



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorisation Experts' Report LLC East - West University

Expert Panel Members

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Tbilisi
2025

Authorisation Report Resume

General information on the educational institution

East-West University (EWUNI) was initially conceived between 2004 and 2005 as an educational initiative promoting regional cooperation among universities in the South Caucasus and Turkey. It was officially established in 2019 with the aim of providing high-quality medical education to both local and international students, integrating European and international standards to modernise medical education in Georgia. The university's mission is to deliver education rooted in scientific knowledge and practical experience, fostering intercultural dialogue, high graduate employment rates, and contributing to a knowledge-based civil society.

Currently, EWUNI offers a one-cycle, English-language Medical (MD) programme that aligns with European standards, combining theoretical learning with practical training in modern laboratories and clinics. The university collaborates with medical institutions, providing students with real clinical experience. With nearly 300 students—approximately 98% of whom are international—and over 40 academic staff members, EWUNI boasts a diverse, global community.

The university prioritises a high-quality student experience through a modern infrastructure, including laboratories, a simulation centre, auditoriums, a library, and computer labs. Students and academic staff benefit from access to international scientific databases and electronic resources, fostering research and innovation. The campus also features spaces for individual and group work, along with recreational areas that promote a positive and collaborative academic environment. The premises are accessible to students and staff with special needs.

The total budget of EWUNI is declared to be 4.3 million GEL, of which 117,500 GEL is allocated for research activities.

EWUNI has made significant progress and experienced considerable growth since the last authorisation, including the implementation of the Medical programme, an increase in the number of academic and administrative staff, the equipping of new premises, and the installation of new study infrastructure.

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

Background of the review

Georgian Law on Higher Education requires all higher education institutions to undergo an authorisation process once every six years, in order to ensure meeting the standards necessary for the implementation of appropriate activities in order to issue a diploma recognised by the State.

The decision with regard to authorisation is made by the Authorisation Council for Higher Education Institutions.

The goal of authorisation is to promote the quality development of educational activities at HEIs and to ensure a student-centred learning environment. During the authorisation process, all the activities of a higher education institution are assessed, including its resources, regulations, carried out, current and planned activities, results achieved and feasibility to achieve intended goals (relevant planned activities, mechanisms for their implementation, and allocated resources).

Review Process

The 2025 review of East West University was conducted in line with the Authorisation process described in the Charter on Authorisation of Educational Institutions, approved by the order of the Minister of Education and Science of Georgia, and in accordance with the Authorisation standards.

The review panel for the authorisation of East West University was appointed by the National Centre for Educational Quality Enhancement.

Self-assessment report

East West University established an internal working group to prepare the SER in 2024. The working group was tasked with evaluating the university's activities, taking into account authorisation requirements and institutional development goals. Throughout this process, a lot of the University's staff members were actively involved. The SER clearly lists the responsibilities of the working group.

During the self-evaluation report preparation period, the University conducted internal meetings to discuss the institution's development. The insights from these meetings and the results of students' surveys and focus groups were taken into account when assessing the institution's activities.

At a later stage, the report was finalised and sent to EQE.

The review panel found the document informative and complete. However, the self-critical analysis was relatively concise. Additionally, the panel asked to present documents that would support the implementation of the University's activities. The documents were received till the end of the site visit.

Site visit

The expert panel had an opportunity to visit the East West University during 12th – 14th of May 2025. Each of the panel experts was responsible for the review of 1 or 2 of the Standards for which they had expertise and agreed to take a lead role in the review of these Standards. All members were invited to review all standards and supporting documents, and prepare areas of enquiry for all aspects of the site visit.

The agenda of the site visit was agreed prior to the visit, and it included meetings with representatives of the relevant stakeholder groups: the management, academic and administrative staff, students, graduates and employers. All members of the expert panel asked questions to the University representatives. At the end of the visit, the informal feedback was given to the East West University.

Overview of the HEI's compliance with standards

Summary of Recommendations

Standard 1.

- Align the mission of the University with its current activities in the healthcare sector.
- Consider establishing a standardised procedure for stakeholder involvement in the revision and formulation of the university's mission.

- Strengthen the strategic planning process by systematically involving a broader range of external stakeholders to ensure diverse perspectives and greater strategic alignment.

Standard 2.

- It is recommended that academic staff be better represented and actively involved in the Academic Council, and, therefore, decision-making becomes more robust.
- It is recommended that the composition and potential changes in the composition of the Academic Council are clearly defined in the documents.
- It is recommended that the Academic Council get more actively involved in the quality control process as defined in its functions.
- It is recommended that the selection criteria and procedure for top administrative positions be clearly defined and stated in the documents.
- It is recommended that quality assessment results be reflected in decisions of administration.
- It is recommended that staff member assessment (both academic and administrative) becomes a common practice known and shared by the university society.
- It is recommended that the results of student academic success monitoring be used for the improvement of the learning process.
- It is recommended that staff numbers be taken into account for student contingent planning at least as a statement in the documents, which have to comply with any other internal or external documents.
- It is recommended that the University ensure that the concept of academic freedom is clearly understood by the academic community.

Standard 3.

- Develop a comprehensive assessment system aligning specific assessment methods with each competency.

Standard 4.

- To strengthen academic capacity and international visibility, the university is recommended to expand the number of affiliated academic staff by refining affiliation criteria to attract high-level professionals.
- It is recommended to further develop the academic staff assessment system and ensure its consistent implementation, building on existing regulations. This could be achieved gradually by incorporating qualitative indicators, peer feedback, and measurable outcomes in teaching, research, and service, thereby fostering a more comprehensive and development-oriented evaluation process.

Standard 5.

- Establish a systematic mechanism for collecting and analysing statistical and empirical data regarding students' participation in local and international projects/exchange programs.

Standard 6.

- To strengthen the university's capacity for research evaluation and strategic planning, the institution is recommended to establish a centralised mechanism for monitoring research outcomes, which would include key performance indicators such as the number and type of publications, completed and ongoing research projects, student research participation, and dissemination activities. Integrating this system into regular reporting will enhance transparency, allow external verification, and support evidence-based decision-making.
- Actively initiate and implement international collaborative research projects, moving beyond signed agreements to actual research partnerships, co-authored publications, and applications for competitive funding programs (e.g., Horizon Europe, Erasmus+ KA2, or other bilateral schemes).

- Promote high-quality, peer-reviewed publications by establishing internal support for academic writing, mentoring in publication strategy, and aligning institutional incentives with measurable research performance.
- Formalise student research engagement and visibility by establishing student research conferences, research forums, publication opportunities, and integrating student findings into curriculum development and academic presentations.
- Establish a clear procedure for the regular publication of research activity reports, summarising the outcomes of scientific projects, the productivity of research units, and the achievements of academic and scientific staff.
- Make research evaluation results publicly accessible through the university website or other official platforms, ensuring transparency and wider stakeholder engagement.
- Introduce annual research performance summaries for internal review and external stakeholders, including benchmarking progress across departments or programs.

Standard 7.

- It is recommended that the university ensure student access to research/teaching laboratories, which would contribute to research development.
- To further enhance support for medical education and scientific research, the university is encouraged to increase the number and diversity of accessible medical databases, including specialised platforms in clinical science, evidence-based practice, pharmacology, and biomedical innovation. This expansion would ensure even greater alignment with international standards and improve opportunities for student and faculty engagement in high-quality research.
- The university should implement its plans to diversify income sources by developing and offering new study programmes and lifelong learning courses.
- It is recommended to increase research financing in the coming years to better support and advance the university's research objectives.

Summary of Suggestions

Standard 1.

- When revising the mission statement of East West University in the future, it is important to highlight what uniquely sets the institution apart. This involves exploring ways to more concretely define the university's distinctive features, such as its strategic partnerships, focus on healthcare and medical education, and international collaborations, within the mission
- Engage students in institutional self-evaluation.

Standard 2.

- It is suggested that, especially with the growing number of graduates, their as well as employers' feedback is actively used for quality development.
- It is suggested that more emphasis is made on plagiarism, better delivering the importance of its avoidance to students.

Standard 3.

- Consider making more optional subjects available to students across the programmes.

Standard 4.

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Standard 5.

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Standard 6.

- Consider developing an online, public-facing research portal to showcase faculty and student research outputs, internal grants, international projects, and collaboration opportunities.
- Encourage the use of international publication databases (e.g., Scopus, Web of Science, Google Scholar) to track institutional citation metrics and improve research visibility.

Summary of the Best Practices







- QA office requests units to submit action plans based on the gaps identified through surveys and then monitors the fulfilment of the tasks assigned.
- The simulation centre provides a wonderful learning space for students, where the conditions are close to hospital settings with new and well-functioning equipment, more than enough for the current student number.

Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Compl ies wit h Req uire me nts	Sub s t a n t i a l l y c o m p l ies w i t h r e q u i r e m e n t s	Parti ally Com plies with Req uire m e n t s	Does not Compl y with Req uire m e n t s
1.	Mission and strategic development of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	Mission of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Strategic development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Organisational structure and management of HEI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Organisational structure and management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Internal quality assurance mechanisms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Observing principles of ethics and integrity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Educational Programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Design and development of educational programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Structure and content of educational programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Assessment of learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Staff of the HEI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Staff management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Academic/Scientific and invited Staff workload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Students and their support services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Student support services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	Research, development and/or other creative work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.1	Research activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Research support and internationalisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	Evaluation of research activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Material, information and financial resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1	Material resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Library resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Information resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Financial resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of expert panel members

1. Nora Skaburskiene (Chair) 
2. Mitra Amini (Co-chair) 
3. Tamar Goderidze (Member) 
4. Tamriko Valishvili (Member) 
5. Ketevan Kankava (Member) 
6. Giorgi Mkheidze (Member – student) 

Compliance of the Applicant HEI with the Authorisation Standard Components

1. Mission and strategic development of HEI

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

1.1 Mission of HEI

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

Descriptive summary and analysis of compliance with the standard component requirements

The university's Mission Statement is clearly articulated, aligns with Georgia's and European higher education goals, and defines its role and position within the higher education system and society. The institution's mission is to *"provide higher education based on deep scientific knowledge and robust practical experience, which promotes the expansion of knowledge, skills, values, and visions of an individual. The university strives to create a university environment that aligns with best international practices, promote intercultural dialogue, achieve high employment rates for graduates in local and international labor markets, and contribute to the development of a knowledge-based civil society"*. The mission is accessible on the university's website, together with its vision and values <https://ewuni.edu.ge/en/about-university/mission-vision/> .

In its SER the University explained that the mission was revised in 2024 following consultations with stakeholders and in consideration of the university's new partnership with an international alliance. While the previous mission was primarily focused on healthcare, the revised version broadens the university's scope to include a wider multidisciplinary approach. The final version of the mission was approved by the university's founders.

During the interviews, the panel found that both internal and external stakeholders were generally familiar with the mission. However, the level of stakeholder involvement in formulating and revising the mission was less clear. SER did not present concrete evidence of stakeholder impact on the current mission statement. Establishing a formal procedure to safeguard stakeholder contributions in mission development is therefore recommended, although the final decision rightfully remains with the university's leadership. Implementing this would ensure diverse perspectives are considered, thus fostering greater commitment from the university community. Despite this suggestion, the panel acknowledges broad support for the mission across the university.

However, given that the university is of a medical profile and currently implements only a Medicine programme, the existing mission remains too general and does not specifically reflect the core focus and societal importance of medical education. According to World Federation of Medical Education (WFME) standards, the mission of medical schools should explicitly emphasise the role of medical education in advancing healthcare for both the state and society. While the recent broadening of the mission to encompass multidisciplinary approaches is positive, it does not sufficiently highlight the university's essential function within healthcare and medical training. The university should consider further refining and explicitly incorporating the significance of health programs and medical education into its mission statement to align more closely with international standards and the institution's core identity.

Moreover, the current mission does not fully reflect the university's distinctive features, particularly its new strategic partnership with Arizona State University (ASU) and Cintana Education, established through a formal agreement earlier in 2025. This alliance offers a potentially transformative element of the university's strategic direction and internationalisation efforts. Reflecting this partnership in the mission would better align the statement with the university's actual strategic priorities and reinforce its global and innovative profile.

In its Strategic Plan for 2025–2032, the university aims to create a modern educational environment that meets high international standards, addresses contemporary challenges, and positions itself as a student-centred, high-quality institution dedicated to education and research. The signing of the partnership with ASU and Cintana is a key feature that enhances the university's internationalisation across all activities and should be explicitly reflected in the mission. Highlighting this aspect would provide a clearer articulation of its strategic growth and international ambitions—not only engaging stakeholders in further discussions but also ensuring the mission fully captures the university's evolving profile and the importance of health-related programmes.

Evidences/indicators

- University Mission
- University Statute
- Strategic Development Plan 2025-2032
- Self-Evaluation Report
- Webpage of the University
- Interviews during the Site Visit

Recommendations:

- Align the mission of the University with its current activities in the healthcare sector.
- Consider establishing a standardised procedure for stakeholder involvement in the revision and formulation of the university's mission.

Suggestions:

- When revising the mission statement of East West University in the future, it is important to highlight what uniquely sets the institution apart. This involves exploring ways to more concretely define the university's distinctive features, such as its strategic partnerships, focus on healthcare and medical education, and international collaborations, within the mission.

Best Practices (if applicable):

-

Evaluation

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

1.2 Strategic Development

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

Descriptive summary and analysis of compliance with the standard component requirements

During the evaluation period, East West University has paid a lot of attention to the development of strategic documents – mission, strategic and annual plans that would support further development of the institution. Currently, the University operates within the remits of the 2025-2032 Strategic development plan and the 2025-2027 Action plan (Annexes No. 26 and No. 27).

Current planning documents demonstrate good strategic foresight and effective planning. The strategic plan reflects an understanding of current challenges and aims to establish the university as a student-centred, high-quality institution.

For more comprehensive process, the institution has developed a Strategic planning methodology and Monitoring mechanisms (Annex No. 21), which foresees the main stages of the process:

- 1) Conducting SWOT Analysis;
- 2) Defining priorities in consultation with stakeholders;
- 3) Developing measurable objectives and initiatives for each strategic priority.

The methodology foresees that strategic planning should involve faculty, staff, students, alumni, and external partners. During the interviews, it was evident that internal stakeholders (management, academic and administrative staff, students) were engaged in the process, while external stakeholders did not confirm their participation or deeper knowledge of the strategic goals of the University.

Both planning documents were developed after the change of the management of the University and demonstrate the institution's areas of development. The Strategic development plan and action plan cover 6 strategic priorities:

- 1) Academic Excellence;
- 2) Student Success;
- 3) Community Engagement;
- 4) Sustainability and Growth;
- 5) Diversity and Inclusion;
- 6) Lifelong Learning.

Each strategic priority has 2 to 3 indicators, allowing monitoring and evaluation of strategic and action plans. SER clearly described the process of planning and lists monitoring mechanisms (SER, P. 13-14).

The university employs a robust monitoring process to ensure the effective implementation of its strategic and action plans. The Strategic Plan serves as a roadmap for all structural units engaged in the university's advancement, with strategic objectives acting as key performance indicators (KPIs) to gauge the effectiveness of each unit's activities. All structural units align their planning and reporting to the achievement of these strategic goals and associated KPIs through their annual plans. Each unit prepares and submits annual progress reports detailing activity results, challenges encountered, and planned improvements. These reports then form the basis of a consolidated annual report, which is thoroughly reviewed and discussed by university management.

As evidenced by the university's Activity Plan for 2022-2024 and report documenting the implementation of prior accreditation recommendations, East West University actively engages in continuous evaluation and uses the results to inform future activities. The site visit confirmed this commitment, with the panel observing regular evaluation and the use of evaluation results to improve activities. The Strategic Plan is published on the webpage of the University.

Contributing to the social development of the country, sharing knowledge with society, and facilitating lifelong learning are among the key objectives for EWUNI, and are also reflected in its mission. In its SWOT analysis, the university identified the need to establish additional partnerships with local and international organizations to enhance student employability and practical training opportunities. This need was also emphasized during interviews with university management. The Strategic Action Plan for 2025–2032 outlines eight strategic goals within Strategic Priority 6, “Lifelong Learning” (7-Year Strategic Plan, pp. 11–13), which are directly linked to the university’s contribution to society.

The university actively seeks new partnerships; for example, the 2022–2024 Action Plan includes two specific tasks aimed at expanding partnerships both nationally and internationally, with a dedicated financial allocation of approximately 90,000 GEL. Over the past two years, two new partnerships have been initiated and approved with the ASU-Cintana Alliance, which will help expand the range of degree and short-term programs offered. Management and stakeholders, whom the panel interviewed, confirmed that the university provides Healthcare Continuing Education Programs (currently 45 courses are offered), supports different initiatives (for example, consultations to vulnerable groups in the hospital, a conference on the healthy lifestyle). The panel confirms that the university’s third mission—its contribution to society—is well integrated and equally valued by the institution.

Evidences/indicators

- Strategic Planning Methodology and Monitoring Mechanisms for Strategic and Action Plans
- 7-Years Strategic Plan (2025-2032)
- 3-Years Action Plan (2025-2027)
- Report on the Activities implemented - according to the recommendations issued in the accreditation report
- Self-Evaluation Report
- Interviews during the Site Visit
- Webpage of the University

Recommendations:

- Strengthen the strategic planning process by systematically involving a broader range of external stakeholders to ensure diverse perspectives and greater strategic alignment.

Suggestions:

- Engage students in institutional self-evaluation.

Best Practices (if applicable):

-

Evaluation

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

2. Organisational Structure and Management of HEI

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

integration of quality assurance function into management process, and promotes principles of integrity and ethics

2.1 Organisational Structure and Management

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

Descriptive summary and analysis of compliance with the standard component requirements

The organisation of the university is a hierarchical model with a supervisory board and the president at the top of the structure. One vice-president supervises administration and finances, and the other two vice-presidents take the lead in health sciences and business and technologies. Educational programmes are approved and monitored by the Academic Council. The same structural unit determines academic staff policy. The composition of the Academic Council is defined as: deans, 2 academic staff members per faculty/school, a student, and administration representatives, such as vice-presidents. This statement "such as" raises the possibility that the composition is not fixed; however, it's unclear in which circumstances it might change. In addition, 2 academic staff members per school, with the rest of the members being in top administrative positions, might result in academia being less reflected in academic council decisions, as well as fail to ensure adequate involvement of academic staff members in decision-making. The Academic Council could benefit from more representative participation from academic staff members.

In fact, based on interview results, both academic and even more invited staff members seem to participate in university processes at all levels, mainly through informal communication with administration and management representatives. Based on the information from the interview, the Academic Council, with its current composition, is not much involved in past decisions, a significant number of members are new, while others work at different managerial positions and would be involved in management even without Academic Council membership duties. One of the duties of the Academic Council is educational quality evaluation; however, at the moment, no actions can be described to fulfil this function. A student member of the Academic Council also joined the team recently and is still in the orientation phase.

Vice presidents are assigned by the president. There has not been any formal procedure of applications and selections; until now, it has been based on nomination. Neither is any procedure described in the Statute. Deans are also assigned by the president, with no documented selection procedures in the provided documents. In order to improve transparency, the university should establish clear guidelines and documented processes for the selection of vice-presidents and deans, ensuring transparency and equity in management appointments.

For other administrative positions, selection occurs from applicants who apply after position announcements on well-known platforms. There have been examples provided of cases with 50-60 applications per position.

Administrative service units and responsibility distribution are planned very accurately and detailed in the Statute as well as other documents relevant to each unit. The duties and responsibilities are clearly determined and merged. The policy, as well as the composition of each structural unit, ensures proper fulfilment of the duties and the goals set by the strategic plan. The staff members, whom the experts had a chance to meet, are qualified and very involved in their own unit activities as well as university-level tasks. The units function in a coordinated manner, ensuring effective workflow.

The decision-making process, as well as the implementation of the decisions, runs smoothly and effectively, resulting in improvement of the university's performance. Electronic systems are implemented at multiple levels of administrative as well as educational process management. The business continuity plan described the potential risks and planned responses in detail. It also provides insight into monitoring and improvement approaches.

HEI has a well-defined internationalisation policy, which might very soon be updated given the collaboration with Cintana Education and Arizona State University. The document itself (Internationalisation Policy) describes different directions of international collaborations. Increased access to quality measures is one of the important factors appreciated by university representatives. In addition to that, there are a number of international collaborators related to EWUNI. The mobility for staff members and students is supported; however, student mobility is not yet in place. Several staff members have recently visited partnering institutions for experience exchange. The rules and selection criteria for student and staff international mobility are described in a separate document.

Evidences/indicators

- University Statute
- Human resources management and documentation management service policy
- Staff management policy
- Rules for document management
- Provision of the School of Medicine
- Internationalisation policy
- Business continuity plan
- Signed agreements with International Universities and Research Centers
- International Mobility Guidelines
- Self-Evaluation Report
- Interviews during the Site Visit
- Webpage of the University

Recommendations:

- It is recommended that academic staff be better represented and actively involved in the Academic Council, and, therefore, decision-making becomes more robust.
- It is recommended that the composition and potential changes in the composition of the Academic Council are clearly defined in the documents.
- It is recommended that the Academic Council get more actively involved in the quality control process as defined in its functions.
- It is recommended that the selection criteria and procedure for top administrative positions be clearly defined and stated in the documents.

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

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

2.2 Internal Quality Assurance Mechanisms

- Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution.
- HEI has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Descriptive summary and analysis of compliance with the standard component requirements

Internal quality assurance mechanisms at East-West University are planned extensively and addressed with a special attitude. The QA office representatives take the leading role in this process. Involvement of other administrative units in internal quality procedures happens according to their responsibilities and functions, making it a collaborative process.

The QA office has two employees with significant experience in the field. HEI takes care of providing the required technical and information resources for the proper functioning of the unit. The main day-to-day activities of the QA office are related to the development of surveys for different target groups, the collection of data and analysis, as well as policy-making and checking the programs with regard to compliance with local and international requirements. Taking care of quality culture development in the institution is seen as a core function of the QA team, and some actions have already been taken in this direction. For example, the process of student feedback collection and analysis has been diversified and decentralised - the feedback about library resources is currently being collected at the library itself and analysed by librarians, who are supported by QA office representatives. It has to be noted that the survey results as well as actions planned in response are delivered to students, which makes them trust that their opinion is truly heard.

The QA processes and procedures currently in place and described in the self-evaluation report. It's worth highlighting, that each survey results are being analyzed and quantitative summaries are made along with qualitative assessment and recommendations. The documents analyzing survey data always contains the proposed actions, which need to be summarized in the action plan of the responsible unit and are regularly monitored afterwards.

This model has been planned relatively recently as the existing team has joined university relatively recently (6 months ago). Considering this limited time the extent of work done is impressive both in terms of feedback collection and analysis and well as involvement in policy making.

In this short term the results of quality assessment have not found much reflection on HEI administration decisions, however it has influenced the workflow of many units. For example, some tasks, assigned to the responsibilities of medical school have already been completed. The student survey from January, 2025 has identified a gap in syllabi structure, the recommendation from QA office was stated as: "It is recommended to develop and implement a structured syllabus framework that provides detailed updates, explicitly listing specific topics, textbook chapters, and page numbers for each lecture. This will ensure students easily correlate PowerPoint lectures with textbook content and prepare effectively for exams." This recommendation has already been fulfilled.

The system of academic and administrative personnel assessment on the policy level is in place, clearly described in the documents. However, no factual evidence could confirm that the system is currently being used. As per the clarification from the HEI representatives, these assessments need some measurable deliverables to be in place, which makes it unrealistic to evaluate the performance of an employee working for several months only. Employees and academics who have been employed for a longer time are also not being assessed. Academics' staff members are not familiar with the rules of their assessment, nor do they do any self-assessment.

Monitoring of students' academic achievements happens through analysis of their academic performance, which is reportedly done by faculty administration. It has to be noted that currently there has not been any examples of study process amendments based on the student academic performance analysis.

Development of educational programs has until now mainly been based on the recommendations of external evaluations as well as the requirements of the sectoral benchmark. QA office is actively involved in the process of translating external evaluator's recommendations into actions. Some examples of changes to program initiated from academic staff members have also been mentioned during the visit - contact hours have been changed in syllabi and assessment methods have been modified based on the initiatives from academic staff members. The feedback from stakeholders regarding the programs and administrative services is also being used for program development purposes and for improvement of administrative services.

Student contingent planning methodology is presented as a separate document with detailed description of mathematical calculation. Teaching spaces, lab spaces, commo spaces, clinical teaching capacities are taken into account. However, there are no data about staff member numbers (both teaching and administrative) to be taken into consideration when determining student body. HEI representatives state, that they rely on sectoral benchmark requirements when determining teaching staff numbers. So it can be concluded, that teaching staff numbers are planned according to student body and not vice versa.

Evidences/indicators

- Evaluation of the one - cycle Medical Doctor educational programme by implementing staff
- Evaluation of the one - cycle Medical Doctor educational programme by potential employers
- Evaluation of teaching and assessment methods of the one - cycle Medical Doctor educational programme by implementing staff
- Evaluation of the one - cycle Medical Doctor educational programme by implementing staff
- Evaluation of the clinical rotation of the one - cycle Medical Doctor educational programme by students
- Evaluation of the study courses of the one - cycle Medical Doctor educational programme by students
- Evaluation of examinations in the one - cycle Medical Doctor educational programme by students
- Evaluation of the university services and resources by implementing staff
- Evaluation of the university library by students
- Evaluation of the learning process by students
- Evaluation of enrollment processes by students
- Evaluation of individual study plans by students
- Evaluation of student satisfaction with student services
- Staff management policy
- Quality assurance policy
- Student contingent planning methodology
- Action plan of Admissions office
- Action plan of MD
- Webpage of the University
- Self-Evaluation Report
- Interviews during the Site Visit

Recommendations: <ul style="list-style-type: none"> • It is recommended that quality assessment results be reflected in decisions of administration. • It is recommended that staff member assessment (both academic and administrative) becomes a common practice known and shared by the university society. • It is recommended that the results of student academic success monitoring be used for the improvement of the learning process. • It is recommended that staff numbers be taken into account for student contingent planning at least as a statement in the documents, which has to comply with any other internal or external documents.
Suggestions: <ul style="list-style-type: none"> • It is suggested that especially with growing number of graduates, their as well as employers' feedback is actively used for quality development.
Best Practices (if applicable): <ul style="list-style-type: none"> • QA office requests units to submit action plans based on the gaps identified through surveys and then monitors the fulfillment of the tasks assigned.
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
2.3. Observing Principles of Ethics and Integrity <ul style="list-style-type: none"> ○ HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible. ○ Institution has implemented mechanisms for detecting plagiarism and its prevention. ○ HEI follows the principles of academic freedom.
Descriptive summary and analysis of compliance with the standard component requirements <p>The code of ethics is a document well known by university society. Student and staff members get introduced to it and also know how to access it from the webpage. Staff members are aware, what are the actions in case of violations of ethics code, although such cases have never happened.</p> <p>Plagiarism and the actions undertaken in case of its identification are also discussed in the code of ethics. Currently there has not been much attention to plagiarism monitoring. HEI has a software for checking academic papers, however students are not familiar with it. Academic personnel representatives are informed, that it exists, but have never used it. Students are less informed about it.</p> <p>Academic freedom and its relationship to internal regulations is discussed in the same document. Most of the staff members and students during interviews get confused when academic freedom is mentioned, however it seems more a terminology issue. Based on overall impression, there is a high degree of individual academic autonomy and on top of that, academic initiatives are welcomed.</p>
Evidences/indicators <ul style="list-style-type: none"> • University Statute • Code of Ethics • Webpage of the University • Self-Evaluation Report • Interviews during the Site Visit

Recommendations: <ul style="list-style-type: none"> It is recommended that the University ensure that the concept of academic freedom is clearly understood by the academic community.
Suggestions: <ul style="list-style-type: none"> It is suggested that more emphasis is made on plagiarism, better delivering the importance of its avoidance to students.
Best Practices (if applicable): -
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

3. Educational Programmes

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

3.1 Design and Development of Educational Programmes
HEI has a policy for planning, designing, implementing and developing educational programmes.
Descriptive summary and analysis of compliance with the standard component requirements East-West University meets the requirements set forth in the standard for the design, development, implementation, and annulment of educational programmes. The university has adopted a comprehensive methodology that regulates all stages of programme management, ensuring alignment with national legislation, the National Qualifications Framework, accreditation standards, and the institution's strategic vision. University described the procedures for planning, designing, implementing, and renewing educational programs in the documents provided with the self-evaluation report, and the process was affirmed during the site visits. The university's approach is guided by the internal regulation "Rule for Planning, Designing, Developing, and Terminating the Educational Programmes" (Annex No.8), developed in accordance with the Law of Georgia on Higher Education and related normative acts. This methodology ensures transparency, consistency, and academic quality across all programme-related decisions. The educational program is structured around the following guiding principles: alignment with the mission and strategic goals of the university; responsiveness to local cultural, social, and economic contexts; compliance with Georgian legislation and accreditation requirements; focus on student-centered, competency-based learning models; integration of innovative teaching technologies and sustainable development goals; promotion of global competitiveness through international opportunities and standards. Programme development at EWUNI is inherently collaborative. The process involves a wide range of stakeholders, including: academic and administrative staff – who contribute to the curriculum design, teaching methods, and resourcing; students and graduates – whose feedback and involvement support learner-centered improvements; employers and professional associations – who ensure that the content and structure of programmes are aligned with labor market expectations; international partners and external experts – who

provide insight into global standards and practices. The collaborative nature of programme development and the engagement of all relevant stakeholders are confirmed through interviews conducted with the President, Vice-President, Dean, Head of the Programme, and international partners. These discussions provided clear evidence of an inclusive, evidence-based approach and demonstrated institutional commitment to transparency, accountability, and quality assurance in programme design and revision.

If an educational programme must be terminated – due to revoked accreditation, zero enrollment, or other valid reasons – the University takes responsibility for supporting affected students. This includes offering counseling, facilitating transfers to other institutions through memoranda of understanding, or enabling students to transfer to similar programs within the university if available.

EWUNI makes data-driven decisions at every stage of programme planning and development. The following mechanisms are systematically used to inform programme design and revision: labour market analysis (2023 study) identifies employment trends, skill demands, and emerging industry needs; graduate and employer surveys collect feedback on programme effectiveness and relevance; monitoring of student academic performance, including grade distributions and deviations from expected outcomes, allows the university to assess whether programme learning outcomes are being achieved. These components confirm that decisions regarding the planning, development, and revision of programmes are grounded in empirical evidence and current trends. During the interviews, it was proved that the stakeholders contribute to the programme design, implementation, and revision process. As an example of such changes, the horizontal and vertical integration was implemented in Medical Doctor programme. Academic staff, students, and employers are involved in developing and revising programmes. Based on the data obtained from the surveys, the program directors changed the curriculum to higher levels of horizontal and vertical integration.

The programme development cycle consists of: Initiation at the School Board based on market and feasibility analysis; Development by a designated programme team involving faculty, students, alumni, and employers; Review by the School Board and internal/external experts; Evaluation by the Quality Assurance Office for compliance with legal and sectoral standards; Approval by the Academic Council; Preparation of the self-evaluation report and accreditation package by the self-assessment team. Changes to existing programmes follow a similar process and are implemented only after thorough analysis and justification. Annual updates and regular stakeholder consultations guarantee that programmes reflect current developments in the field and global education standards.

In collaboration with the programme development committee, academic and invited staff, and the quality assurance team, the programme director thoroughly reviewed the recommendations from previous evaluation reports and used them as a foundation for improvement. Based on this comprehensive review, the team designed and implemented a targeted action plan to enhance the structure, content, and delivery of the Medical Doctor program. This initiative ensured that the program continues to align with accreditation standards, sector benchmarks, and evolving best practices in medical education.

EWUNI demonstrates robust and dynamic processes for the planning, development, and improvement of educational programmes. The methodology is clearly defined, collaborative, and regularly revised in light of evidence and stakeholder feedback. The institution effectively balances strategic vision with academic integrity and student welfare, ensuring full compliance with the standard.

Currently, the university does not have graduates who completed the full programme at EWUNI. However, several students were admitted to a higher course and studied according to the individual study plan. During the visit the panel met some of the graduates who informed that they are currently in preparation for the licensing exam in their home countries.

Evidences/indicators

<ul style="list-style-type: none"> • Self-Evaluation Report • Interviews with deans, program directors, staff, students, quality assurance team, alumni, and employers • Example of Diploma in Medicine One-Cycle Educational Programme • Rule for Planning, Designing, Developing, and Terminating the Educational Programmes of East-West University New Strategic Plan • Analysis of MD Program Study Courses Assessment Results: Evaluating Deviations from the Gaussian Normal Distribution (2023-2024); • Analysis of MD Program Study Courses Assessment Results: Evaluating Deviations from the Gaussian Normal Distribution (2024-2025); • Rule for Regulating the Study Process • Labour market analysis - 2023 • Surveys of students, graduates, and employers and analysis of the results • Syllabuses & curriculum spreadsheet • University Educational Programmes • NCEQE Sector Benchmarks of Higher Education • Site Visit
Recommendations: <hr/>
Suggestions: <hr/>
Best Practices (if applicable): <hr/>
Evaluation <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
3.2 Structure and Content of Educational Programmes
<ul style="list-style-type: none"> ○ Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted ○ With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.
Descriptive summary and analysis of compliance with the standard component requirements <p>The Medical Doctor (MD) program is designed according to national rules and standards to ensure quality education. The program designed based on the competencies that a medical graduate should obtain that means the program meets local and international expectations. The programme structure includes all essential information, such as the programme title, qualification, instruction language, duration, objectives, entry requirements, teaching and assessment methods, opportunities for employment and further study, and the qualifications of the faculty involved. It is guided by Georgian educational legislation, university strategy, and global medical education trends while addressing the local community's health needs and labor market demands.</p> <p>This six-year MD program awards 360 ECTS credits and offers a fully integrated approach to learning, where basic sciences, clinical knowledge, and practical skills are taught together.</p>

This helps students connect theoretical concepts with real clinical practice, promoting critical thinking and patient-centered care.

Each academic year has 40 weeks, split into two semesters. Students typically earn 60 credits per year. One ECTS credit equals 30 hours of student workload. The program includes 290 ECTS credits for mandatory courses, 30 for electives, 12 for research skills, 14 for clinical skills, and 14 credits for Georgian language training – ensuring students can effectively communicate with patients.

The curriculum is built on a spiral model, meaning topics are revisited and deepened over time. The structure emphasizes the human body as a living system—studying its development, structure, and functions at all levels (molecular to whole-body) and the biological and social factors influencing health and disease.

The programme is divided into six major learning tracks, each focusing on specific body systems and health domains:

1. **Life Structure** – Focuses on the musculoskeletal system, covering anatomy, physiology, pathology, and clinical management of injuries and soft tissue conditions.
2. **Life Control** – Deals with the nervous system, psychiatry, and sensory organs. It provides foundational and clinical knowledge in neurology, mental health, and ENT/eye disorders.
3. **Life Cycle** – Covers genetics, reproductive health, pediatrics, neonatology, and gerontology. It follows health and disease through different life stages: birth, childhood, adulthood, and aging.
4. **Life Maintenance** – Focuses on the urinary, digestive, and endocrine systems, studying how these systems work and how related diseases are managed medically and surgically.
5. **Life Protection** – Looks at the body's defense systems, including immunology, hematology, oncology, infectious diseases, dermatology, and sexually transmitted infections.
6. **Life Support** – Explores cardiovascular and respiratory health, integrating both basic and clinical sciences to understand and manage heart and lung conditions.

Students also receive training in Public health (10 ECTS), and special attention is given to common and emerging health challenges like cardiovascular disease, cancer, and infections. Elective courses allow students to explore additional topics or specialize in areas of interest, often focusing on the most prevalent diseases in different countries.

Throughout the curriculum, students learn through various methods: lectures, seminars, clinical practice, case analysis, simulations, and communication with patients and professionals. Their performance is evaluated using written and oral exams, clinical case discussions, OSCEs, direct observation, logbooks, and portfolios.

Competencies of the programme were determined, and by the end of the programme, graduates are expected to:

- Have a strong knowledge of biomedical, clinical, and social sciences.
- Be able to consult patients effectively.
- Possess scientific, analytical, and research skills.
- Communicate clearly and ethically with patients, families, and peers.
- Understand public health and its role in preventing disease.
- Assess clinical cases, prescribe diagnostic tests, perform differential diagnosis, and discuss the disease management plan.
- Provide both primary and advanced medical care
- Prescribe medication
- Perform practical procedures
- Communicate effectively in a medical context
- Apply ethical and legal principles in medical practice
- Assess the psychological and social aspects related to medicine
- Apply evidence-based skills and knowledge

<ul style="list-style-type: none"> • Use information technology in a medical context • Apply scientific principles of biomedicine in medical practice and research • Participate in health promotion activities. <p>University ensures access to information on its programmes. A catalogue of educational programmes serves the purpose of informing interested parties on educational activities of the institution. The catalogue is updated according to the changes in the programme. It is accessible to all interested individuals and is published on the web-page of the institution.</p> <p>With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.</p> <p>The MD programme aligns with the World Federation for Medical Education (WFME) recommendations and ensures graduates are well-prepared for local and global healthcare practice. Various teaching methods, including lectures, problem-based learning (PBL), and case-based learning (CBL), are used to educate medical students. The recommendation from the previous report has been addressed, and the integrated cases used in the PBL and CBL sessions have been improved and are now appropriately implemented.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> • Self-Evaluation Report • Interviews with deans, program directors, staff, students, quality assurance team, alumni, and employers • Example of Diploma in Medicine One-Cycle Educational Program • The Rule of Educational Program Elaboration, Cancellation, and Amendment • New Strategic Plan • Syllabuses & curriculum spreadsheet • University Educational Programs • NCEQE Sector Benchmarks of Higher Education • Site visit
<p>Recommendations:</p> <p>-</p>
<p>Suggestions:</p> <ul style="list-style-type: none"> • Consider making more optional subjects available to students across the programmes.
<p>Best Practices (if applicable):</p> <p>-</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>3.3 Assessment of Learning Outcomes</p> <p>HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>The university uses a structured method to assess whether students are achieving the learning outcomes of their educational programmes. This process follows a university-wide methodology that outlines how and when outcomes are assessed, by whom, and through what kind of tasks or evaluations.</p>

For the Medical Doctor one-cycle programme, a full assessment of program-level outcomes is planned only after students complete the programme. At that point, direct methods – such as assignments from advanced courses – will be used to evaluate how well students have met the expected outcomes. Each learning outcome has a specific benchmark to measure success and is developed progressively through three stages: introduction, deepening, and mastering.

Indirect methods like student self-assessments, employer feedback, graduate surveys, and specially designed questionnaires will also be used to understand how well the outcomes are being met.

The assessment process is a team effort involving faculty, invited staff, and administrative personnel. The quality assurance office coordinates this process, and the head of the programme prepares a report. Based on the findings, the development team may revise the course content, prerequisites, or the order of courses as needed.

While the complete programme-level assessment is pending, the university evaluates individual course outcomes annually. These results are compared against a standard grade distribution curve. If the results in any course deviate significantly – more than 20% from the expected pattern, the course and its components (such as teaching methods or assessment tools) are reviewed and adjusted.

For the Medical Doctor programme specifically, such course-level assessments were conducted from the beginning of the programme's implementation. Some courses showed deviations from the expected grading pattern, so recommendations were made and actions were planned to address those issues.

The school uses direct and indirect assessments to evaluate the specified educational outcomes. Direct methods include analysing students' academic performance over the year to identify trends and significant issues, ensuring a comprehensive understanding of the program's effectiveness. The learning outcomes are also broken into measurable indicators, allowing for a more in-depth evaluation of specific areas where students may need support. Indirect methods include surveys of alumni and employers to assess graduates' knowledge and skills, providing valuable feedback on how well the programme prepares students for professional practice. Different methods for assessing competence, such as OSCE, are used.

The external assessment team observed the OSCE stations. Smart mannequins were available for the OSCE exam. The number of mannequins and the number of OSCE stations was sufficient.

There is an appeal system, and students have the right to appeal. During the interviews, students, program directors, and academic and invited staff mentioned that students could appeal decisions when needed. According to the information shared by those interviewed, these appeals are handled promptly and appropriately. There were no signs that the established process was being overlooked or ignored.

Students have access to course syllabi, which clearly outline the assessment methods and grading criteria. During the site visit the students whom the panel met confirmed that they received feedback about the assessment.

Evidences/indicators

- Self-Evaluation Report
- Interviews with deans, program directors, staff, students, quality assurance team, alumni, and employers
- Diploma in Medicine One-Cycle Educational Program
- The Rule of Educational Program Elaboration, Cancellation, and Amendment
- New Strategic Plan

<ul style="list-style-type: none"> • Syllabuses & curriculum spreadsheet • University Educational Programs • NCEQE Sector Benchmarks of Higher Education • Site visit
Recommendations: <ul style="list-style-type: none"> • Develop a comprehensive assessment system aligning specific assessment methods with each competency.
Suggestions: -
Best Practices (if applicable): -
Evaluation <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

4. Staff of the HEI

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

4.1. Staff Management <ul style="list-style-type: none"> ○ HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan. ○ HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.
Descriptive summary and analysis of compliance with the standard component requirements <p>The university demonstrates a proactive and coherent approach to staff management, characterized by transparency, fairness, and an evident commitment to academic excellence and institutional development. Recruitment procedures are well-regulated and merit-based, ensuring that staff selection processes are aligned with legal requirements and internal policies. Public announcements, structured evaluations, and open competition for academic positions contribute to building a competent and motivated academic community.</p> <p>One of the university's key strengths is the expanding body of academic and administrative personnel, which reflects institutional growth, increasing demand, and successful recruitment strategies. The presence of highly motivated staff – many of whom demonstrate a strong sense of mission and enthusiasm – is particularly commendable. This core of dedicated professionals is crucial to maintaining continuity, ensuring quality, and driving forward the university's long-term goals. The total number of academic and invited staff is 145; administrative staff – 26. During the authorization period, the staff retention rate was 87% for academic staff, 68% for invited staff, and 67% for administrative and support staff.</p> <p>The professional development infrastructure is well-established. The Lifelong Learning Office functions effectively, offering diverse professional development opportunities for academic and administrative staff. Its structured approach supports continuous skill enhancement and aligns with the university's strategic goals. The university actively supports its staff through regular</p>

training in contemporary educational methodologies (such as TBL and CBL), data protection, health and safety, and institutional governance. The facilitation of staff participation in both local and international academic events further highlights the university's investment in building academic capacity and staying abreast of global standards. A total of six academic and invited staff members completed methodological training in Team-Based Learning (TBL) and Case-Based Learning (CBL) in 2024 and received corresponding certificates. Additionally, the university's administrative staff received training on personal data protection, and the HSE Group delivered sessions on safety-related topics—all conducted locally at East-West University. During the site visit, ongoing training sessions were also observed, focusing on modern teaching methods and evaluation practices.

Staff members benefit from health and wellness initiatives, including access to discounts on rehabilitative and aesthetic services, which positively contribute to overall staff satisfaction and well-being. The recognition of staff contributions – such as awarding bonuses on International Women's Day – indicates a positive institutional culture and an appreciation for staff engagement and diversity.

Affiliation of academic staff is supported through clear mechanisms that include research funding, financial support for publications, and participation in international conferences. Affiliated personnel are not only encouraged to contribute to research but are also involved in governance structures, including the Academic Council and Medical School Council. These roles enable affiliated academics to shape educational and research directions while reinforcing institutional ownership and collaboration.

Nevertheless, the current number of affiliated staff remains modest. Expanding the number of affiliated academics would enhance the university's research output, continuity of teaching staff, and international visibility. It is suggested that the criteria for affiliation be further developed to attract more professionals, especially from the international academic community. Participation in international alliances, such as the Cintana Alliance, is a promising step toward increasing internationalisation and strengthening strategic partnerships.

As described in part 2.2, the university has developed a well-structured performance evaluation system for all staff categories. The inclusion of self-assessment and supervisor feedback offers a comprehensive view of individual performance. However, for the system to be effective, it must be consistently implemented and effectively communicated to all staff members. To further improve this process, the university may consider integrating more comprehensive qualitative assessments and peer-based evaluation tools, which can better capture broader contributions – particularly in areas such as research, mentoring, and institutional service.

A further area of opportunity lies in the systematic sharing of knowledge gained through international mobility and professional development. Creating structured platforms – such as internal seminars, mentorship networks, or collaborative workshops – would amplify the institutional benefit of staff experiences abroad and promote internal capacity building. Members of East-West University have participated in international mobility programs. These include a delegation visit to Tashkent in 2025, a staff training visit to Zurich in 2024, and a one-month fellowship by Professor S.G in Seoul, South Korea, which included advanced surgical training at Seoul National University Hospital and participation in the 76th Congress of the Korean Society of Surgeons. These activities reflect the university's active engagement in internationalisation and its commitment to the professional development of staff.

Overall, the university exhibits a high level of institutional maturity in human resources management. The strategic recruitment of qualified professionals, the sustained investment in their development and well-being, and the inclusive governance structures that engage staff at multiple levels all point to a supportive and forward-thinking academic environment. Continued expansion of affiliation, refinement of evaluation mechanisms, and internal dissemination of international experience will further strengthen the university's academic

mission and contribute to its growth as a competitive and innovative higher education institution.

The current ratio of academic/scientific staff to administrative/support staff; Academic/scientific staff-student ratio; Administrative staff-student ratio represented as:

- Ratio of academic/scientific staff to administrative/support staff: 45 academic staff / 26 administrative staff
- Academic/scientific staff to student ratio: 45 academic staff / 292 active students
- Administrative/support staff to student ratio: 26 administrative staff / 292 active students.

Evidences/indicators

- Self-Evaluation Report
- 7-Years Strategic Plan (2025-2032)
- CVs of staff
- Personnel Management Policy
- Interviews during the Site Visit

Recommendations:

- To strengthen academic capacity and international visibility, the university is recommended to expand the number of affiliated academic staff by refining affiliation criteria to attract high-level professionals.
- It is recommended to further develop the academic staff assessment system and ensure its consistent implementation, building on existing regulations. This could be achieved gradually by incorporating qualitative indicators, peer feedback, and measurable outcomes in teaching, research, and service, thereby fostering a more comprehensive and development-oriented evaluation process.

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

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

4.2. Academic/Scientific and Invited Staff Workload

Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them

Descriptive summary and analysis of compliance with the standard component requirements

The university has established a coherent and well-regulated system for workload distribution among academic, scientific, and invited staff, in accordance with its Staff Management Policy. This system effectively supports the institution's strategic goals by ensuring a balanced allocation of responsibilities in teaching, research, and academic service. The workload policy reflects best practices by promoting fair distribution while fostering academic productivity and professional satisfaction.

Clear differentiation of workload components – teaching (40–60%), research (30–50%), and service (10–20%) – ensures that academic staff are engaged in all essential dimensions of academic life. The inclusion of invited staff for up to 20% of the teaching workload allows for

flexibility and practice-oriented teaching, particularly valuable in clinically intensive programmes. Semester-based updates to the workload scheme, which account for staff commitments at other institutions, demonstrate effective planning and ensure optimal delivery of academic programmes.

In the Medical Doctor programme, staffing is well-calibrated to meet academic and clinical requirements. The programme is supported by a qualified team of 37 academic staff (including 8 Professors and 20 Associate Professors), ensuring the programme's sustainability and quality. 22 academic staff are affiliates. A total of 15 academic staff members are officially listed as affiliated in the Self-Evaluation Report; however, during the site visit, it was confirmed that the number had increased to 17. The current staff-to-student ratio of 1:15 (academic affiliate staff-to-student ratio of 1:19) is in line with international expectations for clinical education and supports active learning and mentoring.

East-West University's Personnel Management Policy defines the academic staff-to-student ratio for the MD program as 1:5–15, aligning with international standards. The actual academic staff-to-student ratio is currently 1:7.75, as presented in the SER, which also emphasises the importance of institutional ownership. Additionally, the university has announced an ongoing call for affiliation, aiming to increase the number of affiliated academic staff to 20 during the current term, in line with institutional requirements and strategic development goals. Notably, by the time of the site visit, the number of affiliated staff had already increased to 17. The HR & Document Processing Office Policy supports the monitoring of these ratios to ensure compliance and ongoing improvement.

Importantly, during the visit period, the university had further increased the number of academic staff through competitive recruitment processes, reflecting a commitment to institutional development and academic excellence. The presence of the university's own teaching clinic is also a significant asset, positively impacting the expansion of personnel involved in the clinical components of the programme and supporting hands-on, high-quality medical education.

The methodology used to determine the required number of academic, scientific, and invited staff is aligned with national regulations and international standards. It takes into account programme specifics, student enrolment, and academic responsibilities, resulting in a well-balanced and sustainable staffing model. The institution also demonstrates transparency and data-informed decision-making through continuous monitoring of key indicators such as staff-to-student ratios and the level of affiliation.

East-West University sets clear benchmarks for academic and administrative staff in the areas such as teaching, research, student supervision, and professional development, as outlined in its Personnel Management Policy. Performance is evaluated using a standardised rating system, and results inform staff development and improvement plans. The university continuously reviews and enhances these benchmarks through collaboration between the HR and QA Offices to align with strategic goals and ensure institutional effectiveness.

The QMS is updated each term, and staff workloads are monitored through this system to ensure compliance with both institutional benchmarks and local legislation. According to the QMS system, the majority of the university staff are primarily employed at East-West University. The affiliated personnel are not yet engaged on a full-time basis. Interviews indicated that their full engagement is anticipated upon an increase in student enrollment.

The workload for academic and invited staff at the university is governed by the Staff Management Policy. The allocation of academic duties according to status (Professor, Associate Professor, Assistant Professor, and Assistant) is outlined as follows:

- Teaching: up to the 40-60% of full workload.
- Research: up to the 30-50% of full workload.

<ul style="list-style-type: none"> • Service: up to the 10-20% of full workload. <p>Additionally, up to 20% of the total teaching hours may be assigned to invited staff.</p> <p>Overall, the university's approach to managing academic workload is comprehensive, responsive, and aligned with quality assurance principles. It supports effective programme delivery, promotes academic engagement, and demonstrates the institution's commitment to supporting future growth in line with its strategic mission. EWUNI has established benchmarks for its staff to facilitate the effective implementation of its educational and research activities and is continuously working to enhance them.</p>
Evidences/indicators <ul style="list-style-type: none"> • Self-Evaluation Report • 7-Years Strategic Plan (2025-2032) • CVs of staff • Personnel Management Policy • Interviews during the Site Visit • Webpage of the University
Recommendations: <p>-</p>
Suggestions: <p>-</p>
Best Practices (if applicable): <p>-</p>
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

5. Students and Their Support Services

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

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

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

Descriptive summary and analysis of compliance with the standard component requirements

The rules governing the acquisition, suspension, and termination of student status, as well as student mobility, qualification awarding, and the recognition of prior learning are fully transparent and aligned with the applicable legislation. These regulations are publicly accessible to all students and interested parties and are available on the university's official website.

It can be asserted with certainty that, for each level of education, the East West University has developed specific regulations concerning student status acquisition, suspension, and termination, as well as mobility procedures, qualification awarding, issuance of educational documents, and recognition of prior learning obtained during the study process.

The fundamental prerequisite for acquiring student status within university bachelor's /single-cycle degree educational programs is the successful completion of Unified National Examinations, excepting those circumstances as stipulated by Georgian legislative provisions.

For admission to medical educational programs without Unified National Examinations, in accordance with procedural frameworks and deadlines established by legislation, the prerequisite conditions for applicant's admission require the satisfaction of one of the following stipulated criteria:

- Possession by a foreign national of an internationally recognized certificate demonstrating a minimum B1 level proficiency in English (IELTS, TOEFL, Cambridge English, UNICert®, EnglishScore, etc.);
- For foreign national applicants who have received education in the English language, upon presentation of appropriate documentation (e.g., diploma, certificate, etc.), and likewise for Georgian citizens who have completed full general education in English in a foreign country, or its equivalent education, and who studied in a foreign country during the final two years of their full general education and can present appropriate documentation (e.g., diploma, certificate, etc.);
- The aforementioned level of knowledge confirmed through examination results from a test organized by the university to determine the competency level of English language proficiency for foreign nationals (which includes: listening comprehension, reading comprehension and analysis, and speaking).

Moreover, the institution ensures the protection of students' rights and lawful interests – procedures are implemented effectively. Based on the agreement concluded between the university and the student, the university fully respects and upholds the students' legal interests. These matters are regulated by internal normative acts and the contractual agreement directly signed between the student and the university.

Students are made aware of their rights, obligations, and responsibilities derived from this agreement. Through these mechanisms, students are empowered to protect their rights. In case of dissatisfaction, students are entitled to appeal their academic outcomes or file a complaint regarding any issue if they believe their rights have been violated.

The institution grants students a fair way to challenge academic decisions. Students get real opportunities to review their work and present their case, which shows the institution values fairness over convenience. The timeline structure is particularly well thought out. Students have two days to decide whether to appeal, which gives them time to think without dragging out the process indefinitely. The institution then has clear deadlines to respond, preventing the common problem where appeals disappear into administrative delays. Each step builds on the previous one with specific time limits, creating predictability for everyone involved. The requirement that students see their actual exam papers before any formal review begins constitutes a well thought requirement. Students can't meaningfully participate in an appeals process if they are not aware of exactly what they're challenging. This access requirement ensures that discussions are based on facts rather than memories or assumptions about what happened during the exam. The appeals system involves multiple people, which prevents any single person from having too much control over outcomes. The appeals commission draws members from different parts of the university including faculty, administrators, and legal staff.

Moreover, the complaint mechanism encompasses several areas of the academic experience. Students may raise concerns about course content delivery, assessment methods, instructor performance, resource availability, or administrative procedures that impact their learning. These concerns might range from issues with unclear assignment instructions and inadequate feedback to problems with classroom facilities or scheduling conflicts that hinder academic progress. Faculty members serve as the primary point of contact for study-related concerns, as they possess direct insight into the study process and can often address issues immediately. When students approach faculty with their concerns, it creates an opportunity for constructive dialogue that can lead to practical solutions. This direct communication channel allows for quick clarification of academic expectations, modification of teaching approaches when appropriate, and identification of systemic issues that may require broader institutional attention.

In the cases where the professional misconduct occurs, the student has the right to submit a substantiated application on the alleged violation of the code of ethics and/or other internal regulations governing the conduct of the University's employees and/or academic/invited staff. In the event of the existence of information or documentation regarding a disciplinary violation, a Disciplinary Commission is established by order of the University's President. The Commission is provided with the submitted application, complaint, information, or documentation. The Disciplinary Commission reviews the received materials and makes a decision on whether to initiate disciplinary proceedings or to reject the initiation thereof. A decision by the Disciplinary Commission to refuse the initiation of disciplinary proceedings must be substantiated.

Faculty members serve as the primary point of contact for study-related concerns, as they possess direct insight into course requirements and can often address issues immediately. When students approach faculty with their concerns, it creates an opportunity for constructive dialogue that can lead to practical solutions. This direct communication channel allows for quick clarification of academic expectations, modification of teaching approaches when appropriate, and identification of systemic issues that may require broader institutional attention.

The university administration plays an active role in communicating such matters, maintaining close and continuous contact with students. There is an established institutional culture and mechanism that prioritizes students' interests and takes their opinions into account concerning the educational process, and the performance of both academic and administrative staff.

This effective communication between administration and students is confirmed by student surveys, where the vast majority express satisfaction with the communication and consultation provided by the university.

During interviews, a positive aspect identified was that students have the opportunity to follow an individual study plan, which is fully supported by the university.

Students also regularly participate in surveys and receive timely information regarding implemented changes to ensure they remain informed about ongoing developments.

Evidences/indicators

- Rules for regulating the educational process
- Regulations Governing the Educational Process at East-West University
- Regulations for the Organization of the Examination Process at East-West University
- Internal Regulations of East-West University

<ul style="list-style-type: none"> • Rules for the issuance and delivery of diplomas • A sample of Agreement between a student and the University • Self-evaluation Report • Code of Ethics • Interviews during the Site Visit • Webpage of the University
Recommendations: -
Suggestions: -
Best Practices (if applicable): -
Evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
5.2 Student Support Services
<ul style="list-style-type: none"> ○ HEI has student consulting services in order to plan educational process and improve academic performance ○ HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development ○ HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives ○ HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

East West University offers student advisory services that support students in planning their educational pathways and improving their academic performance. In this regard, the Student Coordinator's Office plays an active role, organizing meetings between students, faculty members, and various administrative departments. The coordinator serves as a liaison, facilitating consultations between students and academic staff to ensure the effective implementation of the educational process. The institution actively supports the teaching and learning process, with a strong emphasis on academic planning and student performance enhancement.

It is worth noting that the university administration provides assistance to students in adapting to the university environment and ensures access to all necessary and relevant information. Specifically, within the School of Medicine, the Student Coordinator's Office is responsible for organizing and managing students' academic activities with their active involvement.

The university also has a Career Support Office, which organizes professional and informational events related to employment and career development. According to student interview results, there is a desire for an increased number of diverse public lectures and activities organised by this office.

The university facilitates connections between students and potential employers. The institution actively collaborates with numerous reputable organisations whose areas of operation align with students' academic profiles and interests. As such, in the field of career support, potential employers work closely with the university, monitor the academic process, and ensure that internships, practical placements, and other relevant opportunities are aligned with students' needs and aspirations. This was confirmed during interviews with employers.

The institution has developed a comprehensive employer database and maintains close partnerships with these organisations. Graduate information is shared with employers to support employment opportunities and potential job placements. The institution serves a predominantly international student body with 291 international students and 1 local student, totalling 292 students. The career services and employer database access are available to all students without distinction between international and local students. The institution maintains an inclusive approach to career support, ensuring equal access to employment opportunities, job placement assistance, and employer partnerships regardless of a student's origin. International students are actively engaged in the career services process through multiple channels. Their involvement includes direct consultation with the Career Service department for personalised employment guidance and opportunity identification. They receive targeted job opportunity communications through their university email accounts, ensuring they stay informed about relevant employment prospects. Additionally, international students participate in institution-organised job fairs, which provide direct networking opportunities with potential employers and facilitate face-to-face interactions that can lead to employment offers.

The HEI ensures student awareness about the university's local and international projects and events. Students are regularly informed about different initiatives, events, and international exchange programs, offering additional academic and professional development opportunities. However, no evidence was found concerning the students' involvement in international/local exchange programs/projects. Although the institution informs the students about the opportunity to participate in international exchange programs and/or local projects, no statistical data and the evaluation of the existing mechanism which promotes the involvement of the students in such projects/programs were evident. The interview results with students suggest that participation in international/local programs/projects is minimal or even none. Therefore, to fill this gap, the HEI must establish a systematic mechanism for collecting and analysing statistical and empirical data regarding students' participation in local and international projects in order to ensure not only the awareness of the existing

opportunities but also the actual participation. The analysis outputs will serve as a tool for evidence-based decision-making, thus enhancing institutions' quality assurance mechanisms even further.

The HEI ensures student awareness and involvement in various university, local, and international projects and events. Students are regularly informed about different initiatives, events, and international exchange programs, offering additional academic and professional development opportunities.

A newly established Student Self-Government operates within the university and has already initiated a number of interesting projects that contribute to a more dynamic student life. These include activities in sports, arts, culture, and other domains. The university fully supports and encourages such initiatives. The Student Self-Government maintains an open and inclusive approach and actively receives and implements student-driven ideas. Since the majority of the University's students are international students, they are mainly involved in the Student Self-Government. Although the university has addressed its earlier deviation from the requirements of having a self-government body for the students by establishing the Student Self-Government, this body has since evolved into a dynamic and inclusive body that actively contributes to the university's academic and social environment. The Student Self-Government now functions not merely as a formal structure to meet legal requirements, but as a vibrant platform for student representation, participation, and leadership. Through regular meetings and collaborative initiatives, the Self-Government plays a key role in shaping campus life, organising cultural, academic, and social events, and advocating for students' rights and needs. Members are elected democratically and are encouraged to initiate and implement projects that reflect student interests, promote inclusivity, and enhance the overall student experience. Moreover, the Self-Government collaborates closely with university administration, thereby fostering a transparent and responsive environment in which students are empowered to contribute meaningfully to the university's development. Still, according to the Higher Education Law, the existence of self-government is mandatory even in private universities; therefore, it has been violating the legislation for this period of time.

During student interviews, it was confirmed that the university offers a flexible tuition payment system, tailored to the individual needs of students. A scholarship system is also in place. In order to promote academic achievement and enhance student motivation, the university implements an incentive program under which students with outstanding academic results receive a special discount of 20%. This was confirmed during interviews with students.

The evaluation of student and alumni employment for medical education programs requires specialised consideration due to the unique regulatory and professional requirements governing medical practice. Medical graduates cannot practice medicine immediately upon graduation because mandatory regulatory requirements may include passing national/regional medical licensing examinations before being authorised to practice, completion of residency programs, etc. The current active students gain practical experience through supervised clinical rotations rather than traditional employment. Although the group of experts were provided with the employment data of current students, the data not necessarily indicate that their employment is relevant to their field. In addition, only 1 student is currently employed out of 292 students, as for alumni – 0 (which can be justified considering the mentioned circumstances). The group of experts witnessed that the institution is dedicated to raising the international students' employment rate with various mechanisms mentioned above, which was also seen from the students' answers on the panel session.

Evidences/indicators <ul style="list-style-type: none"> • University Statute • Rules for regulating the educational process • Rules for the issuance of diplomas • Self-evaluation report • Student Support and Career Development Office Policy • Implemented and planned events • Interviews during the Site Visit • Webpage of the University
Recommendations: <ul style="list-style-type: none"> • Establish a systematic mechanism for collecting and analysing statistical and empirical data regarding students' participation in local and international projects/exchange programs.
Suggestions:
Best Practices (if applicable):
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

6. Research, development and/or other creative work

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

6.1 Research Activities

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

The university actively integrates teaching, research, and societal development in accordance with its mission and strategic objectives. Through collaborations with healthcare providers, technology companies, and international partners, the institution pursues research initiatives that address both national priorities and global trends. The university's research strategy outlines institutional responsibilities, capacity-building mechanisms, thematic research priorities, and pathways for integrating research into teaching and student learning.

Over the past five years, a total of nine research projects have been implemented. Among them, three projects are formally documented through internal orders or agreements:

1. "The occurrence of mental health issues among international medical students in a multicultural medical education setting" – Approved on February 11, 2025; an internally funded project addressing psychological well-being among international MD students.

2. AI-based Educational Platform Development – Joint project with Bipmsoft LLC, signed on February 22, 2025; focused on applying artificial intelligence in educational design and academic management.
3. “Promoting Advanced Skills for Active Living to Old People with Mild Cognitive Impairment (MCI) and People with Developmental Disorders” – A joint Erasmus+ grant proposal in collaboration with the Czech Applied Research and Education Center and seven European institutions (2025).

The remaining six research initiatives were referenced in the self-evaluation report and confirmed through interviews with university leadership and faculty. While specific titles and implementation dates were not presented, these projects reflect applied research activities in the following areas:

- **Cardiology, rare diseases, and rehabilitation medicine** – in cooperation with the Aladashvili Clinic and the Georgian Association for Osteogenesis Imperfecta;
- **Spa therapy and climate medicine** – in partnership with the Tbilisi Balneological Resort and the Georgian Resort Development Agency;
- **Sports medicine and rehabilitation** – in collaboration with the Georgian Sports Medicine Association and the Academy of Sports Medicine;
- **Cybersecurity, artificial intelligence in education, and small business innovation** – developed by the Business School in alignment with market trends.

Research activities are coordinated by the Vice President for Research, with operational support from structural units within each school. These units assist faculty and students in proposal development, grant applications, and dissemination of findings. During the current authorisation period, the university allocated 117 547 GEL for research purposes, including internal funding for early-stage and exploratory studies.

Research is actively integrated into the educational process. Academic staff members apply findings to course development, while students are engaged through research seminars, case studies, and thesis work, fostering inquiry-based learning and critical thinking. For example, the university-funded project on mental health among international students is directly tied to both research and curriculum development efforts.

Although the university does not currently offer doctoral programs and therefore does not oversee dissertation supervision, transparent and fair procedures for evaluating student research at undergraduate and graduate levels are in place.

The university demonstrates a clear vision of becoming a research-informed institution. Its research activities are interdisciplinary and socially responsive, contributing to public health, digital innovation, economic development, and education reform. Engagement in international networks, such as the Erasmus+ partnership and the ASU–Cintana Alliance, supports long-term research capacity-building.

Evidences/indicators

- University Statute
- University Mission
- Research Development Strategy
- Self-evaluation report
- Interviews during the Site Visit

Recommendations:

- To strengthen the university’s capacity for research evaluation and strategic planning, the institution is recommended to establish a **centralized mechanism for monitoring research outcomes**, which would include key performance indicators such as the number and type of publications, completed and ongoing research projects, student research participation, and dissemination activities. Integrating this

<p>system into regular reporting will enhance transparency, allow external verification, and support evidence-based decision-making.</p>
<p>Suggestions:</p> <p>-</p>
<p>Best Practices (if applicable):</p> <p>-</p>
<p>Evaluation</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>6.2. Research Support and Internationalisation</p>
<ul style="list-style-type: none"> ○ HEI has an effective system in place for supporting research, development and creative activities ○ Attracting new staff and their involvement in research/arts-creative activities. ○ University works on internationalisation of research, development and creative activities.
<p>East-West University (EWUNI) demonstrates a well-structured and functional system for supporting research and development, including internal grant mechanisms, dedicated administrative support, and regular capacity-building activities. These systems are operational and were confirmed during interviews with institutional leaders, including examples of ongoing research projects such as those addressing health issues in mountainous regions.</p> <p>The internationalisation of research is currently in an early developmental phase. While strategic partnerships—such as those with Arizona State University and Cintana Education—offer strong future potential, further steps are needed to implement joint research initiatives, engage in competitive international funding programs, and generate documented collaborative outputs.</p> <p>EWUNI has established a formally structured system to support research and development, including: Internal Grants and Funding. The university organizes annual internal research grant competitions that are aligned with its institutional priorities. This mechanism is embedded within financial planning and governed by clearly defined, transparent procedures. The implementation of internal grants was confirmed during interviews with the Vice-Rector and the Head of the Program, who provided examples of supported themes—such as healthcare challenges in mountainous regions—demonstrating alignment with national public health needs.</p> <p>Despite this progress, the expert panel noted that the self-evaluation report, while descriptive of an effective system, remains general in nature and is not supported by specific measurable outcomes. Data on published research, grant performance, and student co-authorship was not presented in a form that enables external verification of research productivity.</p> <p>EWUNI emphasizes student participation in research projects and internal grants. This was confirmed in interviews and referenced in the self-evaluation report. However, the expert panel encouraged the university to further strengthen this area by organizing institutional scientific <i>conferences for students and establishing formal</i> mechanisms to integrate student research outcomes into the academic process and curriculum development.</p> <p>The university exhibits strong strategic ambition but limited operational outcomes in terms of internationalisation. Cooperation agreements are in place with institutions in Turkey, Azerbaijan, Hungary, and Ukraine. A strategic partnership with Arizona State University</p>

(ASU) and Cintana Education is currently under development and is expected to support dual degree pathways and research collaboration in the future. However, to date, no participation has been documented in EU-funded research programs (e.g., Horizon Europe), and no joint international publications or co-authored research outputs were presented.

The expert panel emphasized the need for EWUNI to clarify its institutional research priorities, promote high-quality scientific publications, and focus on the development of projects that are meaningfully aligned with academic programs and strategic directions.

In summary, EWUNI has made notable progress in building a support system for research and development. The existence of internal grant funding, confirmed during interviews and supported by institutional policy, is a core operational strength. However, the absence of detailed performance data and the nascent stage of international research engagement indicate that compliance with this standard is currently partial. Going forward, emphasis must shift toward producing measurable research outcomes, implementing international research collaborations, and promoting high-quality, evidence-based scholarly output to fully meet the standard.

Evidences/indicators

- University Statute
- 7-Year Strategic Plan (2025-2032)
- 3-Year Action Plan (2025-2027)
- Research Development Strategy
- Self-evaluation report
- Interviews during the Site Visit

Recommendations:

- Actively initiate and implement international collaborative research projects, moving beyond signed agreements to actual research partnerships, co-authored publications, and applications for competitive funding programs (e.g., Horizon Europe, Erasmus+ KA2, or other bilateral schemes).
- Promote high-quality, peer-reviewed publications by establishing internal support for academic writing, mentoring in publication strategy, and aligning institutional incentives with measurable research performance.
- Formalise student research engagement and visibility by establishing student research conferences, research forums, publication opportunities, and integrating student findings into curriculum development and academic presentations.

Suggestions:

- Consider developing an online, public-facing research portal to showcase faculty and student research outputs, internal grants, international projects, and collaboration opportunities.
- Encourage the use of international publication databases (e.g., Scopus, Web of Science, Google Scholar) to track institutional citation metrics and improve research visibility.

Best Practices (if applicable):

Evaluation

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

6.3. Evaluation of Research Activities

HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.

Descriptive summary and analysis of compliance with the standard component requirements

According to the self-evaluation report, East-West University has developed and implemented the "Rules for Evaluating the Scientific-Research Activities of Academic Personnel." Regular evaluation of research activities is conducted at the end of each academic year, based on both quantitative and qualitative indicators. The system aims to assess the contribution of academic staff to the university's scientific activities, identify and develop scientific potential, improve the quality of research outcomes, and define scientific-research priorities.

The existence of formal evaluation mechanisms demonstrates that the university carries out regular evaluations and analyses of research activities, academic and scientific staff performance, and scientific-research units' effectiveness. However, the self-evaluation does not clearly confirm that research reports are regularly published and made publicly available. Although internal evaluation and analysis mechanisms are in place, there is no concrete evidence that annual reports summarising research activities and outcomes are disseminated to the wider public or stakeholders.

The university generally meets the requirements of the standard in terms of having internal evaluation systems and using the results for development. Nevertheless, there is a need for improvement regarding the public dissemination of research reports. It is suggested that the university ensure the regular publication of research activity summaries and make the results publicly accessible, thereby strengthening transparency and enhancing its research profile.

Evidences/indicators

- Rules for Evaluating the Scientific-Research Activities of Academic Personnel
- Human Resources and Document Management Policy
- Staff Management Policy
- Research Development Strategy
- Self-evaluation report
- Interviews during the Site Visit

Recommendations:

- Establish a clear procedure for the regular publication of research activity reports, summarizing the outcomes of scientific projects, the productivity of research units, and the achievements of academic and scientific staff.
- Make research evaluation results publicly accessible through the university website or other official platforms, ensuring transparency and wider stakeholder engagement.
- Introduce annual research performance summaries for internal review and external stakeholders, including benchmarking progress across departments or programs.

Suggestions:

-

Best Practices (if applicable):

-

Evaluation

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

7. Material, Information and Financial Resources

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

7.1 Material Resources

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

Descriptive Summary and Analysis of Compliance with the Standard Component Requirements

The university's material, technical, information and financial resources ensure its sustainable, stable, and effective functioning and development. It uses three campuses with a total area of over 5000sq.m, about 50% of which is currently being used. All spaces have good natural and artificial lights, heating and all necessary equipment, including computers. Classrooms and conference spaces are well-equipped. The simulation centre used for the MD program is impressive in terms of space and very well equipped. All mannequins required by the sectoral benchmark for the MD program are presented.

Educational space is equipped with most of the necessary facilities for the educational programme; however, teaching and research laboratories are missing. The laboratory at the hospital is reportedly used for this purpose; however, experts can state that the space in the lab is very limited to allow student involvement in practical activities.

All spaces required by the standard are present, such as foyer, recreation spaces, classrooms, group work spaces, library, etc. The documents confirming lawful possession of fixed and liquid assets have been provided. These include extracts from the Public Registry, which confirm that the spaces are rented with rental agreements valid until 2032. Documents related to the purchase of liquid assets have also been provided.

The health and safety of staff and students are protected. A first aid kit is present in the doctor's office, and the doctor is in place, which is confirmed by students. Security officers are present at each campus. Fire equipment is located in a visible area in the foyers.

Educational and auxiliary spaces of HEI are separated based on the measurement drawings of the building. Buildings have sanitary units with a continuous water supply and were clean during the expert team's visit. They have uninterruptible artificial lights and ventilation.

For students with special physical needs, all university premises are accessible. A parking space is available next to the campus, which can ease access for students with special needs. As for the students with special educational needs, HEI representatives state their readiness to support them with individual study plans. Examples of addressing such cases were not described; however, the Medical school has extensive experience with individual study plans, mainly for transfer students.

Evidences/indicators

- Extract from Public Registry
- Building measurement drawings
- Lease agreements
- Inventory document
- Fire safety and building security certification documents (including procurement documents);
- Procurement documents
- Agreements
- Fire safety and healthcare mechanisms
- IT management policy
- Evacuation plan

<ul style="list-style-type: none"> • Site visit; • Self-evaluation report • Interviews during the Site Visit
Recommendations: <ul style="list-style-type: none"> • It is recommended that the university ensure student access to research/teaching laboratories, which would contribute to research development.
Suggestions: -
Best Practices (if applicable): <ul style="list-style-type: none"> • The simulation centre provides a wonderful learning space for students, where the conditions are close to hospital settings with new and well-functioning equipment, more than enough for the current student number.
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
7.2. Library Resources
Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.
Descriptive Summary and Analysis of Compliance with the Standard Component Requirements
<p>The library's infrastructure, resource base, and range of services play a pivotal role in facilitating the effective implementation of both educational and scientific activities, with the university demonstrating a strong and continuous commitment to their development.</p> <p>The main library is situated on the university campus at 9 Gorgasali Street, in the Krtsanisi District of Tbilisi. It comprises multiple functional zones, including a book repository, reading rooms, librarian workspaces, group collaboration areas, and rooms equipped with up-to-date information technologies. All reading rooms are fitted with modern equipment such as internet-connected computers, printers, copiers, and scanners, and are supported by high-speed wireless internet throughout the facility.</p> <p>The library operates 60 hours per week, Monday to Saturday, from 10:00 a.m. to 9:00 p.m. It offers a digital search system and access to e-books, tailored to user needs and accessible remotely at any time via the university website. The site includes the electronic catalog, scientific databases, and user guides to facilitate independent use.</p> <p>To maximize the effective use of resources, the library organizes orientation meetings and regular consultations for students and academic staff. These sessions offer instruction on navigating available materials, including external library partnerships and purchasing options when necessary. Personalized consultations are available upon request, supporting users in literature searches and navigating academic databases. In addition, the library provides training sessions and thematic workshops to strengthen information literacy and research competencies.</p> <p>Library services are governed by the institutional regulation "Rules for the Management of Library Resources and Use of Material-Technical Facilities," which ensures equitable access for all users and outlines standards for responsible use, conduct, and resource protection.</p>

The library is staffed by qualified professionals, including a director and librarians with degrees and certifications in library science. Staff possess the necessary competencies to support students and faculty in using international research databases.

Through formal agreements, the university ensures access to a wide range of academic resources. Since 2017, it has been a member of the Consortium of the Integrated Information Network of Georgian Libraries, which provides access to nine academic databases. Additionally, an agreement with **EBSCO** grants access to **Medline with Full Text**, a leading global medical database widely used in research and education.

The OpenBiblio system, developed in collaboration with the National Scientific Library Development Fund, is used for cataloging, reader registration, tracking book circulation, and generating reports. Fully integrated into the university's website, OpenBiblio allows remote access to search tools and resources, supporting both teaching and research.

As reported in the Self-Evaluation Report (p. 60), usage statistics for 2023 confirm the active use of electronic databases. The university consistently allocates no less than **1.40% of its total budget** toward library development (p. 59), enabling the expansion of digital infrastructure, physical holdings, and research-support tools.

The collection currently includes **237 print and 378 electronic textbooks**, which are regularly reviewed and updated to align with academic programs and syllabi. Library resources are fully aligned with learning outcomes and serve as a solid foundation for research.

Annual user satisfaction surveys guide service improvement. In 2024–2025, 35 out of 103 registered readers participated, with **88% expressing satisfaction**. Users appreciated the quiet atmosphere, availability of printed and digital materials, access to international databases, and helpfulness of staff. Based on this feedback, the university introduced improvements such as expanding the number of print copies of high-demand books, updating library interiors, and installing a water dispenser.

Evidences/indicators

- University Charter
- Rules for library resource management and the use of material-technical facilities
- Web-page of the University
- Documentation certifying the possession of library resources; equipment of the library
- The library budget
- Agreements with international electronic library networks
- Materials documenting the meetings and training sessions conducted by the library service
- Analysis of the results of the evaluation of library services and resources
- Self-evaluation report
- Interviews during the Site Visit

Recommendations:

- To further enhance support for medical education and scientific research, the university is encouraged to increase the number and diversity of accessible medical databases, including specialised platforms in clinical science, evidence-based practice, pharmacology, and biomedical innovation. This expansion would ensure even greater alignment with international standards and improve opportunities for student and faculty engagement in high-quality research.

Suggestions:

-

Best Practices (if applicable):
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
7.3 Information Resources
<ul style="list-style-type: none"> o HEI has created infrastructure for information technologies and its administration and accessibility are ensured o Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place o HEI ensures business continuity o HEI has a functional web-page in Georgian and English languages.
Descriptive summary and analysis of compliance with the standard component requirements <p>East West University has approved the Information Technology Management Policy (Annex 19), which establishes procedures for managing information technology, the IT infrastructure, and development mechanisms. It also establishes the rules for the implementation, administration, and use of the electronic system for managing the learning process. The functions were mentioned during the interviews, and the responsible staff are aware of personal data protection issues.</p> <p>Currently, the university employs three information systems:</p> <ul style="list-style-type: none"> • Learning management system, which allows registration of students to courses, writing assessment marks and access to online learning; • Administrative Management System for management of financial, academic and human resource processes; • Accounting System for accounting and financial management. <p>The responsible IT staff takes care of the continuous development of the systems, expressing the opinion that all systems are up-to-date and that enough funds are allocated for the maintenance and development of information systems. This was also confirmed by the results of the staff survey, which revealed positive feedback for the quality of information systems and good access to necessary software.</p> <p>Management of the learning process is done based on a new learning platform, which was introduced in 2024. During the interview, students positively evaluated the new platform. There are also plans to incorporate various types of surveys.</p> <p>The university has an examination centre equipped with the latest technology that ensures the smooth conduct of the examinations at the university.</p> <p>East West University has developed a Business Continuity Plan and Management Mechanisms (Annex No. 16), which presents potential risks and their management, assesses main business processes, foresees impact analysis and recovery priorities. The Plan also details preventive and recovery strategies, presents a crisis response plan. The business continuity plan was developed with the input from all relevant departments and was reviewed and approved by the order of the President of the university. The Plan is reviewed and updated annually.</p>

The university website is bilingual; it functions in Georgian and English. It provides all essential information about the University's activities, management, strategic development plan, educational programs, admission requirements, the library's electronic catalogue, exchange opportunities, and more. News, events and announcements are constantly updated and placed there. From the website, students can access their own student portal, where they can see their assessment in detail.

Students can access computers on the campus, and all of the computers are connected to the internet. There is a possibility to use the printer and make copies in the main building of the university.

Evidences/indicators

- Information technology management policy
- Business Continuity Plan (BCP) and Management Mechanisms
- Self-Evaluation Report
- Faculty Feedback report-2025
- Interviews during the Site Visit
- Webpage of the University

Evaluation

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

Recommendations:

-

Suggestions:

-

Best Practices (if applicable):

-

7.4 Financial Resources

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

The primary source of income for East West University is student tuition fees. However, during interviews, the panel discussed a threat identified by the university in its SWOT analysis: "Heavy reliance on tuition fees from international students could pose financial risks." University management understands this risk and plans to diversify income sources by developing and offering new study programs and lifelong learning courses.

EWUNI has a short-term loan with a borrowing term until November 2026. The purpose of this loan was to refinance existing loans and to finance operational and investment activities. The university has implemented a comprehensive system of managerial accountability, financial management, and control to support its financial stability. Relevant structural units participate actively in drafting the budget, which is then reviewed, approved, and collectively adopted.

The university also conducts periodic financial audits; the most recent audit report is published on the university's website, ensuring transparency and accountability.

EWUNI's approach to ensuring financial sustainability is diverse. The institution allocates financial resources, considering risks and prioritising both operational needs and long-term investments. As outlined in the EWUNI Budget (Annex – EWUNI Budget 2025-2032), the university's financial planning involves a multi-stage process, starting with defining strategic priorities, followed by preparing and managing the budget through effective planning, monitoring, and reporting.

The university's clear strategies and priorities emphasise investments in infrastructure, the library, staff development, and student activities. Notably, a dedicated 3% of expected revenue in 2025 is allocated specifically for research, highlighting research as a strategic priority. During the site visit, university management acknowledged that funding for research remains too limited. The panel supports this view and recommends increasing research financing in the coming years to better support and advance the university's research objectives.

To expand its infrastructure, EWUNI allocates at least 1.40% of its annual budget to library development, used for purchasing new equipment and books.

EWUNI's financial sustainability is further supported by its regular investments in infrastructure, staff qualifications, and student support programs. The institution's projections for 2026–2032 anticipate substantial income growth – an estimated 50% increase in 2026 driven by rising student enrollment, followed by further growth of 30% in 2027 and 2028. This expansion results from launching new programs in Healthcare, Business, and IT, alongside increased international collaboration to attract more students. This diversification aligns with the strategies to mitigate the risks associated with a heavy reliance on international student tuition fees.

Financial management at EWUNI is reinforced through a system of internal and external controls. The Vice-President for Administration and Finance heads this process, ensuring the efficient and compliant use of resources. The Financial Office, as outlined in the University Charter, plays a critical role in preparing the annual budget, monitoring financial performance, overseeing accounts, and managing investment portfolios, grants, and contracts. Their work includes implementing internal controls, ensuring timely payments, and conducting financial analyses.

The budget for 2025 (Annex – Budget 2025) provides financial evidence that aligns with and supports the claims made about EWUNI's financial sustainability strategies. The document demonstrates the allocation of resources to key strategic areas and the implementation of financial controls.

Externally, EWUNI engages in regular financial audits, with the most recent conducted by LLC "EcoVis ATF Finance" in 2024, which confirmed the reliability and transparency of the university's financial operations. This external oversight, combined with internal controls, ensures the institution's financial sustainability and compliance with regulatory standards.

Overall, EWUNI's strategic financial planning, rigorous management and control systems, targeted investments, and external audits ensure its financial sustainability. EWUNI provides a solid financial foundation not only for current activities but also for future development, aligned with its Strategic Plan. For instance, the university has already equipped new premises for the Business programme to support upcoming programmes and a simulation centre at the university hospital.

Evidences/indicators

- Regulation of financial and material resources management
- Statute of the Academy

<ul style="list-style-type: none"> • EWUNI_Budget_2025-2031 founder's agreement • Interviews during the Site Visit • Webpage of the University
Recommendations: <ul style="list-style-type: none"> • The university should implement its plans to diversify income sources by developing and offering new study programmes and lifelong learning courses. • It is recommended to increase research financing in the coming years to better support and advance the university's research objectives.
Suggestions: -
Best Practices (if applicable): -
Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements