განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorisation
Experts' Report Tbilisi Humanitarian University LLC

Expert Panel Members

Chair: Sokratis Katsikas, Norwegian University of Science and Technology - NTNU, Norway

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Tbilisi

2025

Authorisation Report Resume

General information on the educational institution

Tbilisi Humanitarian University LLC (THU) is one of Georgia's private higher education institutions, established in 1992. Initially known as Tbilisi Humanitarian Teaching University LLC, it offered programs in finance, management, international economic relations, and accounting. Over time, the institution evolved in response to legislative changes, transitioning into a teaching university and adopting its current name. THU now focuses on delivering bachelor's, master's, and one-cycle educational programs in Georgian, English, and Russian. The university operates under full authorization from the Authorization Council for Higher Education Institutions, with its most recent six-year authorization granted in December 2019. It currently has a student quota of 730 and offers seven accredited programs across two faculties: the Faculty of Law, Business, Humanities and Social Sciences, and the Faculty of Health. These include degrees in law, business administration, psychology, a Georgian language preparation program, and dentistry programs in three languages. THU's infrastructure comprises two academic buildings, a sports field, recreational spaces, clinics, and laboratories. The legal and dental clinics provide hands-on training aligned with academic programs, enhancing students' practical skills. The university also has a library, digital resources, and access to international library networks. In preparation for its 2025 reauthorization, THU has undertaken a comprehensive strategic renewal. This includes a revised mission and vision, a seven-year strategic development plan (2025–2031), and a three-year action plan (2026–2028). These plans emphasize academic quality, internationalization, social responsibility, and lifelong learning. A rebranding initiative and expanded marketing efforts are also underway to strengthen the university's visibility both domestically and internationally.

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

The site visit started on the morning of 20.10.2025 with the panel visiting THU's site and continued with full day meetings for interviews of the panel with THU leadership, management, staff, students and representatives of employers on 21.10.2025, and 22.10.2025. The last interviews and the site tour, as well as the tour of the dental clinics used for practical training of the students, were conducted in the morning of 22.10.2025 and were followed by deliberation of the expert panel, during which the experts agreed on their assessment of the extent of compliance of THU with the authorization standards and their components. The chair of the panel delivered a brief overview of the panel findings to THU leadership and a wider audience. The expert panel was accompanied in the site visit by Ani Bilanishvili and Ana Javakhishvili of the NCEQE.

Overview of the HEI's compliance with standards

THU has been found to be compliant with requirements as regards standards 1 and 5; substantially compliant with requirements as regards standards 2, 3, 4 and 7; and partially compliant with requirements as regards standard 6.

Summary of Recommendations

R.1.2.1. Enrich the 3-year action plan with intermediate KPI target values and resources assigned to Tasks/Activities.

R.2.1.1. Separate the founder's role from executive and governance positions.

R.2.1.2. Elect the Academic Council Chair from the academic staff, rather than appointed by the founder/rector.

R.2.1.3. Rebalance the composition of the Academic Council by significantly increasing the proportion of elected members from academic staff and students.

R.2.1.4. Update the organigram to reflect all significant positions and structures to provide transparency and clarity regarding the institution's complete governance and management architecture.

R.2.1.5. Update the faculty regulations and formally define the Vice-Dean position, clarify the responsibilities and reporting lines associated with this role.

R.2.1.6. Undertake systematic analysis of role overlaps and, where possible, minimize these overlaps, particularly in functions where independent monitoring and evaluation are critical.

R.2.1.7. Increase international project activities through the development of a concrete action plan.

R.2.1.8. Increase the mobility program's scale significantly in terms of both outgoing and incoming mobility, with establishment of target indicators.

R.2.1.9. Develop English language training program for administrative staff to enhance their communication proficiency and adequate support for the delivery of English-language programs at the University.

R.2.2.1. Address self-identified weaknesses through specific, systematic interventions rather than declarative statements, demonstrating a clear connection between feedback received and specific decisions implemented.

R.2.2.2. Expand active monitoring to include tracking individual progress, an early warning system, and data-driven interventions to improve students' academic achievement.

R.2.2.3. Shift from merely meeting formal requirements to building a true quality culture, with complete documentation of quality improvement cycles.

R.2.2.4. Employ an electronic monitoring system and quickly resolve the crisis in the use of electronic resources.

R.2.2.5. Ensure full implementation and systematic monitoring of the approved methodology for student contingent and personnel planning across all educational programs.

R.3.1.1. The HEI should develop and formally implement a comprehensive policy for individual study schedules, ensuring its practical application in support of inclusive education and student needs. university should ensure that relevant staff and students are informed and trained on how to effectively apply this mechanism in practice.

R.3.2.1. All compulsory clinical subjects in the English and Russian language dentistry programs should establish Georgian language proficiency as a formal prerequisite. This will ensure that students achieve the required communication competencies with patients, meeting the standards set for safe and effective clinical practice, in accordance with the Subject Benchmark Statement of Dentistry,

R.3.3.1. The University should ensure that all students are assessed through fair, transparent, and consistent examination methodologies. Particular attention should be given to written examinations within the same subjects to guarantee uniformity in assessment criteria, format, and grading standards across different student groups.

R.3.3.2. The University should develop and implement a formal policy to support students with special educational needs during the examination process. This policy should define clear procedures and reasonable accommodations for final examinations to ensure equity, inclusivity, and compliance with international standards of good educational practice.

R.3.3.3. The University should develop and implement a clearly defined assessment framework for all clinical subjects, particularly specifying the structure, purpose, and evaluation rubrics of the OSCE examination. This framework should ensure transparency, fairness, and alignment with the Subject Benchmark Statement of Dentistry.

R.3.3.4. The University should establish explicit guidelines within the syllabi that differentiate between clinical procedures performed on patients and those on simulation models or phantoms, and should also define the minimum number of required clinical procedures necessary to achieve the expected competencies.

R.4.1.1. Expand partnerships with global academic institutions and increase the visibility of THU's programs on international platforms.

R.4.1.2. Employ targeted outreach, streamlined onboarding procedures, and incentives aligned with global academic standards to increase engagement of international staff.

R.4.1.3. Accelerate the implementation of internal grant competitions and research development workshops.

R.4.1.4. Enhance monitoring and reporting systems by fully institutionalizing digital tools for performance tracking, workload management, and strategic plan implementation.

R.4.1.5. Link staff evaluation outcomes more directly to promotion, incentives, and training opportunities to increase motivation and accountability.

R.4.1.6. Establish a centralized talent development office or expand the role of the Continuing Education Center to include career path planning, leadership development, and succession strategies.

R.4.1.7. Enhance incentives, career pathways, and engagement mechanisms for administrative staff.

R.4.2.1. Refine the workload allocation model to more explicitly differentiate between teaching, research, and administrative duties.

R.4.2.2. Introduce a workload policy that recognizes varying levels of research engagement.

R.4.2.3. Enhance the staff performance evaluation system by integrating research metrics, such as publications, citations, and conference participation, into staff assessments.

R.5.2.1. It is recommended that the University strengthen its efforts to expand international exchange and mobility programs for students and increase both awareness and motivation to participate in such activities.

R.6.1.1. It is recommended to clearly define the main research priorities of the institution linked with a dedicated research infrastructure and possible funding.

R.6.1.2. It is recommended to enhance research and development activities aimed at contributing to scientific, social, economic development on national, regional and international levels.

R.6.1.3. It is essential for HEI to cooperate with economic agents and implement collaborative research and development activities that aim at constructing new knowledge and contributing to other innovative development.

R.6.2.1. It is recommended to increase the incentives (and hence, productivity) for financial support available for conducting research, participating in conferences, publishing articles, monographs and other research related activities.

R.6.2.2. It is recommended to establish active collaborations with international research centers and organizations to enhance internationalization of research.

R.6.2.3. It is essential to work on the EU scientific-research programmes or in getting any other relevant funding opportunities, increase institutional cooperation with international research centres and engage in various international scientific activities.

R.6.3.1. It is recommended that HEI regularly publishes reports on implemented research activities.

R.6.3.2. It is recommended to analyze thoroughly the research evaluation data in order to effectively plan measures aimed at eliminating deficiencies.

R.7.1.1. It is recommended that the minor physical barriers on campus be removed in order to ensure a fully accessible environment.

R.7.1.2. It is recommended that detailed instructions for use be attached to all locations where fire safety equipment is installed.

R.7.1.3. It is recommended that the sanitary facility designated for students with special educational needs be properly renovated and brought into full compliance with accessibility standards.

R.7.1.4. The Higher Education Institution should prioritize obtaining the license for the university dental clinic. Licensing is essential to support the planned increase in the student quota for each dentistry program Georgian, English, and Russian to 250 students per program, ensuring that clinical training is delivered in accredited and regulated facilities in compliance with professional standards.

R.7.2.1. Develop the library's computer and technological infrastructure.

R.7.2.2. Increase awareness of the library's electronic resources and promote their active use.

R.7.4.1. It is recommended that the university ensure the diversification of its funding sources

R.7.4.2. It is recommended that the decision-making capacity of the university's governance bodies be strengthened within the budgeting process.

Summary of Suggestions

S.2.2.1. Enhance stakeholder feedback loops by establishing regular forums or digital platforms for ongoing stakeholder input and by publishing summaries of feedback and how it influenced decisions.

S.2.2.2. Formalize community impact metrics to better assess societal contributions, by developing indicators for community engagement, such as volunteer hours, outreach events, and public education initiatives and include these metrics in annual reports and strategic reviews.

S.2.2.1. It is desirable to increase technical resources, which will improve the quality of the educational process, provide better access to digital resources, and facilitate more effective implementation of modern teaching methods.

S.5.1.1. Student self-government should become more aware of its broader mission and responsibilities, rather than being focused primarily on extracurricular activities.

S.5.2.1. It is suggested that the University support graduates in establishing an Alumni Association.

S.6.1.1. It is advised to work for the institutional journal to become peer reviewed and indexed at international databases that will increase visibility of the research work.

S.7.1.1. The area that is in the university's practical possession be formally registered as belonging to the university's use.

S.7.1.2. The archival documentation be consolidated within a single space to ensure more effective record-keeping and administration.

S.7.4.1. It is important that the university continue and further strengthen the financial support of scientific and research activities

Summary of the Best Practices

N/A

Summary Table of Compliance of HEI with Standards and Standard Components

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	**Mission and strategic development of HEI**	☒	☐	☐	☐
1.1	Mission of HEI	☒	☐	☐	☐
1.2	Strategic development	☐	☒	☐	☐
2.	**Organisational structure and management of HEI**	☐	☒	☐	☐
2.1	Organisational structure and management	☐	☐	☒	☐
2.2	Internal quality assurance mechanisms	☐	☒	☐	☐
2.3	Observing principles of ethics and integrity	☒	☐	☐	☐
3.	**Educational Programmes**	☐	☒	☐	☐
3.1	Design and development of educational programmes	☐	☒	☐	☐
3.2	Structure and content of educational programmes	☐	☒	☐	☐
3.3	Assessment of learning outcomes	☐	☐	☒	☐
4	**Staff of the HEI**	☐	☒	☐	☐
4.1	Staff management	☐	☒	☐	☐
4.2	Academic/Scientific and invited Staff workload	☐	☒	☐	☐
5	**Students and their support services**	☒	☐	☐	☐
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	☒	☐	☐	☐
5.2	Student support services	☐	☒	☐	☐
6	**Research, development and/or other creative work**	☐	☐	☒	☐
6.1	Research activities	☐	☐	☒	☐
6.2	Research support and internationalisation	☐	☐	☒	☐
6.3	Evaluation of research activities	☐	☒	☐	☐
7	**Material, information and financial resources**	☐	☒	☐	☐
7.1	Material resources	☐	☒	☐	☐
7.2	Library resources	☐	☒	☐	☐
7.3	Information resources	☒	☐	☐	☐
7.4	Financial resources	☐	☒	☐	☐

Signature of expert panel members

1. Sokratis Katsikas (Chair)
2. Ekaterine Bakaradze (Member)
3. Shota Potolashvili (Member)
4. Elene Gigineishvili (Member)
5. Tamta Tskhovrebadze (Member)
6. Mariam Machavariani (Member)

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 Tbilisi Humanitarian University (THU) is aligned with both Georgia's and European higher education goals and articulates the institution's role within the local and international academic and societal landscape. It encompasses the delivery of high-quality, scientifically grounded, and labor market-relevant academic programs, which reflects the shared priorities of Georgia and the European Higher Education Area (EHEA) in promoting quality assurance and employability.   The university's mission also highlights international cooperation, preparing students to thrive in both local and global contexts. This focus on internationalization is consistent with the Bologna Process and Georgia's strategic goals for integration into the EHEA. Furthermore, THU's dedication to public welfare, democratic values, inclusivity, and sustainable development mirrors the civic engagement and societal impact goals central to European higher education policy.   Locally, THU defines its role as a contributor to national development by preparing competitive specialists in collaboration with public and private sectors. This demonstrates a clear responsiveness to labor market needs and societal challenges. Internationally, the university aspires to be an active participant in the global academic community, as reflected in its vision for a modern, innovative, and ethically grounded educational environment. The institution's core values, namely academic integrity, inclusivity, innovation, social responsibility, international cooperation, and lifelong education, manifest its identity and societal role.   According to the SER, THU's mission was developed collaboratively, with broad participation; this was also confirmed by interviews. The mission is consistently communicated in official documents and the university's website; it is embedded in strategic and action plans that guide institutional development; and it is reinforced by values and practices that resonate with staff, students, and external stakeholders. These characteristics indicate that THU's mission is widely shared by the community.
Evidences/indicators   • SER;   • Interviews;   • THU Website: www.thu.edu.ge.
Recommendations: N/A
Suggestions: N/A
Best Practices (if applicable):   N/A
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

THU contributes to the development of society through a variety of strategic initiatives and institutional mechanisms. The university's mission and strategic goals emphasize public welfare, democratic values, inclusivity, and sustainable development. THU integrates social responsibility into its operations by organizing campaigns and activities that address ecological concerns, human rights, healthcare, and access to education. These efforts are also reflected in extracurricular activities and community engagement projects.

The university has created a dedicated Center for Continuing Education. This center offers certification programs, professional development courses, and training opportunities tailored to the evolving needs of students, staff, and the broader public.

THU also shares the knowledge generated within the institution through research activities, public events, and partnerships. It supports student and faculty participation in scientific conferences, encourages publication in peer-reviewed journals, and fosters collaboration with local and international organizations. These initiatives help disseminate academic insights and practical expertise to a wider audience, reinforcing the university's role as a knowledge hub.

Lifelong learning is a strategic priority for THU, embedded in both its mission and operational plans. The university offers continuous education through short-term certification programs and training modules that enhance professional competencies. These programs are designed to respond to labor market demands and societal needs.

The university's infrastructure supports this goal, with modern dental facilities. The strategic development plan outlines specific actions to expand lifelong learning offerings, including the development of new programs in health administration, business, and psychology, and the enhancement of practical training environments such as clinics and simulation centers.

THU employs a comprehensive and participatory methodology for strategic planning and evaluation. The strategic development and action plans are formulated through inclusive processes involving academic staff, students, alumni, employers, and external experts. These plans are grounded in SWOT analyses, labor market research, and stakeholder consultations. This methodology has been applied to develop THU's strategic development plan and a 3-year action plan. These are in general aligned but the action plan lacks information on resources to be assigned to each Task/Activity and intermediate target values for the relevant KPIs.

The university has established a "Management Effectiveness Monitoring Mechanisms and Evaluation System" to oversee the implementation of its strategic and action plans. This system includes performance, compliance, and diagnostic monitoring at institutional, structural, and stakeholder levels. Evaluation methods encompass document analysis, surveys, interviews, and financial audits, with results compiled into formal assessment reports. These reports identify strengths, gaps, and opportunities for improvement, and include actionable recommendations. The university responds to evaluation outcomes through organizational adjustments, staff development initiatives, and process enhancements. The Quality Assurance Service plays a central role in this cycle, preparing annual monitoring reports and coordinating follow-up measures to ensure continuous improvement.

THU's goals are grounded in its mission and priorities, and they are achievable, time-bound, and measurable. The strategic plan translates broad values (quality, inclusiveness, lifelong learning, social responsibility) into objectives with timeframes and KPIs defined in the 3-year action plan. However, the action plan does not assign concrete resources for the implementation of each activity in the plan. The strategic plan includes mechanisms (e.g., funding diversification, continuing education center, partnerships) that make the goals feasible.

THU's strategic plan provides a framework to achieve its goals, with provisions for institutional development, educational offering, education quality, internationalization, research, and infrastructures. The main challenge lies in sustaining research and social responsibility initiatives through adequate funding and clear operational mechanisms.

The University demonstrates autonomy in determining the methodology for its strategic planning processes. The institution, by Rector's order, established a representative working group that employed participatory and evidence-based approaches, including surveys, focus groups, and workshops. This methodology reflects the university's mission and values, while also incorporating analysis of labor market trends and societal needs. The process is structured, consultative, and tailored to the institution's context.

The University contributes to the social development of the country by embedding social responsibility and inclusivity into its mission and strategic priorities. The institution shares knowledge with society through partnerships with public and private sectors and community-oriented initiatives. Lifelong learning is facilitated by certificate programs, continuous education trainings, and activities designed to enhance the competitiveness of students and staff. The institution also organizes international scientific conferences. Furthermore, THU engages in community-oriented campaigns that contribute to sustainable development and societal well-being.

THU's strategic plan describes mechanisms for monitoring the implementation of its strategic and action plans. Such mechanisms are designed to evaluate progress and incorporate feedback from staff, students, employers, and partner organizations, ensuring that monitoring is participatory and comprehensive. Responsiveness is achieved by acting on evaluation results, adjusting activities to align with institutional priorities and societal needs. The efficiency of this process cannot be fully assessed before it has been implemented at least once.

Evidences/indicators

- SER;
- Interviews;
- Methodology of strategic planning;
- University's Strategic Development Plan 2025-2031;
- University's three-year action plan (2026-2028);
- University website: www.thu.edu.ge.

Recommendations:

R.1.2.1. Enrich the 3-year action plan with intermediate KPI target values and resources assigned to Tasks/Activities

Suggestions:

S.1.2.1. Enhance stakeholder feedback loops by establishing regular forums or digital platforms for ongoing stakeholder input and by publishing summaries of feedback and how it influenced decisions.
S.1.2.2. Formalize community impact metrics to better assess societal contributions, by developing indicators for community engagement, such as volunteer hours, outreach events, and public education initiatives and include these metrics in annual reports and strategic reviews.

Best Practices (if applicable):
N/A

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

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

Descriptive summary and analysis of compliance with the standard component requirements

The University's organizational structure is formally defined in its regulations and visually represented in an organigram. The structure is built upon a three-tier hierarchical model that encompasses governing bodies and officeholders, the academic structure, and supporting structural units. During interviews, administrative staff acknowledged that the institution is undergoing development processes. New administrative positions are being introduced, and personnel are being newly appointed to various roles.

During the reporting period, the University underwent eight reorganizations of its organizational structure and updates to its regulatory framework. These changes indicate the continuous evolution of the governance system. The three most recent modifications occurred in February, March, and May 2025, reflecting an intensive institutional development phase. Specifically, the Academic Council Election Regulation was updated on March 25, 2025. The Rules of Procedure were modified on May 2, 2025. The Rule on Distribution of Responsibilities, initially developed on January 10, 2024, was updated on March 25, 2025.

The submitted documentation and interviews revealed that during the reporting period, the institution underwent several external evaluation processes. Additionally, student admissions were suspended. On 12 August 2025, the Authorization Council terminated proceedings against the University (Minutes #1024671). As a result, regulatory documents remain under continuous revision. Furthermore, interviews revealed that heads of structural units have been newly appointed to their positions.

The highest-level governing bodies are the Partners' Assembly, the Academic Council, and the Rector. The Partners' Assembly serves as the highest governing body of the University in its capacity as a commercial entity. It performs several key functions: presenting the candidate for the Rector's position to the Academic Council, approving the University's mission, authorizing strategic development and action plans, and ratifying the University's budget.

According to the Rule on Distribution of Responsibilities, the following bodies report directly to the Rector: two Vice-Rectors, the Financial Service, the Personal Data Protection Officer, and the Head of Administration. Under the coordination of the Vice-Rector, two faculties and seven key services operate. These services include the Quality Assurance Service, the Research and Development Centre, the Academic Process Management Service, the International Relations Service, the Student Support and Career Development Service, the Public Relations Service, and the Continuing Education Centre. The Head of Administration supervises six additional units: the Legal Service, the Human Resources Service, the Chancellery, the Library, the Services Department, and the Medical Assistance Service.

The expert panel identified several areas requiring improvement within the HEI structure. These improvements are necessary to ensure compliance with the institution's Strategic Objective #4, which focuses on enhancing governance, administration and efficiency, diversifying funding sources, developing the brand, and increasing recognition.

A significant concern was identified regarding the concentration of leadership roles. The institution's founder simultaneously serves as Rector and as Chair of the Academic Council. According to the regulations, the Rector holds the position of the University's highest academic officeholder, Chairman of the Academic Council, and representative of the University domestically and internationally in academic spheres. The Rector's functions include leadership and management of university operations, supervision of compliance with the Charter and regulations, appointment of Faculty Deans (with the founder's approval), management of student enrollment processes, approval of tuition fees, and personnel management decisions.

This concentration of three critical roles in one individual raise serious concern regarding institutional autonomy and potential conflicts of interest. The expert panel considers that these positions must be held by independent individuals to prevent conflicts of interest and to ensure institutional autonomy. Therefore, it is recommended to **separate the founder's role from executive and governance positions**.

Election and appointment processes for governing bodies are defined in the Regulation and the Academic Council Election Regulations. The Academic Council Election Regulations describe the specific procedures for electing Academic Council members. The Academic Council's regulations define its specific powers. These powers include establishing strategic planning methodology, developing the University's structure, developing the budget draft in consultation with the founder, approving educational programs, approving ethics and disciplinary responsibility norms, and establishing procedures for appointment and election of governing bodies.

The regulation establishes clear procedures for Academic Council membership. Two academic staff members from each faculty are elected to the Academic Council through direct, free, and equal elections. All academic staff members of the faculty participate in these elections by secret ballot. Student representatives are also elected to the Academic Council through direct, free, and equal elections by students, by secret ballot, with elections organized by the Student Self-Government. In addition to elected members, seven members join the Council ex officio: the Rector, two Vice-Rectors, the Library Director, the Research Centre Director, and two members directly appointed by the Rector from among the academic staff. One alumni member of the Academic Council is selected by the Student Support Service. The current composition of the Academic Council presents a governance concern. It is recommended to **elect the Academic Council Chair from the academic staff, rather than appointed by the founder/rector.** It is also recommended to **rebalance the composition of the Academic Council by significantly increasing the proportion of elected members from academic staff and students.** These changes would strengthen collegial governance, enhance democratic participation, and ensure that decision-making genuinely reflects the opinions of the academic community rather than relying largely on appointed members.

The visual representation of the University's organizational structure (organigram) does not fully reflect the institution's actual governance architecture. Specifically, the organigram does not display the Rector's Advisor position or the Student Self-Government. This omission creates an incomplete representation of the governance system and reduces transparency. However, documentation exists for both positions. The students have adopted a Student Self-Government regulation, which is published on the website. Additionally, a job description for the Rector's Advisor was provided in the HEI documentation. Therefore, the positions are formally recognized and documented within the institution.

It is recommended to **update the organigram to reflect all significant positions and structures to provide transparency and clarity regarding the institution's complete governance and management architecture.**

The Vice-Rector performs several important functions. These include participating in defining the University's structure, being involved in developing strategic and action plans, coordinating the performance of structural units' functions, participating in developing research and development projects, facilitating the creation of systems that ensure staff professional growth, and monitoring and evaluating the academic process within quality assurance mechanisms.

The Head of Administration serves as the University's chief administrative officer. This position has responsibility for material and human resources management. The Head of Administration participates in HEI management policy development and is authorized to conclude economic transactions within their designated competence. Additionally, the Head of Administration is responsible for ensuring the legality and efficiency of the University's economic activities, ensures material and technical supply, and conducting institutional procurement.

The Quality Assurance Service manages internal quality assurance policy, leads the University's authorization and accreditation processes, and collaborates with national and foreign educational institutions in the field of quality assurance. The Head of Service is appointed by the Rector by order. The Financial Service holds primary responsibility for several financial functions. These include budget coordination, participation in budget planning, maintaining accounts, and monitoring compliance with expenditures and revenues with established budget parameters. The Financial Service is accountable to the Rector.

Vice-Rectors, in performing their activities, are accountable to the Rector, including for work performed by HEI structural units and officeholders subordinate to them. Job descriptions, functions,

and responsibilities are formally clearly formulated and delineated at the documentary level within the institution.

The regulations define the roles of Deans and Faculty Councils. However, the internal management structure of faculties is not fully formalized. Specifically, the position of Vice-Dean is not formally defined in the regulations. During interviews, the expert panel met with the Vice-Dean of the School of Medicine. Additionally, the institution presented a Vice-Dean job description in the list of documents provided. Based on this discrepancy between regulatory documentation and actual practice, it is recommended to **update the faculty regulations and formally define the Vice-Dean position, clarify the responsibilities and reporting lines associated with this role.** By formalizing the Vice-Dean position, the University will ensure consistency between its documented structure and its actual operational structure.

The expert panel has identified cases where academic staff simultaneously hold administrative positions and the role of Head of the Program. This creates risks regarding objectivity and the independence of evaluation processes. One specific example is that the Head of the Program also serves as a specialist in the Quality Assurance Office. This overlap creates potential conflicts of interest and risks regarding objectivity and ensuring independent evaluation. Experts recommend **undertaking systematic analysis of role overlaps and, where possible, minimize these overlaps, particularly in functions where independent monitoring and evaluation are critical**.

The University has developed a personal data protection mechanism, formalized as a Personal Data Protection Policy and Regulation. This document establishes fundamental data protection principles and mechanisms in accordance with Georgian legislation. The University employs a Personal Data Protection Officer who directly reports to the Rector and ensures policy implementation. During the visit, the Officer explained procedures that exist for exercising data subjects' rights and security incident response protocols.

The university has electronic management systems to ensure efficient, effective, and accessible management of services and processes. The management uses modern technologies, including an electronic document management system (Article 14 of the Regulation), and document processing regulations comply with current legislation.

The HEI has an electronic database www.thu.ge, through which the academic process is managed electronically based on the relevant mechanisms document. The system is managed by a qualified specialist and is continuously improved taking into account the recommendations of the Academic Process Management Service and the Quality Assurance Service.

The organizational structure is functionally linked to strategic objectives - each structural unit has a defined role in achieving the University goals. The Academic Process Management Service and faculties are responsible for academic activities, the Research and Development Centre aims to ensure research activities, the International Relations Service should promote internationalization, while the Financial Service and Services Department's mission is to ensure financial sustainability and infrastructural support.

The institution has developed a management effectiveness document and process that formally functions. According to the 2024 report, structural units operate in accordance with their tasks and functions, while staff satisfaction surveys confirm positive dynamics. Coordination mechanisms include both formal platforms (Academic Council, Monitoring Group) and informal communication to support structural units' work. Based on the above, the HEI's management effectiveness assessment has been developed and is implemented; however, it should be noted that the Monitoring Group and Quality Assurance Service are accountable to the Rector regarding dissemination of assessment results, while the Rector herself is the primary object of evaluation. For process transparency purposes, modification of governance processes is recommended (see recommendation above).

The HEI has developed a Business Continuity Plan (amended and approved in 2025). The plan represents a risk mitigation strategy for unforeseen circumstances and is oriented toward three directions: (1) learning, teaching and research; (2) business activity support operations; (3) security. The plan was developed considering four components: business impact analysis, risk assessment, risk management, and verification-coordination. The plan defines specific responsible structures for each category, acceptable interruption periods, and recovery strategies. The document details risk management procedures, a complete list of contact persons for emergency notification, and hotline numbers for communication with emergency services. The Business Continuity Plan includes detailed strategies addressing both immediate response procedures and long-term solutions. The plan

complies with standards, and the existence of an appropriate mechanism indicates development of risk management culture within the University.

The University has implemented electronic services and management systems infrastructure that ensures digitalized processes and information accessibility. Academic process management is conducted through the electronic database www.thu.ge, whose operation is regulated by formalized documentation and managed by specialized staff. Electronic document management operates on the eFlow system platform, while the official website www.thu.edu.ge contains information in Georgian, English, and Russian languages, with information updated accordingly. The HEI manages the University's institutional register and communicates with the Public Service Development Agency in cases of international student status changes.

The University has developed a thorough internationalization documentation base, which includes several key policy and regulatory documents that establish the institutional framework for international cooperation. The Strategic Development Plan 2025-2031 defines internationalization as a core institutional priority.

Internationalization Policy, which establishes principles and directions of international cooperation; Student Academic Mobility Regulation and Staff Mobility Regulation, which regulate incoming and outgoing mobility procedures; Regulation on Attracting Foreign Students, Academic, Scientific and Invited Staff, and Determining Language Competence, which define mechanisms for attracting foreign students, marketing strategies, and detailed methodology for language competence assessment from A1 to C2 levels; International Partnership Regulation; and an English-Language Program Development Plan. At the institutional level, the International Relations Service functions, responsible for coordinating internationalization processes, developing partnerships, administering mobility programs, and supporting international projects. The existence of documentation indicates that the University approaches international cooperation seriously and seeks to create a solid institutional framework.

The University has commenced active work on identifying international partners and formalizing relationships, and according to submitted documentation has formalized memoranda and mutual understanding agreements with 25 international universities, including universities from the Ukraine, Belarus, Germany, Poland, Czech Republic, Lithuania, Italy, Romania, Latvia, Israel, Azerbaijan, Russia, Kazakhstan, and Turkey; however, international projects and activities are very limited. Analysis of submitted 2023 and 2024 reports reveals that in 2023, three student conferences were held, two of which were in online format, and 11 international activities in total, most of which represent individual staff participation in conferences, working visits, or visits of international organizations to the University; while in 2024, six student conferences were held in which students participated, but primarily these were conferences organized by other universities, and 15 international activities, including SAP-certified training with support from Aschaffenburg Technical University, Georgian-German International Summer School jointly with East European University and Aschaffenburg University, and several individual participations in conferences. Information regarding strategic partnerships, participation in international scientific research grants, development of joint educational programs, or regular international conferences, seminars or summer schools directly organized by the institution is not available, indicating that most international partnerships remain primarily at the formal level. It is recommended to **increase international project activities through the development of a concrete action plan.** Additionally, it is necessary to attract the international academic community and increase the University's visibility on the international arena. During the reporting period, limited-scale mobility is implemented within the Erasmus+ Individual Mobility program: in the 2021-2022 academic year, two students went to the University of Pitesti in Romania from Business Administration and Tourism programs; in the 2022-2023 academic year, two students to Sofia Medical University in Bulgaria from the Dentistry program; and in 2023, one student to Mykolas Romeris University in Lithuania from the Psychology program; while staff mobility included in 2023 a five-day visit by two staff members to the University of Pitesti, a five-day incoming mobility by three professors from Romania, and in 2024 several professors' participation in Aschaffenburg University's International Week. Experts panel recommends to **increase the mobility program's scale significantly in terms of both outgoing and incoming mobility, with establishment of target indicators** - minimum 15-20 outgoing students and 10 incoming students annually - and implementation of concrete measures to achieve these figures, including intensive information provision to students, simplified application procedures, financial incentives, and active communication with partners to attract incoming students.

The HEI has developed a Bachelor's program in Business Administration in English, which is submitted for accreditation and represents a significant step toward internationalization, as English-language programs are the primary instrument for attracting international students and increasing programs' international competitiveness; the University also plans to initiate other English-language

programs in the future, which is a positive approach; however, a significant challenge has been identified - the English language proficiency of administrative staff requires enhancement, as confirmed by interviews conducted during the authorization visit, which revealed that only part of the administrative staff can communicate in English, mostly – newly appointed ones. Accordingly, it is recommended to d**evelop English language training program for administrative staff to enhance their communication proficiency and adequate support for the delivery of English-language programs at the University**.

Evidences/indicators

- Regulation;
- University Structure;
- Personal Data Protection Policy;
- Regulations of Structural Units;
- Job Descriptions and Qualification Requirements;
- Rules for the Election of the Academic Council;
- Business Continuity Plan;
- Management Effectiveness Monitoring Mechanisms and Assessment System;
- Internationalization Policy;
- Internationalization Activities (Report - 2020-2025);
- Rules for the Selection of Students, Academic, Administrative and Support Staff for Participation in International Exchange and Mobility Programs;
- Mechanisms for Attracting Foreign Students, Academic, Research and Senior Staff;
- Quality Assurance Policy;
- Strategic Development Plan 2025-2031;
- Information on Concluded Memoranda/Contracts, Memoranda;
- Interviews results.

Recommendations:

R.2.1.1. Separate the founder's role from executive and governance positions.

R.2.1.2. Elect the Academic Council Chair from the academic staff, rather than appointed by the founder/rector.

R.2.1.3. Rebalance the composition of the Academic Council by significantly increasing the proportion of elected members from academic staff and students.

R.2.1.4. Update the organigram to reflect all significant positions and structures to provide transparency and clarity regarding the institution's complete governance and management architecture.

R.2.1.5. Update the faculty regulations and formally define the Vice-Dean position, clarify the responsibilities and reporting lines associated with this role.

R.2.1.6. Undertake systematic analysis of role overlaps and, where possible, minimize these overlaps, particularly in functions where independent monitoring and evaluation are critical.

R.2.1.7. Increase international project activities through the development of a concrete action plan.

R.2.1.8. Increase the mobility program's scale significantly in terms of both outgoing and incoming mobility, with establishment of target indicators.

R.2.1.9. Develop English language training program for administrative staff to enhance their communication proficiency and adequate support for the delivery of English-language programs at the University.

Suggestions:
N/A

Best Practices (if applicable):
N/A

Evaluation

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

2.2 Internal Quality Assurance Mechanisms

o 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.

o 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 university has taken significant steps in developing its quality assurance system. In the current year, a new quality assurance policy was approved, which includes a vision on quality assurance and establishes the PDCA methodology as the fundamental approach. Internal quality assurance evaluation covers the following aspects: evaluation of educational program development; evaluation of academic/invited and administrative/support personnel development; evaluation of scientific-research activities development; evaluation of internationalization development; evaluation of student services and support mechanisms development; evaluation of material, informational, and financial resources development; evaluation of management effectiveness system development; evaluation of quality assurance mechanisms effectiveness, and others.

However, despite the wide-ranging policy framework, certain inconsistencies were revealed through the interviews: on one hand, well-developed strategies and quality regulations are presented, on the other hand, a complete evidence base has not yet been accumulated to confirm actual implementation and effectiveness. It should be noted that the Head of Quality Service and her team of 4 members are newly appointed, and they have had to update and refine internal quality mechanisms. During the authorization visit, the HEI was in the process of implementing new mechanisms. In this context, the analysis shows that the university knows what needs to be done to develop quality culture and has begun its systematic implementation.

During interviews, university representatives confirmed the relevance and accuracy of the information presented in the self-evaluation report. The university has established the principle of participatory process and acknowledges that everyone should be involved in quality assurance - students, academic staff, administration, employers, and alumni. Employers, students, and alumni were not included in the self-evaluation team interview; however, in separate interviews, these groups confirmed their connection, active involvement, and awareness of ongoing processes at the university.

The HEI has developed multiple survey instruments for different target groups, which is a positive trend. Periodic evaluation of all categories of personnel has been implemented. For example, the annual survey of administrative staff revealed high satisfaction and many strengths: teamwork, efficiency, professionalism, and effective communication. Significant progress is that teamwork, which was mentioned as a weakness in 2022-2023, is now named as a leading strength. This was achieved as a result of establishing the practice of regular meetings and joint discussions. Survey results were sent to management, individual meetings were held with services, and response reports were requested on identified issues.

Within the framework of educational program evaluation, the HEI has internal and external evaluation mechanisms - three-year external reports, labor market analysis, involvement of international experts, and survey instruments for all stakeholders. The Quality Assurance Service conducts evaluation of services and resources through multilingual questionnaires and monitors resource usage over a multi-year period.

The conducted SWOT analysis reflects processes identified through self-reflection - both strengths (qualified personnel, accessible education) and weaknesses (research component, global ranking) are acknowledged. It is recommended that the institution must **address self-identified weaknesses through specific, systematic interventions rather than declarative statements, demonstrating a clear connection between feedback received and specific decisions implemented**.

The 2024 report of Quality Assurance Service revealed that quality assurance mechanisms at the university have started working and are triggering specific changes - new evaluation systems were implemented, policy documents were updated, respective trainings were conducted, and several programs received reaccreditation. Evaluation results showed that student satisfaction is high with teaching quality and staff competence; however, systemic problems emerged: information awareness levels, low international mobility indicators, and the need to further strengthen the practical component. The report provides examples of initiating quality improvement cycles - problem identification and change implementation. However, complete cycles are not fully evident, how the service follows the results of implemented changes over time, how effectively the recommendations identified by the quality service are reflected in university life.

Student achievement monitoring implements evaluation of learning outcomes, surveys, and course evaluations. However, it is recommended to **expand active monitoring to include tracking individual progress, an early warning system, and data-driven interventions to improve students' academic achievement**.

Consequently, the next step should be working on establishing quality culture at all levels and in all parts of the university. The way to achieve this is full implementation of the PDCA cycle, with particular emphasis on the "Act" component. This means not only issuing recommendations but also systematic monitoring of their implementation, documentation of results, and consistent establishment of quality culture at all levels. It is recommended that the university **shift from merely meeting formal requirements to building a true quality culture, with complete documentation of quality improvement cycles.**

Since the Quality Assurance Service implements a wide spectrum of evaluations of university processes - evaluation of programs, personnel, research, student services, resources, and management, it is important to fully transition the entire process to an electronic system. Accordingly, it is recommended to **employ an electronic monitoring system and quickly resolve the crisis in the use of electronic resources**.

The university's updated methodology for planning the student contingent considers both program-specific student planning and the formula for calculating the total student body. The planning of students and academic staff at the university was carried out in accordance with institutional regulations, with the participation of the educational program sectoral commission, the faculty council, and the academic council.

According to the methodology, the following ratio is established for bachelor's and integrated programs: 1 professor/associate professor/assistant professor per no more than 20 students, but at least 5 professors/associate professors/assistant professors for each program.

Based on the information presented in the self-assessment document and additionally requested documentation, the distribution of human resources across the university's educational programs is as follows:
- The BA Program in Law employs 19 personnel, of whom 7 are invited personnel, 4 are professors, 3 are associate professors, and 5 are affiliated personnel.
- The BA Program in Psychology operates with 28 personnel, of whom 11 are invited personnel, 5 professors, 5 associate professors, 1 assistant professor, and 1 assistant, including 6 affiliated personnel.
- The Georgian Language Preparatory Program, as the smallest program, includes 6 personnel: 2 professors (including 1 affiliated), 2 assistant professors, and 2 invited personnel.
- The BA Program in Business Administration has 29 personnel: 5 affiliated professors, 6 associate professors (including 5 affiliated associate professors), 14 invited personnel, 3 affiliated assistants, and 1 assistant professor.
- The English-language Dentistry Program employs 46 personnel, of whom 30 are invited personnel, 2 professors (including 1 affiliated professor), 7 associate professors (including 3 affiliated associate professors), and 1 affiliated assistant.
- The Russian-language Dentistry Program comprises 61 personnel, with invited personnel represented by 31 staff members. The program employs 15 professors (including 7 affiliated professors) and 12 associate professors.
- The Georgian-language Dentistry Program employs 46 personnel: 17 invited personnel, 6 affiliated professors, 7 affiliated associate professors, 1 affiliated assistant professor, and 2 affiliated assistants.

The total teaching space amounts to 1,740.1 square meters. Regarding technical resources, during the site visit, 27 computers were installed in the examination center and 8 in the library.

Initially, the student contingent requested by the university in the authorization application (1,250 students) was calculated based on planning the educational process in two shifts. This is confirmed by the model tables developed for all programs, which were submitted to the authorization experts upon their request. In the draft of authorization report it was mentioned that "if the university aims to increase student numbers to 1,250, existing infrastructure cannot provide a comfortable and effective educational environment for an increased contingent".

In the argumentative position, the HEI submitted annexes, based on which it became evident that, on October 23, 2025 (Reg. No. 00004257), the university officially addressed the National Center for Educational Quality Enhancement and officially declined the request to increase the student contingent to 1,250 places (see Annex No. 1). In this official letter, the university states that in the

case of the student contingent defined by the university's previous authorization (730 places), it is possible to fully provide high-quality education in a single-shift mode with the existing academic and teaching-material resources.

Taking this into account, the expert group confirms that the university's existing human resources comply with the standards established by the methodology approved by the Academic Council Decision No. 9 of June 9, 2025.

The university's decision to maintain the 730-place contingent is a reasonable and responsible approach to ensuring quality.

It should also be noted that the university's 35 computers (27 in the examination center + 8 in the library) meet the minimum requirements, but it is desirable to increase technical resources, which will improve the quality of the educational process, provide better access to digital resources, and facilitate more effective implementation of modern teaching methods.

Evidences/indicators

- Quality Assurance Policy, with annexes;
- Quality Assurance Service Regulations;
- Management Effectiveness Monitoring Mechanisms and Assessment System;
- Methodology for planning student contingent, academic and invited staff;
- Analysis of survey results and corresponding reports;
- Report on the use of internal and external quality assessment results;
- Documentation confirming external assessments, including decisions made regarding authorization/accreditation;
- Minutes from Academic Council and Faculty Council meetings;
- Rector's orders;
- Factual circumstances;
- Interview results.

Recommendations:

R.2.2.1. Address self-identified weaknesses through specific, systematic interventions rather than declarative statements, demonstrating a clear connection between feedback received and specific decisions implemented.
R.2.2.2. Expand active monitoring to include tracking individual progress, an early warning system, and data-driven interventions to improve students' academic achievement.
R.2.2.3. Shift from merely meeting formal requirements to building a true quality culture, with complete documentation of quality improvement cycles.
R.2.2.4. Employ an electronic monitoring system and quickly resolve the crisis in the use of electronic resources.
R.2.2.5. Ensure full implementation and systematic monitoring of the approved methodology for student contingent and personnel planning across all educational programs.

Suggestions:

S.2.2.1. It is desirable to increase technical resources, which will improve the quality of the educational process, provide better access to digital resources, and facilitate more effective implementation of modern teaching methods.

Best Practices (if applicable):
N/A

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

o 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 established a regulatory framework for protecting academic integrity and ethics, which includes the Research Ethics Code (approved December 30, 2024) and the Rules for Protection of Academic Integrity, Plagiarism Prevention, Detection and Response (approved 2020, updated 2023). The Research Ethics Code establishes criteria for scientific research - integrity, objectivity, significance, originality, conceptual and linguistic clarity, validity, and transparency - as well as guiding principles, the most fundamental being research value, protection and welfare of research participants, informed consent, and confidentiality. The Code defines academic integrity violations - plagiarism, compilation, fabrication/falsification, and destruction of scientific results - and establishes clear procedures for identifying and responding to violations. The university operates a standing Research Ethics Committee of three members responsible for reviewing ethical issues, advising academic staff and doctoral candidates, and forming special investigative committees (five or more members) to examine specific cases of academic integrity violations and prepare findings.

The Rules for Protection of Academic Integrity, Plagiarism Prevention, Detection and Response detail plagiarism types and establish response mechanisms for each violation. Under a memorandum of understanding with Georgian Technical University (valid through December 31, 2028), the university mandatorily screens all bachelor's theses, master's theses, research papers, articles, publications, reports, and books exceeding 5,000 words through the Strike Plagiarism anti-plagiarism platform. The Rule establishes a 17% similarity threshold. When plagiarism is detected, students receive one opportunity to revise; upon repeated confirmation, the work receives no grade, and the student may resubmit in the following semester. Detection of plagiarism in academic personnel's work constitutes grounds for disciplinary action as defined in the Rules, though no such cases involving staff have occurred during the reporting period.

Prevention mechanisms include staff training through workshops, public lectures and meetings, incorporation of academic integrity obligations in contracts with academic staff and students, introduction of academic integrity issues during first-year orientation week, and integration of academic writing courses across all program levels, where students develop relevant competencies from their first year. Submitted anti-plagiarism reports confirm the system functions effectively at the institution.

Additionally, the HEI has elaborated Regulation on the Use of Generative Artificial Intelligence, which regulates the scope of the use of generative artificial intelligence in the academic activities of the University, including during teaching, learning and assessment. It applies to students, academic, scientific, invited and administrative staff. The purpose of the Regulation is to promote the use of the potential of generative artificial intelligence, its responsible, safe and conscientious use in the process of academic activity.

The university recognizes and upholds the constitutional principle of academic freedom, reflected in the Research Ethics Code where academic freedom is identified as a core value of the scientific research strategy. Academic freedom in teaching and research is ensured, as academic staff have the right to conduct teaching, research, creative activities, and publish scholarly work without interference, independently determine course program content (syllabi), teaching methods and means, and exercise other powers granted under Georgian legislation. The Code stipulates that initiation of disciplinary proceedings does not restrict participation in academic activities except in exceptional circumstances, providing additional protection against unreasonable limitations.

Interviews conducted during the authorization visit confirmed practical implementation of academic freedom- academic staff unanimously reported experiencing no restrictions or interference regarding teaching content, methodological choices, research topics, or publication of scholarly results, indicating that stated principles are realized in daily academic practice.

During the visit, the results of plagiarism checks on research papers were presented. No plagiarism was detected in the papers submitted by the institution.

Additionally, the institution has no pending or ongoing labor dispute proceedings in court, demonstrating collegial working relationships and the institution's capacity to resolve employment issues internally.

Evidences/indicators

- University Internal Regulations;
- Research Ethics Code;
- Rules for Protection of Academic Integrity, Plagiarism Prevention, Detection and Response;
- Agreement with Georgian Technical University for Ensuring Plagiarism Prevention;
- The plagiarism detection reports of checked papers;
- Interview Results.

Recommendations:
N/A
Suggestions:
N/A
Best Practices (if applicable):
N/A
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 The Tbilisi Humanitarian University provided the document titled "Methodology for the Planning, Development, and Improvement of Academic Educational Programmes and the Evaluation Mechanism", which outlines the university's formal approach to programme design and development. At Tbilisi Humanitarian University, the planning of educational programmes is guided by the institution's mission, ensuring that each programme supports the acquisition of academic and professional knowledge while fostering students' personal development and employability. The initiation of a new educational programme may be proposed by the university's academic or invited staff members, based on labour market analysis, employer needs, institutional priorities, or cooperation with local and international partner institutions. The proposal for a new programme is reviewed and decided upon by the respective Faculty Council, which then submits information about the initiative, along with the necessary financial justification, to the Academic Council. The Academic Council is responsible for approving or rejecting the Faculty Council's decision, providing substantiated feedback when necessary. The development of a new educational programme proceeds only after receiving approval from the Academic Council, in accordance with the university's internal methodology for the planning, development, improvement, and evaluation of academic educational programmes. At Tbilisi Humanitarian University, the development of educational programmes is coordinated by the respective Faculty Council together with a sectoral commission established for this purpose. The composition, responsibilities, and authority of this commission are defined by the university's regulation on the activities of programme heads and field-specific commissions, approved by the Academic Council. The Faculty Council, based on the commission's proposal, appoints the prospective head of the programme, who is required to participate actively in the working group responsible for programme development. The process involves a collaborative approach that includes academic and invited staff, employers, students, graduates, and administrative representatives such as the dean, the head of the Quality Assurance Service, and other relevant personnel. The development of programmes is guided by national and institutional regulatory documents, including authorization and accreditation regulations, the National Qualifications Framework, credit calculation rules, field-specific standards, and the university's internal quality assurance mechanisms. During programme design, attention is

given to labour market needs, university priorities, external partnerships, field-specific characteristics, and best local and international practices. The process also considers the proportion of students to academic and support staff, as well as the adequacy of infrastructure, resources, and financial provisions necessary for high-quality implementation. To ensure ongoing quality enhancement, target indicators related to learning outcomes, student performance, and employability are established. Each programme must comply with the university's criteria for the evaluation of educational programmes. Once development is complete, the Faculty Council reviews the programme together with the required supporting documentation. If approved, the programme is submitted to the Academic Council for final consideration and approval; if necessary, it may be returned for revision with specific recommendations. Following approval, the Academic Council's decision is communicated to the Faculty and the Quality Assurance Service for further implementation and monitoring. In cases where accreditation is granted, the Rector issues formal orders authorizing the execution of the programme.

The Tbilisi Humanitarian University offers several academic programmes, including the Business Administration programme in the Georgian language, the Dentistry programme delivered in three languages (Georgian, English, and Russian), the Law programme in Georgian, the Psychology programme in Georgian, and a Preparatory Programme in the Georgian language.

At this stage, 493 students with active status are enrolled at the university, while 450 students have their status suspended. The authorized student quota established within the framework of the institution's authorization is 1,250, whereas the current enrollment quota is 730.

The Tbilisi Humanitarian University shared the results of the student satisfaction survey with the experts, providing insight into students' perceptions of the Dentistry programme. According to the survey data, 80% of students agreed that the programme ensures the development of both theoretical knowledge and practical competencies, indicating a generally high level of satisfaction with the academic and clinical components. Additionally, 75% of respondents agreed that the Dentistry programme successfully meets labour market requirements, reflecting students' confidence in the professional relevance of their education. Furthermore, 75% of students confirmed that teachers apply modern learning and assessment methods, suggesting the use of contemporary pedagogical approaches in the teaching process.

Overall, the survey results indicate that the Dentistry programme at the Tbilisi Humanitarian University is perceived positively by students in key areas such as practical readiness, relevance to labour market demands, and the implementation of modern teaching methods. However, the findings also suggest that continued attention to enhancing teaching innovation and employability support could further improve student satisfaction levels.

The survey also included a question regarding whether the programme's goals meet labour market requirements, to which 63% of respondents expressed satisfaction. Additionally, 72% of participants agreed that the administrative staff of the HEI supports the sustainability of the programmes.

The Tbilisi Humanitarian University also provided the results of a survey conducted among its alumni. According to the data, 29 out of 50 graduates agreed that the programme successfully ensures the achievement of the competencies defined for their specific field of study. The survey further addressed the fairness of the evaluation system, and an equal number of respondents expressed agreement with the statement that student assessment is conducted fairly.

During the interview with the administrative staff, it was noted that the university does not currently have a defined policy for creating individual study schedules for students. Such a policy could serve as an important mechanism for supporting inclusive education and offering additional educational opportunities in cases such as programme annulment or specific student needs. However, the HEI provided a document titled "Methodology for Developing an Individual Curriculum," which outlines the general approach and procedures for individual educational planning. This indicates that while the methodological framework exists in written form, its implementation as a formal institutional policy is not yet fully established in practice.

Evidences/indicators

- Student Satisfaction Survey on the Educational Programme;
- Methodology for the Planning, Development, and Improvement of Academic Educational Programmes and the Evaluation Mechanism;
- Self-evaluation document;
- Labor market survey;
- Alumni survey;

• Methodology for Developing an Individual Curriculum.

Recommendations:

  R.3.1.1. The HEI should develop and formally implement a comprehensive policy for individual study schedules, ensuring its practical application in support of inclusive education and student needs. The university should ensure that relevant staff and students are informed and trained on how to effectively apply this mechanism in practice.

Suggestions:

N/A

Best Practices (if applicable):

N/A

Evaluation

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

3.2 Structure and Content of Educational Programmes

  o Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted
  o 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

Tbilisi Humanitarian University implements educational programmes across multiple fields, including Dentistry, Business Administration, Law, Psychology, and a Georgian Language Training Programme for non-Georgian-speaking students. Dentistry is offered as a single-cycle degree programme in three languages: Georgian, English, and Russian, while other programmes are primarily delivered in Georgian, with selected courses available in English. The University plans to expand second-level (Master's) programmes in Psychology and Business Administration, as well as develop English-language programmes in Healthcare Management and Business Administration.

All programmes are structured in accordance with Georgian legislation, the National Qualifications Framework (NQF), and the European Credit Transfer and Accumulation System (ECTS). They are designed to ensure students acquire the necessary theoretical knowledge and practical skills while also allowing elective choices to develop interdisciplinary competencies. The total student workload is measured in ECTS credits, reflecting the content, learning outcomes, and field-specific requirements. Programmes integrate both general and field-specific components, with logical sequencing to support progressive competency development.

Bachelors programme in Psycology (240 ECTS, 4 years) is composed of 30 ECTS credits for university-wide compulsory courses, 5 ECTS for faculty compulsory courses, 5 ECTS for auxiliary compulsory or elective courses, 135 ECTS for core psychology courses including 10 ECTS for practice and the bachelor's thesis, 45 ECTS for elective courses of the specialty, and 20 ECTS for free-choice courses. A foreign language module is included, and two courses: Health Psychology and Educational Psychology are offered in English. The programme spans eight semesters, with each semester consisting of 20 weeks, including midterm and final examinations. Georgian Language Training Programme (60 ECTS, 2 semesters) aims to bring non-Georgian speaking students to B2 proficiency, enabling them to fully participate in undergraduate programmes. The first semester addresses foundational language skills, reading, writing, listening, and speaking, while the second semester combines mandatory language courses with field-specific modules in law, business, psychology, and medicine. The teaching strategy ensures students' language competencies are harmonized within the first semester, preparing them for advanced study. Bachelors Programme in Law (240 ECTS, 4 years) includes 30 ECTS for free component courses, 155 ECTS for compulsory courses of the main field, 45 ECTS for elective courses in the main field, and 10 ECTS for elective courses in the free component. English language study is mandatory, with a minimum of 20 ECTS over four semesters, including specialty-specific English courses. The programme also includes 10 ECTS for internship and 10 ECTS for the bachelor's thesis. Student workload is flexible, allowing for variation between 60 and

75 ECTS per year depending on individual circumstances (as it is regulated by the ministry of education). Bachelors Programme in Buisness Adminstration (240 ECTS, 4 years) allocates 143 ECTS to compulsory courses in the main field of study, 18 ECTS to compulsory elective courses focused on concentrations in finance, management, or marketing, 30 ECTS to elective courses, 24 ECTS to the English language module, and 25 ECTS to free elective courses. Six courses are offered in English across compulsory and elective modules: Fundamentals of Marketing (5 ECTS), Human Resources Management (5 ECTS), International Business (5 ECTS), Fundamentals of Operations Management (5 ECTS), Fundamentals of Financial Management (6 ECTS), and Project Management (6 ECTS). The programme includes practical training and the bachelor's thesis. Single-Cycle Dentistry Programmes (Georgian, English, Russian 300 ECTS, 5 years) integrates theoretical, biomedical, pre-clinical, and clinical courses to build professional competence. The programme includes general subjects (37–40 ECTS), research subjects (9 ECTS), biomedical courses (57 ECTS), clinical courses (46 ECTS), specialized dental courses including therapeutic (31 ECTS), surgical (24 ECTS), prosthetic (22 ECTS), adult and adolescent dentistry (26 ECTS), orthodontics (13 ECTS), clinical practice (20 ECTS), and elective subjects (7 ECTS). Clinical training takes place in the university's non-licensed dental clinic and in affiliated partner clinics, as observed during the site visit, providing students exposure to modern dental technologies and meeting framework requirements. During the interviews with the administration, it was mentioned that the HEI university dental clinic is expected to receive its license soon. The tenth semester is fully dedicated to clinical practice with patient contact under lecturer supervision. Elective courses allow students to broaden their scientific or clinical knowledge. All Dentistry programmes comply with sectoral and international standards. Interviews with administrative staff, however, indicated that a formal institutional policy for implementing individual study schedules is not yet fully established.

Interviews with invited and academic personnel, programme leaders, and representatives of the dental clinic highlighted that students experience difficulties in communication with patients due to insufficient Georgian language proficiency. Although Georgian language courses are included in the curriculum of the Russian and English-language programmes, they are not established as a prerequisite for clinical studies. Consequently, students may not fully attain the communication competencies with patients required by the dentistry field benchmark document.

During the interviews with both staff and students, it was mentioned that teachers share all the necessary information about each course syllabus, subject content, evaluation system, and other relevant details with students during the first week of studies. All program information, including the program catalogue, is also available on the Tbilisi Humanitarian University website.

Evidences/indicators

- Self evaluation report;
- Educational programs;
- Syllabi;
- Methodology of planning, elaboration, development of academic educational programs and assessment mechanism;
- Quality Assurance Policy;
- Academic calendar;
- Interview results;
- Website.

Recommendations:

R.3.2.1. All compulsory clinical subjects in the English and Russian language dentistry programs should establish Georgian language proficiency as a formal prerequisite. This will ensure that students achieve the required communication competencies with patients, meeting the standards set for safe and effective clinical practice, in accordance with the Subject Benchmark Statement of Dentistry.

Suggestions:
N/A

Best Practices (if applicable):
N/A

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

The Tbilisi Humanitarian University has developed and implemented a comprehensive system for assessing student learning outcomes across all levels of its academic programs. The assessment system is designed in alignment with national higher education standards, Order No. 3 of the Ministry of Education, Science and Youth of Georgia (January 5, 2007) "On Approval of the Rules for Calculating Higher Education Programs by Credits," and the principles outlined in the Subject Benchmark Statement of Dentistry.

During the interviews, university representatives confirmed that, understanding the importance of ensuring objectivity and fairness, the university has devoted multiple meetings and workshops involving the Quality Assurance Service, faculty representatives, and members of the Sectoral Commission for Program Development to discuss and refine its assessment mechanisms. They emphasized that these efforts aim to ensure that assessment criteria are unified across different programs and that procedures remain transparent and methodologically sound.

However, for the expert panel, the structure and methodology of the final examinations particularly the written component were not fully transparent. During interviews, administrative representatives explained that in some subjects the written examination is conducted in a specialized examination room equipped with 27 computers, whereas in other instances the same type of examination is administered in regular auditoriums using paper-based formats, often supervised by the course lecturers themselves. This information was consistently confirmed by academic staff during additional interviews.

Such variation in examination conditions for the same subject raises concerns regarding the fairness, transparency, and consistency of the assessment methodology. Students enrolled in the same course may experience substantially different examination formats, supervision arrangements, technical conditions, and levels of support. These discrepancies may inadvertently create unequal opportunities for students to demonstrate their knowledge and competencies, which contradicts internationally recognized principles of equitable assessment.

Furthermore, the current arrangement appears to lack a clear institutional policy governing when and why different examination modalities (computer-based vs. paper-based) are applied. The absence of such guidelines increases the risk of subjective decision-making at the program or faculty level, undermining standardization and comparability of student performance outcomes. This is particularly important given that written examinations often constitute a significant percentage of the final grade and play a high-stakes role in academic progression.

This concern becomes even more critical in light of the university's planned expansion of student quotas. The limited availability of the dedicated examination room equipped with only 27 computers may exacerbate existing inconsistencies, as a larger student population will further restrict access to standardized exam conditions. Without strategic planning and clear procedures, the institution may face increasing difficulties in ensuring equal examination environments for all students.

Additionally, administrative staff stated that the university does not currently have a specific policy addressing the needs of students requiring special accommodations during examinations. The absence of such a policy may negatively affect the university's ability to support students with special educational needs and may result in non-compliance with national and international quality assurance standards related to inclusivity and equal access.

Overall, the expert panel concluded that the university must strengthen the design, regulation, and implementation of its examination procedures to guarantee that all students regardless of group, lecturer, or exam venue are assessed through fair, transparent, and consistent methodologies, supported by adequate infrastructure and institutional policy.

When defining learning outcomes at both the program and subject levels, the University follows the guidelines outlined in the methodological manual "Formulation and Implementation of Learning Outcomes." The process of outcome formulation is based on Bloom's Taxonomy, which allows the outcomes to be expressed through measurable, action-oriented verbs that accurately reflect the expected levels of knowledge, skills, and professional competencies.

In the Tbilisi Humanitarian University student academic performance is systematically analyzed at both program and course levels. The Quality Assurance Office conducts periodic reviews of student achievement data to monitor grade distributions, identify trends, and evaluate the adequacy of teaching and assessment practices. The University applies statistical methods, including analysis of the normal (Gaussian) distribution of grades, to determine whether assessment outcomes are within an acceptable range. This approach allows the institution to identify cases where assessment practices may be overly lenient or excessively strict.

The University's assessment system is based on a 100-point scale, with both interim (continuous) and final assessments contributing to the overall grade. The interim assessment constitutes no less than 60% of the total score, while the final examination or assessment makes up to 40%. Students must demonstrate competence in both components to be awarded credit for the course. The grading scale consists of five levels of positive assessment: Excellent (A, 91–100 points), Very Good (B, 81–90), Good (C, 71–80), Satisfactory (D, 61–70), and Sufficient (E, 51–60). Two levels of negative assessment are also used: FX (41–50 points), indicating the right to take an additional examination after independent work, and F (≤40 points), requiring the student to retake the course. Student academic progress is also measured cumulatively through the Grade Point Average (GPA), which serves as a standardized indicator of overall academic achievement and progress toward program completion.

The University employs both direct and indirect methods to assess learning outcomes. Direct assessment methods include written and oral examinations, practical and clinical skills demonstrations, essays, laboratory reports, group projects, and presentations. These methods directly measure the students' mastery of subject-specific competencies and their ability to apply theoretical knowledge in practical contexts. Indirect assessment methods, on the other hand, provide complementary evidence of educational effectiveness and include employer feedback, graduate and alumni surveys, curriculum analysis, and student satisfaction questionnaires.

To support data-driven decision-making, the University utilizes its electronic learning management portal to collect, store, and analyze information about student performance and learning outcomes. This digital system enables academic staff and program administrators to determine what percentage of students have achieved each program learning outcome and to compare these results against target indicators established by the program.

University has established an appeal mechanism to protect uphold academic integrity. In accordance with Article 6 of the "THU Midterm and Final Examination Rules," students have the right to review their evaluated work within 24 hours of submitting a request. If a student disagrees with the awarded grade, they may file an appeal within 48 hours of receiving their result. The initial appeal is considered by the course lecturer, who is required to reassess the exam paper and provide a reasoned written explanation if the grade changes by more than three points.

In the Dentistry program, within the subjects *Clinical Odontology* and *Clinical Endodontics*, the final examinations are conducted through case studies and multiple-choice questions (MCQs). However, it remains unclear how these assessments ensure the acquisition of competencies as defined by the Subject Benchmark Statement of Dentistry. In the clinical courses that are scheduled for the tenth semester, the syllabi do not provide sufficient information regarding the structure and purpose of the OSCE (Objective Structured Clinical Examination). Specifically, it is not indicated whether the OSCE serves as a final examination or as a formative assessment.

Furthermore, while it is stated that the OSCE consists of 12 stations, the evaluation rubrics and criteria for student performance at each station are not clearly defined. This lack of clarity raises concerns about the transparency, objectivity, and consistency of student assessment in clinical settings. Additionally, in reference to the Benchmark Statement of Dentistry, the syllabi of the dental field subjects do not explicitly differentiate between the dental manipulations that should be performed on patients and those that should be practiced on simulation models or phantoms.

Moreover, the program documentation does not specify the minimum number of clinical procedures that students are required to perform in order to demonstrate competency in various areas of dental practice. Establishing such quantitative and qualitative criteria is essential for ensuring that all graduates meet the expected professional and practical standards of the dental profession.

Evidences/indicators

- The self-evaluation reports;
- Results of interviews;
- Quality Assurance Policy;
- Rules for conducting midterm and final exams;
- Syllabi;
- Educational Programs.

Recommendations:

R.3.3.1. The University should ensure that all students are assessed through fair, transparent, and consistent examination methodologies. Particular attention should be given to written examinations within the same subjects to guarantee uniformity in assessment criteria, format, and grading standards across different student groups.

R.3.3.2. The University should develop and implement a formal policy to support students with special educational needs during the examination process. This policy should define clear procedures and reasonable accommodations for final examinations to ensure equity, inclusivity, and compliance with international standards of good educational practice.

R.3.3.3. The University should develop and implement a clearly defined assessment framework for all clinical subjects, particularly specifying the structure, purpose, and evaluation rubrics of the OSCE examination. This framework should ensure transparency, fairness, and alignment with the Subject Benchmark Statement of Dentistry.

R.3.3.4. The University should establish explicit guidelines within the syllabi that differentiate between clinical procedures performed on patients and those on simulation models or phantoms, and should also define the minimum number of required clinical procedures necessary to achieve the expected competencies.

Suggestions:
N/A

Best Practices (if applicable):
N/A

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
o HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan.
o HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.

Descriptive summary and analysis of compliance with the standard component requirements

Tbilisi Humanitarian University (THU) has developed and implemented a staff management policy and set of procedures that effectively support the execution of its educational processes and strategic objectives. The Human Resources Management Policy (HRMP), which is formally approved and periodically updated, aligns with both national legislation and the university's strategic development plan. This policy emphasizes the recruitment, retention, development, and motivation of qualified academic, invited, administrative, and support staff, ensuring that human resources are recognized as central to institutional success.

Recruitment at THU is conducted through multiple channels, including appointment, open competition, and invitation. The university ensures transparency and merit-based selection processes for all categories of staff. It employs both passive and active recruitment strategies, such as posting vacancies and inviting doctoral students and professors to engage with the university community. These efforts are complemented by mechanisms for attracting foreign personnel, which include visa support, accommodation arrangements, and integration activities. THU also participates in international mobility programs like Erasmus+, which enhances its international staffing profile. Nevertheless, the number of international staff members is still quite low. Although mechanisms for engaging foreign personnel are in place, their actual involvement in program delivery can and should be expanded.

Professional development is a cornerstone of THU's HR strategy. The university has a dedicated Personnel Professional Development Strategy that outlines annual training plans based on performance evaluations and staff surveys. The proportion of certified trainings has grown significantly over recent years, reflecting a commitment to quality and continuous improvement. THU has in place support instruments for its staff, such as internal grants, paid academic leave, mentorship programs, and partnerships with other universities. However, these instruments have not yet been put into full use. While plans for internal grant competitions and research workshops exist, these initiatives require full implementation to strengthen the university's research culture.

Staff performance is regularly evaluated, and the results are used to inform decision-making and development planning. Satisfaction surveys and feedback mechanisms are in place for both academic and administrative staff, and evaluation criteria encompass teaching quality, research output, and student engagement. These evaluations are integrated into the university's broader quality assurance framework.

The university's strategic implementation is supported by its 2026–2028 Action Plan, which includes specific human resource initiatives. These include increasing staff numbers in response to student growth, training employees on updated procedures, strengthening internal monitoring and reporting systems, and enhancing both digital and physical infrastructure. The plan also outlines efforts to improve cybersecurity, expand IT resources, rehabilitate study spaces, and construct new facilities such as dormitories and cafeterias. Concrete progress towards implementing such plans remains to be seen. Some monitoring mechanisms, particularly those related to strategic implementation and digital transformation, are still under development and need to be fully institutionalized.

While THU's staff management system is robust, there are areas for improvement. The university aims to further stabilize its academic workforce by adjusting the ratio of academic to invited staff from 1.4:1 now to 2:1 in 2027. However, the action plan does not specify how (in terms of tasks and activities) this goal will be pursued. With regards to administrative staff, with 70 administrative staff for 646 students (according to SER data), THU maintains a 1:9 ratio, which is sufficient to organize both the educational process and clinical practice. The main consideration going forward is scalability: if student numbers grow significantly, THU will need to expand administrative staffing proportionally to maintain this ratio. Moreover, the administrative staff retention rate is around 67%, which is below optimal and signals room for improvement. THU's strategic plan already emphasizes professional development and digital transformation, which can help in this direction. By enhancing incentives, career pathways, and engagement mechanisms, THU can raise retention closer to 80%, so as to strengthen institutional memory, operational continuity, and staff satisfaction.

Academic staff are recruited primarily through open competition, which is conducted in accordance with the principles of transparency, equality, and fair evaluation. The process includes public announcements, clearly defined qualification requirements, and the formation of a competition commission composed of qualified university personnel and external experts. For invited staff, the university follows a flexible approach that allows for the engagement of professionals with relevant expertise to contribute to specific educational components. This process may involve public lectures or presentations as part of the selection procedure and is initiated by faculty deans or program directors in coordination with the Rector.

Administrative and support staff are hired based on qualification requirements and through either competitive selection or recommendation, with final decisions made by the Rector following consultation with the Human Resources Management Office.

To maintain high standards, the university conducts regular evaluations of staff performance and satisfaction, using the results to inform professional development plans and strategic staffing decisions. These evaluations are coordinated by the Quality Assurance Service and the Human

Resources Management Office, and include semester-based assessments, workload monitoring, and feedback from students and faculty.

Evidences/indicators

- SER;
- Interviews;
- Human Resources Management Policy;
- Staff Professional Development Strategy;
- Rules for Planning Trainings for Administrative and Academic Personnel;
- Mechanism for Attracting Foreign Students, Academic, Scientific and Invited Personnel;
- Regulations of the Center for Continuing Education.

Recommendations:

R.4.1.1. Expand partnerships with global academic institutions and increase the visibility of THU's programs on international platforms.

R.4.1.2. Employ targeted outreach, streamlined onboarding procedures, and incentives aligned with global academic standards to increase engagement of international staff.

R.4.1.3. Accelerate the implementation of internal grant competitions and research development workshops.

R.4.1.4. Enhance monitoring and reporting systems by fully institutionalizing digital tools for performance tracking, workload management, and strategic plan implementation.

R.4.1.5. Link staff evaluation outcomes more directly to promotion, incentives, and training opportunities to increase motivation and accountability.

R.4.1.6. Establish a centralized talent development office or expand the role of the Continuing Education Center to include career path planning, leadership development, and succession strategies.

R.4.1.7. Enhance incentives, career pathways, and engagement mechanisms for administrative staff.

Suggestions:
N/A

Best Practices (if applicable):
N/A

Evaluation

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

4.2. Academic/Scientific and Invited Staff Workload

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

Descriptive summary and analysis of compliance with the standard component requirements

The university has established clear quantitative norms for annual contact hours and methodological loads for academic personnel, as outlined in the resolution of the Academic Council. These norms are used to prepare semester-based workload charts, which serve as the basis for staff remuneration. This system ensures that teaching and research responsibilities are distributed equitably and transparently.

THU's internal regulations define the composition and structure of workload schemes for academic, scientific, and invited staff. These schemes are updated each semester and monitored through the university's unified personnel management system (QMS). Faculty deans are responsible for submitting workload data and verifying staff commitments across institutions, with mechanisms in place to address discrepancies and ensure compliance with legal requirements. However, the staff members that the panel met did not have a clear understanding of what percentage of their time they use for teaching, research, and administrative tasks.

The university also applies a structured methodology for planning the student contingent and corresponding staffing needs. Specific student-to-staff ratios are defined for each program type: for undergraduate programs, one academic staff member per twenty students; for master's

programs, one per fifteen; and for dentistry and Georgian language programs, similar ratios with minimum staffing thresholds.

Additionally, THU regulates the balance between academic and invited staff. While the recommended ratio is 1:1.5 in favor of academic staff, the university aims to shift toward a 2:1 ratio, reinforcing program sustainability and institutional memory. At least 40% of academic staff involved in program delivery must be affiliated with the university, further strengthening continuity and commitment.

Evidences/indicators

- SER;
- Interviews;
- Human Resources Management Policy;
- Staff Professional Development Strategy;
- Quantitative Assessment and Limit Norms of Annual Contact, Educational-Scientific and Methodological Load of Academic Personnel;
- Rules and Conditions for Affiliation of Academic Personnel;

Recommendations:

R.4.2.1. Refine the workload allocation model to more explicitly differentiate between teaching, research, and administrative duties.
R.4.2.2. Introduce a workload policy that recognizes varying levels of research engagement.
R.4.2.3. Enhance the staff performance evaluation system by integrating research metrics, such as publications, citations, and conference participation, into staff assessments.

Suggestions:
N/A

Best Practices (if applicable):
N/A

Evaluation

☐ Complies with requirements
☒ 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 mechaisms; 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

- o 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.
- o HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

The Tbilisi Humanitarian University has established clear regulations for student enrolment, suspension, termination of student status, mobility, and recognition of prior learning, in full compliance with national legislation. The University operates under the "Rules for Obtaining, Suspending, Terminating Student Status, Mobility, and Recognition of Education Obtained during Study Periods." In addition, "Regulatory Rules of the Educational Process" of Tbilisi Humanitarian University defines the procedures for completing an educational program, granting qualifications, and issuing diplomas. The University, also, provides students with individualized study plans considering their needs and requirements if needed. These regulations are publicly available on the University's official website.

The contract between the HEI and the student defines and protects student rights and interests.

Students are allowed to divide their tuition fee into four instalments according to their needs. The HEI also has an Internal Regulations Document that governs the relationship between the student and the University, outlining their rights, ethical standards, and obligations, as well as the procedures for handling student appeals.

Orientation meetings are held for first-year students within the first two weeks of the academic year. During the interviews, students mentioned that they are informed about their rights and obligations through orientation meetings and have access to all the necessary documents.

Regarding student involvement in university governance and decision-making, the University has a Student Self-Government body. Two students are members of the University's Academic Council, nominated by the self-government and chosen by the university's students.

All students are free to nominate themselves and participate in self-government elections, as well as to vote for candidates. The self-government operates through thematic committees (Sports, Culture, and Law), and its main responsibility appears to be organizing extracurricular activities for all students, both local and international. However, given that one of the main purposes of self-government is to protect students' rights and support their integration in the HEI, this structure should become more aware of its broader mission and responsibilities, rather than being focused primarily on extracurricular activities.

During interviews, students and academic staff mentioned that students can appeal their results or grades if they disagree with the assessment, and also, the Internal Regulations Document outlines the appeal process for cases involving student rights or ethical issues. Although students are aware of the relevant regulations and procedures, in practice, as they mentioned during interviews, they have not yet exercised their right to appeal.

In addition, the University conducts regular student surveys to gather feedback from the students and alumni. These include questionnaires evaluating academic staff performance and addressing issues related to specific lecturers, subjects, the study process, and overall student satisfaction.

It is important to note that the documents presented by the university indicate that there is a large number of students whose status has been suspended; however, as revealed during the interviews during the visit, this is related to the Russian-language Business Administration program, the implementation of which has been suspended, and it is precisely this program that accounts for the majority of those whose status is currently suspended. As revealed during the interviews, these students still intend to continue their studies at this university, in a new Business Administration program, which they are waiting for and have no desire to transfer elsewhere.

Evidences/indicators

- "Rules for Obtaining, Suspending, Terminating, Mobility, and Recognition of Education Obtained during Study Periods";
- "Regulatory Rules of the Educational Process";
- Self-evaluation report;
- University webpage;
- Interview results;
- Rules for conducting mid-term and final exams;
- Rules for encouraging successful students, providing financial assistance to socially vulnerable and students with various financial needs, selecting and financing individual student initiatives/projects;
- Regulatory documents of the HEI;
- Samples of contracts between HEI and a student;
- Website of the university: www.thu.edu.ge.

Recommendations:
N/A

Suggestions:

S.5.1.1. Student self-government should become more aware of its broader mission and responsibilities, rather than being focused primarily on extracurricular activities.

Best Practices (if applicable):
N/A

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

5.2 Student Support Services

o HEI has student consulting services in order to plan educational process and improve academic performance
o HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development
o HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives
o HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

After students are admitted to Tbilisi Humanitarian University, during the first two weeks, orientation meetings are held where they receive detailed information about their study plans, schedules, rights and responsibilities as students, and other relevant topics. The HEI creates a corporate Gmail account for every student and administrative staff member. The personal user account on the student portal and the university email are the main communication tools used throughout their studies. On this platform, students can register for courses, check their academic performance, communicate with the administration and academic staff, and participate in surveys. They also have access to library resources through the portal. In addition to email, students can contact academic staff using the contact details provided in the syllabi, and they often ask questions or receive consultations via the portal. Furthermore, each faculty has administrative personnel who provide in-person consultations to students when needed.

Academic staff members have mandatory consulting hours, which are publicly available to all students, as confirmed during the site visit. The University has an Educational Process Management Service and a Quality Assurance Service, both of which place great emphasis on counseling students within the framework of the educational process. Interviews also confirmed that students receive feedback on their academic performance during lectures, seminars, and after each examination. Depending on the type of examination, feedback may be provided in written or oral form. Students also make use of additional consulting hours with their lecturers, as confirmed during the interviews.

At the HEI, there is a Student Support and Career Development Office, which provides consulting and guidance services related to academic planning and performance improvement. The Career Development Service offers students counseling and support on employment and career development issues. At the beginning of each academic year, employees of the Student Support and Career Development Office hold introductory meetings with newly enrolled students, introduce them to the university environment, and provide information about the activities of the office, the student self-government, and the faculties. The office also prepares informational materials for first-year students in the form of a guide, which contains information about internal procedures and structural units related to the educational process. This information is also available on the official website of the University. Additionally, the office is responsible for providing support services for international students to assist their integration and socialization. It also conducts student and alumni employment analyses, shares job postings, and facilitates cooperation with potential employers. Students are informed about job opportunities and vacancies via email.

As confirmed during interviews, employers have participated in the development of educational programs through surveys, and their feedback has been taken into account by program heads and the University. Internship organizations expressed high satisfaction with students' knowledge, skills, and overall cooperation with the University. Memoranda of cooperation have been signed with employers to promote employment and internship opportunities, as well as to ensure effective practical training for students in programs that include practice components.

Site interviews with students and graduates revealed their strong sense of belonging to the University and their willingness to support its future development. Although the University has a Student Support and Career Development Office that maintains contact with alumni, it is suggested that the University support graduates in establishing an Alumni Association, which would help strengthen the long-term relationship between the University and its graduates.

The HEI has developed relevant regulations and provides students with opportunities to participate in internal and external projects, exchange programs, and various academic and extracurricular

activities. Students are well-informed about available opportunities and mechanisms for involvement. The student self-government also organizes some extra-curricular activities for all students of the university. However, student surveys show that many would like more exchange programs and internationalization initiatives. During interviews, students expressed low interest and readiness to participate in exchange programs and noted the limited number of opportunities in this area. Therefore, it is recommended that the University strengthen its efforts to expand international exchange and mobility programs for students and increase both awareness and motivation to participate in such activities.

It is also important to note that Tbilisi Humanitarian University has established the "Rule for Encouraging Successful Students, Providing Financial Assistance to Socially Vulnerable Students and Students with Various Financial Needs, and Selecting and Financing Individual Student Initiatives/Projects." As mentioned during interviews, students from Saingilo receive partial financial support from the University. The University also operates a mechanism for funding student initiatives and projects.

Evidences/indicators

- Student survey results;
- Interview results;
- Self-evaluation report;
- University webpage;
- Memoranda;
- Career support services;
- Regulatory documents.

Recommendations:

R.5.2.1. It is recommended that the University strengthen its efforts to expand international exchange and mobility programs for students and increase both awareness and motivation to participate in such activities.

Suggestions:

S.5.2.1. It is suggested that the University support graduates in establishing an Alumni Association.

Best Practices (if applicable):
N/A

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
o   HEI, based on its type and specifics of its fields, carries out research/creative activities.
o   Ensuring the effectiveness of doctoral research supervision
o   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 According to the SER and strategic development plan, Tbilisi Humanitarian University envisions its continuous development in terms of developing research potential and innovation through involving staff and students in research activities and enhancing quality of research. Therefore, the institution emphasizes innovative, quality, and result-oriented research integrated into the educational process. Strategic development objective #2 refers to the following sub-goals: 2.1. Increasing staff engagement in the research activities; 2.2. Facilitating students engagement in research; and 2.3.

Enhancing participation in local and international research programs. However, the university lacks clear research priorities and a dedicated research infrastructure, especially considering the current budgetary constraints.

As stated by the institution, THU carries out innovative, quality, and result-oriented research and research is integrated into the educational process. Despite such declared goals, during the meetings conducted by the panel it became clear that the university does not have clearly defined research priorities, which is very important in times of defining research development goals and relevant KPIs. The panel also learned that realized research activities mostly include internal research grants and other individual efforts of the academic staff working with other HEIs. It should also be highlighted that HEI lacks activities in supporting the integration of teaching, research and economics. Despite the fact that the institution cooperates with a few economic agents, it lacks cooperation in terms of research and development. The interview results with employer representatives also identified that they lack research cooperation aimed at economic, technological, and other innovative development. The university currently does not offer any doctoral programs and has not planned developing one in upcoming 7 years, however, masters programs in Psychology and Business Administration are supposed to be implemented in the upcoming years, envisaged by the strategic development and activity plans.

In an effort to strengthen its research direction, the university ensures availability of internal grant funding opportunities for students and staff. The document for Internal Grant Financing includes the following research priority fields: Natural Sciences, Medical and Health Sciences, Social Sciences and Humanities.

In accordance with the Rules for Financing Scientific Activities at Tbilisi HumanitarianUniversity, the HEI also provides financial support for the following scientific-research activities: Covering expenses for scientific events, publishing experiences for research articles and works, monographs and other related activities. The university fosters integration of research activities outcomes in the educational process.

The university organizes conferences and publishes abstracts in the conference proceedings, as well as has an university-founded journal. Information concerning the journal is not available on informational sources and institutional website. However, experts received information during the interviews that the journal is not peer reviewed and does not have a citation index at this stage, and most of the articles are in Georgian, therefore, it is difficult for the international scientific community to read and cite the articles.

Evidences/indicators

- Self-evaluation report;
- Interviews conducted by the panel during the site visit;
- Institutional website;
- Strategic and activity plans;
- The rule of funding scientific-research activities;
- Reports on scientific-research work (2023, 2024);
- The rule of financing internal grant projects.

Recommendations:

R.6.1.1. It is recommended to clearly define the main research priorities of the institution linked with a dedicated research infrastructure and possible funding.

R.6.1.2. It is recommended to enhance research and development activities aimed at contributing to scientific, social, economic development on national, regional and international levels.

R.6.1.3. It is essential for HEI to cooperate with economic agents and implement collaborative research and development activities that aim at constructing new knowledge and contributing to other innovative development.

Suggestions:

S.6.1.1. It is advised to work for the institutional journal to become peer reviewed and indexed at international databases that will increase visibility of the research work.

Best Practices (if applicable):

N/A

Evaluation

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

6.2. Research Support and Internationalisation

- o HEI has an effective system in place for supporting research, development and creative activities
- o Attracting new staff and their involvement in research/arts-creative activities.
- o University works on internationalisation of research, development and creative activities.

Descriptive summary and analysis of compliance with the standard component requirements

To fortify research activities, THU has established a Research and Development Center, tasked with coordinating scientific research studies and managing relationships with state and non-state organizations in terms of research funding opportunities. The Center is primarily responsible for developments of scientific-research activities, enhancing partnership in terms of scientific-research activities at local, regional and international levels, support research quality and analysis system, enhance integration of teaching, research and economic activities and implementation of research results in the teaching and learning process. The center provides assistance to academic and scientific staff as well as scientific-research units to find funding from various sources for research and improvement of research infrastructure, offers consultations and helps in drafting grant proposals, their evaluation and submission to academic and scientific staff and scientific research units. HEI also ensures effective administration of grants and helps with the reporting process.

In addition to events, the university conducts training for academic staff to strengthen the scientific-research direction. Notably, the university organized training sessions concerning university internal grant, research results analysis and article writing for being published at impact factor journals, strategy and techniques for grant application proposal writing, using electronic databases, as well as modern teaching methods, etc.

The university has also contributed to the publishing of 1 academic publication, supported participation of academic staff in 5 conferences, and 7 internal projects. Aiming to involve students in research, the university has outlined specific roles for undergraduate students to involve in the research and internal projects, supported by tailored consultations and training.

To foster a research environment, the university has implemented an intra-university funding system for scientific research, the financial resources and opportunities allocated for students project funding are not fully enhanced yet (supposed to start in 2025) and require additional support. In 2025 the amount for students' involvement in research activities and projects is 18000, estimated to grow up to 51000 in 2026.

HEI has public, transparent and fair procedures for funding research, internal grants funding rules include the transparent procedures and priorities for selecting internal grant applications for funding. The university also organizes scientific conferences annually in which academic staff and undergraduate students of the university participate.

The academic staff has been involved in numerous national and international projects, conferences, and publications, showcasing an active pursuit of research activities. However, these are more individual efforts and in accordance with the university submitted report, the activities funded by the university are somewhat limited (1 article, conference participation for 4 staff and 5 students during 5 years) and require additional support.

The documents submitted reveal that HEI is committed to promoting internationalization of educational and scientific activities through a policy that emphasizes international mobility, staff involvement, and certain developments in interaction with domestic and international partner universities and organizations.

In support of this internationalization policy, the Department of International Relations prioritizes staff upskilling and maintains relations with higher education institutions, international organizations, and non-state organizations. However, this is not evidenced by signed memorandums of cooperation with foreign universities and economic agents to engage in research and development activities, including creating innovative scientific products. During the interviews conducted by the panel it became clear that participation in international research is yet rare.

Besides, the HEI does not implement joint research projects/activities with international partners. It envisaged work on getting funding from EU scientific-research programmes or any other relevant funding opportunities, however, institutional cooperation with international research centres, engagement in various international scientific activities and implementation of joint programs are weak sides of the institution.

Evidences/indicators

- Self-evaluation report;
- Interviews conducted by the panel during the site visit;
- Institutional website;
- Strategic and activity plans;
- The rule of funding scientific-research activities;
- Reports on scientific-research work (2023, 2024);
- The rule of financing internal grant projects;
- Institutional budget (2025, 2026);
- List of international exchange programs;
- Internationalization activity plan;
- Regulation for research and development center.

Recommendations:

R.6.2.1. It is recommended to increase the incentives (and hence, productivity) for financial support available for conducting research, participating in conferences, publishing articles, monographs and other research related activities.
R.6.2.2. It is recommended to establish active collaborations with international research centers and organizations to enhance internationalization of research.
R.6.2.3. It is essential to work on the EU scientific-research programmes or in getting any other relevant funding opportunities, increase institutional cooperation with international research centres and engage in various international scientific activities.

Suggestions:
N/A

Best Practices (if applicable):
N/A

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

The university has developed criteria for evaluating the scientific activity of academic/scientific personnel, which includes participation in scientific events/conferences, as well as the number of researches conducted by the scientist, the number of received grants, participation in grant projects and other relevant parameters that are written in the self-evaluation report of academic and invited staff. Each criterion is evaluated with relevant grade (by the staff member and confirmed by the evaluation commission) and required competency level is defined for all academic positions.

Evaluation of scientific activity is carried out annually. The assessment process is coordinated by the Research Development Center and Quality Assurance Office, with active engagement of faculty and program leads. The professor is requested to gather a minimum of 80 points during the academic year, associate professor - 70, assistant-professor - 60 and assistant - 50 points.

Based on the analysis of the evaluation results, the rector forms a commission to evaluate annual scientific research activities with the Head of Quality Assurance Office, Head of Research and Development Center, heads of the educational programs and invited specialists holding doctoral degrees.

The commission decisions are shared with faculty deans, who provide a feedback report indicating reaction activities. Monitoring on the feedback reports is maintained by the quality assurance office. The university has an appraisal mechanism (mainly certificates of appreciation) for academic staff who are fulfilling requirements annually. For staff who will not be meeting requirements for two consecutive years, a written reprimand or termination letter might be issued upon the rector's decision.

The HEI provides annual reports concerning evaluation of quality of research and scientific activities for academic staff, as well as issues recommendations to be used for further development. The reports are not available on the institutional website, or somewhere else to make it available for all stakeholders.

To get a complete picture of the evaluation of scientific research work of the university, it is not enough to simply collect information from academic staff, but it is necessary to analyze it thoroughly in order to plan measures aimed at eliminating deficiencies.

Evidences/indicators

- Self-evaluation report;
- Interviews conducted by the panel during the site visit;
- Institutional website;
- Strategic and activity plans;
- The rule of funding scientific-research activities;
- Reports on scientific-research work (2023, 2024);
- Quality Assurance Policy.

Recommendations:

R.6.3.1. It is recommended that HEI regularly publishes reports on implemented research activities.
R.6.3.2. It is recommended to analyze thoroughly the research evaluation data in order to effectively plan measures aimed at eliminating deficiencies.

Suggestions:
N/A

Best Practices (if applicable):
N/A

Evaluation

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

7. Material, Information and Financial Resources

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

7.1 Material Resources

- o 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.
- o HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.
- o Health and safety of students and staff is protected within the institution.
- o HEI has adapted environment for people with special needs

Descriptive summary and analysis of compliance with the standard component requirements

THU owns a suitable territory that serves the realization of the institution's educational objectives. This fact is confirmed by extracts from the Public Registry. Specifically, the university owns a land plot of **2,470 m²** and a **building of 1,761 m²**. In addition, the university has submitted an extract from the Public Registry confirming ownership of an additional **1,176 m²** land plot; however, it is

registered in the name of a private individual (in this case, a partner/rector). During the site visit, it was confirmed that this area is physically adjacent to the main premises and is used by students; nonetheless, it is important that the official ownership of the mentioned space be formally confirmed by the university.

The educational institution possesses all mandatory spaces required by legislation: a foyer, recreational areas, theoretical classrooms, administrative offices, group work areas (within the library), sanitary facilities, a library, laboratories relevant to specific fields, and teaching rooms. In addition, as confirmed during the on-site visit, although the archival materials are located in a single room, they are functionally dispersed and stored according to academic departments or faculties.

The institution owns immovable property, and its ownership is confirmed through proper inventory documentation. The premises allocated for the implementation of educational programs are equipped with appropriate furniture, teaching and learning materials, and other necessary inventory, ensuring the achievement of the program's aims and learning outcomes.

Interviews confirmed that students and staff follow safety regulations within educational and research laboratories. However, it is important that the corresponding safety rules be displayed in visible areas.

The building has separate sanitary facilities that are constantly supplied with water and properly maintained. Sanitary and hygiene standards are observed. A specially equipped sanitary facility exists for students with special educational needs; however, the expert panel considers that it requires renovation.

All classrooms have both natural and artificial lighting. The building is equipped with a central heating system.

The institution has developed mechanisms for fire safety, first aid, and maintaining order, and possesses the necessary equipment for their implementation. Fire safety equipment is installed on every floor of the building in visible locations. However, in some cases, it lacks detailed instructions for use.

The building has additional emergency exits. For the provision of first aid, the institution employs medical personnel. There is a medical room equipped with first aid inventory and both natural and artificial lighting. Security on the university premises is ensured by a security service. THU employs security staff responsible for responding to incidents and protecting the institution's material assets.

The location of the university building ensures a safe and appropriate environment for students, academic, and administrative staff.

Persons with special needs can move and orient themselves freely within the building (including through ramps, an elevator, etc.). A student with special educational needs has access to the learning resources defined by the program or an individual study plan, which are adapted to their specific needs and requirements. As indicated in THU's self-evaluation, in cases where access to the administration is hindered, a staff member of the administration visits the student at a convenient location to ensure accessibility.

Although the university building is small in scale and largely adapted, certain barriers still exist for wheelchair users. However, considering the size of the institution, eliminating these barriers should not pose significant challenges.

A parking space designated for persons with disabilities is available adjacent to the building.

During the site visit, the expert panel had the opportunity to visit two dental clinics that have formal agreements with Tbilisi Humanitarian University (THU) for student clinical practice "Eliz Dent" and "Universe Dental". Both clinics are equipped with modern dental technologies and provide an appropriate clinical environment for practical training in dentistry. At each clinic, the experts met with the practice providers, who guided the team through all areas accessible to students. The representatives explained how students are integrated into the clinical workflow and how supervision is organized to ensure patient safety and adherence to educational standards. The representative of Universe Dental Clinic presented the facilities designated for THU students. The clinic includes a dedicated area for theoretical instruction, two fully equipped dental chairs allocated specifically for student training, and a changing room. The representative informed the experts that the clinic hosts students from all three dental programs (Georgian, English, and Russian). Each study group consists of a maximum of eight students, with a total of two groups accepted for training at a time.

Regarding patient management, it was explained that students treat patients under the direct supervision of qualified dentists. The clinic offers patients a 40% discount for services performed by students, which encourages participation and ensures an adequate flow of clinical cases. Additionally, the university's representatives regularly monitor the quality and progress of students' clinical activities within the clinic. At Eliz Dent, the clinic representative stated that there is no special price list for student treatment services; instead, patients are treated free of charge, and students also perform procedures on each other as part of the practical learning process. The clinic currently provides studying opportunities for Georgian and Russian program students only. Two dental chairs are allocated for THU students, accommodating a total of 16 students per day, divided into two groups of eight. The clinic also provides a classroom for theoretical instruction and a changing area for students.

In both clinics, the representatives emphasized that Tbilisi Humanitarian University is the sole contracting higher education institution whose students they currently host. The practical training at both facilities covers primarily Therapeutic Dentistry and Pediatric Dentistry courses.

Evidences/indicators

- THU's self-assessment report;
- Documentation submitted by THU;
- On-site visit;
- Interviews.

Recommendations:

R.7.1.1. It is recommended that the minor physical barriers on campus be removed in order to ensure a fully accessible environment.
R.7.1.2. It is recommended that detailed instructions for use be attached to all locations where fire safety equipment is installed.
R.7.1.3. It is recommended that the sanitary facility designated for students with special educational needs be properly renovated and brought into full compliance with accessibility standards.
R.7.1.4. The Higher Education Institution should prioritize obtaining the license for the university dental clinic. Licensing is essential to support the planned increase in the student quota for each dentistry program Georgian, English, and Russian to 250 students per program, ensuring that clinical training is delivered in accredited and regulated facilities in compliance with professional standards.

Suggestions:

S.7.1.1. The area that is in the university's practical possession be formally registered as belonging to the university's use.
S.7.1.2. The archival documentation be consolidated within a single space to ensure more effective record-keeping and administration.

Best Practices (if applicable):
N/A

Evaluation

☐ 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, accompanying documentation, and expert site visit, the university's library infrastructure was examined and evaluated. The library is located within the university building and comprises functional spaces, including a small reading room (with 18 desks), book repository, separate designated spaces for group work (10 desks) and individual study, staff work areas, and a room equipped with modest technological resources

(computers, projector, printing equipment, etc.). Eight computers located in the library space have internet access. The university library space can accommodate 35 users simultaneously. The expert panel considers that the institution should **develop the library's computer and technological infrastructure**.

The university library operates daily, except Sundays and public holidays as defined by the Labor Code of Georgia, from 09:00 to 21:00. The university library employs four staff members who work in two shifts and ensure student services with library resources. During the visit, it was identified that library staff members can communicate in English and Russian languages and provide appropriate services to international students. The library administration organizes orientation meetings for first-year students.

The university has a publicly accessible library usage regulation posted on the university website. The document defines the rules for using library materials and the consequences associated with their loss or damage. The document emphasizes several important principles: continuous communication with various university structural units, systematic assessment of user needs, multi-component evaluation of resource quality, and regular feedback with users.

The library collection comprises both print and electronic resources. It contains historical, fiction, as well as core, supplementary, and methodological literature specified in course syllabi. Budget and procurement documentation confirms that the library collection is regularly updated. The planned budgets for 2025 and 2026 include appropriate funding for library resource development—for the acquisition/renewal of printed and electronic intellectual resources, obtaining access rights to library electronic databases, reading hall operations, and material-technical infrastructure equipment (auditoriums, library).

The HEI has a paid contract for the provision of scientific-technical products with the Integrated Information Network Consortium of Georgian Libraries 2017, providing access to Elsevier databases. The university also has agreements with the Library Association of Georgia, the National Library of the Parliament of Georgia, and the Legislative Herald of Georgia, which are utilized by students in the BA program in Law. The library also operates an electronic catalog, OPEN BIBLIO, whose search system is hosted on the university website. Students and staff can access electronic databases outside the university as well.

The HEI assesses satisfaction with library services through a library evaluation questionnaire compiled in Georgian, Russian, and English languages. The library analysis conducted in 2024, as presented by the institution, revealed positive student assessment (with 311 student participants) of library services, expressing positive evaluations in almost all areas. On the other hand, actual usage indicators of electronic resources present an entirely different picture—extremely low engagement and minimal utilization. Electronic resource usage statistics from 2019-2024 reveal a challenge. In 2019, only 11 downloads were recorded. In 2023, this number increased to 107, which at first glance represented a positive trend. However, by 2024, the number decreased again to 44. Library staff noted the challenge of low utilization of the library's electronic resources, which they explained by enrollment restrictions, and shared planned activities - more information campaigns. For example, OpenEdition and several other resources have shown zero usage over several years. Based on the above, it is recommended to **increase awareness of the library's electronic resources and promote their active use**.

Students have access to digital versions of required literature through the portal via their personal pages. During the visit, it was determined that students can only read electronic books, without a download function. One hundred percent of students positively assess access to subject-specific literature. Ninety-three percent evaluate the library's physical space positively, indicating that students are satisfied with the comfort and tranquility of the reading halls.

Evidences/indicators

- Library regulations;
- Mechanisms for developing and updating library resources and services;
- Books and online resources;
- Contracts and memoranda;
- Documentation certifying library resource ownership;
- Institution's website;
- Student's portal;
- Interviews results.

Recommendations:

R.7.2.1. Develop the library's computer and technological infrastructure.
R.7.2.2. Increase awareness of the library's electronic resources and promote their active use.

Suggestions:
N/A

Best Practices (if applicable):
N/A

Evaluation

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

7.3 Information Resources

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

Descriptive summary and analysis of compliance with the standard component requirements

The information technology infrastructure established at THU largely corresponds to the institution's business processes and ensures their effective implementation. However, it is important to further strengthen information technology risk management mechanisms.

The university's IT infrastructure—including computer equipment, software, and internet access—is designed to support THU's services and is continuously available to both students and staff. The university has implemented various electronic services and management systems that contribute to the efficiency of service delivery and process management. Nevertheless, it should be emphasized that, to ensure the system's effective operation and the protection of students' personal data, the logging system should be capable of identifying in detail both the specific change made and the individual responsible for that change.

The university's premises are fully provided with internet connectivity.

The **Tbilisi Humanitarian University (THU LLC)** operates an electronic database — www.thu.ge — through which the management of the learning process is carried out electronically. The operation of the electronic learning management system is regulated by the document *"Mechanisms for the Operation of the Electronic Learning Management System."* The system is administered by a specialist with the relevant knowledge and skills. It is continuously improved according to the needs and recommendations of the university's Learning Process Management Office and the Quality Assurance Office.

The university also operates an **electronic document management system** based on the *Eflow* platform.

THU's official website — www.thu.edu.ge — performs both communication and informational functions. It provides contact details and other essential information in Georgian, English, and Russian (the languages of instruction). The website includes information such as the institution's mission, activities, structure, catalog of educational programs, program descriptions, student admission criteria, expected learning outcomes, awarded qualifications, teaching, learning, and assessment procedures, profiles of academic/administrative/scientific staff, electronic library catalog, regulatory documents, strategic development plans, annual reports, financial statements, ongoing and completed research projects, general statistical data, available services, employment opportunities, and more.

Information on the website is updated regularly, ensuring that users can access relevant information within a reasonable time frame.

In addition, it should be noted that with the potential growth in the number of students, the university will need to further develop and expand its digital infrastructure.

Evidences/indicators

THU's self-assessment report; Documentation submitted by THU; On-site visit; Interviews.

Recommendations:
N/A

Suggestions:
N/A

Best Practices (if applicable):
N/A

Evaluation
☒ Fully complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

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

Descriptive summary and analysis of compliance with the standard component requirements

The financial resources allocated through THU's budget are economically feasible; however, at this stage, the university does not have diversified sources of funding that would adequately and effectively ensure risk management. For a certain period, THU experienced restrictions on student enrollment, which, in turn, hindered the university's development and clearly demonstrated the necessity of diversifying funding sources.

It is noteworthy that the university's budget is structured in a highly detailed manner, creating realistic expectations and pragmatic financial planning.

With the planned financial resources, and following the removal of restrictions on student admission, the university is able to ensure the continued development of teaching, learning, research, artistic and creative activities, human resources, and infrastructure.

The budgeting process involves university structural units and educational entities, and is led by the Financial Office. The final version of the budget draft is reviewed with the participation of structural and core academic units and is then submitted to the Partners' Assembly for agreement. The version approved by the Partners' Assembly is subsequently presented to the Academic Council for formal approval. In this process, however, the Partners' Assembly effectively remains the sole decision-making body, while the role of the Academic Council is largely formal, as it lacks the authority to introduce substantial amendments.

Therefore, it is advisable that the university establish a mechanism—either by strengthening the role of the Academic Council or by introducing another decision-making body—that would not be fully dependent on the Partners' Assembly during the approval process and would have, at minimum, the right to return the draft budget for reconsideration if disagreement arises.

It is also important that the university further strengthen its support for continuous research activities and, for this purpose, gradually increase the share of research-related funding in the institutional budget. Currently, THU allocates funds from its budget to support the participation of students, academic, and research staff in activities such as attending conferences, publishing articles in international journals, and similar initiatives. However, an increase in this type of funding would have a positive impact on the overall development and academic reputation of the university.

The University has formulated a Business Continuity Plan, as discussed under standard 2.1.

Evidences/indicators

- THU's self-assessment report;
- Documentation submitted by THU;
- On-site visit;
- Interviews.

Recommendations:

R.7.4.1. It is recommended that the university ensure the diversification of its funding sources.
R.7.4.2. It is recommended that the decision-making capacity of the university's governance bodies be strengthened within the budgeting process.

Suggestions:

S.7.4.1. It is important that the university continue and further strengthen the financial support of scientific and research activities.

Best Practices (if applicable):
N/A

Evaluation

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