning objectives, and the content of each course is consistent with its stated learning outcomes. The credit volume for each course ranges from 7 to 15 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course.

Evidences/Indicators

- Programme descriptions and curricula
- Course syllabi
- Interview results during site visit
- Learning outcomes maps and prerequisites tables
- Requirements applicable to the thesis
- New Vision University Regulation on Carrying out Educational and Research Activities
- Academic Writing Standards
- Statement 2020 regarding educational program head(s) and doctoral student supervisor(s)

General suggestions of the cluster:

- It is suggested to write in the syllabi more detailed information of students' grading for different types of exams. The valuation system provided in the syllabi shows just maximum scores for different types of exams and its components. But the syllabi is missing detailed information on how students will be graded for partial answers.

Recommendations and suggestions according to the programmes:

Programme 1 Bachelor's Program in "Business Administration", 1st level)

Suggestion:

- It is suggested to update the literature for several courses: Corporate Finance, Corporate Finance and analysis, Macroeconomics.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Program in Business Administration, 1st level)	☑	☐	☐	☐
Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☑	☐	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☑	☐	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☑	☐	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☑	☐	☐	☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☑	☐	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	X	☐	☐	☐
Programme 2 (name, level)	X	☐	☐	☐
Programme 3 (name, level)	X	☐	☐	☐
Programme 4 (name, level)	X	☐	☐	☐
Programme 5 (name, level)	X	☐	☐	☐
Programme 6 (name, level)	X	☐	☐	☐

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 engagement 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Prerequisites for the admission to the programs submitted to the cluster accreditation take into account the specifics of the program, ensure the inclusion of persons with the knowledge, skills and competences necessary to complete the program. The prerequisites and procedures for admission to the programs mostly comply with applicable legislation. In addition, they are largely logically related to the program outcomes, educational content, level, awarded qualification and language of instruction.

The university has established the methodology for planning the number of students in each study program, which considers the specifics of the respective program. In particular, according to the program regulations, the ratio of academic and administrative staff and the number of students is determined according to the subject area of the program. The load criteria for lectures, seminars and laboratories are also defined. The methodology determines the stability of the study program and quality assurance. However, the prerequisites for enrolling in the new programs should be posted on the university's website to be available to all people interested in them.

Description and Analysis - Programme 1 (Bachelor Program in Business Administration)

Enrolment of students at the first level of academic higher education (undergraduate programmes) is carried out based on the results of unified national exams or on the Order of the Ministry of Education and Science of Georgia No. 224/N (29 December 2011), on passing administrative registration, and on the Order of the Presidents. It is mandatory for students to pass the English language test.

The program requires the enrollees to pass Unified national exams. Enrollment without passing exams regulated by special rule of the Ministry of Education and Science. The program ensures that the graduate learns the English language, which corresponds to the B2 level of the Common European Framework of Reference for Languages (CEFR). The university offers detailed information on the delineation of alternative English language levels.

Description and Analysis - Programme 2 (Bachelor Program in Civil Engineering Management)

Enrolment of students at the first level of academic higher education (undergraduate programmes) is carried out based on the results of unified national exams or on the Order of the Ministry of Education and Science of Georgia No. 224/N (29 December 2011), on passing administrative registration, and on the Order of the Presidents. It is mandatory for students to pass the English language test.

Enrollment without passing exams regulated by special rules of the Ministry of Education and Science. The program ensures that the graduate learns the English language, which corresponds to the B2 level of the Common European Framework of Reference for Languages (CEFR). The university offers detailed information on the delineation of alternative English language levels.

Description and Analysis - Programme 3 (Master Program in Business Administration)

University indicates the following enrollment rules to the program: A person with a bachelor's degree or equivalent academic qualification after passing the unified master's exam can be enroll in the Master Program in Business Administration. Admission without unified master's exam should be according to the Order #224/N of the Minister of Education and Science of Georgia (December 29, 2011, updated 2024)

HEI requires knowledge of English on B2 level which can be proved by passing internal exam in English language or with by providing certificates with scores which are listed below:

- EF SET 61 - 70
- IELTS 6.5 - 7.5
- TOEIC (R&L) Total 945 - 990
- Cambridge English Scale 180 - 199
- TOEFL iBT 95 - 120
- Global Scale of English (Pearson) 76 - 84

Description and Analysis - Programme 4 (Master Program in Healthcare Management)

University indicates the following enrollment rules to the program: A person with a bachelor's degree or equivalent academic qualification after passing the unified master's exam can be enroll in the Master Program in Business Administration. Admission without unified master's exam should be according to the Order #224/N of the Minister of Education and Science of Georgia (December 29, 2011, updated 2024)

HEI requires knowledge of English on B2 level which can be proved by passing internal exam in English language or with by providing certificates with scores which are listed below:

- EF SET 61 - 70
- IELTS 6.5 - 7.5
- TOEIC (R&L) Total 945 - 990
- Cambridge English Scale 180 - 199
- TOEFL iBT 95 - 120
- Global Scale of English (Pearson) 76 - 84

Description and Analysis - Programme 5 (Executive Master of Business Administration Program in Innovations Management)

University indicates the following enrollment rules to the program: A person with a bachelor's degree or equivalent academic qualification and at least 3 years of professional experience in a managerial or leadership role. Admission to the Executive Master's Program is based on the successful completion of a written English language test and an oral interview with the admission commission.

HEI requires knowledge of English on B2 level which can be proved by passing internal exam in English language or with by providing certificates with scores which are listed below:

- EF SET 61 - 70
- IELTS 6.5 - 7.5
- TOEIC (R&L) Total 945 - 990
- Cambridge English Scale 180 - 199
- TOEFL iBT 95 - 120
- Global Scale of English (Pearson) 76 – 84

Description and Analysis - Programme 6 (PhD Program in Business Administration)

Master's or equivalent academic degree in any field can be enrolled to the program. Enrollees should write "Personal statement - outline of the research idea". Admission prerequisites also include English language proficiency at B2 level (providing relevant certificate or passing university exam). In addition, if selected as a finalist, enrollees should pass an interview with an admission commission.

Evidences/Indicators

- Programme descriptions and curricula
- Self-Evaluation Report
- Interview results during the on-site visit
- New Vision website

General suggestions of the cluster:

- It is suggested that all prerequisites of the new programs admission will be posted to university website to ensure availability of the information about program admission prerequisites.

Recommendations and suggestions according to the programmes:

Programme 5 (Executive Master of Business Administration Program in Innovations Management

Recommendation:

- It is recommended to change admission rule of Executive Master of Business Administration Program in Innovations Management in accordance with of order #72/N (28th of February 2024 year) of Ministry of Education, Science, and Youth of Georgia which indicates 5-year professional experience in management/administration field.

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Program in Business Administration, 1st level)	☑	☐	☐	☐
Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☑	☐	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☑	☐	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☑	☐	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☐	☑		☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☑	☐	☐	☐

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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Programmes in the cluster ensure mostly the development of students' practical as well as transferable skills, but also in some capacity their scientific and research skills. These skills are nicely aligned with the programme learning outcomes. In general, the university's administration is commited to practice-oriented teaching, while pushing academic staff to employ approach "learning by doing". According to them courses incorporate interactive methodologies like gamification, group work, flipped classrooms, and case-based learning. However, there are noted discrepancies between the university's intended practical approach and students' perceptions, as many students express a need for additional real-life cases, internships, and field trip opportunities. While faculty report the use of practical cases, students indicate these are sometimes limited or hypothetical, lacking direct industry application.

NVU staff are engaged in professional development, with access to trainings on teaching methods and course content updates, though there appears to be variability in the extent to which these trainings are utilized by staff. Additionally, the university offers supervision training, including recently adopted APA guidelines for thesis work. Nevertheless, gaps remain in some thesis work, where methodological frameworks or research methods are inconsistently applied, raising questions about the effectiveness of research training for both staff and students. A lack of preparedness among e.g. medical faculty for supervising social science research further highlights potential areas for development in the university's research oversight.

The development of core research skills appears inconsistent, as first- and second-year students, as well as some alumni, struggle to understand or identify qualitative and quantitative research methods. Students also report a desire for clearer guidance on assignment evaluation criteria, with requests for more transparent grading rubrics to clarify the basis for marks awarded. Furthermore, the application of AI in assignments is not uniformly addressed across departments, leading to inconsistent enforcement and reliance on ad hoc measures.

Feedback mechanisms at NVU are well-received, with administration regularly consulting invited lecturers on teaching methods and gathering student feedback on course quality. However, there is room to improve stakeholder involvement in curriculum development, as external stakeholders report limited engagement in curriculum design or outcome-setting processes, despite the university's stated openness to external input.

If necessary, description and analysis according to the education programmes

1. Bachelor Program in Business Administration

NVU's BA program in Business Administration aims to incorporate practice-oriented teaching methods such as case-based learning, project work, and presentations. Faculty emphasize "learning by doing" to develop critical thinking, data analysis, and interpersonal communication skills, aligning with the objective of preparing students for diverse business environments. However, student feedback reveals a gap between program objectives and actual experiences. Many students feel that practical cases are often hypothetical, with limited opportunities for real-world application through fieldwork or internships. This lack of direct industry engagement can restrict students' ability to contextualize their theoretical knowledge within actual business settings. Comparatively, BA programs worldwide often integrate compulsory internships or partnerships with businesses, helping them acquire applied skills before graduation. Additionally, both students and alumni voiced the need for more research skills (e.g. data analytics, quantitative analysis, etc).

2. Bachelor Program in Civil Engineering Management

The Bachelor's program in Civil Engineering Management combines civil engineering fundamentals with business management, aiming to prepare students for the construction sector. This program utilizes problem-based learning and capstone projects to enhance practical skills. Nonetheless, current students in similar programmes have reported limited exposure to industry through field trips, internships, or direct engagement with a specific sector (in the case of this programme - the construction sector). Programs of a similar nature internationally often include mandatory industry placements, project-based learning linked to real construction challenges, or direct involvement with construction firms. Additionally, enhanced engagement with real-world projects could better equip students with the necessary technical and managerial skills to navigate the modern construction industry upon graduation.

3. Master Program in Business Administration (MBA)

NVU's MBA program has been recently updated with revised syllabi, new teaching methodologies, and a focus on project-based learning, case analysis, and leadership development. These methods are intended to cultivate analytical, decision-making, and critical thinking skills. However, feedback from students and alumni suggests that the program could enhance its research training, particularly in quantitative methods, which are crucial for strategic business analysis and data-driven decision-making. Many globally competitive MBA programs offer structured, in-depth coursework in quantitative skills and data analytics, along with practical applications in real-life business projects. NVU's MBA could improve by incorporating a more formalized approach to quantitative research requirements and ensuring students have the opportunity to apply data-driven insights in practical contexts. Additionally, students have expressed a need for greater clarity and consistency in evaluating research and practical skills, which could be addressed by implementing more transparent grading rubrics and detailed feedback on quantitative coursework. This approach would align NVU's MBA with international standards and further support students' professional development.

4. Master Program in Healthcare Management

The Master's program in Healthcare Management at NVU includes simulations, case studies, and coursework on healthcare policy and ethics, all intended to equip students with a foundation in health management. Although these methods are appropriate for the field, students and alumni have indicated that the program lacks structured and clearly evaluated research components. Internationally, healthcare management programs often include coursework in research methodologies to equip students with skills to analyze and interpret healthcare data accurately. NVU's program would benefit from strengthening its research training component, potentially by offering dedicated research methods courses and clearer evaluation criteria for research-based projects. Additionally, some students noted inconsistencies in the preparedness of faculty for guiding research projects specific to healthcare management. Addressing this gap through specialized training for faculty in healthcare-specific research supervision would ensure that students gain industry-relevant research experience.

5. Executive MBA in Innovation Management

NVU's Executive MBA program is designed for mid-career professionals and employs various teaching methods, including simulations, student-led learning, and group projects, to develop leadership and change management skills. While these techniques foster critical thinking and leadership, some students have expressed that the

program could benefit from stronger links to real-world business challenges, such as hands-on consulting projects or partnerships with local companies. Some professors are including real cases studies, but it is not as common as it could be. Moreover, feedback indicates that while the teaching methods are beneficial, additional opportunities to tackle local industry problems would enhance the program's relevance and better prepare graduates to lead within their organizations.

6. PhD Program in Business Administration

NVU's PhD program requires doctoral candidates to publish in reputable journals, which aligns with international research standards. However, students report gaps in the availability of structured training in both quantitative and qualitative research methods, which are critical for producing high-quality business research. This limitation can hinder students' ability to conduct comprehensive, methodologically sound research independently. Globally, PhD programs typically mandate coursework or workshops in advanced research methods to support doctoral candidates in developing robust, transferable research skills. Additionally, inconsistencies in the level of support from supervisors, particularly those from non-business fields, have been noted, which may impact the quality and direction of research. Offering tailored workshops on quantitative and qualitative research would strengthen students' methodological foundations.

In summary, NVU's cluster programs show a strong commitment to practical, scientific, and transferable skills but could benefit from enhancements to align more closely with the hands-on, structured opportunities commonly found in comparable programs worldwide.

Evidences/Indicators

- Programme descriptions and curricula
- Course syllabi
- Interviews during site visit
- Learning outcomes maps and prerequisites tables
- Requirements applicable to the thesis
- NVU Regulation on Carrying out Educational and Research Activities
- Academic Writing Standards
- Statement 2020 regarding educational program head(s) and doctoral student supervisor(s)
- SER

General recommendations of the cluster:

- It is recommended to implement a consistent, structured approach to teaching research methods across all programs, ensuring students develop both qualitative and quantitative research competencies.
- It is recommended to establish clear, school-wide guidelines for using AI tools in academic work to ensure students and faculty have a consistent understanding of ethical and effective usage.

General suggestions of the cluster:

- It is suggested to enhance industry partnerships further and to develop more partnerships with businesses and organizations both wihtin the NVU direct partners as well as with so-called outside world to provide students with real-life case studies and capstone projects that reflect actual industry challenges.
- It is suggested to ensure that all programs include field trips and case studies, not just some very few cases throughout the whole study period.
- It is suggested to engage more stakeholders in curriculum development processes by involving them directly in outcome-setting, course design, and feedback review.
- It is suggested to create a centralized resource for teaching methods – so called repository of training resources on teaching innovations and methods like flipped classrooms, gamification, etc. accessible to all faculty.
- It is suggested to develop a standardized grading rubric template for all courses, detailing specific grading criteria and sub-criteria.

Recommendations and suggestions according to the programmes:

1. Bachelor Program in Business Administration

Recommendation:

- It is recommended to formalize quantitative research components in the curriculum to strengthen students' analytical skills for business contexts.

Suggestions:

- It is suggested to increase the number of industry-based case studies in coursework, allowing students to work with more realistic business scenarios.
- It is suggested to provide optional workshops on sector-specific skills like financial modeling, data visualization, and market analysis to support students' specialized interests.

2. Bachelor Program in Civil Engineering Management

Suggestions:

- It is suggested to develop partnerships with construction firms to offer structured internships, allowing students to apply engineering and management skills in real-world construction settings.
- It is suggested to organize regular field trips to construction sites or engineering firms to deepen students' understanding of industry practices.

3. Master Program in Business Administration (MBA)

Recommendation:

- It is recommended to establish a mandatory data analytics module focused on quantitative business skills, addressing a gap in students' research preparedness for strategic business analysis.

Suggestions:

- It is suggested to ensure greater consistency in research assessment criteria by implementing standardized guidelines across all MBA courses.
- It is suggested to offer specialized electives in high-demand areas such as digital transformation, business innovation, or international business strategy to increase student options for focused career paths.
- It is suggested to collaborate more with local businesses to integrate consulting projects within the program, allowing students to work on live business cases.

4. Master Program in Healthcare Management

Suggestions:

- It is suggested to introduce a structured research methods course specific to healthcare, emphasizing both qualitative and quantitative techniques for healthcare data analysis.
- It is suggested to encourage faculty to pursue training in social sciences-specific research supervision, strengthening guidance for student research projects in management.

5. Executive MBA in Innovation Management

Suggestions:

- It is suggested to include a mandatory, real-world consulting project where students work directly with local businesses to solve live innovation challenges.
- It is suggested to increase the focus on advanced data-driven decision-making techniques, which are critical for strategic leadership roles.
- It is suggested to expand options for students to pursue industry certifications, such as in project management or agile methodologies, that could complement their studies in innovation management.

6. PhD Program in Business Administration

Recommendation:

- It is recommended to introduce mandatory, structured training in both quantitative and qualitative research methods to ensure doctoral candidates are well-prepared for high-quality research.
- It is recommended to ensure that all PhD supervisors are equipped with expertise specific to business administration research (social science research methods), providing consistent guidance

aligned with international standards.

Suggestions:

- It is suggested to offer additional support for PhD students in navigating the publication process, including workshops on writing for high-impact journals and managing peer review feedback.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Program in Business Administration, 1st level)	☐	☑	☐	☐
Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☐	☑	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☐	☑	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☐	☑	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☐	☑	☐	☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☐	☑	☐	☐

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The programmes in this cluster are implemented mostly by using student-centered teaching and learning methods. Teaching and learning methods correspond to the level of education and mostly also to the learning outcomes. In general, the university's teaching and learning methods across the business cluster emphasize "learning by doing," a philosophy that aims to provide students with hands-on, practical knowledge. Not often, but sometimes applied

methods include interactive approaches like business simulations, flipped classrooms and student-led sessions. NVU faculty also leverage methods intended to cultivate essential transferable skills, including critical thinking, reality assessment, and presentation skills. These teaching strategies are informed by NVU's commitment to developing both practical competencies and academic autonomy in students.

However, student feedback suggests gaps in the practical application of these methods. For instance, while faculty describe an emphasis on practical case studies, students report that many cases are hypothetical, with limited opportunities for real-world engagement through field trips or internships. Additionally, faculty training in modern teaching methodologies is inconsistent, with some staff lacking comprehensive exposure to emerging pedagogical practices. Further challenges include the absence of a clear policy for AI use in the classroom, leading to varied application and some confusion. To enhance the impact of its methods, NVU could benefit from standardizing faculty training, establishing clearer guidelines on AI, and fostering closer industry connections for experiential learning.

1. Bachelor Program in Business Administration

The BA in Business Administration program at NVU uses teaching strategies like case-based learning, project work, and simulations to bridge theory and practice. Faculty aim to foster a range of skills, such as critical thinking and data analysis, through these interactive approaches. Students also gain exposure to diversity and inclusion issues through interpersonal and communication exercises. However, students noted a lack of real-world business cases and industry integration, which limits their understanding of actual business environments. Although practice-oriented, the program could be enhanced by formalizing partnerships with businesses to offer more live case studies or consulting projects

2. Bachelor Program in Civil Engineering Management

NVU's Bachelor in Civil Engineering Management combines business principles with civil engineering, preparing students for the construction industry through problem-based learning and project work. The program emphasizes skills like project planning and strategic communication, with faculty employing simulations and group work. Students, however, noted the scarcity of real-world field trips and construction-specific projects. Similar programs worldwide often include mandatory internships or work placements that offer students practical industry exposure. Additionally, students reported a need for clearer assessment criteria, especially in group projects, to better understand performance expectations.

3. Master Program in Business Administration (MBA)

The MBA program at NVU applies methods like case studies, capstone projects, and collaborative learning, aiming to develop leadership, critical thinking, and analytical skills. NVU staff emphasize current trends and "learning by doing," and students have access to project-based learning components. Yet, MBA students have pointed out that there is limited focus on quantitative research skills, crucial for strategic business analysis and data-driven decision-making in management roles. Furthermore, students expressed a need for transparency in grading criteria for practical assignments. Internationally competitive MBA programs typically provide rigorous training in quantitative skills. Enhancing these areas at NVU would align the program more closely with global standards.

4. Master Program in Healthcare Management

The Master's in Healthcare Management program at NVU employs simulations, case studies, and group projects to develop leadership and analytical skills specific to healthcare administration. Students gain insights into healthcare policy, management, and ethics through these interactive methods. However, feedback from students and alumni indicates that the program could benefit from more structured research components, particularly in quantitative and qualitative research methods, which are essential for policy and data analysis in healthcare. While some healthcare management programs globally include specialized research training, NVU could enhance this program by formalizing a dedicated research methods course. Additionally, faculty training in healthcare-specific research supervision would ensure consistent guidance for student projects.

5. Executive MBA in Innovation Management

Designed for mid-career professionals, NVU's Executive MBA in Innovation Management applies modern teaching methods, including student-led learning and simulations, to foster skills in innovation and leadership. Faculty members incorporate leadership and change management themes into their teaching, with some interactive learning elements. However, students have highlighted that the program could benefit from more direct, real-world engagement with industry problems, such as consulting projects with local businesses.

6. PhD Program in Business Administration

The PhD program emphasizes rigorous research standards, with doctoral candidates required to publish in peer-reviewed journals. NVU aims to support doctoral students through a combination of seminars and supervised research projects. However, student feedback indicates a need for more structured training in both qualitative and quantitative research methodologies. This gap limits some students' ability to conduct independent research. International PhD programs often require mandatory coursework in advanced research methods to support dissertation work, which NVU could incorporate to better align with global standards. Additionally, some students have noted inconsistencies in research supervision quality, particularly from supervisors outside the business

discipline. Ensuring that all PhD supervisors are adequately trained in business research would improve research outcomes and help NVU uphold high academic standards in its doctoral program.

Evidences/Indicators

- Programme descriptions and curricula
- Course syllabi
- Interviews during site visit
- Learning outcomes maps and prerequisites tables
- Requirements applicable to the thesis
- NVU Regulation on Carrying out Educational and Research Activities
- Academic Writing Standards
- Statement 2020 regarding educational program head(s) and doctoral student supervisor(s)
- SER

General suggestions of the cluster:

- It is suggested to establish more partnerships with businesses and organizations across sectors to provide real-life case studies, consulting projects, and internships across all programs, aligning teaching methods with industry practices.
- It is suggested to implement regular, structured training sessions on modern teaching techniques, including flipped classrooms, gamification, and student-led learning, ensuring consistency and effectiveness across faculty.
- It is suggested to increase field trips, industry visits, and external engagements across all programs to strengthen the hands-on aspects and to offer students direct exposure to their respective fields.
- It is suggested to develop a feedback system where students can share insights on teaching methods during the semester, allowing faculty to make timely adjustments as needed.

Recommendations and suggestions according to the programmes:

1. **Bachelor Program in Business Administration**

Suggestions:

- It is suggested to implement training in quantitative analysis as part of the program's research methods course to support students' analytical and data-driven decision-making skills.
- It is suggested to increase the variety and frequency of live business cases or real-world simulations.
- It is suggested to offer workshops or optional modules on advanced business skills, such as financial modeling, negotiation, and business communication.

2. Bachelor Program in Civil Engineering Management

Suggestions:

- It is suggested to develop structured industry placements with construction firms or engineering organizations, ensuring that students gain direct exposure to the field's practical applications.
- It is suggested to introduce more collaborative projects with industry mentors, allowing students to receive feedback and insights from professionals actively working in civil engineering management.

3. Master Program in Business Administration (MBA)

Suggestions:

- It is suggested to require a quantitative research module, focusing on data analytics, statistical methods, and business intelligence to address current gaps in research skills.
- It is suggested to increase the availability of electives in emerging areas like digital transformation, entrepreneurship, and innovation management, allowing students to tailor their skills to current market demands.
- It is suggested to partner more with local businesses to offer short-term consulting projects within the curriculum, giving students hands-on experience with real client cases.

1. Master Program in Healthcare Management

Suggestions:

- It is suggested to develop a dedicated course on healthcare-specific research methods, incorporating quantitative and qualitative techniques essential for healthcare management.
- It is suggested to encourage faculty in healthcare management to engage in specialized training for supervising healthcare research projects in social science field.

5. Executive MBA in Innovation Management

Suggestions:

- It is suggested to emphasize data-driven decision-making skills within the curriculum, preparing students for executive roles where analytics are critical for innovation strategy.
- It is suggested to offer optional certifications in fields like project management, agile methodologies, or change management, which could provide students with credentials that complement their EMBA.
- It is suggested to introduce more opportunities for executive-level workshops with leaders from innovative industries, offering students insights into high-level decision-making processes.

6. PhD Program in Business Administration

Suggestions:

- It is suggested to mandate more structured training in advanced research methodologies, ensuring doctoral candidates are well-prepared for independent social science research.
- It is suggested to update/ ensure all PhD supervisors possess relevant expertise in social science/ business research by providing specialized training, especially for faculty outside the business discipline.
- It is suggested to offer doctoral candidates additional support in navigating the academic publication process, including workshops on journal submission and responding to peer reviews.

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Program in Business Administration, 1st level)	☑	☐	☐	☐
Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☑	☐	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☑	☐	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☑	☐	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☑	☐	☐	☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☑	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Student evaluation is conducted in accordance with the established procedures. In most cases it is reliable and complies with existing legislation. The evaluation methods focus on a diverse assessment system. Evaluation methods are outlined in the syllabi for each course, providing students with grading structures. Students have a mix of intermediate assessments and final exams, with a maximum weighting of 40% assigned to the final exam. While this multi-component structure allows for a more comprehensive evaluation of student learning, it could benefit from more systematic alignment with international best practices in competency-based assessment, where each component directly measures specific competencies and learning outcomese the structured approach. Also feedback from students suggests areas for improvement in the transparency and consistency of grading criteria.

Students have reported unclear sub-criteria in evaluation rubrics, where details regarding partial credit, particularly in group projects and practical assignments, are often insufficiently explained. This inconsistency can lead to students experiencing different standards or practices depending on the faculty member or course structure. Implementing a more consistent evaluation framework across the cluster would help ensure that all students are assessed according to the same standards.

Handling academic misconduct, including plagiarism, integrates the use of Turnitin to verify the originality of student submissions. However, there is some concern regarding the enforcement of plagiarism policies. Students have noted variability in how strictly these rules are applied across courses, with some students feeling that expectations for integrity are not uniformly communicated. This suggests that NVU might enhance its academic integrity guidelines and ensure that faculty uniformly enforce these standards. Establishing clear, consistent guidelines for academic integrity—alongside regular training sessions for both students and faculty on these expectations—could help this development further.

Lastly, NVU's regulations allow to take additional exams while failing the first time taking the exam. While this provides students with a second opportunity to demonstrate their competencies, the five-day minimum between exams may not provide sufficient time for students to meaningfully address the gaps in their understanding. NVU may consider extending this time frame and providing additional tutoring or preparatory resources to help students improve their performance on second attempts .

Evidences/Indicators

- Programme descriptions and curricula
- Course syllabi
- Interviews during site visit
- Requirements applicable to the thesis
- SER

General suggestions of the cluster:

Suggestions:

1. It is suggested to standardize detailed grading rubrics across programmes to ensure that all students understand how their work is evaluated
2. It is suggested to shift towards competency-based grading where each assessment component directly measures specific learning outcomes or competencies.
3. It is suggested to develop a clear academic integrity policy that outlines specific consequences for plagiarism and other forms of misconduct. Ensure that all faculty members are trained on these standards and apply them consistently.
4. It is suggested to oncrease the period between initial and retake exams.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Program in Business Administration, 1st level)	☑	☐	☐	☐
Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☑	☐	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☑	☐	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☑	☐	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☑	☐	☐	☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☑	☐	☐	☐

Compliance of the programmes with the standards

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

Programme 1 (Bachelor Program in Business Administration, 1st level)	☑	☐	☐	☐
Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☑	☐	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☑	☐	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☑	☐	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☐	☑	☐	☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☑	☐	☐	☐

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 engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

At NVU students are well informed from various structural units regarding the planning of the learning process, improvement of academic achievement, employment and professional development. In major cases dean and school coordinator are providing all the necessary information and providing students with proper assistance, which was approved by the students during the interviews. Additionally, there is a centralized student center, wellbeing center, office of career development, student counseling and advocacy office which are majorly supporting students on their curricular and extracurricular needs.

It's worth mentioning that the students were stunned by the international environment of NVU, opportunities to internships and dedication from the university on further supporting

them on employment. Still, they mentioned more emphasis to be put on teaching methods, as an example it was mentioned that in the course where they learn marketing, it would be much better if students had the opportunity to demonstrate to themselves the approaches they had learned, rather than only verbally conveying what they had learned. It's suggested to encourage lecturers of marketing to let students demonstrate what they have learned in a practical way.

Students receive consultations from proper departments of university life and further assistance from lecturers. This approach was approved either from students or from lecturers during interviews that are based on their kind attitude. In order all the students' rights to be met, for ensuring it to be formal, for all the lecturers to be clear on initial stage that if needed it's obligatory to conduct consultancy hours, it's suggested to elaborate the primary table of consultancy hours prior study commences. Afterwards analyzing the results will help further development of the course.

The university organizes events for national and international students. Moreover, it was highlighted by the students and alumni that the international environment was one of the major reasons of their decision on studying at NVU. It was vivid that students and alumni expectations were met at real university life.

Students are informed about various local and international projects and events that are consistent with their teaching and research objectives. Students of the programme – business administration desired to have exchange opportunities. It's suggested to expand collaborations with partner universities or gain more partners to increase the possibility of students from business administration having more exchange opportunities.

General suggestions of the cluster:

- It's suggested to elaborate a table of consultancy hours prior study process commences and ensure it's accessibility.
- It's suggested to encourage lecturers of marketing to let students demonstrate what they have learned in a practical way.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Program in Business Administration, 1st level)	☑	☐	☐	☐

Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☑	☐	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☑	☐	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☑	☐	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☑	☐	☐	☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☑	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university has elaborated regulatory documents on the rights and duties of the supervisor and co - supervisor of MA/Doctoral students and regulating the process of appointing, changing them and also the process of supervision/co-supervision.

The supervisors conduct consultations with MA and Doctoral students on a regular basis. The frequency is relevant to the specificity of the programme and research topic. The supervisor advises the student in the research process on the following issues: research design, research methodology, professional development, writing of thesis/scientific research paper/dissertation, the process of integration in local and international scientific network, participation in local and international scientific events and presenting research findings, publishing scientific papers in peer reviewed research journals, participation in scientific grant contest etc. All the above-mentioned was approved during the interviews.

The co - supervisor supports the Master/Doctoral student in the implementation of the scientific-research component based on the mutual agreement with the supervisor and the students.

There is elaborated a methodology for the ratio of the number of supervisors of MA/Doctoral theses to the number of Master's and Doctoral students of the MA and Doctoral programmes. The methodology ensures effective management of supervision.

The university has developed mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of MA/Doctoral theses, which ensure the effective implementation and development of the supervision/co - supervision process.

As experts panel requested number of supervisors of Master's/Doctoral theses was not presented either during the initial submission or during the site visit.

(Note: due to the fact that the university hadn't submitted the filled-in form of Annex N1 of SER at the initial stage, experts asked for an additional document during the site visit, but still, the school shared a blank version. Considering this fact, the experts were not able to fill in the charts below)

Data related to the supervision of master's/doctoral students **Programme 1 (Business Administration, MBA)[9]**	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students **Programme 1 (Healthcare Management Executive, MA)[10]**

[9] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students **Programme 1 (Executive Master of Business Administration, MA)**[11]	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Data related to the supervision of master's/doctoral students **Programme 1 (Business Administration, Doctorate)**[12]	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	

[10] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[11] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

[12] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Program in Business Administration, 1st level)	☑	☐	☐	☐
Programme 2 (Bachelor Program in Civil Engineering Management, 1st level)	☑	☐	☐	☐
Programme 3 (Master Program in Business Administration, 2nd level)	☑	☐	☐	☐
Programme 4 (Master Program "Healthcare Management", 2nd level)	☑	☐	☐	☐
Programme 5 (Executive MBA Program in Innovations Management, 2nd level)	☑	☐	☐	☐
Programme 6 (Doctoral Program "Business Administration", 3rd level)	☑	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	X	☐	☐	☐
Programme 2 (name, level)	X	☐	☐	☐
Programme 3 (name, level)	X	☐	☐	☐

Programme 4 (name, level)	X	☐	☐	☐
Programme 5 (name, level)	X	☐	☐	☐
Programme 6 (name, level)	X	☐	☐	☐
Programme 7 (name, level)	X	☐	☐	☐
Programme 8 (name, level)	X	☐	☐	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the 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 with relevant competence.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The qualifications of the personnel implementing the educational programs grouped in the cluster are in accordance with their qualification requirements, functions and the applicable legislation: the academic personnel participating in the programs possess the necessary competencies for producing the learning outcomes of the offered component, which is determined by their academic degrees, scientific works and practical experience. The relevant appendices (appendices #2, #3) present information about the human resources necessary for the implementation of educational programs. The staff presents diplomas confirming scientific/academic quality, documents confirming professional experience, published scientific works, monographs, publications and other necessary documentation, thereby establishing the necessary competence for producing the learning results provided for in their specific study course.

For planning and monitoring academic and scientific activities of the employees, the academic staff workload scheme has been implemented at NVU (protocol #3 of the Academic Council of NVU dated March 03, 2022), updated version of the "Regulation on Carrying out Educational and Research Activities" was approved. The academic/scientific and invited staff workload scheme (Appendix 10) is general and includes all programs staff, also it is incompletely filled out; So workload scheme It is not sufficient to assess whether the number of academic/scientific/invited staff ensures the sustainability of the program.

Also, The available documents about the program staff (for example, The list of program staff indicating the courses they teach, QMS, Appendix 2) include different information and "Information about the Quantitative Data of the Educational Programme" is incompletely filled.

The qualifications of the staff implementing the programs grouped in cluster are in accordance with their qualification requirements, functions and applicable legislation: the academic staff participating in the program possess the necessary competencies to produce the learning outcomes of the proposed component, which is determined by their academic degrees, scientific works and practical experience.

Programs of all three levels grouped in a cluster are provided with administrative resources of appropriate competence. The following administrative personnel are involved in the implementation of the programs - dean, heads of programs, program coordinators, school managers. In addition to the school, the students are provided by the HEI with administrative resources with the appropriate number and appropriate competence. Employees of the Centralized Services Center, Department of International Relations, Legal Department, Library and other structural units, within their competences, will provide counseling and assistance to students, which will be sufficient to serve the appropriate number of students each year. The qualifications of administrative and support staff correspond to the functions to be performed by them.

Description and Analysis - Bachelor Educational Program in Business Administration (level VI of higher education)

Out of 46 staff involved in the program: 29 academic staff (15 – proffesors, 12 - associate professors, 2 – assistant), 17 – invited staff. 25 are affiliated academic staff (13 affiliated professors, 10 - affiliated associate professors, 2 assistants).

The persons implementing programme are engaged in the programme in accordance with the legislation and internal regulations of the University. Qualification of personnel is in compliance with their qualification requirements, functions and current legislation.

The qualification of academic staff is proved by scientific papers written during the past 5 years and/or practical project, which proves staff's competence in the relevant field.

The qualification of invited staff is proved by relevant knowledge and experience necessary to help students achieve programme learning outcomes.

The academic/scientific and invited staff workload scheme (Appendix 10) is general and includes all programs staff, also it is incompletely filled out; So workload scheme It is not sufficient to assess whether the number of academic/scientific/invited staff ensures the sustainability of the program.

Also, The available documents about the program staff (for example, The list of program staff indicating the courses they teach, QMS, Appendix 2) include different information and "Information about the Quantitative Data of the Educational Programme" is incompletely filled.

The Heads of the Programme have necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. They are personally involved in programme implementation.

Bachelor Educational Program in Business Administration (level VI of higher education)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[13]	Including the staff holding PhD degree in the sectoral direction[14]	Among them, the affiliated academic staff
Total number of academic staff	**29**	**29**	**18**	**25**
- Professor	15	15	13	13
- Associate Professor	12	12	5	10
- Assistant-Professor				
- Assistant	2	2		2
Invited Staff	17	17	1	_
Scientific Staff				_

Description and Analysis - Bachelor Educational Program in Civil Engineering Management (level VI of higher education)

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

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

Out of 29 staff involved in the program: 22 academic staff (11 – proffesors, 9 - associate professors, 2 - assistants), 7 – invited staff. 16 are affiliated academic staff (7 affiliated professors, 7 - affiliated associate professors, 2 assistants).

The persons implementing programme are engaged in the programme in accordance with the legislation and internal regulations of the University. Qualification of personnel is in compliance with their qualification requirements, functions and current legislation.

The qualification of academic staff is proved by scientific papers written during the past 5 years and/or practical project, which proves staff's competence in the relevant field.

The qualification of invited staff is proved by relevant knowledge and experience necessary to help students achieve programme learning outcomes.

The academic/scientific and invited staff workload scheme (Appendix 10) is general and includes all programs staff, also it is incompletely filled out; So workload scheme It is not sufficient to assess whether the number of academic/scientific/invited staff ensures the sustainability of the program.

Also, The available documents about the program staff (for example, The list of program staff indicating the courses they teach, QMS, Appendix 2) include different information and "Information about the Quantitative Data of the Educational Programme" is incompletely filled.

The Heads of the Programme have necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. They are personally involved in programme implementation.

Bachelor Educational Program in Civil Engineering Management (level VI of higher education)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[15]	Including the staff holding PhD degree in the sectoral direction[16]	Among them, the affiliated academic staff
Total number of academic staff	**22**	**22**	**17**	**16**
- Professor	11	11	10	7
- Associate Professor	9	9	7	7
- Assistant-Professor				
- Assistant	2	2		2
Invited Staff	7	7	2	

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

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

Scientific Staff				_

Description and Analysis - Master's Educational Program in Business Administration (Level VII of Higher Education)

Out of 19 staff involved in the program: 14 academic staff (8 – proffesors, 6 - associate professors), 5 – invited staff. 12 are affiliated academic staff (7 affiliated professors, 5 - affiliated associate professors).

The persons implementing programme are engaged in the programme in accordance with the legislation and internal regulations of the University. Qualification of personnel is in compliance with their qualification requirements, functions and current legislation.

The qualification of academic staff is proved by scientific papers written during the past 5 years and/or practical project, which proves staff's competence in the relevant field.

The qualification of invited staff is proved by relevant knowledge and experience necessary to help students achieve programme learning outcomes.

The academic/scientific and invited staff workload scheme (Appendix 10) is general and includes all programs staff, also it is incompletely filled out; So workload scheme It is not sufficient to assess whether the number of academic/scientific/invited staff ensures the sustainability of the program.

Also, The available documents about the program staff (for example, The list of program staff indicating the courses they teach, QMS, Appendix 2) include different information and "Information about the Quantitative Data of the Educational Programme" is incompletely filled.

The Heads of the Programme have necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. They are personally involved in programme implementation.

Master's Educational Program in Business Administration (Level VII of Higher Education)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[17]	Including the staff holding PhD degree in the sectoral direction[18]	Among them, the affiliated academic staff
Total number of academic staff	**14**	**14**	**10**	**12**

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

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

- Professor	8	8	7	7
- Associate Professor	6	6	3	5
- Assistant-Professor				
- Assistant				
Invited Staff	5	5		
Scientific Staff				_

Description and Analysis - Master's educational program in Healthcare Management (Level VII of Higher Education)

Out of 24 staff involved in the program: 19 academic staff (11 – proffesors, 8 - associate professors), 5 – invited staff. 16 are affiliated academic staff (9 affiliated professors, 7 - affiliated associate professors).

The persons implementing programme are engaged in the programme in accordance with the legislation and internal regulations of the University. Qualification of personnel is in compliance with their qualification requirements, functions and current legislation.

The qualification of academic staff is proved by scientific papers written during the past 5 years and/or practical project, which proves staff's competence in the relevant field.

The qualification of invited staff is proved by relevant knowledge and experience necessary to help students achieve programme learning outcomes.

The academic/scientific and invited staff workload scheme (Appendix 10) is general and includes all programs staff, also it is incompletely filled out; So workload scheme It is not sufficient to assess whether the number of academic/scientific/invited staff ensures the sustainability of the program.

Also, The available documents about the program staff (for example, The list of program staff indicating the courses they teach, QMS, Appendix 2) include different information and "Information about the Quantitative Data of the Educational Programme" is incompletely filled.

The Heads of the Programme have necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. They are personally involved in programme implementation.

Master's educational program in Healthcare Management (Level VII of Higher Education)

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[19]	Including the staff holding PhD degree in the sectoral direction[20]	Among them, the affiliated academic staff
Total number of academic staff	**19**	**19**	**13**	**16**
- Professor	11	11	10	9
- Associate Professor	8	8	3	7
- Assistant-Professor				
- Assistant				
Invited Staff	5	5		
Scientific Staff				_

Description and Analysis - EMBA in Innovation Management (Level VII of Higher Education)

Out of 19 staff involved in the program: 14 academic staff (8 – proffesors, 6 - associate professors), 5 – invited staff. 12 are affiliated academic staff (7 affiliated professors, 5 - affiliated associate professors).

The persons implementing programme are engaged in the programme in accordance with the legislation and internal regulations of the University. Qualification of personnel is in compliance with their qualification requirements, functions and current legislation.

The qualification of academic staff is proved by scientific papers written during the past 5 years and/or practical project, which proves staff's competence in the relevant field.

The qualification of invited staff is proved by relevant knowledge and experience necessary to help students achieve programme learning outcomes.

The academic/scientific and invited staff workload scheme (Appendix 10) is general and includes all programs staff, also it is incompletely filled out; So workload scheme It is not sufficient to assess whether the number of academic/scientific/invited staff ensures the sustainability of the program.

Also, The available documents about the program staff (for example, The list of program staff indicating the courses they teach, QMS, Appendix 2) include different information and "Information about the Quantitative Data of the Educational Programme" is incompletely filled.

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

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

The Heads of the Programme have necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. They are personally involved in programme implementation.

EMBA in Innovation Management (Level VII of Higher Education)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[21]	Including the staff holding PhD degree in the sectoral direction[22]	Among them, the affiliated academic staff
Total number of academic staff	**14**	**14**		**12**
- Professor	8	8	8	7
- Associate Professor	6	6	3	5
- Assistant-Professor				
- Assistant				
Invited Staff	5	5		
Scientific Staff				_

Description and Analysis - PhD Educational Program in Business Administration (Level VIII of Higher Education)

Out of 22 staff involved in the program: 17 academic staff (11 – proffesors, 6 - associate professors), 5 – invited staff. 14 are affiliated academic staff (9 affiliated professors, 5 - affiliated associate professors).

The persons implementing programme are engaged in the programme in accordance with the legislation and internal regulations of the University. Qualification of personnel is in compliance with their qualification requirements, functions and current legislation.

The qualification of academic staff is proved by scientific papers written during the past 5 years and/or practical project, which proves staff's competence in the relevant field.

The qualification of invited staff is proved by relevant knowledge and experience necessary to help students achieve programme learning outcomes.

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

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

The academic/scientific and invited staff workload scheme (Appendix 10) is general and includes all programs staff, also it is incompletely filled out; So workload scheme It is not sufficient to assess whether the number of academic/scientific/invited staff ensures the sustainability of the program.

Also, The available documents about the program staff (for example, The list of program staff indicating the courses they teach, QMS, Appendix 2) include different information and "Information about the Quantitative Data of the Educational Programme" is incompletely filled.

The Heads of the Programme have necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. They are personally involved in programme implementation.

PhD Educational Program in Business Administration (Level VIII of Higher Education)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[23]	Including the staff holding PhD degree in the sectoral direction[24]	Among them, the affiliated academic staff
Total number of academic staff	**17**	**17**	**13**	**14**
- Professor	11	11	10	9
- Associate Professor	6	6	3	5
- Assistant-Professor				
- Assistant				
Invited Staff	5	5		
Scientific Staff				–

Evidences/Indicators

- Personal files, scientific papers, publications of persons involved in teaching (Appendix #2, Appendix #3);
- Regulatory documents (appendix #7)
- Semester workload of staff (Appendix #10)
- The list of program staff indicating the courses they teach
- Interview results

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

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

General recommendations of the cluster:

- It is recommended to prepare an academic staff workload scheme for each academic year, which describes in detail the planned academic and scientific activities of the staff;
- It is recommended that the existing documents about the staff implementing the program (for example, The list of program staff indicating the courses they teach, QMS, Appendix 2) will be consistent.

General suggestions of the cluster:

- It is suggested that "Information about the Quantitative Data of the Educational Program" will be filled in completely

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Educational Program in Business Administration (level VI)	☐	X	☐	☐
Programme 2 (Bachelor Educational Program in Civil Engineering Management (level VI))	☐	X	☐	☐
Programme 3 (Master's Educational Program in Business Administration (Level VII)	☐	X	☐	☐
Programme 4 (Master's educational program in Healthcare Management (Level VII)	☐	X	☐	☐
Programme 5 (EMBA in Innovation Management (Level	☐	X	☐	☐

VII)

Programme 6 (PhD Educational Program in Business Administration (Level VIII)	☐	X	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The provided documents/evidences do not include information about the persons who are supervisors and cosupervisors of MA and Doctoral students.

The documents/evidences that are provided are general (appendix 3, appendix 7 - New Vision University Regulation on Carrying out Educational and Research Activities, Statement 2020 regarding educational program head(s) and doctoral student supervisor(s), NPLE – New Vision University Dissertation Board Regulation and etc.) in order to adequately assess the MA and Doctoral students' supervisors and cosupervisors' qualifications and scientific-research experience in the field of study.

I take into consideration the fact that the persons implementing the MBA and PhD educational program are involved in the program in accordance with the legislation and the internal regulations of NVU.

Description and Analysis - Programme 3 (Master's Educational Program in Business Administration (Level VII))

The provided documents/evidences do not include information about the persons who are supervisors and cosupervisors of MA Doctoral students.

The documents/evidences that are provided are general (appendix 3, appendix 7 - New Vision University Regulation on Carrying out Educational and Research Activities, Statement 2020 regarding educational program head(s) and doctoral student supervisor(s), NPLE – New Vision University Dissertation Board Regulation and etc.) in order to adequately assess the MA and Doctoral students' supervisors and cosupervisors' qualifications and scientific-research experience in the field of study.

I take into consideration the fact that the persons implementing the MBA educational program are involved in the program in accordance with the legislation and the internal regulations of NVU.

Programme 3 (Master's Educational Program in Business Administration (Level VII))			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[25]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**14**	**10**	**12**
- Professor	8	7	7
- Associate Professor	6	3	5
- Assistant-Professor			
Invited Staff	5		
Scientific Staff			

Description and Analysis - Programme 4 (Master's educational program in Healthcare Management (Level VII of Higher Education)

Describe, analyse and evaluate the compliance of the educational 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;

The provided documents/evidences do not include information about the persons who are supervisors and cosupervisors of MA students.

The documents/evidences that are provided are general (appendix 3, appendix 7 - New Vision University Regulation on Carrying out Educational and Research Activities, Statement 2020 regarding educational program head(s) and doctoral student supervisor(s), NPLE – New Vision University Dissertation Board Regulation and etc.) in order to adequately assess the MA and Doctoral students' supervisors and cosupervisors' qualifications and scientific-research experience in the field of study.

I take into consideration the fact that the persons implementing the MBA educational program are involved in the program in accordance with the legislation and the internal regulations of NVU.

Programme 4 (Master's educational program in Healthcare Management (Level VII of Higher Education))

[25] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[26]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**19**	**13**	**16**
- Professor	11	10	9
- Associate Professor	8	3	7
- Assistant-Professor			
Invited Staff	5		_
Scientific Staff			_

Description and Analysis - Programme 5 (EMBA in Innovation Management (Level VII of Higher Education)

Describe, analyse and evaluate the compliance of the educational 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;

The provided documents/evidences do not include information about the persons who are supervisors and cosupervisors of MA students.

The documents/evidences that are provided are general (appendix 3, appendix 7 - New Vision University Regulation on Carrying out Educational and Research Activities, Statement 2020 regarding educational program head(s) and doctoral student supervisor(s), NPLE – New Vision University Dissertation Board Regulation and etc.) in order to adequately assess the MA and Doctoral students' supervisors and cosupervisors' qualifications and scientific-research experience in the field of study.

I take into consideration the fact that the persons implementing the MBA educational program are involved in the program in accordance with the legislation and the internal regulations of NVU.

Programme 5 (EMBA in Innovation Management (Level VII of Higher Education))			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[27]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**14**	**11**	**12**

[26] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

[27] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Professor	8	8	7
- Associate Professor	6	3	5
- Assistant-Professor			
Invited Staff	5		_
Scientific Staff			_

Description and Analysis - Programme 6 (PhD Educational Program in Business Administration (Level VIII of Higher Education))

The provided documents/evidences do not include information about the persons who are supervisors and cosupervisors of Doctoral students.

The documents/evidences that are provided are general (appendix 3, appendix 7 - New Vision University Regulation on Carrying out Educational and Research Activities, Statement 2020 regarding educational program head(s) and doctoral student supervisor(s), NPLE – New Vision University Dissertation Board Regulation and etc.) in order to adequately assess the MA and Doctoral students' supervisors and cosupervisors' qualifications and scientific-research experience in the field of study.

I take into consideration the fact that the persons implementing the PhD educational program are involved in the program in accordance with the legislation and the internal regulations of NVU.

Programme 6 (PhD Educational Program in Business Administration (Level VIII of Higher Education))			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[28]	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	**17**	**13**	**14**
- Professor	11	10	9
- Associate Professor	6	3	5
- Assistant-Professor			
Invited Staff	5		_
Scientific Staff			_

[28] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Evidences/Indicators

- Personal files, scientific papers, publications of persons involved in teaching (Appendix #2, Appendix #3)
- Regulatory documents (appendix #7)
- Semester workload of staff (Appendix #10)
- The list of program staff indicating the courses they teach
- Interview results

Evaluation

Component 4.2 Qualification of Supervisors of Master's and Doctoral Student	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Educational Program in Business Administration (level VI)	X	☐	☐	☐
Programme 2 (Bachelor Educational Program in Civil Engineering Management (level VI))	X	☐	☐	☐
Programme 3 (Master's Educational Program in Business Administration (Level VII)	X	☐	☐	☐
Programme 4 (Master's educational program in Healthcare Management (Level VII)	X	☐	☐	☐
Programme 5 (EMBA in Innovation Management (Level VII)	X	☐	☐	☐
Programme 6 (PhD Educational Program in Business Administration (Level VIII)	X	☐	☐	☐

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.

Cluster evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

New Vision University has an individualized career development model that uses a Personal Development Plan (PDP) to identify and develop the skills each employee needs for self-realization. PDP allows academic and administrative staff to analyze their own skills and make changes in their professional development planning. The Personnel Development Department evaluates progress, makes changes to the plan as necessary, and offers individual assistance to staff based on interviews with them, respecting the principle of confidentiality.

One of the university priorities is to promote professional growth for academic, administrative and invited staff. For this, NVU has both - individual and a general approach. The university academic staff has the opportunity to participate in local and international conferences, research and grant projects, as well as participate in developmental trainings and various activities. They can also benefit from partial or full scholarship programs for research and study abroad. The university constantly invites Georgian and international professors who conduct developmental trainings and workshops, public lectures.

The university annually announces a competition for research projects, the purpose of which is to encourage the involvement of academic staff in community-oriented research (https://newvision.ge/geo/4727502474/).

NVU is organized many trainings for professional development of academic and invited staff: Innovative teaching methods, the role of organizational culture in productivity and professional growth, personal development plan and etc.

Evidences/Indicators

● Document confirming personnel development (Appendix #12)

- Regulation on Carrying out Educational and Research Activities (appendix #7)
- University Web-page https://newvision.ge/eng/
- Research Committee Action Plan 2022-2023 (Appendix #5)
- Research project funding scheme and attached documents (Appendix #5)
- interview results

Evaluation

Please, evaluate the compliance of the programmes with the component

4.3 Professional Development of Academic, Scientific and Invited Staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Educational Program in Business Administration (level VI)	X	☐	☐	☐
Programme 2 (Bachelor Educational Program in Civil Engineering Management (level VI))	X	☐	☐	☐
Programme 3 (Master's Educational Program in Business Administration (Level VII)	X	☐	☐	☐
Programme 4 (Master's educational program in Healthcare Management (Level VII)	X	☐	☐	☐
Programme 5 (EMBA in Innovation Management (Level VII)	X	☐	☐	☐
Programme 6 (PhD Educational Program in Business Administration (Level VIII)	X	☐	☐	☐

4.4. Material Resources

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The theoretical component of the educational programs included in the cluster is carried out in the university campus, the auditoriums of which are fully equipped for the educational process, as well as the format of online lectures and seminars is provided.

The eco-campus of the university has a comfortable environment for education, including rooms for student group work, collaboration and relaxation areas. Auditoriums have the necessary equipment for the educational process. The library is integrated into the international library network and has access to specialized electronic resources such as EbscoHost, HeinOnline, ELSEVIER system databases: Science Direct, SciVal finder, Scopus, Mendeley data.

Companies owned by the university - LLC "Zarapkhana", LLC "New Vision Sports Club" (Inter Academy Georgia - InterAcademy Georgia); LLC "Football Club Torpedo Kutaisi FB"; New Vision Health Hub; JSC "New Vision University Sports Club - Georgians" (New Vision Georgians - "New Vision Georgians"); New Vision University Hospital, JSC "New Vision Insurance"; New Vision Leasing, LLC "New Vision Film"; "Aviation Academy of Georgia" LLC; LLC "Molecular Biology Research Center"; LLC "Business Restructuring Fund".

They are provide students with practical training. In addition, the university has signed agreements with affiliated institutions, which additionally ensure the smooth running of the educational process.

The university provides text checking of the written work through the appropriate platform - Turnitin.

Description and Analysis - Programme (Name and Level)

Bachelor Educational Program in Business Administration (level VI of higher education)

The educational process within the BA in business administration is organized in fully equipped auditoriums located on the university campus. The program presents a rather large amount of practical component, which students, in various projects, modules or so-called Within the framework of the capstone project, they will go to the companies owned by NVU. The university provides an appropriate platform for checking the text of the written work - Turnitin.

Bachelor Educational Program in Civil Engineering Management (level VI of higher education)

The BA program in Civil Engineering Management is conducted in fully equipped auditoriums located on the university campus. The students will undergo the practical component of the program in the companies owned by NVU and/or in those affiliated institutions with which the university has signed a memorandum of cooperation. The university provides an appropriate platform for checking the text of the written work - Turnitin.

Master's Educational Program in Business Administration (Level VII of Higher Education)

The MBA program is conducted in fully equipped auditoriums located on the university campus. The students will undergo the practical component of the program in the companies owned by NVU and/or in those affiliated institutions with which the university has signed a memorandum of cooperation. The university provides verification of the text of the research paper through the appropriate platform - Turnitin.

Master's educational program in Healthcare Management (Level VII of Higher Education)

The Master's Education Program in Healthcare Management is conducted in fully equipped auditoriums located on the university campus. The students will undergo the practical component of the program in the companies owned by NVU and/or in those affiliated institutions with which the university has signed a memorandum of cooperation (see the unified description of the cluster). The university provides verification of the text of the research paper - through the Turnitin platform.

EMBA in Innovation Management (Level VII of Higher Education)

The program is carried out in fully equipped auditoriums located on the university campus. The students will undergo the practical component of the program in the companies owned by NVU and/or in those affiliated institutions with which the university has signed a memorandum of cooperation (see the unified description of the cluster). The university provides verification of the text of the research paper - through the Turnitin platform.

PhD Educational Program in Business Administration (Level VIII of Higher Education)

The theoretical component of the PhD educational program in business administration will be carried out on the university campus, the auditoriums of which are fully equipped for the educational process, as well as the format of conducting online lectures and seminars.

The eco-campus of the university has a comfortable environment for education, including rooms for student group work, collaboration and relaxation areas. Auditoriums have the necessary equipment for the educational process. The library is integrated into the international library network and has access to specialized electronic resources such as EbscoHost, HeinOnline, and ELSEVIER system databases: Science Direct, SciVal finder, Scopus, and Mendeley data.

The university provides verification of the text of the research paper through the appropriate platform - Turnitin.

The university has signed agreements with affiliated institutions, which additionally ensure the proper course of the educational process.

Evidences/Indicators

- Agreements with Affiliated Institutions (Appendix #9);
- Agreement with Turnitin Platform - Turnitin - Quote-Q-665752-1 (appendix #10)
- The results of the visit

Evaluation

4.4. Material Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Bachelor Educational Program in Business Administration (level VI)	X	☐	☐	☐
Programme 2 (Bachelor Educational Program in Civil Engineering Management (level VI))	X	☐	☐	☐
Programme 3 (Master's Educational Program in Business Administration (Level VII)	X	☐	☐	☐
Programme 4 (Master's educational program in Healthcare Management (Level VII)	X	☐	☐	☐
Programme 5 (EMBA in Innovation Management (Level VII)	X	☐	☐	☐
Programme 6 (PhD Educational Program in Business Administration (Level VIII)	X	☐	☐	☐

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

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

The university has presented the budget for all academic programs. For the bachelor's program, tuition fees for international students are 5.3 times higher than those for local students. Total expenses account for only 5.5% of income, with 30% allocated to lecturers' salaries and 70% to other expenses. The program demonstrates a high profit margin of 94.5%.

In the MBA program, international students' tuition fees are 2.7 times higher than those for local students. Expenses constitute 33.6% of total income, of which 44.6% is allocated to lecturers' salaries and 55.4% to other expenses. The program achieves a profit margin of 66.4%.

For the master's program, the largest disparity between local and international tuition fees is 5.4 times. Expenses represent 35.4% of total income, with 42.4% spent on lecturers' salaries and 57.6% on other expenses. The profit margin for this program is relatively lower at 64.6%.
In the doctoral program, international students pay 2.9 times more than local students. Total expenses amount to 17.2% of income, with 15.7% allocated to lecturers' salaries and 84.3% to other expenses. The profit margin for the doctoral program is 82.8%.

A comparative analysis reveals that the bachelor's program has the highest profit margin, while the master's program has the lowest. The MBA program allocates the largest proportion of expenses to lecturers' salaries, while the doctoral program allocates the least. Tuition fees for international students range from 2.7 to 5.4 times those for local students across all programs.
Within the structure of other expenses for the bachelor's program, the largest share (28.6%) is allocated to academic staff development. Student support constitutes 19.1%, while accreditation fees, program development, and unforeseen expenses each represent 15.9%. Additionally, 14.3% is allocated to mandatory literature, and 4.6% to student insurance.

For the MBA program, academic staff development accounts for the largest share at 33.6%. Significant allocations include the student research budget (22.4%) and program development (18.6%). Unforeseen expenses represent 10.7%, accreditation fees 9.3%, and student insurance 5.4%.
In the master's program, 30.7% of other expenses are allocated to academic staff development, followed by research expenses at 20.5%. Accreditation fees and program development each account for 17%. Unforeseen expenses constitute 9.8%, and student insurance 4.9%.
The doctoral program devotes a particularly high share (53.1%) of other expenses to academic staff development. Accreditation fees and research expenses each represent 17.7%, while 5.3% is allocated to program development, 3.8% to student insurance, and 2.4% to unforeseen expenses.
A comparative analysis indicates that academic staff development is a priority across all programs, particularly at the doctoral level. Funding for the research component increases with the academic level of the program. The share of accreditation costs varies significantly, being lowest in the MBA program and highest in the doctoral program. Conversely, the share of unforeseen expenses decreases as the academic level increases.

Evidences/Indicators

- Programs‘s budget

Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BBA)	☑	☐	☐	☐
Programme 2 (BBA in Civil Engineering Management)	☑	☐	☐	☐
Programme 3 (MBA)	☑	☐	☐	☐
Programme 4 (Master Program in Healthcare Managemen)	☑	☐	☐	☐
Programme 5 (EMBA)	☑	☐	☐	☐
Programme 6 (DBA)	☑	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	X	☐	☐	☐
Programme 2 (name, level)	X	☐	☐	☐
Programme 3 (name, level)	X	☐	☐	☐
Programme 4 (name, level)	X	☐	☐	☐
Programme 5 (name, level)	X	☐	☐	☐
Programme 6 (name, level)	X	☐	☐	☐
Programme 7 (name, level)	X	☐	☐	☐
Programme 8 (name, level)	X	☐	☐	☐

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes 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.

Cluster evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

New Vision University has built its action principle on separate priorities, among which the quality culture and related important topics are considered as one of the important points, on this basis the institution carries out all important activities. In order to develop the institution, the Quality Assurance Service regularly checks the progress made as a result of the activity and accordingly makes self-assessment, in which all interested parties are involved. The present topics are described in detail in the Action Plan of the institution, which will be completed in 2024. At this stage, a new concept of the University strategy is being actively developed. Based on this concept and as a result of self-assessment, the strategy development team will present the new strategy of the institution.
The fact that the institution assigns the most important function to raising the quality culture is directly confirmed by the institution strategy. The first strategic priority of the strategy reads as follows: Quality culture and international accreditation, which is directly linked to all other priorities, including close contact with internal and external (both regional and international) actors in the learning and research process, support for curriculum development, support for academic staff, effective student and career services, institutional public involvement.

The support for quality culture in the University is organized by the Quality Culture Committee, which means, first of all, the educational and scientific-research activities, and on the other hand, quality assessment of the development of the academic and administrative staff of the institution, based on the principle "plan-implement-check-develop" (PDCA). The Action Plan of the University itself is built on the same principle, which makes it easier for the institution to develop a quality culture in all directions.

Based on the priorities of the Action Plan, the institution attaches great importance to the educational process, the development of which involves the curriculum, and support of the Quality Committee for international accreditation of the educational programmes. Therefore, the institution has developed a programme development and evaluation mechanism, with its priority directions of programme elaboration: Orientation to the employment market, harmonizing its requirements with the aforementioned requirements of the educational process. The educational programme is subject to monitoring in a constantly developing mode, which allows the Quality Culture Committee to actively observe, identify and analyze important problems, with the aim of finally overcoming and improving them. The goal of constant monitoring of the educational programme and its development is the active reflection of the students' needs in the education programme, in order to increase the competitiveness of graduates in the employment market.

The preparation of the education programme and its further development is directly related to the active involvement of its implementing staff and interested parties, which is directly managed by the Quality Culture Committee. Among the interested parties, the institution also considers it important to include field experts and practitioners, which was also presented at the meetings planned during the visit. The involvement of the field experts and practitioners helps to reflect the innovations and challenges of the field in the education programmes. The programme implementation staff is supported by the institution's administrative staff, which is visible both in the description of the programme development and evaluation mechanism (see the Regulation on Educational and Research Activities, Article 17) and based on the actual circumstances (interviews conducted during the accreditation visit).

In the preparation process of the education programmes submitted for accreditation and self-evaluation report, the analytical part of the important components for the self-evaluation report (such as the analysis of the market research results, the analysis of the learning outcomes), the syllabi and annexes of the relevant educational components of the education programme itself were prepared with the participation of the academic staff.

Permanent internal assessment of the quality of academic processes in the University is part of the constant activity of the Quality Culture Committee, which is carried out periodically. This activity is also described in the Regulation on Educational and Research Activities (Article 20), according to which, at the end of the academic year, the academic staff is obliged to review the curriculum of the educational component, evaluate and update it in accordance with modern requirements. Students are involved in the evaluation of the study components, and they evaluate (through the electronic portal or within focus groups) not only the training course, but also the staff implementing it. On the other hand, students' academic performance is assessed twice a semester (also through the electronic portal) with the involvement of the Student Affairs Department and the Examination Center. The institution also actively evaluates the research component (in the educational programmes of II and III cycles of higher education) upon graduation.

The programme directors also present the self-evaluation of the education programme to the Quality Culture Committee. Results identified as part of the programme evaluation are presented to the programme staff for planning further improvements.

The preparatory process for the re-accreditation of education programmes, as stipulated by the methodology, was preceded by a market research, which was prepared to: highlight the main trends of the employment market according to the priority countries (Great Britain, India, Israel); determine the rate of demand and supply of education programmes within the framework of the employment market and make recommendations for the development of the education programmes at the University.

According to the survey results, based on the survey analysis, following was reflected in the conclusion: development and implementation of the educational programmes for all three cycles of Business Administration and Management; higher demand for Business Administration Programmes than Management Programmes; based on the actual situation, maintaining separate Master's education programmes in the direction of Health Care Management; positive/increasing trend of demand for persons with qualifications in these fields;

In the previous accreditation period, the institution also compared the student satisfaction survey, which was conducted in the 2021-2022 and 2022-2023 academic years, which once again confirms the valid and active involvement of the Quality Culture Committee in the development of education programmes and in supporting those interested in the programme. At the same time, with the data of these years, it was possible to make a comparative analysis for experts, according to which it was possible to observe not only the development of already active programmes, but also the improvement of the services offered in the institution. In both cases, the survey results called for additional survey focused on individual issues. Comparing the data made it clear that the number of students participating in the 2021-2022 survey was very high, about 60.02%, unlike the survey of the following year, although it should be noted that the number of active students is also high. The inflow of students with external mobility in 2022-2023 was decreased (11.81% vs. 7.7%), same can be said about the percentage of students involvement in the development of the programme (78.48% vs. 76.35%), and the transparency and fairness of evaluation in the educational process (79.45% vs. 71.91%). However, the percentage of students satisfied with individual curriculum has increased (75.57% vs. 76.91%) as well as compliance with ethics norms in the research process (72.26% vs. 82.05%). Students' satisfaction with using the library has decreased (79.27% vs 77.88%). There is little change according to the present data, however, the number of students participating in the survey in the following year is so small that it is even possible to allow a sharp difference in the present data. In addition, this survey is related to all university students, and the position of the students of the educational programmes submitted for accreditation is not determined. Thus, these data create a general picture of satisfaction among the

university students, and in this case, the experts panel is limited to recommendations. After analyzing the present data, the panel believes that the involvement of students in the development process of education programmes within the framework of various activities should be increased.

The involvement of academic, invited and administrative staff in the development of the educational programme is also evaluated by the Quality Culture Committee according to their feedback in the format of common surveys, which preceded the preparatory period of the present cluster accreditation. The raw material of the questionnaires in a visual format was presented to the experts panel for evaluation, which made it clear that the highest percentage of the academic staff involved in the survey falls in the age group of 36-45 years (40.23%). However, the next group is the academic staff in the age group of 26-35 (32.18%), of which the highest percentage of teaching experience showed up to 5 years, and the next group with 5-10 years of teaching experience, which shows the tendency that the institution tries to attract young academic staff and researchers. In the educational and research process, the institution tries to find and engage new personnel as invited personnel, the rate of which is 41.38%. According to the survey, the number of academic staff involved in the administration of the institution is very low.

Among the surveyed academic staff, 39.08% show a high percentage of satisfaction with the communication with the administration and the dean, while 3.45% of academic staff are completely dissatisfied with the communication with the Committees that shows a very low percentage of the indicator. Although the involvement of academic staff is high (57.47%) in research processes, their participation in international researches supported by the University is extremely low (9.2%).

The institution also presented the visualized material of the administrative staff survey with relevant statistical data, according to which the experts panel received information that the institution pays attention to the topics of administrative staff development, which are divided into 2 important issues: staff development workshops, work related training. From the present offer, 62.5% declare their satisfaction with the personal development workshops offered by the institution, and 53.17% with the work related training. Naturally, a larger number of respondents do not have information about the offer of on-the-job training (12.5%) than about staff development workshops (8.33%). Thus, the experts panel considers it desirable to increase the awareness and support of administrative staff for their further development in the field.

The experts panel also reviewed in detail the report of the Department of Personnel Development for the academic year 2021-2022, in which the institution was presented with statistical data of the satisfaction survey and less analytically reconciled conclusions, which would further allow the institution to take care of specific segments and develop individual improvement-oriented measures.

The experts panel positively evaluates effective measures of the quality culture in order to share the quality culture at the institutional level, however, it is important to timely reflect the legislative innovations in the university regulations and to communicate with external actors in an appropriate format.

Evidences/Indicators

- Regulation on Educational and Research Activities (Article 17): Programme development and evaluation mechanism;
- Market research;
- Quality assurance surveys (survey on student, academic and administrative staff satisfaction);
- Regulation on Educational and Research Activities (Article 20);
- Data of the interviews conducted within the accreditation visit.

General recommendations of the cluster:

- It is recommended that the University regulations be brought in compliance with legal requirements.

General suggestions of the cluster:

- It is suggested to activate the involvement of students in the development process of the educational programmes within the framework of various activities.
- It is suggested to increase the awareness and support of the administrative staff for their further development in the field.

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☐	☑	☐	☐
Programme 2 (name, level)	☐	☑	☐	☐
Programme 3 (name, level)	☐	☑	☐	☐
Programme 4 (name, level)	☐	☑	☐	☐
Programme 5 (name, level)	☐	☑	☐	☐
Programme 6 (name, level)	☐	☑	☐	☐
Programme 7 (name, level)	☐	☑	☐	☐
Programme 8 (name, level)	☐	☑	☐	☐

5.2. External Quality Evaluation

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

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

Educational programs frequently engage in external evaluation processes, recognizing that expert external assessment serves as a prerequisite for early identification of program challenges and subsequent development of educational programs.

Descriptive review and analysis of standard compliance is acknowledged as one of the external assessment mechanisms, alongside authorization and accreditation processes conducted by the National Center for Educational

Quality Enhancement, involving both Georgian and international experts. Post- assessment recommendations are incorporated into subsequent program development stages. Within the cluster format comprising six educational programs, three are new (Bachelor's Educational Program in Civil Engineering Management; Executive Master's Educational Program in Innovation Management; Doctoral Educational Program in Business Administration), while the remaining three programs (Bachelor's Program in Business Administration, Master's Programs in Business Administration and Healthcare Management) have undergone prior accreditation, with external evaluations conducted in 2016 and 2019.

The institution has developed an external evaluation mechanism with a corresponding methodology, identifying several significant expert themes aligned with current accreditation standards:

- Clearly articulated educational program objectives and learning outcomes;
- Distinct correlation between program structure, program objectives, and desired learning outcomes;
- Educational program alignment with contemporary field requirements;
- Achievability of program's ultimate objectives through defined learning outcomes;
- Employer satisfaction regarding program graduates' knowledge and skills specified by the program.

The educational program portfolio was shared with external experts using specific requirements and methodology, with their recommendations fully integrated into respective educational programs to align them with contemporary standards. The external evaluation focused on the Bachelor's Educational Program in Business Administration for Civil Engineering Management. The expert explicitly articulates that the program aims to provide comprehensive knowledge in both modern business administration and civil engineering management, substantiated through strategically designed coursework: Specifically, the curriculum emphasizes: Organizational problem identification and resolution, Business process management, Project development. These components are designed to cultivate graduates' skills in project management, implementation, and professional communication within their respective fields.

The expert positively evaluates the program's pedagogical philosophy, which is based on experimental learning-teaching processes. Methodological approaches include project- based learning, problem- oriented learning, business simulations, and case study analyses.

Given the fact that the program is new, the institution sought external expertise specifically prepared by experts from the Georgian Technical University. This approach was chosen because the sectoral specificity proposed within the educational program is fundamentally developed in the Georgian educational space at this stage, drawing upon the institution's historical sectoral development at the Technical University. The expert group additionally recommends that similar field- specific external assessments be conducted across all presented educational programs, particularly for newly developed initiatives.

Additional external assessment mechanisms were developed for other programs grouped in the cluster, namely:

- Benchmark research for Doctoral Educational Program in Business Administration;
- Benchmark research for Master's Educational Program in Business Administration;
- Benchmark research for Master's Educational Program in Business Administration;

The observational focus encompassed the following key parameters: Language of instruction, prior qualifications (admission prerequisites), credit distribution, study courses, tuition fees. The research encompassed both educational programs operating in the Georgian educational space, in particular, undergraduate educational programs (Caucasus University, GIPA, European University, Tbilisi State University, Ilia State University, Georgian- American University, Business and Technology University, San Diego State University, Gori State University - 9 in total)as well as relevant educational programs of foreign higher education institutions (University of Illinois, University of Krakow, St. John's University, University of Central Arkansas, University of Texas,

University of Minnesota, Ca' Foscari University, New York University in Prague, Australia College, University of East London - 9 in total). Program diversity was driven by varied concentrations across educational levels; Seven universities were selected for the master's degree program, including local institutions (Black Sea International, Business and Technology, Caucasus, Caucasus International, JIPA, Iliauni, and Tbilisi State University) and five foreign universities (Pforzheim University, University of Cologne, Erasmus University Rotterdam School of Management, Harvard University, and Johns Hopkins Business School). Within the doctoral program, a targeted study was prepared using data from four Georgian universities (Black Sea, Caucasus, Tbilisi State, and Business and Technology) and three foreign universities (Stockholm, Ohio State, and University of California). The research strategically incorporated both public and private universities' field - specific curricula, with a geographically diverse international university representation.

The selection of universities across all three educational levels was determined by the research data revealing the existence of established educational programs within these higher education institutions. According to the findings, educational programs at all three levels are implemented at Black Sea, Caucasus, Tbilisi State (TSU), and Business and Technology Universities. Among these, the curricula of Black Sea University and, partially, Caucasus University are conducted in English. Master's Level: at Black Sea, Caucasus, and partially at Caucasus International Universities; as for English- language undergraduate programs, they are implemented at the University of San Diego and New Vision University in Georgia. Therefore, in the Georgian educational space, various business administration and management educational programs for foreign and Georgian students are institutionally represented at New Vision University.

Regarding foreign universities, undergraduate education is typically conducted in the local language (for example, at the University of Ca' Foscari, instruction is in Italian). Tuition fees vary between Georgian state and private universities. The University of Business and Technology, the only LLC among these institutions, maintains consistent tuition fees throughout its undergraduate educational program. Although many Georgian universities do not offer sports management modules at the undergraduate level, some state universities provide courses in various sports, e.g., Gori University, which is built on the principle of teaching various sports disciplines. However, these courses have limited overlap with management and business administration, distinctly contrasting with the New Vision University (NVU) module, which introduces a football concentration as a novel approach. Sports- focused modules are well- established in the British higher education system.
When comparing Georgian universities, the institution examined curricula with the following characteristics: Bachelor's level: 4-year programs, Master's level: 2-year educational programs (120 credits), Foreign universities: Both one-year and two-year programs with varying credit volumes. Tuition fees are state- determined only at Tbilisi State University (TSU) and Caucasus International University. Of the three programs, only the English-language master's programme in International Marketing has high fees for both Georgian and foreign students. The University of Pforzheim stands out as the sole foreign university offering free tuition. Based on comparative analysis, the institution positively acknowledges practice- oriented educational courses and simultaneously emphasizes work on practice- oriented comprehensive projects.

Regarding the comparative research of doctoral educational programs, the institution considers the integration of courses from the Caucasus, Black Sea, Business, and Technology Universities into the curriculum as particularly noteworthy.

The program implementation personnel collaborated at various stages of educational program portfolio preparation, involving external evaluation mechanisms. Of particular significance was the communication with program graduates. The portfolio included a research study of medical doctoral program graduates (naturally, a business administration program graduate study could not be presented), which the expert group reviewed based on October 2022 data, conducted through a questionnaire.

The research data revealed several challenges, including: Enhancing active communication with alumni;

Developing science management skills (specifically, obtaining and preparing research grant projects); Conducting professional and scientific oral communication skills training; Recruiting and increasing graduate involvement in teaching and research processes. These challenges were predominantly addressed within the doctoral educational program's framework.

The expert group also reviewed employer questionnaires, which directly addressed the issues of program development and preparation of highly qualified graduates. Employers assess potential employees' knowledge according to international standards and market requirements. Employers mentioned include: the Georgian Strategy and Development Center, European Business Association, Zarapkhana Bank, and others, whose representatives had the opportunity to interact with the expert group during the visit. Following the interview data, the experts issued the following suggestion: graduate and employer involvement should be more active in educational program development, evaluation, and assessment processes, ideally before program completion.

Evidences/Indicators

- Educational and research activity regulation (Article 17): Program development and evaluation mechanism;
- Quality assurance surveys (graduate and employer surveys);
- Targeted surveys;
- Interview data within the framework of the accreditation visit.

Suggestions:

- It is suggested that external field evaluators assess all new programs within the cluster to enable the institution to comprehensively present its sector development concept;
- It is suggested that graduate and employer involvement will be more active in educational program development, evaluation, and assessment processes, ideally before program completion.
-

Assessment

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☑	☐	☐	☐
Programme 2 (name, level)	☑	☐	☐	☐
Programme 3 (name, level)	☑	☐	☐	☐
Programme 4 (name, level)	☑	☐	☐	☐
Programme 5 (name, level)	☑	☐	☐	☐
Programme 6 (name, level)	☑	☐	☐	☐
Programme 7 (name, level)	☑	☐	☐	☐
Programme 8 (name, level)	☑	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

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

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

The University's Quality Culture Committee regularly conducts a monitoring process in the academic space, for which specific procedures have been developed. It collaborates closely with program directors and personnel actively engaged in implementing the educational programme.

The Quality Culture Committee has developed and implemented quality assurance governance mechanisms that organize all significant processes and procedures within the university. The present procedures aim to improve teaching, research, and university services through continuous monitoring. Based on the analysis of monitoring results, the service performance is improved and the tasks defined in the university's strategic plan are fulfilled.

During the monitoring process, the institution's Quality Culture Committee examines specific activities, particularly implementing learning outcome assessment methods through direct and indirect methodologies. For each program's learning outcome assessment, program implementers have designated specific evaluation methods focused on assessing program- specific learning outcomes. This method is presented for each program, though analysis cannot currently be performed for new programs. However, detailed data becomes apparent through subsequent learning outcome analysis of existing programs.

The monitoring process also incorporates indirect assessment methods, including surveying stakeholders. The institution utilizes the following instruments for undergraduate levels: Program graduate questionnaires; employer surveys, etc. For master's and doctoral levels: peer assessments of master's and doctoral students; internal mechanisms for evaluating teaching skills; as well as peer evaluation; program graduate questionnaires; employer surveys, etc. These processes enable research- involved personnel to collect data, observe dynamics, and determine developmental trends — prerequisites for research.

As noted during interviews, monitoring learning component outcomes represents the most critical element of internal quality assessment, for which an early diagnostic system has been implemented to analyze midterm learning results. The analysis results provide rapid response capabilities for problem identification and intervention. Learning outcome investigation involves multiple university entities: the examination center (presenting primary data), individual school administrations (processing and analyzing midterm examination results), the school's Quality Culture Committee representative (receiving initial recommendations), and academic personnel (working to address identified issues). Preliminary analysis results are supplemented with final examination assessment analysis at semester's end, simultaneously verifying the program's progression. Review outcomes guide stakeholders toward potential modification strategies.

Evidences/Indicators

- Educational Programs;
- Programme maps;
- Institutional research;
- Administration Regulation;
- Interview data during the accreditation visit.

Assessment

Please, evaluate the compliance of the programme with the component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☑	☐	☐	☐
Programme 2 (name, level)	☑	☐	☐	☐
Programme 3 (name, level)	☑	☐	☐	☐
Programme 4 (name, level)	☑	☐	☐	☐
Programme 5 (name, level)	☑	☐	☐	☐
Programme 6 (name, level)	☑	☐	☐	☐
Programme 7 (name, level)	☑	☐	☐	☐
Programme 8 (name, level)	☑	☐	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☑	☐	☐	☐
Programme 2 (name, level)	☑	☐	☐	☐
Programme 3 (name, level)	☑	☐	☐	☐
Programme 4 (name, level)	☑	☐	☐	☐
Programme 5 (name, level)	☑	☐	☐	☐
Programme 6 (name, level)	☑	☐	☐	☐

Programme 7 (name, level)	☑	☐	☐	☐
Programme 8 (name, level)	☑	☐	☐	☐

Attached documentation (if applicable):

Name of the higher education institution:

Name of Higher Educational Programmes, Levels:

Compliance of the programmes with the standards

Contents / Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 (name, level)	Complies with requirements	Complies with requirements	Complies with requirements	Complies substantially with requirements	Complies with requirements
Programme 2 (name, level)	Complies with requirements	Complies with requirements	Complies with requirements	Complies substantially with requirements	Complies with requirements
Programme 3 (name, level)	Complies with requirements	Complies with requirements	Complies with requirements	Complies substantially with requirements	Complies with requirements
Programme 4 (name, level)	Complies with requirements	Complies with requirements	Complies with requirements	Complies substantially with requirements	Complies with requirements
Programme 5 (name, level)	Complies with requirements	Substantially complies with requirements	Complies with requirements	Complies substantially with requirements	Complies with requirements
Programme 6 (name, level)	Complies with requirements	Complies with requirements	Complies with requirements	Complies substantially with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

Kristiina Tõnnisson

Of the member(s) of the Accreditation Experts Panel

Nino Alavidze
Natia Nogaideli
David Sikharulidze
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