



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorisation Experts' Final Report

N(N)LE New Vision University

Expert Panel Members

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Co-Chair:

Mohamed Husamaldin Ahmed Hamdi Alsayed, Dubai Medical University, United Arab Emirates

Members:

Levan Jakeli, Batumi Shota Rustaveli State University, Georgia

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Tbilisi
2025

Authorisation Report Resume

General information on the educational institution

New Vision University (NVU) is a non-profit institution founded in 2013. It has seven schools (Law, Business and Applied Sciences, Politics and Diplomacy, Medicine, Dentistry, Education, Media and Communication) and offers 20 educational programs at different levels (eights bachelor, fine master, one one-cycle education, one medical doctor program, five PhD programs. Now, 18 of these programs are accredited. According to the Self-evaluation report (SER), a total number of students is 2626, out of them 851 have suspended status. Most of the students are involved in the medical program (a total of 1790, with 448 students with suspended status). As for a total number of international students, there are 2401 students with active status, and 620 students with suspended status.

The student body is highly international - there are 2401 foreign students coming from more than 90 countries. Some programs are taught in English, some in Georgian language.

A total number of academic staff is 254, a total number of all staff amounts 650. A total number of affiliated staff is 206, among them there are 107 professors, 69 associate professors, one assistant professor and 29 assistants.

As for the research, NVU has a very solid infrastructure with laboratories including the Zeiss Microscopy Educational and Research Center, Biomedicine and Haematology Research Laboratories, Blood Bank, Genetics Research Center. NVU is also focusing on research related to football, including its social aspects.

A total budget of NVU is 69 925 000 GEL, budget allocated to research amounts 30.000 000 GEL (it also includes development driven activities, though).

In general, NVU has a very solid infrastructure and facilities which provide good conditions for learning, teaching and research.

NVU has undergone last authorisation in 2019. The expert panel agreed that since then, it made significant progress in all main areas of its operation.

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

The site visit was conducted on July 7-11, 2025. Prior to the site visit, the expert panel received the SER and other documentation of NVU and based on that later requested some additional documentation which was provided timely. During the site visit, the expert panel had a good chance to meet representatives of all levels and positions across NVU and beyond. Also, the expert panel had a chance to see the campus, its facilities, check the library, learning management system and other provisions, and visit the hospital and other facilities related to the clinical phase of medical studies.

The expert panel would like to express sincere thanks for the cooperation of all participants and their participation in the discussions during the visit.

Overview of the HEI's compliance with standards

Summary of Recommendations

1. To effectively implement the internal quality assurance mechanism and guarantee the effective leadership of the quality assurance processes, it is recommended to ensure the presence of a leader/head of the relevant organizational unit (Quality Culture Committee).
2. It is recommended that the Engineering Management program complies with the management sectoral benchmarking document and the qualification subjects include marketing, project management, strategic management, business environment, risks, supply chain/logistics and organizational performance.
3. It is recommended in the MD programme for Research Methodology I and Research Methodology II (including Biostatistics and Evidence-Based Medicine) to align the teaching of research methodology with the sectoral benchmark requirements and increase the allocated credits accordingly.
4. It is recommended to increase the minimum competency threshold for final examinations, particularly in clinical subjects, to ensure that graduates meet the required standards for clinical practice and patient safety.
5. It is recommended to give particular attention to the evaluation of clinical skills by OSCE exam, specify minimum competency thresholds for exam stations and time management, because in some syllabi 30 minutes are defined for OSCE exams.
6. In the Healthcare Management program, it is recommended to increase the share of finance and insurance, project management, and new technologies in healthcare.
7. It is recommended to reflect the prerequisites of the program in the curriculum of the programs.
8. In the case of English-language programs, except of MD programs, it is recommended to offer a mandatory component of teaching the Georgian language.
9. It is recommended to provide regular training on research skills and ethics.
10. It is recommended to accompany the curriculum of all programs with a map of the level of achievement of learning outcomes by the components included in it.
11. It is recommended to accompany each program with a plan for assessing the learning outcomes of the program based on target indicators.
12. It is recommended to provide a detailed explanation of assessment points for programs in business (except for the healthcare management program), medicine, and dentistry schools.
13. It is recommended to review and revise the course syllabi and include the minimum competency threshold for the final examination in both the program description and individual course syllabi to ensure transparency and clarity of assessment criteria.
14. While workload allocation is well-structured, it is recommended to continue refining data collection and analysis tools (e.g., through satisfaction surveys and workload monitoring) to better anticipate potential imbalances and optimize resource use across academic units.
15. It is recommended to implement periodic impact assessment of research units.
16. It is recommended to clarify Chapter VI, Article 41 of the Administration Regulation in order to provide more detailed regulation on budget formation, control/monitoring and transparency.
17. It is recommended to improve public access to financial audit results.

Summary of Suggestions

- It is suggested to indicate in the regulatory documents that at least one international student should serve as elected representative in relevant NVU's committees.
- It is suggested to note in the "Regulation on the Implementation of Educational and Research Activities" that this document regulates the planning – development – delivery – monitoring of higher academic and executive educational programs.
- It is suggested to increase the number of contact hours in the EMBA in Innovative Management program on the qualification-determining components.
- It is suggested to revise the credit distribution for teaching Georgian language and increase continuation of learning Georgian language courses on the second year of program because two courses Georgian language 1 and 2 total 12 credits are not enough to give students competencies to communicate with Georgian speaking patients and their family members.
- It is suggested to map the program's learning outcomes to specific competency domains, as this provides greater clarity and relevance compared to general alignment with broad categories such as knowledge, skills, and professional attitudes. Competency domains—when well defined—can also be more effectively linked to national qualification frameworks.
- It is suggested that the University evaluates the student at the beginning of the first year on their science subject and give them some remediation and support which will allow them to safely continue their studies in the first year. This approach may positively impact student retention and reduce attrition rates.
- It is suggested to conduct a survey of foreign graduates to determine employment rates abroad and present these results as well as other relevant and internationally available results.
- It is suggested that the institution may consider increasing staff awareness of the Personal Development Plan (PDP) and exploring structured yet flexible follow-up mechanisms to support personalized development trajectories. This could further enhance alignment between individual growth and the institution's strategic goals.
- Considering the specific needs of medical and dental education, it is suggested to explore the benefits of establishing a dedicated unit or focal point for Health Professions Education. Such a structure could provide targeted support for faculty development in areas such as clinical teaching, curriculum design, assessment, supervision, and program evaluation.
- It is suggested to consider supporting academic staff to pursue advanced qualifications in health professions education (e.g., Postgraduate Certificate/Diploma or Master's in Medical Education), which would further strengthen teaching quality and academic leadership capacity.
- It is suggested to continue enhancing faculty development programs focused on quality assurance, institutional effectiveness, and evidence-based teaching methods, particularly for program leaders and academic coordinators.
- It is suggested that NVU considers further aligning its staffing framework with sectoral benchmarks by incorporating specific human resource requirements, particularly in the medical field. This could include offering training in medical education methodology for medical academic staff at least once every two years.
- It is suggested that NVU explores developing and implementing a structured concept and plan for the continuous professional development of academic staff, with an emphasis on advanced medical education methodology, to further enhance pedagogical quality and support improved student outcomes.
- It is suggested to further enhance the workload planning system by strengthening mechanisms for regularly reviewing and adjusting individual academic loads based on evolving institutional needs, program demands, and staff feedback.
- It is suggested to strengthen connections with alumni and involve them into different processes.

- It is suggested to develop field-specific research roadmaps to align research activities with national and international priorities.
- It is suggested to encourage international co-supervision and joint research to strengthen doctoral quality and global integration.
- It is suggested to establish mentoring and onboarding programs for new faculty
- It is suggested to develop joint research programs and dual PhD agreements with foreign universities.
- It is suggested to promote Visibility of Research Outcomes and Best Practices.
- To increase the awareness of academic freedom principles, it is suggested to include statements/articles about academic freedom in contracts with personnel and students.

Summary of the Best Practices

- A number of NVU activities is focused on contribution to the broader community and its involvement.
- NVU has developed the Regulation on the Use of Generative Artificial Intelligence.

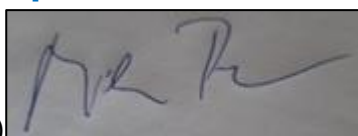
Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Compl ies wit h Req uire me nts	Subs tanti ally com plies with requ ire ments	Parti ally Com plies with Req uire men ts	Does not Compl y with Requir ement s
1.	Mission and strategic development of HEI	x	☐	☐	☐
1.1	Mission of HEI	x	☐	☐	☐
1.2	Strategic development	x	☐	☐	☐
2.	Organisational structure and management of HEI	x	☐	☐	☐
2.1	Organisational structure and management	x	☐	☐	☐
2.2	Internal quality assurance mechanisms	☐	x	☐	☐
2.3	Observing principles of ethics and integrity	x	☐	☐	☐
3.	Educational Programmes	☐	x	☐	☐
3.1	Design and development of educational programmes	x	☐	☐	☐

3.2	Structure and content of educational programmes	☐	x	☐	☐
3.3	Assessment of learning outcomes	☐	x	☐	☐
4	Staff of the HEI	x	☐	☐	☐
4.1	Staff management	x	☐	☐	☐
4.2	Academic/Scientific and invited Staff workload	☐	x	☐	☐
5	Students and their support services	x	☐	☐	☐
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	x	☐	☐	☐
5.2	Student support services	x	☐	☐	☐
6	Research, development and/or other creative work	☐	x	☐	☐
6.1	Research activities	☐	x	☐	☐
6.2	Research support and internationalisation	x	☐	☐	☐
6.3	Evaluation of research activities	☐	x	☐	☐
7	Material, information and financial resources	x	☐	☐	☐
7.1	Material resources	x	☐	☐	☐
7.2	Library resources	x	☐	☐	☐
7.3	Information resources	x	☐	☐	☐
7.4	Financial resources	☐	x	☐	☐

Signature of expert panel members

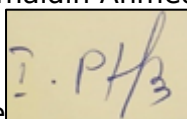
1. Milan Pol (Chair)



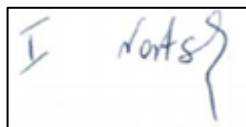
2. Mohamed Husamaldin Ahmed Hamdi Alsayed (Co-chair)



3. Irine Pkhakadze



4. Ia Natsvlashvili



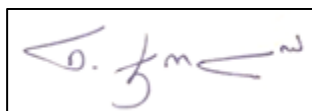
5. Eka Lekashvili



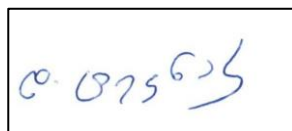
6. Levan Jakeli



7. Nino Jolia



8. Davit Tepnadze



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 mission statement of NVU is "to expand human vision through promotion of education, research and innovation. The University inspires individuals to advance and share knowledge, skills and values to contribute to the well-being of society. NVU is committed to social responsibility and also promotes equal access to education to students from around the world." (SER, p. 11).

As such, the mission explicitly mentions three main pillars of a standard higher education institution (teaching/learning, research, and public reach). The mission statement defines the role of NVU locally as well as internationally. It takes into consideration the role of higher education institutions in developing active members of the society, knowledge creation and dissemination, facilitating students' personal development and ensuring their competitiveness on the labour market.

This was proven during the interviews that the mission statement is shared by the community of NVU to a considerable extent.

The mission of NVU can also be seen in a close and positive relation with the vision of NVU. According to its vision, "NVU aspires to create an open, innovative and collaborative environment, to ensure student engagement and to serve the society on a national and international scale. Upholding equal access and equity, it adheres to diverse student-centred education and lifelong learning opportunities. By collaborating with stakeholders in civic society, state and industry, NVU strives to spread knowledge and innovation in local and global communities. Committed to the establishment of an eco-friendly environment, NVU supports environmental education to enable people to better understand and act collaboratively for its protection. NVU is committed to the creation and dissemination of knowledge and the preparation of professionals to support economic growth and sustainability." (SER, p. 11)

NVU declares clearly its values and shared attitudes, which include collaboration, concentration on research, creative problem-solving, diversity, efficiency, equality, equity, ethical leadership, freedom, innovation, integration, honesty, justice, openness, professionalism, public outreach, security, and social engagement. This can be confirmed by the expert panel that these values and attitudes are identifiable in the activities on NVU at different levels and in different areas.

Also, when relating the mission statement to strategic and action planning documentation, there is a clear link between activities and the mission of NVU.

Evidences/indicators

- Self-evaluation Report
- Interviews
- Website of NVU

Recommendations:

None

Suggestions:

None

Best Practices (if applicable):

None

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

NVU has strategic and action planning documents in place, and it seems to be working with them adequately. Strategic Plan of NVU is currently developed for the period 2025-2031, Action Plan is developed for the period 2025-2027.

Strategic Plan emphasizes five strategic priorities and four cross-cutting priorities. Strategic priorities are as follows: (1) Inspiring Education, (2) Inspiring Research, (3) Inspiring Campus Experience, (4) Inspiring Engagement and Collaboration, and (5) Inspiring Institutional Leadership and Development. Cross-cutting priorities include (1) Quality Culture, (2) Internationalization, (3) Societal Well-being and Sustainability, and (4) Resource Development.

There is a positive relation between the mission and vision of NVU and its strategic planning and strategic priorities.

As for the strategic planning methodology, it is clearly described in the document Strategic Planning Methodology. The Committee on Strategic Development and Internationalization is a collegial management body of NVU which was set up to support related activities. It is involved in assessing the implementation of strategic development, and action plans to prepare recommendations and proposing strategic development initiatives and/or changes to the action plan (when necessary) and facilitating dissemination and sharing of strategic goals and objectives. The Committee is also coordinating the process of development of strategic and action plans, engaging and supporting stakeholders throughout.

The participatory nature of strategic planning was proven during the interviews to some extent.

Action plan is a very well-developed document that deals with all five strategic priorities and Planning documents of NVU on the level of strategic and action planning clearly cover main aspects that are vital to the operation of NVU. The Action Plan clearly describes future activities, elaborates them further into a series of activities, explicitly mentioning responsible units, strategic outcomes, success indicators and timeframes, budget as well as relation to cross-cutting priorities. This seems to be a useful instrument for implementation.

This can also be confirmed that NVU contributes to the social development of the country, shares with the society the knowledge gathered in the institution and facilitates lifelong learning. The evidence includes activities of NVU ensuring access to legal services, community development through football, blood donation activities, improving access to healthcare service, supporting schools in the development and implementation of sustainable projects, practical law and skills clinic for children, and more.

Previous Strategic Development Plan (2019-2024) was elaborated into action plans. The most recent Action Plan 2021-2024 concretely deals with 10 strategic priorities, and in relation to their individual goals it formulates activities, success indicators as well as strategic outcomes. This can be said there is a visible link between strategic and action planning in the recent period-related documents and the current ones (those for the period 2025 onwards)

Monitoring of implementation of strategic and action plans is described in the above-mentioned document Strategic Planning Methodology. It clearly works with performance indicators, defined in the Action Plan, with mid- and annual progress reporting, with possible changes based on the data from monitoring and evaluation, with final report of the implementation of the Action Plan (after three years), with responsibilities of individual units. The roles of Strategic Development and Internationalization Committee as well as Academic Council are defined in this context. It was proven during the interviews that monitoring results are a basis for further actions taken. NVU is publishing annual reports that summarize main development and main data on its webpage.

The NVU Continuity Plan for Business Processes 2019-2025 identifies risks related to individual activities of NVU and deals with the ways of coping with these risks, preventive actions, and responsible units.
Evidences/indicators • Self-evaluation Report • Strategic Plan 2025-2031 • Action Plan 2025-2027 • Interviews
Recommendations: None
Suggestions: None
Best Practices (if applicable): • A number of NVU activities is focused on contribution to the broader community and its involvement.
Evaluation ☒ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

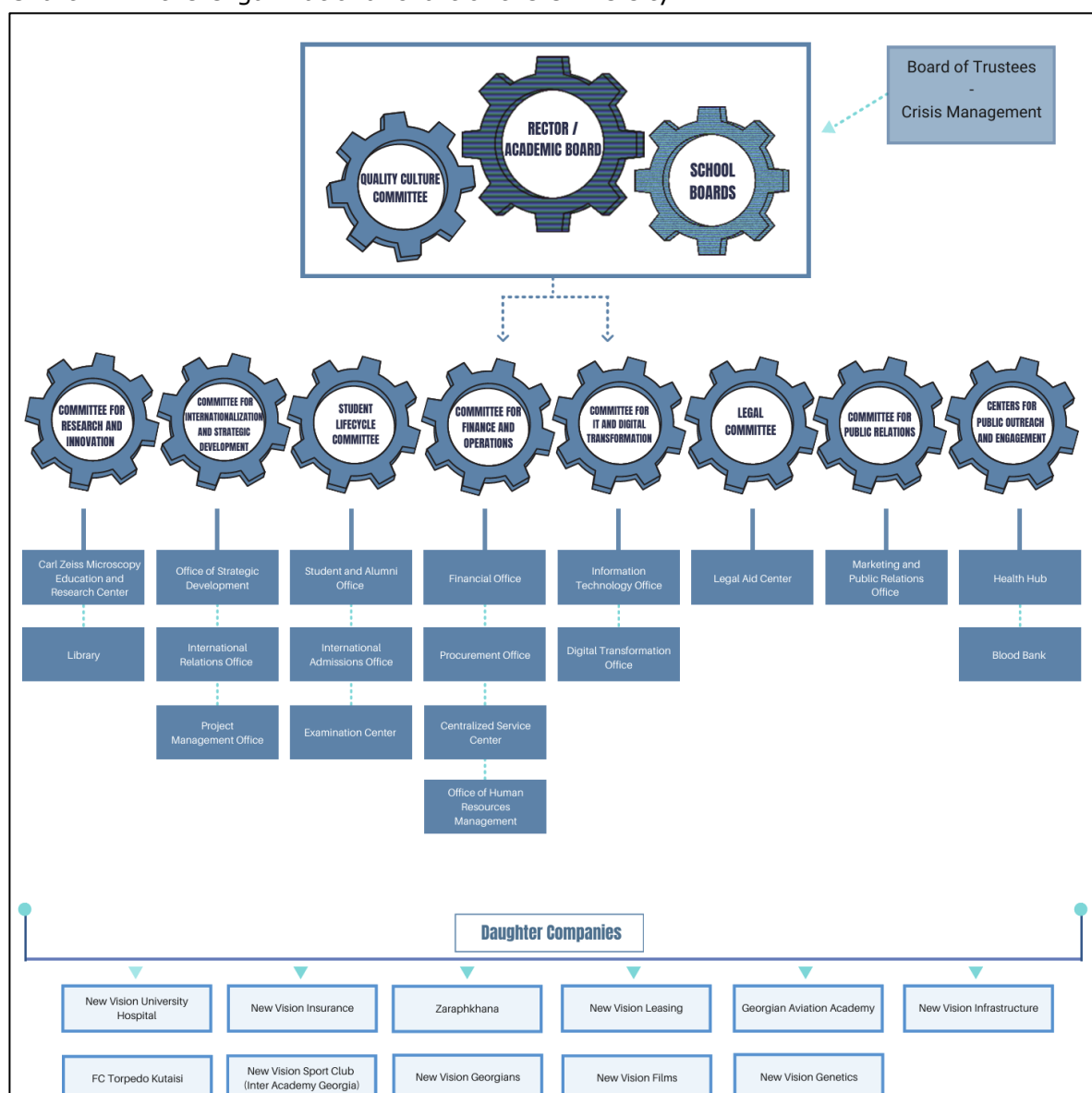
2. Organisational Structure and Management of HEI

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 To support the implementation of the mission of the University, implementation of goals and activities described in its strategic plan the University has a structure of organizational units which describes a system of collegial management bodies (https://newvision.ge/en/page/1-vision/structure/). Collegial management bodies include Academic Board, School Boards, Committees on Quality Culture, Research and Innovation, Strategic Development and Internationalization, Student Lifecycle, Financial and Operational, Information Technology and Digital Transformations, Legal and Public Relations. The organizational structure of the university also indicates the Centres for Outreach and Public Relations. During the site-visit The University presented the chart of refined organizational structure that indicated the horizontal and vertical

coordination/subordination of different organizational units like departments, centres, offices etc. (see Chart 2.1.1 below). The University's structure is based on a collegial management system implemented through multidisciplinary committees. Each committee is led by the head and consists of representatives from relevant offices, schools, and support staff who ensure the organizational aspects of activities.

Chart 2.1.1 the Organizational chart of the University



Until 2023, administrative functions and oversight were primarily managed by the Chancellor through the Representative Council. Following recent structural reforms, the Chancellor's responsibilities have been delegated to various structural units, now accountable to the Academic Board and the Rector. Presented organizational structure, regulatory documents of NVU and site visit interviews indicate that NVU's organizational structure ensures the effective implementation of the activities defined in the strategic development plans and the achievement of its goals.

Charter of the University defines the main management bodies of the University and their functional redistribution. Academic Board and Basic Educational and Research Unit – School Boards shall exercise their powers both directly and through temporary or permanent commissions. In the regulatory documents of the University (Charter, Administration Provision, Regulation on Carrying out Educational and Research Activities an, etc.) the functions and responsibilities of the structural units are clearly established and separated. In addition, during the site-visit the university submitted the list of functions and

responsibilities (job descriptions) of the subjects/personnel of the structural units of New Vision University. Staff is appointed to any administrative position of any structural unit of NVU on the basis of an open and transparent competition, considering the specifics of the position; the competition may be limited to the university format. The presented documents and site visit interviews indicate that the functions and responsibilities of the structural units are adequately defined and differentiated, there are no functional overlaps between them.

The Administration Provision defines the rules for the creation, composition, functioning and reporting of the structural units of the University. The University's structure is based on a collegial management system implemented through multidisciplinary committees. Each committee is led by the head and consists of representatives from relevant offices, schools, and support staff who ensure the organizational aspects of activities. Decisions are made through the intensive involvement and consensus of representatives.

Student self-government participates in the activities of councils and committees through elected representatives. Students have the right to elect committee representatives through universal and equal elections. The participation of at least one student is mandatory in each committee. To ensure school representation, a maximum of two representatives from any school may serve on a committee. Elections are conducted based on a majority vote. At the moment of authorization expert group visit and according to the self-evaluation report presented by NVU, from a total of 2626 students, 2401 students were international students. A majority vote rule, theoretically in real practice ensures the participation of international students to serve on committees. Although, it is suggested to indicate in regulatory documents, that at least one international student to serve as elected representative in relevant committees.

The Charter of the University defines the main management bodies of the university and their functional distribution. Academic Board and School Boards of Basic Educational and Research Unit – schools exercise their powers both directly and through temporary or permanent commissions. The election/appointment to the management bodies of the institution takes place in accordance to predefined requirements. In particular, the Academic Board is headed by the Rector, who is elected by the Board for a term of 2 years. The academic Board consists of all the affiliated professors of the institution who have expressed their desire to operate in the highest body of the university. The will to participate as a member of the Academic Board is expressed in the semester-updated load scheme of academic staff. The school board includes the full composition of the school's academic staff. The selection of academic staff is based on the principles of openness, transparency, equality and fair competition. The School Board is headed by the dean, who is elected by the board for a term of 2 years. The University has 7 schools: School of Medicine; School of Dentistry; School of Law; School of Politics and Diplomacy; School of Business and Applied Sciences; School of Education; School of Media and Communications. Each school consists of a school board, dean and learning process manager(s). The general principle of decision-making by consensus applies in the University. Depending on its importance, it is possible to set up both permanent, and temporary commission to prepare a discussion of individual issues. The commissions are formed, and the rules of their activity are determined by the structural unit of which competence also includes the preparation of the relevant issue. Meetings of the university's governing bodies, including the Academic Board and the primary educational and research unit—the School Board—are scheduled and conducted through the integrated e-governance module on the portal.

The Dissertation Board includes academic staff with doctoral degrees from the University, ensuring the effective implementation of the doctoral program. The Board is chaired by a chairperson elected at a meeting based on the principle of rotation. A quorum for decision-making requires the attendance of at least half of the members, and decisions are made by consensus. Dissertation Board a) makes a decision on meeting the prerequisites for enrollment of a candidate in a doctoral program; b) approves or modifies the title of the dissertation; c) grants a person an academic degree of a doctorate; d) makes a decision to terminate the doctoral status or deprive a doctoral student of his/her academic degree due

to violation of the norms of academic honesty; e) exercises other powers related to the proceedings of the dissertation.

The Academic Board is headed by the Rector, who is elected by the Council for a term of 2 years. The Council consists of all the affiliated professors of the institution who have expressed their desire to operate in the highest body of the university. The will to participate as a member of the Academic Board is expressed in the semester-updated load scheme of academic staff. The school board includes the full composition of the school's academic staff. It is headed by the dean, who is elected by the board for a term of two years.

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For the authority of the meeting of school and Academic Boards, it is necessary to have a quorum of at least 1/3 of the composition, the decision is made unanimously, by consensus. This rule does not apply to the election of the rector and the dean, for which a majority of the votes of the members of the relevant body are necessary.

According to Article 11 of the institution's charter, if the highest governing body, the Academic Board, cannot reach a consensus on a decision, then the Board of Trustees makes the decision. The Board of Trustees is not a governing body of the university and carries out crisis-management as a founder. During the site-visit interviews the representatives of the administration of the University noted that the board of Trustees consists of graduates of the University. The University submitted the list of current members of the Board of Trustees which consists of five members. The University also submitted the charter of the non-entrepreneurial (non-governmental) legal entity Institute of European and Comparative Law. The Institute of European and Comparative law aims to carry out the functions of a Board of Trustees of the New Vision University which was established in 2013 by the Institute of European and Comparative Law. The Board of Trustees of the Institute consists of graduates of New Vision University, and they have an advisory vote. In particular, the Institute of European and Comparative Law monitors the implementation of strategic development and action plans and if necessary, carries out the crisis-management. The Board of Trustees of the Institute is headed by a person designated by the Institute's charter.

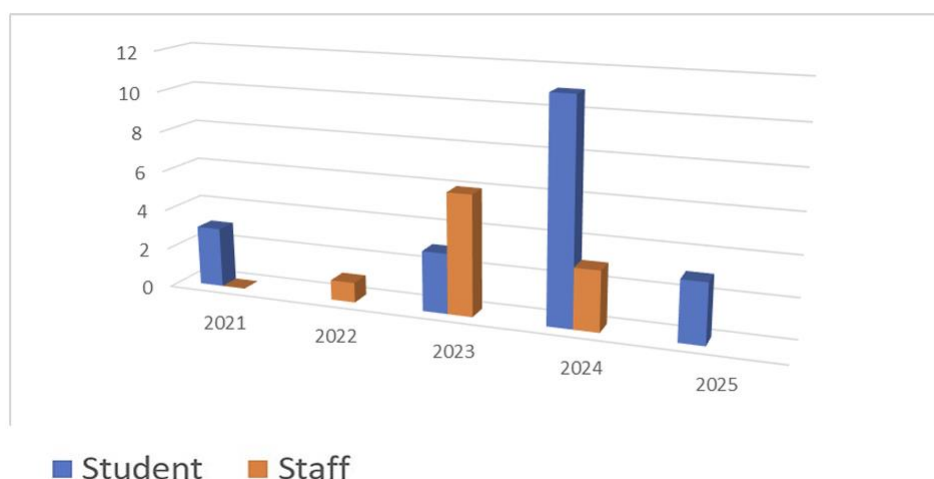
At New Vision University document processing is carried out electronically. Any information is received and transferred by the centralized service centre which operates on the 'one window' principle. It transmits relevant communications to authorized structural units, coordinates their internal circulation, and records, stores, and archives the decisions of governing bodies, protocols, orders, memorandums, and contracts of collective bodies. The university has a centralized digital management platform, "NVU Portal" (online.newvision.ge), which equally serves students, lecturers and administrative staff. It is the main digital working platform of the university, combining basic academic or administrative processes in one space. Various modules are integrated into the portal according to the current processes and customer needs of the university. The examination process is conducted by the electronic portal - nvu.examjet.net, which is connected to the electronic portal of the university, online.newvision.ge. A specially authorized staff member is responsible for maintaining the university's institutional registry and ensuring communication of any changes in the status of international students to the Public Service Development Agency.

The University has developed the Business Continuity Plan. The purpose of the University's Business Continuity Plan is to ensure the continuity of critical business processes in crisis situations. The plan is based on Business Impact Analysis (BIA) and includes risk identification, prevention mechanisms and recovery measures. Critical processes are divided into six main categories (strategic, operational, financial, technological/technical, safety and environmental protection, force majeure). Presented plan serves as an adequate tool to

ensure the continuity of the University core processes, which takes into account possible risks, the means to fully or partially mitigate them, and, in case mitigation is not possible, a strategy for minimizing potential damage.

The internationalization strategy of the University aims to support the further development of the institution of higher education integrated with European and global universities, which will be able to provide European quality education to students, opportunity for modern innovative research and integration in the global academic community. The University has a diverse body of students and academic staff. More than 80% of students and graduates represent more than 90 countries and more than third of the teaching staff is international (<https://newvision.ge/en/page/6-global/internationalization/>). HEI is actively involved in international exchange programs and offers exchange programs annually to students at universities in Europe, for example in 2024 eighteen students participated in exchange programs in different European countries. The New Vision University has 17 exchange higher education programs. The data of the students and academic staff participating in the exchange programs are reflected in the following chart (see chart 2.1.2):

Chart 2.1.2



As seen from the chart, the number of participants is increasing from year to year.

The University is actively encouraging research and innovation, international cooperation and student training for the employment market. This prestigious achievement at international stage reaffirms the University's commitment to patient safety, high quality medical care and continuous development. For example, On December 16, 2024, New Vision University Hospital and Hels Hub successfully obtained accreditation of "The Australian Council on Healthcare Standards International" (ACHSI) for a period of three years, which is a globally recognized standard in healthcare.

The University has 17 foreign partner universities. In 2024 the University was involved in 13 different international projects. In the process of partner universities selection, the New Vision University aims to support its further development as an institution integrated with leading European and global universities, enrich the international experience of students and faculty, advance research activity, and integrate the University into the global academic community.

Evidences/indicators

- Charter of New Vision University
- Regulation on carrying out educational and research activities
- Dissertation Board Regulation
- The Regulation of the Department of Postgraduate Education

• <u>Order on the Determination of the Threshold Workload and Remuneration of Academic Staff</u> • <u>Internal Labor Regulations</u> • <u>Legal Aid Office Regulation</u> • <u>Administration Provision</u> • <u>Internationalization strategy</u> • Privacy Policy • List of functions and responsibilities of the subjects of the structural units of New Vision University • List of staff positions/Staffing schedule at the University • Sample of contracts with personnel • Academic Board Minutes • Documents/information about International Activities and Internationalization • Joint research/creative activities and collaborations with local/international partners implemented in 2019-2024 • Business Continuity Plan • Memorandums • Annual reports of organizational units • Charter of the non-entrepreneurial (non-governmental) legal entity Institute of European and Comparative Law • Site visit interviews • Self-evaluation Report
Recommendations: None
Suggestions: • It is suggested to indicate in the regulatory documents that at least one international student should serve as elected representative in relevant NVU 's committees.
Best Practices (if applicable): None
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 The Quality Assurance system at the New Vision University ensures that educational and research practice as well as administrative practices are aligned with institutional strategic goals and develops continuously to support NVU's vision (https://newvision.ge/en/page/1-vision/quality-assurance/). Each member of the university personnel actively participates and contributes to the quality assurance process within the framework of daily university

activities. Academic staff take care of the effectiveness of the learning process. Constant improvement of study courses and educational programs on the basis of feedback from students and university administration as well as from the Quality Culture Committee (QCC) is their permanent activities. Scientific publications of the academic personnel improve the academic image of the university and contribute to the development of the New Vision University as a research university. The administrative staff ensures an adequate service for students and staff, which is a necessary condition for smoothly conducting the internal processes of the university. NVU students are actively involved in improving academic and scientific processes. Student surveys and focus groups allow them to identify the strengths and weaknesses of the university's work and promote quality assurance with their recommendations.

The University's Quality Culture Committee, based on the principle of constant monitoring and improvement, held meetings and workshops continuously with all personnel and students as well as with graduates and employers. In accordance with the PDCA cycle, the committee ensured the coordination of all actors involved in the authorization and accreditation processes, set specific goals and plan of action, controlled the quality of performance and made further adjustments based on the results. The Quality Culture Committee has developed an assessment system for quality assurance, which is regularly implemented. The head of the committee is accountable to the Academic Board, which underscores the existence of a strong quality assurance framework and ensures that decisions are made based on the results of quality assessments. The results of the assessment are considered both at the central level and within the relevant schools and structural units. For example, during the reporting period, taking into account the legislative changes made in the process of accreditation of higher education programs, New Vision University gradually and in accordance with the legislation made relevant adjustments to study processes and educational programs. During the reporting period, the educational programs submitted to the accreditation were significantly modified in order to meet the requirements of the updated accreditation standard and national qualification framework, as well as the sectoral characteristics. The changes affected the forms and criteria of assessment in the syllabus of the courses, the content of the courses and the general structure aimed at improving the quality of teaching and learning. These processes are confirmed by relevant reports and results.

The results of the assessment are considered both at the central level and within the relevant schools and structural units. These processes are confirmed by relevant reports and results.

The Quality Culture Committee ensures the effectiveness of quality assurance processes through the PDCA cycle. This system is used in the University for quality improvement and further development of the activities. At the Quality Culture Committee, the school representative shall submit the annual report to the chairman of the committee which, according to the joint report, will be presented to the Quality Culture Committee. Based on the monitoring and evaluation results, the leadership of the University makes appropriate decisions that directly affect the strategic development of the University. The Quality Culture Committee with all interested parties has actively worked on the implementation of the recommendations and advice issued by the Authorization and Accreditation Councils.

In the University, a system for evaluating personnel (academic, invited, administrative, supportive staff) activities is developed and operated. More specifically: The academic and administrative staff satisfaction surveys are conducted annually. Staff, annually fills out a satisfaction questionnaire, the data of which is based on the planning of improvements steps. The University evaluates the performance of academic /scientific/invited personnel's

teaching activities as well as research activities. The scientific productivity of the personnel is evaluated according to the Regulation on Encouragement of Research Activities. Personnel research activities are evaluated annually. In particular: The requirements for academic staff for scientific and research activities are: Affiliated professor: accumulation of a minimum 50 points by scientific-research activities annually; Professor: accumulation of a minimum 30 points annually; Affiliated associate professor: accumulation of a minimum 40 points annually; Associate professor: accumulation of a minimum 25 points annually; Affiliated assistant professor: accumulation of a minimum 30 points annually; Assistant professor: accumulation of a minimum 20 points annually; Affiliate assistant: accumulation minimum 20 points annually; Assistant: accumulation of a minimum 10 points annually.

The University has in place students' academic performance monitoring mechanism. To monitor the students' academic performance, students' achievements are monitored in a semester twice: a) intermediate achievements are monitored for the early diagnosis and b) final achievements/grades are monitored after completing the study course. Data is collected through the University portal by the student service centre and examination centre. The results of the final exams are analysed, and it is discussed on the school board.

In order to assess and improve the quality, a student satisfaction study is conducted annually at the University. The study is carried out with a structured questionnaire that is sent to students electronically through the student's portal. As a result of the study, the university administration receives significant feedback from students about their attitudes and experiences on the following issues: a) an educational program; b) the learning process; c) support of the University; d) support for the administration; e) a financial issue; f) infrastructure; g) student life. The school administration, before completing the final exams, through the portal, sends students a questionnaire for each of the courses offered in the current semester. The questionnaire is divided into several thematic blocks and includes an assessment of the course, lecturer and school administration. The program head should also assess the lecturer. Members of the Quality Culture Committee and the school administration have access to the questionnaires completed by students. NVU has a mechanism to inform students about changes implemented as a result of student/graduates/employers questionnaire feedback- the results of the questioner survey are discussed at the Quality Culture Committee which has at least one elected students' representative as a member of the committee. Besides this, information about any changes regarding the programs and study process is uploaded on the University official electronic portal. A representative of the Quality Culture Committee within the school administration is responsible for processing the obtained data and immediately notifying the Quality Culture Committee and the school leadership in case of any shortcomings.

The Quality Culture Committee systematically conducts the alumni surveys. The results of the alumni surveys allow the university to assess the effectiveness of the program in terms of employment prospects. The analysis includes both quantitative and qualitative data. Besides this, The Quality Culture Committee systematically conducts an employer survey using special questionnaires. This process is aimed at the constant development of educational programs and their compliance with the modern requirements of the labour market. The main objectives of the study are to assess the relevance of the learning outcomes of educational programs, identify the professional skills and knowledge necessary for the professional success of graduates.

The university evaluates the quality of university administrative service delivery through satisfaction surveys of various stakeholders. Also, the effectiveness of the work of administrative/organizational units is assessed within the framework of monitoring the

implementation of strategic plans and action plans. Administrative staff are assessed annually with the participation of their immediate supervisor, considering the personal development plan. The results are used to plan measures to improve the qualifications and training of administrative staff. The results of the evaluation of administration processes and administrative staff are discussed on the Quality Culture Committee.

The members of the Quality Culture Committee - the head of the committee, manager and representatives of schools are involved in all stages of the implementation of the educational process, which includes the "plan-do-check-act" principle (constant assessment, analysis of results and development). To effectively operate the quality assurance mechanism at the school level, the representative of each school involved in the activities of the committee is responsible for the management of these processes. The head of the committee is accountable to the Academic Board. The functions of the committee and the basic principle of operation is determined by the Statute of Administration. It should be noted that at the time of the visit of the authorization experts to the institution, the Quality Culture Committee did not have a head. As confirmed during the interviews, the position of head became vacant about three months ago. The expert group believes that three months is a sufficient period to select the head of the Quality Culture Committee. To effectively implement the internal quality assurance mechanism and guarantee the effective leadership of the quality assurance processes, the university should ensure the presence of a leader/head of the relevant organizational unit (Quality Culture Committee).

The University has in place the Methodology of Student Contingent Planning, which is based on targets and university strategic resources. The Methodology of Student Contingent Planning is described in regulatory document "Regulation on Carrying out Educational and Research Activities". When planning a contingent, the following factors are considered: Number of academic and invited staff; University infrastructure resources (auditoriums, laboratories, library and sports spaces); Requirements of national and international educational markets; labour market trends; data on internal and external mobility of students; The specifics of programs and the needs of regulated professions. The target benchmarks for planning a contingent of students are as follows: the ratio of academic staff and students should not exceed 1:20 (factual ratio at the moment of authorization expert group visit-254/2626 (1/10,34)); The share of academic staff must be more than 30% of the total number of staff implementing the program (factual ratio at the moment of authorization expert group visit- 254/650 (1/2,56)); The number of affiliated staff must be at least 50% of the total number of academic staff (factual ratio at the moment of authorization expert group visit-206/254 (1/1,23)); the ratio of scientific supervisors and masters/doctoral students to graduate and doctoral programs should not exceed 1:5 (factual ratio at the moment of authorization expert group visit-1/5 for master students and 1/3 for doctoral students); the number of principal administrative staff in relation to the student contingent should not exceed 1:30 (factual ratio at the moment of authorization expert group visit- 190/2626 (1/13,82)).

Based on the information described above the group of experts concluded that the planning process of student contingent is carried out in accordance with a defined methodology, and this methodology considers target benchmarks. Besides this, the University has set target benchmarks by 2031 as it is required by the self-evaluation report template (see below the extract from set benchmarks as an example – table 2.2.1)

Table 2.2.1 Benchmarks

	Actual benchmark	Target benchmark	Estimated date of reaching the target benchmark
Ratio of the academic and scientific staff to the total number of the administrative and support staff	254/190 1/0.7	1:0.7	2031
Ratio of the academic and scientific staff to the total number of the staff	254/650 1/2.55	1/2.5	2031
Ratio of the academic and scientific staff number to the number of invited staff	254/206 1/0.8	1/0.5	2031
Ratio of the academic, scientific, invited staff number to the number of students	460/3200 1/6.95	1/7	2031
Ratio of the academic, scientific, invited staff number to the number of the higher educational programmes	32/1 460/14	32:1	2031

NVU has developed mechanisms for evaluating and improving educational programs. All interested parties are involved in the process of evaluation and improvement of the programs. Periodic revision of the components of the program. According to the Regulation on carrying out educational and research activities (Article 20), at the end of each academic year, the school ensures that the study courses implementers review their syllabi, structure of the program, teaching and assessment methods, etc.

Evidences/indicators

- Website of NVU <https://newvision.ge/en/page/1-vision/quality-assurance/>
- The NVU Charter
- Regulation on carrying out educational and research activities
- Dissertation Board Regulation
- The Regulation of the Department of Postgraduate Education
- Order on the Determination of the Threshold Workload and Remuneration of Academic Staff
- Internal Labor Regulations
- Legal Aid Office Regulation
- Administration Provision
- Internationalization strategy
- Regulation on Encouragement of Research Activities
- Implementation Report of Strategic Development Plan 2019-2024 and Action Plan 2021-2024
- Minutes of the Academic Board Minutes
- Minutes of the Schools Board Meeting
- International Activities and Internationalization
- Business Continuity Plan
- Memorandums
- International activities carried out at the NVU
- Quality assurance mechanisms
- Methodology of Student Contingent Planning

• Analysis of Survey and Assessment Results for Educational Program Development (2019-2024) • Annual reports of organizational units • Site visit interviews • Self-evaluation Report
Recommendations: • To effectively implement the internal quality assurance mechanism and guarantee the effective leadership of the quality assurance processes, it is recommended to ensure the presence of a leader/head of the relevant organizational unit (Quality Culture Committee)
Suggestions: None
Best Practices (if applicable): None
Evaluation ☐ Complies with requirements ☒ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements
2.3. Observing Principles of Ethics and Integrity
○ 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 The University has developed different normative acts, in which the standards of academic integrity and ethical conduct of students, staff and persons related to the university are integrated. The professor is always required to conform to the University's Honor Code and to other University policies and codes as they apply to staff providing services to the University. A list of such policies and codes of practice is accessible on New Vision University webpage (https://newvision.ge/ka/policies-and-reports/charter-and-regulations). Recently the University implemented amendments to the norms in the relevant normative acts. In particular, the administration provision and internal regulation for carrying out educational and research activities were updated. The definition of unethical behaviour and response mechanisms were detailed. For clarity, the internal regulations include a reference to the university's diversity and equality policy. In addition, <u>Roadmap on Ethical Rules Applicable at New Vision University</u> has been created. Its aim is to make in one more clearly perceptible and informative format all the rules and procedures and disciplinary consequences applicable to the behaviour of academic, administrative personnel, students and other persons. The guide is in the relevant segment of the NVU website and allows interested persons to easily search rules corresponding to the ethical standard in the system of normative acts applicable in the institution. The format of the mentioned roadmap helps better inform relevant entities about the current rules among members of the university community and raise awareness about academic integrity. The University expects all related individuals to respect the values outlined in its policy documents and to act accordingly. Any deviation from these values is considered unethical. A permanent disciplinary commission is established by the Academic Board's decision #04 on March 25, 2022. This commission's competence includes responding to violations of

ethical standards involving both students and university staff. The Commission that impartially examines the circumstances of the violation, reviews the evidence, and issues a conclusion. Based on the Commission's conclusion, the Rector makes the final decision regarding the level of responsibility. This decision is formalized by an official order, which includes the Commission's conclusion and the minutes of the meeting. For example, the disciplinary commission operating at the University of New Vision reviewed seven cases during the reporting period: five cases in 2022 and two cases in 2024. The cases involved student behaviour inconsistent with their status, interference with the learning process, and unacceptable influence on assessment results.

According to the article 4 of Regulation on carrying out educational and research activities the University's Dignity Policy applies to any process or product of teaching/learning and scientific activities. Any form of academic misconduct (plagiarism), including self-plagiarism or paraphrased plagiarism, is prohibited. The University provides the verification of the text of the research paper with a modern, effective means of automated matching and compiles the percentage of matching with the sources. The report is sent to the student and the supervisor. The supervisor makes the decision to admit the paper to defence, by considering the revision of coincidences. The share of coincidence (literal citation) of the text of the paper with the original material should not exceed 8%.

The university provides a verification of the text of the research paper through the relevant platform, Turnitin. A percentage report of similarity with sources is sent to both the student and the supervisor. The supervisor decides whether to allow the student to proceed to the defence of the paper, considering the revisions made to address the similarities. A student shall not be awarded a point if he or she is found to be in breach of an integrity standard at the thesis defence stage. If a temporary commission confirms a case of confirmation of the case of the violation of the integrity standard after the award of the academic degree, the body awarding the academic degree shall cancel the awarded academic degree. In case of a relevant appeal, by the decision of the Academic Council, a temporary commission consisting of at least three members may be established to investigate the fact of violation of the principle of integrity.

The University monitors the process of testing the research papers via the Turnitin system. It is mandatory for all research paper such as master's, doctoral, or bachelor's theses to be checked through this system. The university ensures that the text of the research paper is checked using modern, effective means of mechanical matching and a report is prepared on the percentage of matching with the sources. The report is sent to the student and the supervisor. The supervisor makes the decision to allow the thesis to be defended, considering the revision of coincidences. The percentage of coincidence of the text of the research paper with the original material should not exceed 8 percent. It analyses results of the testing process and produces reports. For example, in 2023 179 papers were tested. Including papers prepared for both graduate and final exams and/or various components of the course. The highest text coincidence in the papers was identified in 14 papers. In 2024 753 texts were tested, including the highest turnout rate coinciding with the period of the intermediate and final exams. In 2024, there were 68 cases of a high text coincidence rate. Among them were no papers of the master's and doctoral theses. In May 2024, the updated agreement with the online platform Turnitin enabled the detection of text generated by artificial intelligence. Among 162 papers reviewed, no AI-generated text was detected, while in 76 papers, the impact of artificial intelligence could not be determined. In a certain number of papers, AI-generated text was identified.

The University has developed New Vision University Regulation On the Use of Generative Artificial Intelligence (<https://newvision.ge/en/policies-and-reports/charter-and-regulations?open=Regulation+on+the+Use+of+Generative+Artificial+Intelligence>). The use of generative artificial intelligence is permitted in the following cases: Planning academic papers; Generating ideas and creating structure; Identification of source materials; Data analysis and comparison; Grammatical and technical editing (when it does not involve substantive rewriting of the paper). The course instructor is authorized to integrate the option to use artificial intelligence into the course syllabus, considering the content and

objectives of the course, and with due course of ethics and with responsibility of artificial intelligence. Specifically, the instructor may define whether the use of artificial intelligence is permitted within the course and to what extent it may be applied for the completion of specific assignments. The lecturer's instructions included in the syllabus shall comply with the regulations of this document.

The University has formally declared adherence to the principles of academic freedom in its relevant regulatory documents, in particular, NVU has developed Academic freedom Policy (<https://newvision.ge/ka/policies-and-reports/policies/academic-freedom?open>) which applies to all research, academic and teaching staff and encompasses the freedom to: 1 (1) teach and discuss subject matter within one's academic fields in a manner consistent with professional and academic standards; (2) conduct research and to publish the research results without interference or fear of retribution, subject only to legal, ethical, and professional obligations; (3) the freedom to express one's views on matters related to their teaching, research, or broader academic and societal issues, while maintaining respect for the views of others, values shared by academic community in general, including New Vision University's shared values and upholding professional and academic standards. The Academic freedom Policy is available at the University website. The policy applies to all academic, research and teaching staff, including professors, lecturers, researchers, and any other teaching or research personnel at New Vision University; all academic activities, including but not limited to lectures, seminars, conferences, publications, and participation in a public discourse. To increase the awareness of Academic Freedom Principles, the University should include statements/articles about academic freedom in contracts with personnel and students.

Evidences/indicators

- Website of NVU <https://newvision.ge/en/page/1-vision/quality-assurance/>
- The NVU Charter
- Regulation on carrying out educational and research activities
- Dissertation Board Regulation
- The Regulation of the Department of Postgraduate Education
- Order on the Determination of the Threshold Workload and Remuneration of Academic Staff
- Internal Labor Regulations
- Legal Aid Office Regulation
- Administration Provision
- Internationalization strategy
- Regulation on Encouragement of Research Activities
- A gender equality plan
- Academic Freedom Policy
- Diversity and Equality Policy
- Regulation On the Use of Generative Artificial Intelligence
- Documents/reports and information about implementation of academic integrity
- Disciplinary Commission Report
- Template of Contract on Academic and Research Activities
- Site visit interviews
- Self-evaluation Report

Recommendations:

- None

Suggestions: To increase the awareness of academic freedom principles, it is recommended that the University includes statements/articles about academic freedom in contracts with personnel and students.
Best Practices (if applicable): NVU has developed Regulation on the Use of Generative Artificial Intelligence.
Evaluation ☒ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

3. Educational Programmes

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

3.1 Design and Development of Educational Programmes
HEI has a policy for planning, designing, implementing and developing educational programmes.
Descriptive summary and analysis of compliance with the standard component requirements HEI has a methodology in place for planning, designing and development of educational programmes, which is presented in the document "Regulations on the Implementation of Educational and Research Activities". The document regulates the management of the university and educational/scientific-research structural units, the university's integrity policy, the holding of academic positions, the planning and development of educational programmes, monitoring and periodic evaluation of educational programme implementation, and other issues arising from university activities. Program planning, designing, and development is a participatory process and all stakeholders (staff, students, alumni, employers, professional associations) are involved in it to ensure the development of high quality, market-oriented, and modern educational programmes. According to the „Regulations on the Implementation of Educational and Research Activities“, in the preparation process of educational programs participate a) academic and invited staff of the school; b) students of educational programs of the relevant direction, and in the absence of such, of an adjacent specialty. It is also possible to invite students of a similar program of another university; c) graduates of educational programs of the relevant direction, and in the absence of such, of an adjacent specialty; d) potential employers; e) experts and practitioners in the field. The following bodies also participate in the preparation process of the educational program: a) Student Life Committee; c) Strategic Development and Internationalization Committee; d) Legal Committee and Human Resources Management Department; e) Financial and Operational Committee; f) Library. The parties involved in the development and implementation of the programs discussed this during the authorization visit. The institution also presented labour market surveys, which confirm that NVU, while making decisions on planning, designing, implementation, development and annulment of the educational programmes, considers requirements of labour market, feedback from alumni and employers, results of students and alumni satisfaction surveys, students' academic performance monitoring results (according to programme learning outcomes), consultations with professional associations, best local and international practices. This seems to be utilized during student admissions, too, to some

extent. As for the investigation of the labour market in the respective countries of foreign students (mostly students of medicine and dentistry), NVU may have difficulty to evaluate the labour market in other countries.

The self-evaluation report is accompanied by the processed results/reports of the surveys of the parties involved in the implementation of the programme.

Given that university students are mainly foreigners, the labor market research also includes research on the labor markets of those countries that are represented in the contingent with a high share, namely Great Britain, India, and Israel. The most demanded professions in Europe and the USA have also been researched. The employment rate of graduates is 92%, and depending on the qualification – from 86.4 % to 90 %. During the interview, it was noted that the employment rate of graduates abroad is 80 %. 102 graduates participated in the survey for the 2023-2024 academic year, and 34 in 2024-2025. The study showed that 79.4% are employed by profession. The results of the study are used to improve the university's educational programs and support initiatives. The alumni and labor market research identify the proportion of respondents who are foreigners, although their employment rate is not specifically calculated. It is desirable for the institution to conduct a survey of foreign graduates to determine employment rates abroad.

Among the main stakeholders into the process of the programs' development are the companies owned by New Vision University:

1. LLC "Zarapkhana" (<https://zarapkhana.ge/ge/main>),
2. LLC "New Vision Sports Club" (Inter Academy Georgia) (<https://interacademy.inter.it/georgia/>);
3. LLC "Football Club Torpedo Kutaisi FB" (<https://www.facebook.com/FCTorpedoKutaisi1946/>);
4. New Vision Health Hub (<https://www.facebook.com/newvisionhealthhub/>);
5. A(A)Ip " New Vision University Sports Club - Georgians (New Vision Georgians - " New Vision Georgians");
6. New Vision University Hospital;
7. JSC "New Vision Insurance" (<https://nvi.ge/>);
8. New Vision Leasing;
9. LLC "New Vision Films";
10. Georgian Aviation Academy LLC;
11. Molecular Biology Research Center LLC; Business Restructuring Fund LLC.

The uniqueness of the University lies in the fact that it itself is one of the strongest employers in the market, therefore, their goal is to educate individuals with the necessary knowledge and appropriate decision-making skills, responsibility, and employ graduates in the relevant field, in accordance with their profile.

At the same time, the University has signed memorandums of understanding with the following organizations for professional practice, research, training and education, consulting, and other purposes:

1. Optec GmbH a member of Zeiss Group

2. Orient Logic Ltd
3. Saf Pharma Ltd
4. Institute of Theoretical and Applied Mechanics of the Academy of Sciences of the Czech Republic
5. Ilia State University
6. Beritashvili Experimental Center for Biomedicine
7. G. Eliava Institute of Bacteriophagy, Microbiology and Virology
8. National Center for Disease Control and Public Health
9. Vitamed LLC
10. New Hospitals
11. Mental Health and Drug Abuse Prevention Center
12. Mediclub Georgia LLC
13. Moor ABC LLC
14. University of Latvia
15. Planmeca Oy (Helsinki)
16. Agrarian University
17. A(a)ip Aisec Georgia
18. Tyrolean Cancer Research Institute
19. Aversi Clinic LLC
20. The University of Passau /Germany/

Along with the self-evaluation report, acceptance and delivery acts, payment receipts, memoranda and agreements, practice diaries and reports are presented, which confirm the reality of the process of implementing practical components with practice facilities and employers.

The University implements professional training/retraining programs and has developed and approved regulatory documents, such as: the procedure for developing, approving and amending a professional training/retraining program; the selection of applicants for a professional training/retraining program based on an interview and competition; the procedure for selecting and enrolling students in a professional training and retraining program; the procedure for assessing the learning outcomes achieved by students of a professional training and retraining program; quality assurance mechanisms.

It was noted during the interviews that the University is continuously working on the process of program development, which is related to the constantly changing environment and changes in labour market requirements. The goal of the "Plan – Implement – Test – Develop" principle of programs is to improve teaching and research, which is implemented through permanent monitoring of the stages and components provided for by the educational program. In line with current legislation, the institution has developed regulations and procedures for approving, amending, and annulment of educational programs. The process

is regulated by the "Regulation on the Implementation of Educational and Research Activities".

The procedural issues of approving programs and making changes to them are reflected in the minutes of the Academic Council, where programs and changes made to them are approved. The same document also regulates cases of program cancellation. When educational process for initiating and designing educational programs is well-established and clearly articulated. It involves dedicated program working groups responsible for formulating program goals and learning outcomes, developing and updating syllabi, identifying necessary resources, and preparing self-evaluation reports. These documents are then forwarded to the College Board, reviewed by the Quality Control Committee, and subsequently submitted to the Academic Board for final approval and implementation.

If the program is cancelled, the University ensures the further education of students on the program: a) by internal mobility to another compatible educational program at the university; b) by offering external mobility. If the university does not implement an educational program compatible with the cancelled program, the university signs an agreement with another authorized higher educational institution on the recognition of the program completed by students and informs the National Center for Education Quality Development about the decision made.

The process for initiating and designing educational programs is well-established and clearly articulated. It involves dedicated program working groups responsible for formulating program goals and learning outcomes, developing and updating syllabi, identifying necessary resources, and preparing self-evaluation reports. These documents are then forwarded to the College Board, reviewed by the Quality Control Committee, and subsequently submitted to the Academic Board for final approval and implementation.

Several positive developments have recently occurred within the medical and health sector, driven by changes in sector-specific standards and evolving student interests. For instance:

- The Bachelor's program in Physical Rehabilitation was separated from the Bachelor's in Nursing, allowing for more focused curricula.
- The Master's programs in Healthcare Management were transferred to the College of Business, a logical decision that aligns the program with its academic orientation and strengthens its impact.

A notable update was made to the MD program on November 16, 2022, involving the reallocation of ACT credits across several clinical courses—including Gynecology, Pediatrics, and Surgery—thereby enhancing overall program effectiveness.

New technologies have also been integrated into the curriculum, such as digital imaging in dentistry and advancements in regenerative medicine, reflecting the program's commitment to modern medical education.

Currently, more than 30% of university graduates are employed in hospitals either immediately upon graduation or during their studies—a clear indicator of strong employability and program relevance. Medical students represent over 50% of the total student population. There are some data available regarding results of foreign students passing the exam after completion of their studies (for instance, Indian students). NVU does not seem to present these data.

The scope and quality of clinical training have been significantly improved through formal cooperation agreements with various national and clinical institutions. Moreover, New Vision University's ownership of its hospitals and clinics provides a major advantage in delivering hands-on, high-quality clinical education.

Evidences/indicators

• Self-evaluation Report • Regulation on the implementation of educational and research activities • Research on educational programs and labour market needs • Higher education and employment market research for business administration and management educational programs • Analysis of employer requirements for the bachelor's degree program "Multimedia Journalism" • Research on the most popular specialties in the Georgian educational space (data for the 2022-2023 academic year) • Meeting minutes • Course evaluations • Academic Council meeting minutes of 15.05.2024 N6: Approval of documentation for the implementation of the professional training/professional retraining program • Student, alumni, employer satisfaction surveys and analysis • Acceptance and handover acts, payment receipts, memoranda and agreements, • Practice diaries and reports • Interview results • NVU website								
Recommendations: None								
Suggestions: • It is suggested to note in the "Regulation on the Implementation of Educational and Research Activities" that this document regulates the planning – development – delivery – monitoring of higher academic and executive educational programs. • It is suggested to conduct a survey of foreign graduates to determine employment rates abroad and present these results as well as other relevant and internationally available results.								
Best Practices (if applicable): None								
Evaluation ☒ X Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements								
3.2 Structure and Content of Educational Programmes ○ 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 The University implements the following higher education programmes: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">N</th> <th style="width: 45%;">Programme Name</th> <th style="width: 30%;">Qualification to be awarded</th> <th style="width: 20%;">ECTS</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	N	Programme Name	Qualification to be awarded	ECTS				
N	Programme Name	Qualification to be awarded	ECTS					

1	Law	Bachelor of Law	240
2	Comparative private and international law	Master of Law	120
3	Law	PhD in Law	60
4	Business Administration	Bachelor of Business Administration	240
5	Civil Engineering Management	Bachelor of Business Administration in Management	240
6	Business Administration	Master of Business Administration	120
7	Executive MBA in Innovation Management	Executive Master of Business Administration (EMBA) in Management	72
8	Healthcare Management	Master of Healthcare Administration	120
9	Business Administration	Doctor of Business Administration	60
10	Political Science and International Relations	Bachelor of Social Science in International Relations; Bachelor of Social Science in Political Science	240
11	EU and Eastern Neighbourhood	Master of European Integration	120
12	Medical Doctor Program	Medical Doctor	360
13	Physical Medicine and Rehabilitation	Bachelor of Physical Medicine and Rehabilitation	240
14	Nursing Care	Bachelor of Nursing	240
15	Pharmacy	Bachelor of Pharmacy	240
16	Doctorate in Medicine	Doctor in medicine	60

17	Doctoral Program in Life Sciences	Ph.D. in Life Sciences	60
18	Dental Medicine	Doctor of Dental Medicine (DMD)	300
19	Multimedia Journalism	Bachelor of Mass Communication	240
20	Education Science	Doctor of Educational Sciences	60

According to the "Regulations on the Implementation of Educational and Research Activities", the student's study load is reflected in credits. One credit is 30 astronomical hours. The student's study load is determined by the syllabus of the educational program component and includes contact and independent work hours. An academic hour in the classroom is 50 minutes, a break is 10 minutes. Accordingly, the Institution, while creating a programme, follows current legislation and European Credit Transfer and Accumulation System (ECTS) guidelines.

The Authorization Expert Group studied the learning outcomes of the submitted programmes and found that the Learning outcomes of the programme are clearly stated and are in line with the level of higher education, and qualification to be granted.

Some programmes Learning outcomes for certain fields are substantially based on field characteristics. In particular, the Civil Engineering Management programme should comply with the management sectoral benchmarking document. Based on the acceptable qualification, it is advisable to include marketing, project management, strategic management, business environment, risks, supply chain/logistics and organizational activities in the qualification subjects.

It is also desirable to increase the number of contact hours in the EMBA in Innovative Management program on the qualification-determining components. This program provides program outcomes with only three components. Among them are 2 training courses (8-8 ECTS) and a master's thesis (24 ECTS). The training course "Innovation, Strategic management and digital transformation" covers the areas defined by the management sector document, however, only 45 contact hours are provided for the 240-hour training course.

In MD programme, Research Methodology I and Research Methodology II (including Biostatistics and Evidence-Based Medicine) carry a total of 8 credits. These courses aim to develop students' knowledge and skills in conducting both quantitative and qualitative research. According to the sectoral benchmark document for higher medical education, 10 credits are recommended for research skills to ensure students' active involvement in scientific activities.

Despite the institution's explanation that the course "Medical Ethics and Leadership" is designed to develop students' advanced research skills, the stated learning outcomes do not reflect this objective.

Learning outcomes of course are: After the completion of the course, the student:

- Understands, spots and develops the right leadership qualities in oneself and others;
- Manages relationships balancing both professional and personal goals;
- Delivers and receives feedback positively, assist oneself and others to maximize own potential;
- Demonstrates ethical awareness and leadership qualities to care, contribute and make positive difference both in clinical set up and society at large;
- Leads effectively through situations with potential conflict of interests or values;
- Stays up to dated and reacts efficiently in complex working environment;
- Evaluates and increase the own medical team effectiveness and value added through internal and external networks;
- Deals with intensification of systemic complexity in health care delivery emerging from the policy, economic, cybernetic and environmental premises and constraints
- Responds adaptively to the scope, depth and pace of clinical developments;
- Spot dilemmas and create opportunities for personal reflection in handling day-to-day and crises management in health care set ups;
- Be proactive and act rationally and efficiently once assumed bioethical values are challenged;
- Have expanded vision for a broader picture in volatile interdependence among the multiple systems constituting new commons in healthcare.

Also, it is advisable to increase the share of topics such as finance and insurance, project management, and new technologies in healthcare in the healthcare management program, which means bringing the program into line with the management sector document.

The structure and content of the medical and dental programs follow a logical sequence, progressing from basic medical sciences through preclinical studies to clinical training. Additionally, students are offered a variety of elective courses to enrich their academic experience. For instance, in medicine and dentistry programs, the logical sequence follows the sectoral benchmark standards. Also, a group of experts assessed the results of the law programs and found them to be in line with the sectoral document.

Research is embedded at multiple levels within the curriculum, either through dedicated courses on research methodology or through the implementation of final-year research projects, typically conducted in Semester 12. The teaching and learning strategies described support student-centred and self-directed learning. These include Problem-Based Learning (PBL), Team-Based Learning (TBL), Theme-Based Learning, and Case-Based Discussions.

However, it remains unclear—based on the self-study report and findings from the site visit—whether these methods are consistently and effectively implemented across the entire program. The level of curricular integration, both horizontal (across disciplines) and vertical (across years), requires further evaluation to ensure its appropriate application.

While the program complies with Georgia’s medical education standards, enhancements are recommended concerning the development and articulation of learning outcomes. Internationally, most medical and dental programs have adopted recognized competency frameworks such as ACGME (USA), CanMEDS (Canada), or GMC outcomes (UK). Alternatively, some institutions have developed their own national or institutional medical competency frameworks.

It is advisable to map the program’s learning outcomes to specific competency domains, as this provides greater clarity and relevance compared to general alignment with broad

categories such as knowledge, skills, and professional attitudes. Competency domains—when well defined—can also be more effectively linked to national qualification frameworks.

Measuring programme learning outcomes and the actual competencies of the development of graduates is essential. Understanding what graduates can do, helps the student assessment system and overall program evaluation.

On the other hand, there is no clear criteria on the required scores in high school subjects which are directly related to the courses of the first year in medical and dental programs i.e., Biology, Chemistry Math etc. International students in medical education require good achievements in these subjects. Georgian students have a more competitive system. While this is indeed important, according to Georgian law, foreign students are admitted to MD programs in Georgia without entrance exams in biology or chemistry. Therefore, NVU's requirements are in line with the legal framework.

In interviews with employers, it was noted that it is important for graduates to know the basic principles of management, communication skills, leadership, the introduction of artificial intelligence in teaching, and data research and development.

All programmes' structure and content substantially ensure logical connection between all of its components and achievement of learning outcomes by a student with an average academic performance within a reasonable timeframe. The curricula do not indicate prerequisites for study courses. The "Regulation on the Implementation of Educational and Research Activities" states: In the case of a prerequisite connection, the prerequisite for passing each subsequent component is the achievement of the learning outcomes provided for in the previous component. However, the curricula do not indicate prerequisites. During the interview with the heads of the programs, the head of the law program noted that they have indicated the prerequisites of the program in the syllabi and do not consider it necessary to reflect the prerequisites in the program curriculum. During the interview with undergraduate students, it was noted that students receive information about the prerequisites of the study courses from the syllabi and, in case of uncertainty, from the program director via e-mail, which is a laborious and time-consuming process.

The same regulation states: The purpose and learning outcomes of the program component, methods of their achievement, the number of credits, content, assessment system, mandatory and supporting literature are reflected in the syllabi. The submitted note does not indicate that the prerequisite component is a mandatory field. However, the expert group believes that the prerequisites of the program should be reflected in the curriculum of all programs so that the student can easily plan the study program. If the student decides when choosing study courses only according to the proposed semester distribution, it is unclear how he should choose a study course if he/she has not mastered any of the study courses in the previous semesters. It is recommended that the prerequisites of the program be reflected in the curriculum of the programs.

The programmes provide students with opportunities to elect non-compulsory components of an educational programme. The volume of the program component is defined by its content, learning outcomes and specifics of the field.

It is suggested to revise the credit distribution for teaching Georgian language and increase continuation of learning Georgian language courses on the second year of programme because two courses Georgian language 1 and 2 a total 12 credits are not enough to give students competences to communicate with Georgian speaking patients and their family members. In addition, the need for a Georgian language teaching component was noted in the case of teaching other English-language educational programmes. It is recommended to offer a mandatory Georgian language teaching component for English-language programmes so that students can conduct any type of market research, communicate with customers, etc.

Teaching and learning methods used within the educational programmes reflect specifics of the field and ensure achievement of learning outcomes of the programme. The programs contain a record of the list of methods for achieving learning outcomes, which varies depending on the specifics of the program and the qualification to be awarded. Also, a separate syllabus presents only those methods from the set of teaching and learning methods defined by the programme that ensure the learning outcomes of a given course of study.

The institution ensures access to information on 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 webpage of the institution.

With the help of individualized education programmes, the University takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement in the educational process. During the interview with the program leaders, it was noted that they have experience in working with students with individual needs and offering them individual programs. According to the regulatory document, to introduce an individual approach to the educational process and support the student, considering his different requirements, special educational needs and level of academic preparation, the possibility of teaching a student with an individual curriculum is allowed. 2. The prerequisites for developing an individual curriculum may be: a) the inability of the student to continue studying with the standard curriculum of the educational programme; b) considering the different requirements of the student (when implementing external and internal mobility, different levels of academic preparation of the student). c) in the event of cancellation of the educational programme, in which case the university provides the student on the programme with further education. 3. A student must apply to the school implementing the relevant program with a request for the development of an individual plan. 4. The school administration shall consider the issue of developing an individual curriculum with the participation of the student and shall decide considering the university's resources. 5. When developing an individual curriculum, the school shall consider that the student's workload per year may be less than or more than 60 credits, but not more than 75 credits.

Individualized education programmes offer students appropriate formats and conditions of teaching-learning and assessment to students with different requirements, special educational needs, and different academic readiness as well as opportunities for adapted environment and appropriate human resources, if required. The university considers policy plans and procedures and provides strong support for students in this category.

Given that 95% of students in health and dentistry programs are not native to the system, it is crucial to provide them with special attention. The university offers support and mechanisms to help these students adapt to the healthcare system and cultural environment.

Evidences/indicators

- Self-evaluation report
- Educational programmes, syllabi
- Regulation on the implementation of educational and research activities
- Catalogue of educational programmes
- Satisfaction survey of students, alumni, employers and analysis of results.
- Alumni tracer study regarding career (including employment rate with obtained qualification) and academic development
- Students' academic achievement monitoring results
- University website: newvision.ge
- Interview results

Recommendations: • It is recommended that the Engineering Management programme complies with the management sectoral benchmarking document and the qualification subjects include marketing, project management, strategic management, business environment, risks, supply chain/logistics and organizational performance. • It is recommended in the MD programme for Research Methodology I and Research Methodology II (including Biostatistics and Evidence-Based Medicine) to align the teaching of research methodology with the sectoral benchmark requirements and increase the allocated credits accordingly. • In the Healthcare Management programme, it is recommended to increase the share of finance and insurance, project management, and new technologies in healthcare. • It is recommended to reflect the prerequisites of the program in the curriculum of the programs. • In the case of English-language programmes, except of MD programs, it is recommended to offer a mandatory component of teaching the Georgian language.
Suggestions: • It is suggested to map the programme's learning outcomes to specific competency domains, as this provides greater clarity and relevance compared to general alignment with broad categories such as knowledge, skills, and professional attitudes. Competency domains—when well defined—can also be more effectively linked to national qualification frameworks (3.2). • It is suggested to increase the number of contact hours in the EMBA in Innovative Management programme on the qualification-determining components. • It is suggested to revise the credit distribution for teaching Georgian language and increase continuation of learning Georgian language courses on the second year of program because two courses Georgian language 1, and 2 total 12 credits are not enough to give students competencies to communicate with Georgian speaking patients and their family members. • It is suggested that the University evaluates the student at the beginning of the first year on their science subject and give them some remediation and support which will allow them to safely continue their studies in the first year. This approach may positively impact student retention and reduce attrition rates.
Best Practices (if applicable): None
Evaluation ☐ Complies with requirements ☒ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements
3.3 Assessment of Learning Outcomes
HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.
Descriptive summary and analysis of compliance with the standard component requirements According to the "Regulation on the Implementation of Educational and Research Activities", the program must be accompanied by a mechanism for assessing the learning outcomes of the program, as well as documents confirming the use of the mechanism for assessing the learning outcomes of the program. Also, the methodology for assessing the learning outcomes of the program indicates that the curriculum map should indicate which learning

outcomes specific training courses contribute to and at what level. 1– Introduced; 2– Practiced, 3 – Mastered. The programs presented in the attached self-evaluation documentation do not contain a map connecting training courses and learning outcomes marked according to introduction, practiced and mastered. Only Appendix 3.3.1 provides the Doctoral Program in Educational Sciences, where the learning outcomes of the program are presented at three levels. During the interview with the heads of law programs, it was noted that the programs are subject to cluster accreditation and will be adjusted according to the requirements for that period. At the same time this question was asked during the meeting with the Quality Culture Committee. Evidence shows that the institution has developed a methodology for assessing program learning outcomes. Some programs are not presented according to these requirements. It is recommended that all programme curricula be accompanied by a map of the components included in it, determining the level of achievement of learning outcomes.

At the master's level, the achievement of learning outcomes is mostly assessed during the completion and defence of the master's thesis, and in the doctoral program, considering the specifics of the program, the result of the research component – during the defence.

According to the methodology for assessing learning outcomes, after determining the methods for assessing the learning outcomes of the program, a plan for assessing the learning outcomes of the program should be developed, which indicates the direct and indirect method of assessing each learning outcome of the program, the time, period of assessment, the assessor and the target benchmark. When determining the periodicity of assessment, it is important to consider the specifics of the field, level of education and learning outcomes. The institution has presented a plan for assessing the learning outcomes of the doctoral program "Educational Sciences". This indicates that the institution has developed a plan for assessing the learning outcomes. It is recommended to accompany each program with a plan for assessing the learning outcomes of the program based on target benchmarks. When determining the target benchmark, it is also possible to use the Gaussian normal distribution.

When analysing the assessment of the learning outcomes of the programme, real data are compared with the target benchmarks. A deviation rate of 15% from the target benchmark is permissible. In the case of a deviation rate higher than 15%, it is important to monitor the achievement of learning outcomes over a 2-3-year period. The reason for the deviation from the target benchmark and the need for appropriate changes are determined by the program head, who, in consultation with the component head and representatives of the Quality Culture Committee, takes the necessary measures, which may be expressed in the structure of the programme, the content of the study courses, teaching or in modifying assessment methods.

At the bachelor's level, the programme outcome is monitored continuously for four years. At the master's level – for two years, for the outcome of a single-cycle medical programme – for six years, for the outcome of a single-cycle dental programme – for five years, in the case of EMBA programme – for one year, and within the framework of a doctoral programme – for at least three years

Assessment is a continuous process that combines planning, implementation and evaluation and response phases of the assessment of learning outcomes (PDCA cycle). Learning outcomes assessment system takes into consideration specifics of the field, and includes adequate assessment formats, components and methods, which enable identifying whether students have achieved learning outcomes attributed to the specific educational programme. Learning outcomes of programmes are divided into knowledge-awareness, skills and responsibility and autonomy. Bloom's revised method is used to formulate learning outcomes.

The assessment system and related regulations are clearly described and are in line with legal acts of Georgia.

The syllabi do not reflect the minimum competency thresholds and prerequisites for admission to the exam according to the assessment components. According to a note in the MD program curriculum, the minimum level of competence for individual components is determined by the syllabus of the relevant course. However, a review of the syllabi revealed that most do not specify minimum competency thresholds. This information is found only in the document "*Regulation on Carrying Out Educational and Research Activities*" (approved by the Minutes №3 of the Academic Council on September 26, 2013; new edition approved by the Minutes №3 of March 3, 2022), which outlines general conditions for student performance assessment: "A student shall be admitted to the final exam if they accumulate 51 points, taking into account mid-term assessments and the maximum score of the final exam. A component shall be considered passed if the student receives 51 points (51%). The minimum competency level set for the final exam is 50% of the final grade."

It is recommended to review and revise the course syllabi and include the minimum competency threshold for the final examination in both the program description and individual course syllabi to ensure transparency and clarity of assessment criteria.

It is recommended to increase the minimum competency threshold for final examinations, particularly in clinical subjects, to ensure that graduates meet the required standards for clinical practice and patient safety.

It is also recommended to give particular attention to the evaluation of clinical skills by OSCE exam, specify minimum competency thresholds for exam stations and time management, because in some syllabi 30 minutes are defined for OSCE exams.

For programs in the schools of business (except for the health management program), medicine and dentistry, the detailed explanation of the content of the assessment points should be clarified in the syllabi. It is advisable to provide a detailed explanation of the assessment points for programs in the schools of business (except for the health management program), medicine and dentistry, which will ensure the transparency of the assessment.

In addition, to ensure the transparency of the assessment, the course lecturer informs students about goals achieved, gaps, and ways of improvement, which was confirmed during the interview process with the professors and students. A student is informed about the assessment system used within the institution as well as related regulations. The institution has an effective assessment appeal system in place.

The assessment system in medical and dental education is well defined and adheres to field-specific standards and recommendations. Various instruments are used to evaluate knowledge, skills, and performance, including:

- MCQs (Multiple Choice Questions)
- OSCEs (Objective Structured Clinical Examinations)
- Clinical evaluation exams such as MiniCEX
- Direct Observation Clinical Encounter Exams

Students are well informed about the assessment system and related regulations. Students receive information about the assessment mechanism from the electronic portal, syllabi, regulatory documents, and, if necessary, through individual consultation.

Evidences/indicators

- Self-evaluation report
- Educational and research activities implementation regulations
- Educational programmes and syllabi
- Student survey results

• Interview results
Recommendations: • It is recommended to accompany the curriculum of all programs with a map of the level of achievement of learning outcomes by the components included in it. • It is recommended to accompany each program with a plan for assessing the learning outcomes of the program based on target indicators. • It is recommended to provide a detailed explanation of assessment points for programs in business (except for the healthcare management program), medicine, and dentistry schools. • It is recommended to increase the minimum competency threshold for final examinations, particularly in clinical subjects, to ensure that graduates meet the required standards for clinical practice and patient safety. • It is recommended to give particular attention to the evaluation of clinical skills by OSCE exam, specify minimum competency thresholds for exam stations and time management, because in some syllabi 30 minutes are defined for OSCE exams. • It is recommended to review and revise the course syllabi and include the minimum competency threshold for the final examination in both the program description and individual course syllabi to ensure transparency and clarity of assessment criteria.
Suggestions: None
Best Practices (if applicable): None
Evaluation ☐ Complies with requirements ☒ Substantially complies with requirements ☐ Partially complies with requirements ☐ 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 ○ HEI has staff management policy and procedures that ensure the implementation of educational processes 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 New Vision University demonstrates a comprehensive and systematic approach to staff management, which is closely aligned with the institution's strategic development plan. The University has adopted clear and well-documented staff management policies, including the Personnel Management Policy, Internal Labour Regulations, and Affiliation Policy, ensuring the effective recruitment, development, and support of academic, scientific, administrative,

and invited staff. These policies are supported by practical tools such as job descriptions and employment contracts tailored to individual roles.

As of December 2024, NVU employs over 600 staff, including 255 academic positions, 206 (80%) of which are affiliated – well above the 50% benchmark. The student-to-academic staff ratio is under 1:20 across all programs, with lower ratios in practice; academic staff make up over 30% of total program staff. Supervision ratios remain within 1:5 for Master's and 1:3 for Doctoral programs, ensuring high-quality guidance. Administrative staffing is below 1:30, supporting efficient services. Recruitment from 2019-2024 filled 213 academic positions from 691 announced vacancies, with retention supported by development programs and research grants. All ratios meet or exceed internal and international benchmarks and are regularly monitored to drive continuous improvement.

A strong institutional emphasis is placed on equality, impartiality, and diversity. The Gender Equality Policy promotes inclusive recruitment and working environments. The university ensures gender balance across staff (49% female, 51% male) and fosters age diversity by recruiting without age restrictions while encouraging the participation of young professionals and early-career researchers, including active involvement of doctoral students in teaching and research activities.

Staff recruitment processes are well-structured, and merit based. Between 2019-2024, 691 academic vacancies were announced, and 213 qualified staff were selected through open, competitive procedures. These vacancies are publicly announced through the University's website and employment portals, ensuring transparency and equal access. Selection procedures for academic positions involve evaluation of qualifications, scientific and pedagogical achievements, and in some cases, public lectures and interviews – practices that reflect international standards of academic hiring. Similarly, administrative staff recruitment is carried out based on well-defined qualification criteria and includes screening, interviews, and final selection managed by the Human Resources Office.

New Vision University actively supports staff development through the implementation of a Personal Development Plan (PDP), which provides a structured framework for setting long-term career goals and identifying skill development needs. The PDP is supported by regular evaluations, HR consultations, and a range of internal and external professional development activities. Staff training topics are aligned with both institutional needs and staff interests, covering a wide range of areas including leadership, organizational culture, conflict of interest, communication, diversity, and innovative teaching methods. These efforts reflect a genuine institutional commitment to capacity-building and continuous improvement.

The University also promotes academic engagement in research and community-oriented activities through internal research grant schemes (Research Proposal Grants), encouraging scholarly productivity and practical impact.

Academic staff may be affiliated with NVU under a defined policy, and only affiliated staff hold voting rights on the Academic Board, which aligns with international governance practices while maintaining inclusive participation in broader institutional goals. Affiliation offers additional benefits such as recognition of research outputs as the University achievements, active involvement in decision-making on educational and research matters, and enhanced opportunities for student supervision and international collaboration, supported by the University's academic, research, and institutional resources.

Recognition of academic excellence is formalized through honorary titles awarded by the Academic Board, including Emeritus Professor, Honorary Doctorate, Affiliated Researcher, and Fellow, reflecting the institution's respect for contribution and alignment with its core values.

Workload distribution and remuneration for academic staff are regulated and standardized, based on clearly defined criteria in accordance with the University's internal regulatory framework (Order on Threshold Workload and Remuneration). Evidence from staff

interviews and satisfaction surveys confirms a high level of satisfaction with institutional support, clarity of expectations, and opportunities for professional growth.

NVU sets clear benchmarks for staff qualifications, workload, and performance through transparent recruitment criteria, defined workload schemes, and affiliation requirements. These benchmarks are directly tied to the strategic plan and monitored via semester-based workload reviews, PDP implementation, and regular satisfaction surveys. Institutional support – such as targeted training, research grants, and professional development opportunities – ensures continuous improvement of both staff capacity and performance standards.

In summary, New Vision University fully meets the requirements of Standard 4.1. The institution has demonstrated strong alignment between its human resource management practices and its strategic goals, with clear attention to transparency, meritocracy, staff well-being, and academic excellence.

Evidences/indicators

- The NVU Charter
- Internal Labor Regulations
- Research grants proposal
- Website regarding Vacancies in NVU
- Affiliation Policy Regulation on Carrying out Educational and Research Activities
- Staff Development Activities
- Personal Development Plan (PDP)
- Staff Personal Files
- Results of Staff Evaluation and Satisfaction Survey
- Personnel Management Policy - Relevant Regulations
- Job Descriptions
- Website of NVU
- Regulation on carrying out educational and research activities
- Order on the Determination of the Threshold Workload and Remuneration of Academic Staff
- A gender equality plan
- Template of Contract on Academic and Research Activities
- Site visit interviews
- Self-evaluation Report

Recommendations:

None

Suggestions:

- It is suggested that the institution may consider increasing staff awareness of the Personal Development Plan (PDP) and exploring structured yet flexible follow-up mechanisms to support personalized development trajectories. This could further enhance alignment between individual growth and the institution's strategic goals.
- Considering the specific needs of medical and dental education, it is suggested to explore the benefits of establishing a dedicated unit or focal point for Health Professions Education. Such a structure could provide targeted support for faculty development in areas such as clinical teaching, curriculum design, assessment, supervision, and program evaluation.
- It is suggested to consider supporting academic staff to pursue advanced qualifications in health professions education (e.g., Postgraduate Certificate/Diploma or Master's in Medical Education), which would further strengthen teaching quality and academic leadership capacity.
- It is suggested to continue enhancing faculty development programs focused on quality assurance, institutional effectiveness, and evidence-based teaching methods, particularly for program leaders and academic coordinators.

Best Practices (if applicable): None
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 New Vision University demonstrates a well-structured and comprehensive approach to managing the workload of academic, scientific, and invited staff. As of December 2024, the institution employs over 600 individuals, including 255 in official academic positions. The staff composition reflects the university's growing academic capacity and its responsiveness to institutional and programmatic needs. Evaluation of Staff Ratios at NVU: 1. Academic and scientific staff – invited staff ratio: As of December 2024, NVU employs 254 academic and scientific staff and 206 invited staff, giving a ratio of 1:0.8 compared to the target of 1:0.5. This indicates a slightly higher proportion of invited staff than the benchmark, with the target ratio projected to be achieved by 2031. 2. Affiliated academic staff – total academic and invited staff ratio: The university has 206 affiliated staff out of 460 academic and invited staff, yielding a ratio of 1:2.23 versus the target of 1:2. This shows that the affiliated staff share is close to the desired benchmark, with expected alignment by 2031. 3. Affiliated academic staff – students' ratio: With 206 affiliated staff serving 3,200 students, the ratio is 1:15.53 compared to the target of 1:15. This minor gap indicates near-optimal staffing levels, with the benchmark anticipated to be reached by 2031. As of December 2024, NVU has 206 affiliated staff out of a total of 460 academic and invited staff, resulting in a ratio of 1:2.23 compared to the target benchmark of 1:2. The affiliated staff-to-student ratio is 1:15.53, slightly above the target of 1:15, based on 206 affiliated staff and 3,200 students. Both benchmarks are projected to be achieved by 2031, indicating a gradual alignment with optimal international standards for staff allocation and programme sustainability. Overall, NVU demonstrates a balanced distribution of academic, invited, and affiliated staff relative to students and internal targets. While minor adjustments are needed to fully meet benchmarks, current staffing ratios support program sustainability, individualized academic guidance, and effective management of educational activities. The academic staff workload at NVU is aligned with typical higher education practices, balancing teaching, research, administrative duties, and professional development. This

ensures sustainable staffing while enabling faculty to effectively achieve educational and research objectives.

The workload allocation is clearly defined and regulated. The university applies a formal framework to determine and distribute academic workloads on a semester basis, which is approved by the relevant school boards and ratified by the Academic Board. This process ensures that teaching, research, and administrative duties are balanced and aligned with institutional priorities. The framework incorporates both qualitative and quantitative workload components, including auditory hours, student assessment, curriculum development, academic advising, research, and university service.

The normative workload, as stipulated by the "Order on the Determination of the Threshold Workload and Remuneration of Academic Staff," sets 1760 hours annually for full-time and 880 hours for half-time positions. Academic staff engaged in significant research activities may be exempted from teaching for one semester to focus on scholarly output. This flexibility supports research productivity and fosters a healthy academic environment. Administrative responsibilities are also recognized, with corresponding adjustments to teaching loads – typically a 50% reduction – ensuring fairness and preventing overburdening.

Scientific and research activities are well-integrated into the workload structure. Faculty members are engaged in preparing and implementing grant proposals, mentoring postgraduate students, authoring scholarly publications, and participating in conferences. These elements are included in the official workload calculation, encouraging staff to actively contribute to the research mission of the university.

The use of invited staff is program-specific and aligned with pedagogical and practical needs. Their engagement is regulated through hourly contracts, with workloads adjusted according to teaching requirements and their employment elsewhere. The university maintains workload balance by considering external affiliations of academic personnel to avoid overload and ensure quality teaching.

NVU plans its staffing needs based on enrolment trends and program-specific demands, ensuring sustainability and adequate staff-to-student ratios. The use of affiliated academic staff – constituting approximately 80% of the academic body – supports continuity in teaching and research functions and long-term institutional engagement.

Annual satisfaction surveys of all staff categories provide feedback on workload and working conditions. Results are used to refine policies and support staff well-being, which demonstrates a commitment to continuous improvement and responsiveness.

Overall, NVU meets the standard requirement by ensuring that the number and workload of academic, scientific, and invited staff are appropriate for the delivery of its educational and research activities, as well as other assigned functions.

Evidences/indicators

- The NVU Charter
- Internal Labor Regulations
- Personnel Management Policy - Relevant Regulations
- Affiliation Policy Regulation on Carrying out Educational and Research Activities
- Order on the Determination of the Threshold Workload and Remuneration of Academic Staff
- Staff Workload Scheme
- Sample Contracts
- Site visit interviews
- Self-evaluation Report

Recommendations: While workload allocation is well-structured, it is recommended to continue refining data collection and analysis tools (e.g., through satisfaction surveys and workload monitoring) to better anticipate potential imbalances and optimize resource use across academic units.
Suggestions: - It is suggested that NVU considers further aligning its staffing framework with sectoral benchmarks by incorporating specific human resource requirements, particularly in the medical field. This could include offering training in medical education methodology for medical academic staff at least once every two years. - It is suggested that NVU explores developing and implementing a structured concept and plan for the continuous professional development of academic staff, with an emphasis on advanced medical education methodology, to further enhance pedagogical quality and support improved student outcomes. - It is suggested to further enhance the workload planning system by strengthening mechanisms for regularly reviewing and adjusting individual academic loads based on evolving institutional needs, program demands, and staff feedback. None
Best Practices (if applicable): None
Evaluation ☐ Complies with requirements - X Substantially complies with requirements ☐ Partially complies with requirements ☐ 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 NVU has clearly defined rules for obtaining, suspending, terminating student status, mobility, awarding qualifications, and recognizing prior education (Regulation on carrying out educational and research activities). This regulation is publicly available on the university's webpage and accessible to any interested person. During interviews students confirmed they are informed about these rules. As they noted, during the first week of the semester orientation meetings are held. Students are provided with a corporate email address for communication with various structural units of NVU and for receiving information. With the same email, students register on the electronic learning portal, which is developed by university developers. During the first week, students are trained in how to use the electronic portal, get acquainted with the staff, the assessment system,

and university regulations. Through the portal, students register for subjects, participate in surveys, check their grades, etc.

A student is enrolled in a bachelor's or one-level educational program based on the results of the Unified National Examinations or through mobility, in accordance with the legislation of Georgia. In the case of a foreign citizen, enrolment is carried out in accordance with the procedure established by the Ministry of Education and Science of Georgia, based on a decision of the Academic Board.

The prerequisite for admission to the Master's Program is determined by the Law of Georgia on Higher Education and also passing the university's English language exam at the B2 level. Individuals who have earned a bachelor's degree through an English-language education program or who hold an international English language certificate recognized by the Common European Framework of Reference (e.g., TOEFL iBT, IELTS, FCE, etc.) are exempt from this exam. Interviews for international applicants may be conducted online.

For doctoral Level:

a) The consent of the supervisor.

b) Submission of a document certifying proficiency in a foreign language. By decision of the Academic Board, the candidate must demonstrate proficiency in English—or another European language (German, French)—at a minimum of B2 level. If English language proficiency is confirmed at B1 level, an additional document certifying B1-level proficiency must be submitted.

c) Submission of a document certifying participation in previous work, publications, and/or scientific research activities in the relevant field, and/or confirmation of at least two years of experience in the relevant field.

d) Submission of a conclusion from the New Vision University Hospital Medical Ethics Commission, or another recognized authorized body (commission/committee/council), regarding the bioethical compliance of the dissertation to be conducted within the doctoral education program in medicine. A renewed bioethics conclusion is required if the approved dissertation topic is changed after enrolment.

e) If applicable, submission of a document certifying the fulfilment of any additional criterion/criteria set by the specific doctoral program, or demonstration of the required skill(s).

The university recognizes the following international exams and scores:

Table 5.1.1

Test	Score equivalent to the B2 level
EF SET	51 - 60
IELTS	5.5 - 6.0
TOEIC (R&L) Total	785 - 940
Cambridge English Scale	160 - 179
TOEFL iBT	72 - 94

Global Scale of English (Pearson)	59 - 75
The relationship between students and the University is regulated by a contract signed between the parties. The contract clearly defines the rights and obligations of both parties, the tuition fee payment procedure, and other necessary legal regulations. The contract protects the interests of the students and is not unilaterally tailored to the University. As mentioned, students are familiarized with the normative documents before starting their studies. The contract includes a clause that allows students to pay their tuition in instalments. Interviews with both the administration and students establish that there is a very open relationship between students and the administration at the University. Any student can discuss any issue with the relevant person or write the email. To offer a flexible schedule to the students, NVU can organize a student's learning through an individual curriculum. To Protect student's rights and interests there are Student Counselling and Advocacy office. The office's activities are grounded in ethical principles and core values such as diversity, equality, impartiality, and security. Its primary goal is to advocate for and protect the rights and interests of university students, which includes reviewing student complaints and requests. The Student Counselling and Advocacy Office is composed of the Student Counselling and Advocacy Officer (Ombudsman) and Coordinators. The Ombudsman's main responsibility is to advocate for students' rights throughout the university and work toward resolving their issues. The office also participates in developing various informational and educational initiatives to raise awareness about the services available to students. Students can book meetings with the Student Counselling and Advocacy Office online, selecting the time and meeting format that best suits them.	
Evidences/indicators • NVU Charter • Mechanism for protecting students' rights and legitimate interests-Regulation on carrying out educational and research activities • Student contract sample • University website • Student survey results • Implemented student activities • Interview results	
Recommendations: None	
Suggestions: None	
Best Practices (if applicable): None	

Evaluation ☒ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements
5.2 Student Support Services ○ 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 NVU offers students various consulting services that support them during their study period. Consulting services may be provided individually, in groups, or remotely (online). NVU has a mechanism for students to appeal their grades online through the LMS. The existence of this process was confirmed by the university administration, academic staff, students, and graduates. NVU helps international students to integrate into the university life. From the very beginning of their studies administration is organizing meeting with freshmen to share all necessary information what's needed during their study period and after graduation NVU has a special bridging courses for graduates to meet employment criteria in different countries. So they are offering extra curricula trainings which is mandatory for their local employment market. In addition to the services mentioned above, the university has a Student Services and Career Development Center where students can receive consultations on various issues and information about internships and employment. University has various service centres, such as: Legal Aid Office that provides free legal assistance to beneficiaries, enhancing access to qualified legal services. This office offers a unique practical training opportunity for students from New Vision University and other university law schools, allowing them to apply their theoretical knowledge by working on real cases. Students develop practical skills as part of their Bachelor's and Master's programs in Law. Wellbeing Center offers free psychological counselling services to students. These services aim to promote students' emotional well-being, effectively manage factors that hinder academic progress, and improve their overall quality of life. The Center provides a safe environment that respects individual and cultural differences and focuses on addressing mental health challenges faced by students. Alumni Support Office is a vital part of the university's structure, dedicated to fostering and maintaining strong relationships with graduates. Its primary goal is to create a close bond with alumni and ensure their active involvement in various university activities. But during the interviews with alumni most of them mentioned they were not involved in program evaluation or other university related processes. To improve the work of various services, annual surveys are conducted regarding university services, which assess the material resources, environment, and administrative and academic staff. As deans and students mentioned during interview several changes were made into the curriculum after analysing students' evaluation forms. The university encourages students to participate in international mobility and projects. For this purpose, the university informs students about relevant exchange programs and opportunities. To offer exchange programs, NVU has signed memoranda of understanding

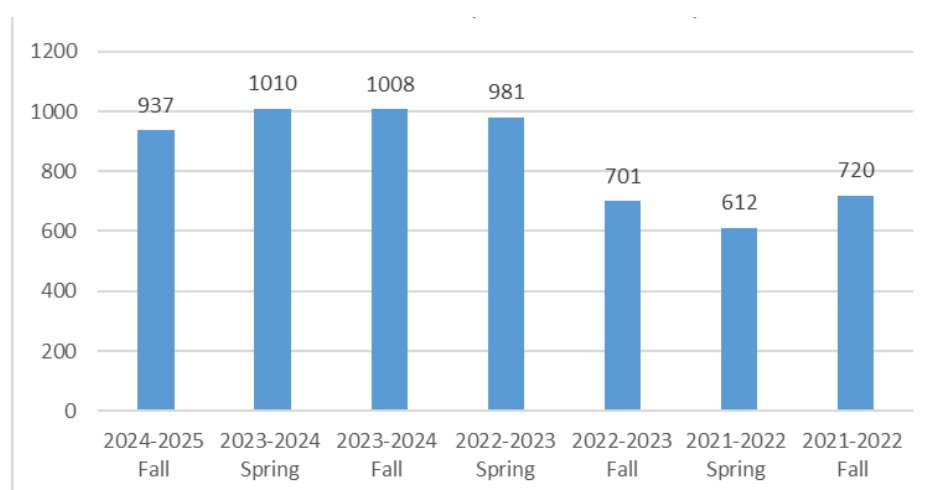
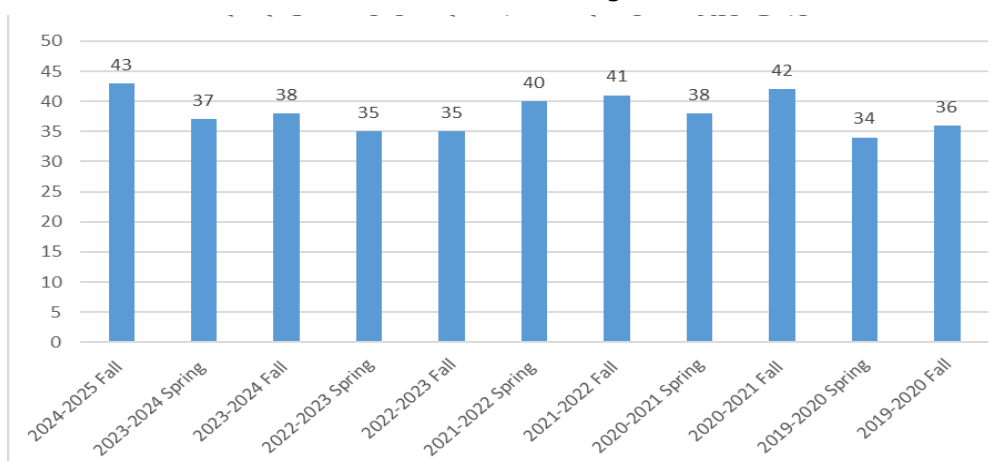
with various European educational institutions, which provide for student and academic staff exchange opportunities within the framework of the Erasmus+ program.

To offer extracurricular activities at the university, there are Student Clubs which are a vital component of university life at New Vision University. Their primary purpose is to bring together students with shared interests, offering them additional opportunities for personal and professional growth. These societies foster social connections and help build a strong student network, while also enabling members to develop practical and leadership skills through active participation.

After graduation University does not stop contact with alumni, NVU is tracing their progress and collecting data if they are employed with their qualification or continuing studies. NVU graduates have high employment rate of Alumni by their qualification for the latest authorization period:

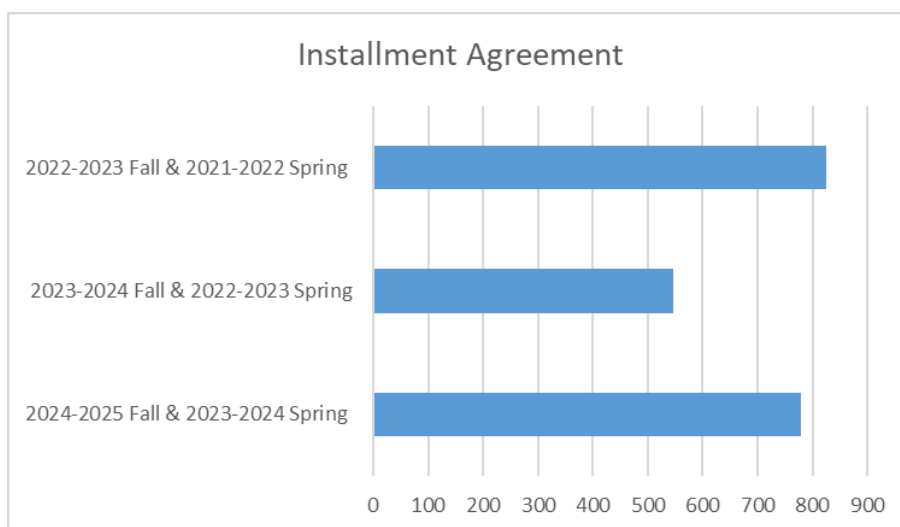
- School of Medicine - 86%
- School of Dentistry – 88%
- School of Law – 86%
- School of Politics and Diplomacy – 80%
- School of Business and Applied Sciences – 80%
- School of Education – 95%

NVU considers the social situation of students and offers funding and internal grant opportunities. Particularly important is the school Olympics organized by the university, which aims to attract entrants. Winners of the Olympics receive significant awards, including full funding for university studies. The following table shows the number of students who have received internal funding



New Vision University has a special discount system for international students, which is realized in the form of internal study scholarships. The table above shows the number of international students who received scholarships by year.

If Students can't pay the full amount of tuition fee at once they can make an instalment pay plan.



Evidences/indicators

- Results of students and graduates survey
- Analysis of the results of surveys and assessments conducted for the development of educational programs
- Student support mechanisms
- University website
- University Portal
- Interview results

Recommendations:

None

Suggestions:

- It is suggested to strengthen connections with alumni and involve them into different processes.

Best Practices (if applicable):

None

Evaluation

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

6. Research, development and/or other creative work

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

6.1 Research Activities

- 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

Descriptive summary and analysis of compliance with the standard component requirements

New Vision University emphasizes practical, interdisciplinary, and internationally oriented research. The university conducts extensive, field-specific research and creative activities across diverse disciplines, including medicine, law, education science, business, and life sciences. Research priorities are aligned with the university's mission, vision, and societal relevance, promoting both fundamental and applied research initiatives.

The university's Strategic Development Plan outlines clear goals for strengthening research quality and productivity, supporting early-career researchers, enhancing research infrastructure, and fostering international collaboration. These strategic priorities are implemented through dedicated academic units, modern research facilities, and targeted support mechanisms (Budget allocated for research and scientific activities 30 000 000 GEL).

NVU's research agenda includes several priority directions:

- Biomedical and Life Sciences, with strong emphasis on 4D biomedical imaging, ribosomal gene studies, cancer diagnostics, tissue engineering, neurobiology, radiobiology, and bacteriophage therapy. Research is supported by advanced infrastructure, such as the NV-Genetics Molecular Diagnostics Laboratory (equipped with next-generation sequencing), the Carl Zeiss Microscopy Center, and a unique live cell culture bank.
- Social Transformation through Football, which explores football as a form of "soft power" to address issues such as community engagement, social mobility, women's empowerment, health, and intercultural dialogue.

Regulation on Carrying out Educational and Research Activities (Approved by the Minutes №3 of the Academic Council of September 26, 2013. The New Edition is Approved by the Minutes №3 of the Academic Council of March 3, 2022) defines the general rules of conducting educational and scientific research activities of the University

NVU offers accredited doctoral programs in Life Sciences, Medicine, Law, Education Science, and Business Administration. Doctoral research is actively conducted with the support of qualified supervisors, international partnerships, and modern infrastructure.

- The PhD in Life Sciences addresses microbiology, phage therapy, neuroscience, and radiobiology, with a focus on translational research.
- The PhD in Medicine includes clinical and fundamental research in areas such as traumatology, cardiology, anaesthesiology, ophthalmology, paediatrics, and gynaecology.
- The PhD in Law focuses on legal ethics, labour law, gender-based violence, and consumer protection, supported by international collaborations (e.g., USAID, University of Graz, OeAD).

- The PhD in Education Science explores digital transformation in education, artificial intelligence, gamification, and virtual reality-enhanced learning.
- The PhD in Business Administration, recently accredited, integrates football studies and promotes early-stage research skill development.

Doctoral supervision is regulated by the Regulation on Carrying out Educational and Research Activities. Supervisors must be active researchers with recent international publications, and the supervisor-to-doctoral student ratio does not exceed 1:3. Doctoral candidates are required to publish at least two scientific articles, including one in a peer-reviewed international journal, as a prerequisite for dissertation defence.

The dissertation defence process is structured, transparent, and aligned with international academic standards. It requires successful completion of the educational and research modules, a supervisor's recommendation, evaluation by two independent experts (including at least one international reviewer), and—where applicable—ethical clearance. The process includes a clear appeal mechanism to protect academic rights and ensure procedural fairness.

NVU maintains strong international partnerships with academic and research institutions across Germany, Belgium, Switzerland, the United Kingdom, and the United States. A significant portion of doctoral research is conducted jointly with partner institutions. Doctoral students and academic staff are actively involved in international conferences and joint publications.

The university has signed memorandums of cooperation with partner universities and scientific research centres across the USA, UK, Netherlands, Belgium, Germany, Switzerland, and others. Research is conducted in collaboration with economic agents, such as: NVGenetics (e.g., ribosomal RNA studies); University of Reims, Sapienza University, Technical University of Catalonia. International Labour Organization and USAID for law and labour market studies.

During the reporting period, 20 doctoral dissertations were defended – 13 in Medicine and 7 in Law. Several were completed in collaboration with international co-supervisors. The publication of multiple international articles in peer-reviewed journals indexed in Scopus and Web of Science is presented as evidence.

During the reporting period, 20 doctoral dissertations were defended – 13 in Medicine and 7 in Law. Several were completed in collaboration with international co-supervisors. The publication of multiple international articles in peer-reviewed journals indexed in Scopus and Web of Science is presented as evidence.

NVU actively promotes the dissemination of research through its institutional website, where publications, theses, and academic outputs are made publicly accessible.

These practices demonstrate NVU's commitment to fostering an internationalized, and research-intensive academic environment, ensuring that research activities remain relevant, transparent, and impactful.

Evidences/indicators

- Self-evaluation Report
- The Strategic Development Plan 2025–2031
- N(N)LE – New Vision University Dissertation Board Regulation
- Regulation on Encouragement of Research Activities

• Attachment 6.1. 2019-2024 – list of researchers: affiliated staff • Interviews results
Recommendations: • It is recommended to provide regular training on research skills and ethics.
Suggestions: • It is suggested to develop field-specific research roadmaps to align research activities with national and international priorities. • It is suggested to encourage international co-supervision and joint research to strengthen doctoral quality and global integration.
Best Practices (if applicable): None
Evaluation ☐ Complies with requirements ☒ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements
6.2. Research Support and Internationalisation
◦ HEI has an effective system in place for supporting research, development and creative activities ◦ Attracting new staff and their involvement in research/arts-creative activities. ◦ University works on internationalisation of research, development and creative activities.
Descriptive summary and analysis of compliance with the standard component requirements NVU has established a comprehensive and effective support system for research, development, and creative activities. Research is one of the university's five strategic priorities, and its advancement is systematically embedded in the institutional development plan. NVU operates a structured internal grant funding mechanism that supports both one-year and three-year scientific projects, with the possibility of preliminary pilot studies. The projects are evaluated by the Research and Innovation Committee and reviewed by international experts, ensuring academic rigor and external validation. The university allocates dedicated financial and technical resources for research, including support for publication, equipment procurement, travel for scientific events, and remuneration for research teams. Approved projects are funded through quarterly transfers, contingent upon regular progress reports. The Office of Project Management also provides legal, administrative, and technical assistance for obtaining external grants and managing funded projects. A transparent and performance-based incentive scheme is in place to encourage research productivity. Incentives are provided for publishing in indexed journals, authoring monographs, participating in international conferences, and registering patents. Students, including doctoral and master's candidates, are also eligible for research support, creating a pipeline for young researcher development. NVU actively works to attract highly qualified academic staff with strong research potential. Recruitment for academic positions is conducted through competitive processes, and scientific productivity is a key criterion for selection and promotion. New staff members are

integrated into ongoing research projects and encouraged to initiate their own studies through institutional support mechanisms.

The university funds research projects through: Quarterly financial support (based on project progress reports). Annual performance indicators, including publications in indexed journals. Funding includes procurement, research materials, conference travel, and monthly remuneration.

Evaluation scheme for one-year and three-year projects is defined, including external international reviews. Incentive system for staff and students is well structured with detailed point allocations and financial limits (e.g., up to 5,000 GEL annually per academic). A portion of the university budget is clearly allocated to research promotion and infrastructure.

NVU maintains a supportive environment for the professional development of early-career academics and young researchers. For instance, NVU offers tuition discounts for doctoral programs to its staff and alumni, and fully funds specific cohorts (e.g., Education Science PhD students). Early involvement of doctoral students in research is facilitated through mentorship, co-authorship in publications, and participation in funded projects.

Faculty members and researchers are evaluated periodically based on a transparent point-based system that includes metrics such as publications in indexed journals, participation in conferences, grant activity, and involvement in innovation. This system not only supports staff accountability but also motivates continuous academic engagement.

Internationalization is a cross-cutting priority at NVU and is fully integrated into the university's research strategy. Research is considered inherently international in both nature and purpose, and NVU continuously fosters cross-border academic collaborations. The university has signed memoranda of cooperation with partner institutions in the USA, UK, Germany, Belgium, Switzerland, and other countries.

Doctoral and graduate research often involves international co-supervisors, and joint dissertation work is conducted at foreign institutions. Numerous NVU doctoral students have received scholarships or conducted research visits abroad (e.g., at Charles University in Prague, Luigi Vanvitelli University in Italy), leading to joint publications and enhanced scientific mobility. Multiple PhD students across law, medicine, and education programs have foreign co-supervisors, including Prof. Andrea Boroni, Prof. Saulius Waitkus, Prof. Sampat Kumar, among others. At least ten doctoral students are mentioned with international co-supervision arrangements. Joint supervision is a formalized part of doctoral education.

Faculty and students actively participate in international conferences, symposia, and training sessions. Scientific publications are regularly produced in collaboration with international partners and published in indexed international journals. The university also encourages researchers to present their findings at international forums and to engage in global scientific discourse.

NVU has an Office of Project Management that supports grant applications, fundraising initiatives, and legal consulting. It assists in the administration of grants and the submission of required reports. The Office oversees a comprehensive system that includes quarterly and annual evaluations, international peer reviews, and the active involvement of the internal Research and Innovation Committee. During the interview, staff confirmed that training sessions are regularly conducted on grant writing, scientific integrity, and project evaluation (Grant agreements are provided in the attachments as supporting evidence).

This active engagement contributes to the visibility and impact of NVU's research output and ensures alignment with global academic standards and trends.

Evidences/indicators • Self-evaluation Report • Participation of New Vision University doctoral students in local and international conferences • Evaluation scheme and indicators for funded scientific projects • Funded projects – grants (• Doctoral and master's research projects supervised or co-supervised in collaboration with foreign partners • Interviews results
Recommendations: None
Suggestions: • It is suggested to establish mentoring and onboarding programs for new faculty. • It is suggested to develop joint research programs and dual PhD agreements with foreign universities.
Best Practices (if applicable): None
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 NVU has established a comprehensive and structured system for evaluating the quality of research activities, as well as the productivity of its scientific-research units and academic/scientific staff. The system is aligned with the university's strategic priorities and aims to foster research excellence, internationalization, interdisciplinarity, and sustainable development. The evaluation of research activities is conducted at multiple levels, encompassing individual academic staff, research units, and doctoral programs. It includes both quantitative and qualitative indicators, such as publications in indexed journals, participation in scientific conferences, acquisition of grants, and contributions to innovation (e.g., patents, monographs). The university uses a point-based evaluation model, where different academic activities are assigned, scores based on their academic value and relevance. Minimum point thresholds are defined for each academic position, ensuring fairness and consistency in performance expectations.

To support transparency and accountability, NVU has developed a dedicated electronic portal for collecting and analysing data on research productivity. The portal aggregates information on research projects, international cooperation, young researcher involvement, and bibliometric indicators (e.g., H-index, citation counts). This functionality strengthens internal monitoring and supports strategic decision-making.

NVU publishes annual reports on research activities, including Doctoral dissertations (2018–2023), Research productivity data (e.g., via SCOPUS, website listings), Monographs, articles, and textbooks authored by affiliated staff. An electronic portal is used to collect and systematize information on: Number of scientists involved in projects, Project funding, Collaborations, and Productivity indicators like H-index.

Evaluation results are directly linked to incentive mechanisms. NVU's Regulation on Encouragement of Research Activities provides financial rewards for outstanding performance, including publication bonuses, conference support, and patent incentives. Doctoral students and early-career researchers benefit from targeted support, including tuition waivers, access to international mobility, and involvement in funded projects.

The Doctoral Supervision and Dissertation Defence System is regulated to ensure high academic standards. Supervisors must meet international publication requirements, and students must publish peer-reviewed articles as a prerequisite for thesis defence. The assessment of dissertations involves both internal and external (including international) reviewers. The university guarantees transparency through public documentation, a formal appeals mechanism, and independent evaluation when necessary.

NVU's research productivity is regularly published on its website and open-access platforms, contributing to public awareness, academic collaboration, and knowledge dissemination. The university also conducts regular internal reviews and surveys of doctoral students to improve the quality of doctoral education and research environment.

NVU has implemented a robust, transparent, and internationally oriented system that ensures the quality and relevance of its research and creative activities. The system effectively supports institutional development, academic advancement, and international visibility.

Evidences/indicators

- Self-evaluation Report
- New Vision University Dissertation Board Regulation
- Interviews results

Recommendations:

- It is recommended to implement periodic impact assessment of research units.

Suggestions:

- It is suggested to promote visibility of research outcomes and best practices.

Best Practices (if applicable): None
Evaluation ☐ Complies with requirements X 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 During the visit, the university's real estate holdings were verified in accordance with the self-evaluation report submitted by the institution, along with the supporting documentation. The real estate owned by the university is as follows: 1. LLC "New Vision Infrastructure" (ID: 404906125) – Tbilisi, 11 Nodar Bokhua Street. Non-agricultural land plot of 3,962.00 sq. m. (Plot No. 01.13.01.013.001); buildings 1–2 with a total area of 7,543.1 sq. m. (Registered application No. 892024940487). 2. N(N)LE New Vision University (ID: 404987332) – Tbilisi, 13 Ljubljana Street / 16 Mikheil Chiaureli Street. Co-ownership of a non-agricultural land plot of 50,260.00 sq. m. (Plot No. 01.13.02.009.003 01/01/501); building(s) with areas 23, 24, 26 totalling 247.32 sq. m. (Registered application No. 882023159253). 3. LLC "New Vision Sports Club" (ID: 202058110) – Tbilisi, 13 Nodar Bokhua Street. Non-agricultural land plot with buildings (floors 1–6) totalling 29,322.00 sq. m. (Plot No. 01.13.01.012.056) (Registered application No. 882023957637). 4. LLC "New Vision University Hospital" (ID: 402069854) – 13 Ljubljana Street / 6 Mikheil Chiaureli Street. Co-ownership of a non-agricultural land plot of 50,260.00 sq.m. (Plot No. 01.13.02.009.013 01/01/506); buildings 1 to 31 inclusive, including non-residential premises 23rd, 24th–4th, and 26th with a total area of 1,686.22 sq.m., owned by A(A)IP New Vision University (Registered application No. 882023138571). The institution's real estate includes the Eco-Campus located on Nodar Bokhua Street, which houses educational auditoriums, laboratories, administrative units, library spaces, a cafeteria, and other facilities used for university activities. The New Vision Sports Club LLC, fully owned by New Vision University LLC, is also located on this campus.

The university's assets further include A(A)IP New Vision University Hospital (founded by A(A)IP New Vision University), comprising both real estate and movable property owned by the hospital, the university, and St. Lazarus Clinic LLC.

Additionally, the university owns Zarafkhana Development LLC (100% of shares held by A(A)IP New Vision University), located at 15 Ljubljana Street.

A(A)IP New Vision University holds usufruct rights over the buildings located at 9, 11, and 11a Bokhua Street, as well as 15 Ljubljana Street, Tbilisi. These facilities and infrastructure are used for both educational and commercial purposes.

Facilities Assessment.

An inspection of the university's material resources—including buildings, auditoriums, offices, hospitals, laboratories, and other facilities—confirmed the provision of a comfortable and appropriate environment for education. Study areas, workspaces, offices, and laboratories are equipped as necessary with computers, projectors, smart boards, and other essential tools.

During the visit, special attention was paid to verifying the safety and health measures in place for students and staff. Based on the submitted documents and expert evaluations, the following were confirmed:

a) The university is equipped with fire safety equipment and clear usage instructions. In emergencies, elevators are not used; instead, alternative exits and showers are available. In severe cases beyond the institution's response capacity, emergency services (112) are contacted.

b) Clearly visible evacuation plans are posted, showing optimal escape routes from various points within the buildings.

c) Given the university's medical programs, a significant portion of the medical faculty and administrative staff have completed first aid training. A dedicated first aid station is equipped and continuously staffed by a qualified employee.

d) On-site security is provided through cooperation with Algan LLC (Agreement No. 132013). Security personnel monitor access, safeguard assets can send alarms from the security console to a centralized system connected to a rapid response unit.

New Vision University owns the university hospital and St. Lazarus clinic. In addition, they have contractual agreements with other clinics in Tbilisi. The university hospital is very well equipped, and the level of services provided is modern and of high quality. The outpatient clinics are of good size, which makes it suitable for the training of the students. The system of the hospital supports student training and the clinicians welcome having the students with them.

The presence of a skills training centre in the hospital is a good initiative which brings training to the work environment.

Residents also contribute to the students' training in the hospital.

The Dental clinics and dental simulation labs are adequate, modern and sufficient to train the number of students in the dental program.

On the main campus the simulation centre is well equipped with high fidelity simulators. The space and number of rooms for training of the medical and nursing programs are good and according to international standards for training of medical students.

The simulation centre has dedicated human resources, technologists and qualified trainers. The simulation centre is adequate for the OSCE exams.

The campus is monitored by security cameras inside and on the outer perimeter. These cameras are internet-connected, accessible remotely, and recordings are stored for two weeks. Motion and break-in detectors are also installed.

As for infrastructure and accessibility, the university meets all requirements under Standard 7.1 of the authorization criteria. Facilities include lobby, recreation areas, lecture halls, faculty offices, administrative storage, sanitary facilities, library, laboratories tailored to the field of study, study rooms, and an archive. All educational buildings are equipped with central heating.

The university has different types of classrooms which are in alignment to the strategy of teaching and learning. In addition to the auditorium and regular classrooms they have enough rooms suitable for problem based learning and small groups discussions.

The basic science labs anatomy, biochemistry, philosophy are according to the standards and sufficient for the number of students.

The research labs are advanced and equipped with high quality molecular and digital imaging including Confocal microscope, electron microscope, tissue culture facility which are used for research and students training. All these facilities are accessible to the postgraduate and undergraduate students.

The institution has ensured the availability of first aid services by designating a dedicated space and hiring a qualified individual through an employment contract.

New Vision University also supports an inclusive environment. All campuses are designed to be accessible, featuring ramps, adapted elevators, Braille-marked buttons, and accessible restrooms. Recreational spaces, parking, rest areas, a cafeteria, and sports fields are available and accessible to all students.

In summary, the university's material and infrastructural resources support its educational mission, enable the achievement of learning outcomes across its programs, and facilitate research initiatives.

Evidences/indicators

- Extracts from the Public Registry (Annex No. 7.1.1)
- Contracts
- Building and site plans

Recommendations:

None

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

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

7.2. Library Resources

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

Descriptive summary and analysis of compliance with the standard component requirements.

Based on the self-evaluation report submitted by the institution, the attached documentation, and the expert visit, the university's library facilities were inspected and evaluated. The main library is located at 11 Bokhua Street, while additional educational resources are available at New Vision Hospital (13 Ljubljana Street) and are used for seminar sessions.

The library includes a variety of functional spaces, including a reading room, book depository, group and individual work areas, staff workspaces, and rooms equipped with various technologies (computers, projectors, copying and scanning equipment, etc.). All library computers have internet access, including wireless connectivity. The library is modern, adequate space and a good learning environment. The New Vision university budget for the library is continually on the rise. The electronic databases include Elsevier, medical journals for researchers, postgraduate and undergraduate students. The evaluation of the library services is conducted every year by surveys conducted by the Quality Culture Committee. The students and faculty satisfaction are over 80 %.

NVU has a publicly available Library Use Policy accessible on its website. According to the policy, students can access the library daily from 09:00 to 22:00, and by prior agreement, up to 24 hours. However, the self-evaluation report states that the seminar room is available daily from 10:00 to 19:00, and until 22:00 with prior arrangement. The regulations also outline the procedures for using library materials and address the consequences of loss or damage.

The library collection comprises both print and electronic resources. Budget allocations and procurement records confirm that the library fund is regularly updated and aligned with the academic fields offered by the institution. As of the current reporting period, the New Vision University library holds over 20,000 items across various formats and subjects.

The university library is integrated into the international library network and has access to a range of specialized electronic databases, including:

- ELSEVIER platforms: ScienceDirect, Scopus, Mendeley Data, SciVal Finder. A total of 135 searches were recorded during the reporting period.
- Other databases: Cambridge Journals Online, e-Duke Journals Scholarly Collection, Edward Elgar Publishing Journals, Development Studies e-books, Open Book Publishers E-books, Royal Society Journals Collection, SAGE Journals, European Respiratory Journal, and IMechE Journals.
- Most frequently used databases:
 - In medicine: PubMed and Scopus.
 - In law: HeinOnline.

Interviews with library management staff and a review of system functionality confirmed that ELSEVIER and EBSCO databases are accessible remotely from any location. The remaining databases are currently accessible only on campus, with plans underway to expand remote access.

NVU has an overview about the use of databases, and the data show they are in use. For instance, according to the SER, in the period 2019-2024, a total of 30,121 articles were sought on EBSCO's specialized research platform from New Vision University. On the HeinOnline platform, a total of 43,146 articles were sought during the reporting period.

Similarly, the data about the use of other databases are available. Overall, it seems databases are a useful and used resource at NVU.

Experts selectively verified the availability of required literature as listed in course syllabi, reviewed library catalogues (which are properly sorted and classified), and confirmed that the university ensures access to learning resources required for academic success and research activities.

The library's book catalogue is searchable through an electronic library system, and resources can be accessed both in-house and for loan, following established procedures. Users also have access to the KOHA platform, which connects them to the international electronic library network, providing access to advanced information technologies.

In 2024, the university updated its method for student access to digital learning resources by fully integrating them into the student portal. Students can now independently access the list of current semester textbooks and their digital versions through the portal.

To promote the full utilization of library resources, the university organizes a wide range of events, training sessions, and seminars, including:

- Information literacy and academic research workshops: Covering effective use of databases like JSTOR, Scopus, and Google Scholar.
- Workshops on bibliographic management tools: Including hands-on sessions using Mendeley and Zotero.
- Data analysis and programming training: Courses in Python and R, tailored for research in social sciences and marketing.
- Data visualization master classes: Using Tableau and Power BI.
- Scientific podcasts: Regularly held, featuring research insights, academic careers, and faculty interviews—sometimes in collaboration with other universities.
- Webinars and online courses: Including virtual tours of world-renowned libraries such as the Bibliothèque nationale de France and the British Library.
- Collaboration zones: Specially designed spaces for individual and group study, with active zoning for user convenience.
- Interdisciplinary projects and hackathons: Events bringing together students from diverse fields—AI, design, sociology—to develop collaborative projects.
- Media laboratories: Envisioned to allow students to work with audio and video materials, create podcasts, perform video editing, and explore multimedia content creation.
- Virtual Reality (VR) labs: Planned to expand the library's immersive learning capacity.

NVU also invests in staff development. Programs supporting faculty include:

- The Center for Working with Scientific Publications: Offering editing, publication support, and scientific writing courses.
- Training in modern educational technologies: Covering platforms like Moodle and Canvas, integration of digital content, and collaborative cloud-based tools.

The university is committed to inclusivity and provides support for students with special educational needs. The library offers accessible digital resources (e.g., audiobooks, specialized databases) and space zoning that accommodates students with physical disabilities.

All the above confirms that the New Vision University library meets the requirements of Standard 7.2, ensuring that its resources, infrastructure, and strategic initiatives fully support the institution's educational and research goals.

Evidences/indicators

- Library Charter
- Budget allocations for library development (2021–2024)
- Student and staff survey results (Annex #2.2.1)
- List of literature acquired through partnership projects
- Online electronic catalogue
- Usage statistics of international electronic databases (Annex #7.2.1)
- Educational programs and syllabi (Annex #3.1.1, Annex #3.1.2)
- Technical infrastructure documentation
- Proof of book fund ownership
- Confirmation of participation in the international electronic library network (Annex #2.3.1)
- Documentation verifying the possession of library resources (Annex #7.2.2)
- Database usage statistics (Annex #7.2.1).

Recommendations:

None

Suggestions:

None

Best Practices (if applicable):

None

Evaluation

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

7.3 Information Resources

- HEI has created infrastructure for information technologies and its administration and accessibility are ensured
- Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place
- HEI ensures business continuity
- HEI has a functional webpage in Georgian and English languages.

Descriptive summary and analysis of compliance with the standard component requirements.

According to the self-evaluation report submitted by the institution, the supporting materials, and the results of the expert visit, New Vision University (NVU) buildings are equipped with the information technologies necessary for educational and administrative operations. All educational and administrative spaces offer free and uninterrupted access to the Internet. For this purpose, NVU has signed contracts with JSC Silknet (Registered Office No. 204566978) and the Georgian Scientific-Computer Networks Association – Grena, ensuring both primary and backup internet connectivity.

NVU manages its IT infrastructure, risk response, and access controls in accordance with its Information Systems Management Policy and related internal regulations. These documents cover a wide range of operational procedures, including IT operations management, user authentication and authorization, remote access management, information and system security, incident response, password and mobile device management, and secure system updates and development.

Specific rules are in place to govern:

- User access protocols
- Permitted software
- Use of secure areas
- Safe destruction and reuse of devices
- Restrictions on flash drives and access to specific internet content

This framework ensures the effective management and continual development of the university's information systems.

During the expert inspection, it was confirmed that projectors are installed in all lecture halls, with dedicated and maintained computers available for accessing internet-based resources and delivering lectures.

A modern examination centre accommodating up to 350 students has been established. To support computer-based testing, NVU has implemented a centralized examination platform (nvu.examjet.net), which is integrated with the university's intranet portal (online.newvision.ge).

In line with business continuity requirements, NVU is equipped with uninterruptible power supplies (UPS) and automatic backup generators to ensure the uninterrupted operation of its electronic services and internet infrastructure. Most university servers are hosted at Grena's data centre, where physical and cyber security measures—including temperature control and automatic shutdown systems—are in place. Regular backups are created to protect data related to critical services.

The on-site evaluation confirmed that internet access and internet-connected devices are available in all key areas of the university, including lecture halls, auxiliary spaces, corridors, the library, laboratories, and other facilities. A centralized wireless network has been implemented throughout the NVU campus for both students and staff. Wireless access points are installed across internal and external zones of the university buildings, and all access points are centrally monitored and managed.

To ensure consistent delivery of electronic services, NVU's computer network is segmented into:

- Server segment
- Internal service and guest/student segment
- Cloud infrastructure segment
- Digital telephony segment
- Security and monitoring systems segment

The Information Technology Department is responsible for managing the university's computing, networking, server, and cloud infrastructure. Only authorized personnel have access to manage and monitor these systems.

For academic and administrative purposes, NVU has implemented a variety of electronic services, including dedicated Internet and intranet web portals. The university's main website, www.newvision.ge, is maintained continuously and is accessible to all users. It is

bilingual (Georgian and English), well-structured, and user-friendly, enabling easy navigation to relevant information.

The website includes dedicated sections on:

- Student life and organizations
- Health and wellness services
- Career planning
- Counselling and student advocacy
- Library resources
- Enrolment and student services
- Internationalization policy
- Community engagement
- Companies affiliated with NVU

It also allows users to access the student portal, browse the university's branded store (Brand Shop), and obtain various services directly through the site. Importantly, the website is designed to be accessible to individuals with special needs.

The website is administered by the Social Media Manager of the Marketing Department and the Digital Services Manager. The Social Media Manager is responsible for preparing and publishing content, regularly updating the site, and ensuring content quality. The site is equipped with analytical tools for monitoring user behaviour and identifying user needs, which informs ongoing improvements.

All information required by Authorization Standard 7.3 is publicly and freely accessible via the website, including:

- Mission and institutional structure
- Educational program catalogue (including selection criteria, learning outcomes, qualifications awarded)
- Teaching and evaluation procedures
- Academic, administrative, and research staff profiles
- Electronic library catalogue
- Regulatory documents
- Strategic development plans
- Annual activity reports (excluding financial statements and audit reports)
- Ongoing and completed research projects
- Statistical indicators
- Career and support services

An analysis of the university website demonstrates that stakeholder interests are regularly reviewed, and responsive adjustments are made accordingly. The IT and content management teams at NVU continuously monitor site usage and collaborate closely with other departments to keep the website updated and aligned with institutional developments.

Evidences/indicators

- Contracts with internet service providers (Appendix 7.3.1)
- NVU Website: <https://newvision.ge/en>
- Interview transcripts with relevant staff

Recommendations:

None

Suggestions: None
Best Practices (if applicable): None
Evaluation ☒ X Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements
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
Descriptive summary and analysis of compliance with the standard component requirements This section presents a description and evaluation of the institution's financial performance and associated materials, particularly during the period from 2021 to 2025. The University's income sources during this time included educational programs, medical services, interest from bank accounts, dividends from subsidiaries (ROI), third-party contributions, grants, programs, insurance revenues, and more. Between 2021 and 2025, the institutional budget and actual annual income of New Vision University ranged between 60,000,000 and 90,000,000 GEL. The reported income figures were as follows: ● 2021 – 68,525,000 GEL ● 2022 – 65,115,000 GEL (2 % less than previous year) ● 2023 – 54,469,000 GEL (almost 7 % less than previous year) ● 2024 – 61,541,000 GEL (almost 5% more than previous year) Statistical data demonstrate that maintaining a balance between income and expenditures has been a key strategy, laying a solid foundation for the institution's sustainable operations. The rigorous budget formation at NVU is facilitated through the involvement of all structural units. Entities participating in strategic development and action planning determine the required resources, which are reflected in the centralized institutional budget. Budget planning and expenditures are overseen by the Expenditure and Operational Committee, which operates under the University's Administrative Regulations—specifically, in accordance with Article 41. This Committee prepares detailed budget drafts that include revenue forecasts, operational expenses, other expenditures, and capital investments. These drafts are submitted to the Academic Council for approval. Furthermore, the University submits monthly assessment reports within the framework of its energetic management and control system, ensuring accountability and transparency. Long-term monitoring supports the optimal use of resources. Various internal committees and operational groups analyse expenditure specifics, classify budget components, and compare planned versus actual spending and income. This process

is periodically reviewed and confirmed by expert visits and interviews, ensuring that the practices align with established standards. The formal regulatory framework is continuously refined with more detailed provisions.

NVU publishes relevant financial reports throughout the academic year, providing transparency on the budget allocated for research and other institutional activities: <https://newvision.ge/en/policies-and-reports/reports?open>.

Institutional Expenditures

University expenses encompass:

- Acquisition and maintenance of material resources
- Scientific and research funding
- Development and accreditation of educational programs
- Library renovations and digital transformation
- Medical service-related expenses
- Human resource development (including internal research grants and doctoral funding)
- Administrative and miscellaneous expenses

The annual expenditures were as follows:

- 2021 – 52,831,000 GEL
- 2022 – 75,262,000 GEL (17% more than previous year)
- 2023 – 66,147,000 GEL (7% less than previous year)
- 2024 – 55,662,000 GEL (7% less than previous year)

Budget data reveal that income and expenditures are balanced, with provisions made for risk management.

Research and Development Focus

Budget analysis shows that NVU prioritizes staff development, student support, library modernization, and digital transformation. Investment in research activities has steadily increased over the years:

- 2020–2021 – 12,010,175 GEL
- 2021–2022 – 13,095,971 GEL (almost 1% more than previous year)
- 2022–2023 – 16,317,334 GEL (almost 5% more than previous year)
- 2023–2024 – 23,819,286 GEL (almost 2% more than previous year)

The presented data, in particular the annual increasing nature of research funding, demonstrates the priority of research activities for the institution. The share of financial resources allocated for research in the overall budget is on average 25%, in some cases even exceeds it. This is quite sufficient to achieve the goals that the institution has stated in its strategic development plan. The transparency of spending funds allocated for research activities can be considered a weak point. Relevant information is not found in the documents presented by the institution and on the website.

Audit and Financial Oversight

The University maintains robust audit practices to ensure accuracy, legality, completeness, and transparency in its financial reporting. For this purpose, the NVA has concluded a relevant agreement with Nexia Georgia LLC (ID No. 405040682), which, in accordance with the Law of Georgia on Accounting, Reporting and Auditing of 2016, meets the requirements for audit activities and is registered in the relevant register (registration number: SARAS-F-550338, <https://www.saras.gov.ge/ka/Companies/Detail/41>). The latter, in accordance with the agreement, conducted an audit of the consolidated financial statements for the years ended

December 31, 2021, 2022 and 2023. The audit for the year ended December 31, 2024 was not presented at the time of the experts' visit.
Evidences/indicators • NVU Budget • NVU Website • Agreements (Annex 7.1.4) • Interview Results
Recommendations: • It is recommended to clarify Chapter VI, Article 41 of the Administration Regulation in order to provide more detailed regulation on budget formation, control/monitoring and transparency. • It is recommended to improve public access to financial audit results.
Suggestions: None
Best Practices (if applicable): None
Evaluation ☐ Complies with requirements ☒ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements