NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Bachelor Educational Program in Nursing, VI level

Caucasus International University

16-17 June 2025.

08 August 2025.

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	Caucasus International University LLC
Identification Code of Institution	201951637
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Ivana Carev, University of Split, Croatia
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[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	საექთნო საქმე
Name of Higher Education Programme (in English)	Nursing
Level of Higher Education	Bachelor (VI level)
Qualification to be Awarded[2]	Bachelor of Nursing (B. N.)
Name and Code of the Detailed Field	0913 Nursing and Midwifery
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	-
Language of Instruction	English
Number of ECTS credits	240 ECTS
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

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[2] In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

[3] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

General Information on Education Pogramme[4]

The Bachelor Educational Program of Nursing at Caucasus International University (CIU) in Tbilisi is designed to equip students with the necessary knowledge, skills, and competencies to succeed in the nursing profession. It covers a broad range of subjects, including biomedical, clinical, behavioral, and social sciences, and emphasizes the importance of patient safety, infection control, and the use of modern technology in healthcare. Students will acquire both theoretical knowledge and practical experience, learning how to assess patient needs, make informed decisions, and provide high-quality care in a variety of healthcare settings. The program also focuses on the development of interpersonal and communication skills, leadership, and ethical practices, ensuring that graduates are well-prepared to work in multidisciplinary teams and assume roles as caregivers, educators, patient advocates, and managers. Through a combination of lectures, hands-on training, and research opportunities, the program aims to produce competent, autonomous, and responsible nursing professionals.

As an expert group, we have thoroughly reviewed the nursing study program, and we would like to share our first findings. Overall, the program is well-structured and holds great potential. One of its main strengths is its direct response to the pressing market need for more nurses. The program has been developed in strong collaboration with renowned hospitals, ensuring that students will receive high-quality training in a real-world environment.

Additionally, the program will be run by experienced professionals, which is a significant advantage for students in terms of learning from those who are actively involved in the healthcare sector. The material base for the training is sufficient for students to obtain a good quality of education. Dedicated management and readiness of the University to equip the program with necessary resources gives good impressions for future development.

Another notable strength is the creation of an international community, where both students and professors clearly feel comfortable and supported. The Program Learning Outcomes (PLO) methodology is well-developed, providing a clear framework for students' learning goals. The quality assurance system is robust and well-established, ensuring that the program's standards are continually monitored and improved. The dedication of the responsible person is assuring that the process will go successfully in the future too.

However, there are some challenges ahead, especially given that this is a new program. It is expected that there will be some unpredictable challenges, such as determining the number of interested students, their distribution into specialization subjects, as well as the organization and scheduling of courses. Additionally, while the language course is not officially part of the study program, we understand the rationale behind this decision, even though it could be seen as a point for potential improvement.

Although the program has aligned with national standards, which is commendable, in terms of further development, we suggest that the Program Learning Outcomes be rephrased, starting with Bloom's Taxonomy verbs to make them more actionable and measurable.

There is a lack of nurses as teaching staff and in the future, this should be changed. There could be improvements to the equipment and facilities to ensure optimal learning conditions for students. We believe that with these adjustments, the program will continue to grow and succeed.

The future perspective of the students is something that we would like the University to give their strong influence in the sense of improving the conditions for employment for the healthcare students, to help create a sustainable and better healthcare sector and keep their strong role as leader in healthcare education. We are aware this is a challenging process and this is a suggestion we believe will help make the CIU position recognized as a higher education institution and leader of a good change in the local community and broader.

In conclusion, while there are areas that can be enhanced, we are confident that the program is on the right track and will be successful in training the next generation of skilled nurses.

Overview of the Accreditation Site Visit

The visit of the accreditation expert group took place 16 -17 June, 2025. Meetings were held with the university administration, the self-evaluation group, the head of the program, the head of the quality assurance service, academic staff, invited lecturers, students, graduates of other study programs of CIU, since the mentioned program does not yet have a graduate, and with the employer.

During the meeting, the goals of the bachelor program, results and ways of their implementation, methods of teaching and ways of their implementation, budget and financial resources of the program, human and material resources of the program, syllabi and evaluation system, practice bases, student services, involvement of employers and possible Employment opportunities, quality assurance and performance evaluation mechanisms, and the material and technical base was inspected.

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

Brief Overview of Education Programme Compliance with the Standards

Standard 1 – Substantially complying with requirements
Standard 2 – Complying with requirements
Standard 3 – Complying with requirements
Standard 4 – Complying with requirements
Standard 5 – Complying with requirements

Recommendations
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme
1.2 Programme Learning Outcomes
  1. It is recommended to paraphrase and formulate the learning outcomes of the program and training courses using action verbs. This will make it easier to measure the program learning outcomes and makes the PLO assessment process accurate and transparent.

1.4. Structure and Content of Education Programme
  - It is recommended to revise the distribution of credits to ensure full compliance with this national standard. Specifically: Specialty (field-specific) components should encompass a total of 220 ECTS credits, including all relevant university, faculty, basic, clinical, profile, and practical nursing courses that contribute directly to the formation of professional competencies required for the nursing qualification.

4. Providing Teaching Resources
4.1 Human Resources
  - It is recommended that the program take proactive steps to address the current shortage of nursing professionals within the teaching staff.

5.1 Internal Quality Evaluation
  - It is recommended to include academic staff in the self-evaluation report preparation group.
  - It is recommended that the university ensures the elimination of technical and factual inaccuracies when preparing appropriate reports during the self-evaluation process.

Suggestions for Programme Development
4. Providing Teaching Resources
4.4. Material Resources
  - It is suggested that the program invest in upgrading the current facilities and equipment to provide optimal learning conditions for students. This includes modernizing simulation labs, providing up-to-date medical equipment, and ensuring that technological tools such as e-learning platforms and virtual learning environments are fully equipped to support both in-person and remote learning.

5. Teaching Quality Enhancement Opportunities

Brief Overview of the Best Practices (if applicable)[5] NA
Information on Sharing or Not Sharing the Argumentative Position of the HEI NA
We would like to inform you that the educational institution has not submitted a argumentative position regarding the draft report. As a result, the report remains unchanged.

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

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

III. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

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

The Program has clearly defined objectives and learning outcomes that are logically linked. The objectives are consistent with the mission of the University, according to which "The university aims to nurture generations with democratic values who are competitive in both local and international labor markets and capable of addressing the challenges of sustainable development". The content and consistent structure of program ensure the achievement of the set objectives and expected learning outcomes. The objectives program considers the peculiarities of the field of study, level and educational program and reflect what knowledge, skills and competencies the alumni of the program are equipped with and what contribution they make to the development of the field and society. An employment market survey was prepared for educational program, which once again confirmed the demand for graduates of Educational Program in Nursing in both the local and international labor markets.

The objective of the Bachelor's Educational Program in Nursing is to create a modern educational and scientific environment through the introduction of innovative methods, intercultural education, and diverse university life; To prepare nurses who are competitive in the national and international markets and who will be able to contribute to the development of the healthcare sector and, by generating qualified human resources in the international arena, to ensure the promotion of improving the quality and accessibility of healthcare services. The goals of program fully comply with the mission, goals, action and strategic plans of the university. They are public, accessible and shared by stakeholders involved in the program development.

Evidences/Indicators
o   Bachelor's Educational Program in Nursing.
o   Interviews at onsite visit
Recommendations:
o   None
Suggestions for the Programme Development
o   None

Evaluation

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

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.
➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

The English-language Bachelor's Educational Program in Nursing is new, and the university will launch it upon receiving accreditation. When formulating educational program learning outcomes (PLO), the University took into the consideration the Subject Benchmark Statement of Nursing (I Cycle of the Higher Education, VI level of National Qualifications Framework). To date, the sectoral characteristics of higher education in nursing have been approved and the sectoral competencies of nurses, the possibility of continuing medical education of nurses and their criteria, as well as the professional competencies of nurses have been defined.

The learning outcomes of the educational program are clearly aligned with the objectives of the program and the specific features of the nursing field. These outcomes describe the knowledge, skills, responsibility, and autonomy that students acquire upon completing the program, ensuring they are well-prepared for their professional roles. The graduates of this program gain theoretical knowledge across basic, biomedical, clinical, behavioral, and social sciences, which form the foundation for understanding the nursing profession's role and functions, both nationally and internationally. They are familiar with safety protocols, infection control principles, and the importance of adhering to these to maintain a safe working environment. Additionally, they acquire knowledge in modern technological tools and the principles of information registration, storage, and dissemination.

The program also ensures that graduates develop critical clinical skills such as conducting nursing assessments, making diagnoses, and responding appropriately to patient needs. They demonstrate leadership and communication skills by educating and effectively interacting with patients, caregivers, and families. The graduates are well-equipped to manage the nursing process, implement ethical and legal principles, and carry out research using modern methods to inform their practice.

From the perspective of our expert team, we believe that the learning outcomes are comprehensive and well-structured, preparing graduates for diverse roles in the nursing profession. The program's emphasis on both the theoretical and practical aspects of nursing, as well as its focus on ethical, legal, and professional development, is commendable. The program fosters both individual responsibility and team collaboration, key attributes for success in modern healthcare settings. We believe that these outcomes will significantly contribute to the development of highly skilled, responsible, and autonomous nursing professionals.

The program learning outcomes as well as study course learning outcomes are formulated using general verbs such as "Has the fundamental theoretical knowledge ..", "Is familiar with..", "Knows..", "Is aware of .." and etc. It is desirable to paraphrase and formulate the learning outcomes of the program and training courses using verbs from Bloom's Taxonomy. This will make it easier to measure the program learning outcomes and makes the PLO assessment process more accurate and transparent. Although the program has aligned with national standards, which is commendable, in terms of further development, we suggest that the Program Learning Outcomes be rephrased, starting with Bloom's Taxonomy verbs to make them more actionable and measurable.

Evidences/Indicators
o   Bachelor's Educational Program in Nursing.
o   Interviews at onsite visit
Recommendations:
   ○   It is recommended to paraphrase and formulate the learning outcomes of the program and training courses using action verbs. This will make it easier to measure the program learning outcomes and makes the PLO assessment process accurate and transparent.
Suggestions for Programme Development
o   None.

Evaluation

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢   Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;

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➤   Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

The University has in place the mechanisms for evaluating the learning outcomes of the program prepared by the Quality Assurance Service. This mechanism includes the identification, collection and analysis of the data necessary to measure the program learning outcomes and outcomes of particular study courses. By the end of each semester, the professors implementing the program, the program heads and the Quality Assurance Service of the university evaluate the learning outcomes of the program.

Learning outcomes of the program are developed by study courses at three levels (1 introduction; 2 deepening; 3 reinforcement). To measure the achievement of program learning outcomes, only those study courses are selected, where the learning outcomes are reinforced (reinforcement level study courses).

At the University, the program learning outcomes are assessed by direct and indirect assessment methods. Indirect evaluation methods include employer, alumni, and student surveys, curriculum analysis and comparisons with similar programs, etc. The collection and analysis of the questionnaires is carried out by the program heads, who discuss the results with academic staff and respond to problematic issues if such are identified.

In order to carry out a direct assessment, the staff involved in the development of the program have determined the study courses with specific importance in terms of the achievement of the learning outcomes of the program, which strengthen the achievement of the learning outcomes. Educational program indicates the information/description of the achievement of the learning outcomes of the program through the learning components/study courses of the program (Learning Outcome Map) and also provides information about which particular assessment component from the third level study course is used to assess and verify the achievement of specific learning outcome. The following forms of evaluation are used in the assessment process of the program's learning outcomes: Objective Structured Clinical Examination (OSCE) results, closed-ended questions, presentations, rubrics, final exams, research projects, etc. The program's learning outcomes are developed through the following components: Faculty, Basic, clinical, profile and practical components at various levels (1 introduction; 2 deepening; 3 reinforcement).

The learning outcomes of the program are evaluated through predetermined indicators/Target marks. Three assessment levels have been developed: partially meet (≤70%. Taking into account the minimum competence threshold, in the assessment component/activity, 30% of students have received 70% or less of the maximum score), mostly/substantially meets (71%-90%. In the assessment component/activity, 60% of students have received between 71% and 90% of the maximum score) and meets (91%-100%. In the assessment component/activity, 10% of students have received more than 91% of the maximum score). The target indicator for the learning outcomes of the Bachelor's Program in Nursing is 70% of students. A deviation of no more than 10% from the target score of the assessment levels is allowed. The educational program also indicates a plan/schedule for 2025-2029 years for collection of information, assessment of PLO, change in the program/syllabi   for each PLO

In addition, the University uses assessment of a student's academic performance and the analysis of the achieved results as a specific method for the evaluation of program learning outcomes. Monitoring of achievement of program learning outcomes is carried out annually, and based on the results of the assessment, further development stages and ways of response are planned. In case of two consecutive deviations from the set target mark by the pre-set range/index, the learning outcomes and ways of achieving are reviewed. As a result of evaluation, changes may be made to programs and syllabi. Evaluation results are used to improve programs.

The site-visit interviews with the academic and visiting staff of the programme proved that academic and invited staff are familiar with the methods of evaluation of learning outcomes and they get assistance/consultations on how to measure the PLO from the program heads and Quality Assurance Service personnel. The University discusses the results of analysis of evaluation of learning outcomes with different stakeholders.

Evidences/Indicators

o   Quality Assurance Mechanisms and Assessment of their Efficiency
o   The Charter of Quality Assurance Service
o   The Statute of the Quality Assurance Department
o   Methodology for Strategic Planning of Educational Program
o   Rule and Mechanisms for Monitoring Student Academic Performance
o   Quality Assurance Policy
o   Monitoring mechanisms of management efficiency
o   Rules of Development Educational Programs
o   The procedure for using the results of the quality assessment and impact assessment, 2024
o   The Procedures for using the Results of the Quality Assessment, 2023

o   Educational programme

o   Learning Outcomes Evaluation Mechanism of Bachelor's Educational Program in Nursing in English

o   Program Learning Outcomes Benchmarks/target Marks

o   Learning outcomes evaluation results and analysis

o   Curriculum map

o   Alumni and employer survey results

o   Site-visit Interviews results

o   Self-evaluation report submitted by the university

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

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

1.4. Structure and Content of Education Programme

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

➢   The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

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

The Bachelor's Program in Nursing has been developed in alignment with the university's "Program Development, Improvement, and Termination Rule," ensuring a structured, quality-driven, and policy-compliant approach that meets national and international academic standards.

The structure of the program was developed and evaluated according to the methodology of planning, design, implementation and development of educational programs adopted by the University. In the structure of the educational program the arrangement of study courses is consistent, The structure of the educational program ensures the achievement of the Program Learning Outcomes.

The program is student-centered and competency-based, aiming to develop not only professional nurses but also ethically grounded, independent, and critical thinkers. The curriculum is designed for the gradual development of core and advanced competencies through integrated theoretical instruction, clinical training, and elective learning opportunities.

In accordance with the latest NCEQE standards and accreditation guidelines, the program must allocate a minimum of **220 ECTS credits** to specialty (field-specific) components. These include theoretical, practical, clinical, and profile nursing courses essential for qualification. The university reports the following specialty credit breakdown:

- Basic training courses – 45 ECTS
- Clinical and profile courses – 112 ECTS
- Compulsory practical courses – 24 ECTS
- Faculty core courses – 12 ECTS
- Faculty electives – 13 ECTS
- Georgian language – 15 ECTS

Total: 221 ECTS

However, the expert panel notes that Georgian (or German) language courses should not be counted as specialty credits. These should be considered general education and replaced accordingly to ensure compliance with national standards.

The remaining **20 ECTS credits** must be allocated to general and elective components, aimed at enhancing transferable skills and interdisciplinary learning. Currently, these include:
- University electives – 5 ECTS
- Free credits – 11 ECTS
- Computer skills – 3 ECTS

Total: 19 ECTS

The program curriculum is logically designed to progress from basic to complex knowledge and skills. Courses are arranged in a manner that allows students to gradually build competencies through foundational university and faculty-level study in the early semesters, and more intensive clinical and professional training in later stages. Mandatory university-level courses include instruction in the Georgian language and computer skills, which are essential for academic communication and digital literacy. Elective courses offered through the university and faculty deepen students' general knowledge in fields such as philosophy, psychology, and history, and contribute to their interdisciplinary perspective and intellectual development.

A core strength of the program lies in its practical orientation. The curriculum includes a significant volume of clinical and profile study courses, as well as a specialized practical training module implemented in the final semesters. The opportunity to undertake practical specialization in selected clinical fields during the last semester allows students to deepen expertise in areas of personal or professional interest and to better align with future career goals.

As seen from interview process the curriculum was developed through a collaborative work with key stakeholders, including clinical partners, faculty members, etc. Their input ensured that the programme is responsive to the evolving needs of the healthcare sector and aligned with the expectations of both academic and clinical environments. Contemporary developments in nursing science have significantly influenced the structure and content of the programme. Recent advances in patient safety, evidence-based practice, and integrated care models have directly shaped several core modules. For example, course content on clinical practice and **Nutrientiology** has been revised in light of current research findings and global best practices, fostering critical thinking and professional competence among students.

The programme details, including curriculum structure, learning outcomes, course syllabi, and assessment criteria, are publicly available and transparently communicated through the university's official website and academic catalogues. This ensures accessibility and accountability for all stakeholders, including prospective students, academic partners, and regulatory bodies.

In addition, the programme has been benchmarked against European Union directives for nursing education and reflects international standards to support academic mobility and professional recognition. According to program directors the comparative analysis with similar programmes across EU member states (especially Netherland, Germany), along with active collaboration with partner institutions abroad, has contributed to the international relevance and competitiveness of the curriculum.

Evidences/Indicators
o Bachelor's educational program in Nursing in English.
o Self-evaluation report
o Interview session
o web site

Recommendations:
- It is recommended to revise the distribution of credits to ensure full compliance with this national standard. Specifically: Specialty (field-specific) components should encompass a total of 220 ECTS credits, including all relevant university, faculty, basic, clinical, profile, and practical nursing courses that contribute directly to the formation of professional competencies required for the nursing qualification.

Suggestions for the programme development
o None

Evaluation

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

1.5. Academic Course/Subject

➢ The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.

➢ The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.

➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

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

The curriculum of the Bachelor's Educational Program in Nursing at Caucasus International University (CIU) is designed in accordance with national higher education standards. The structure, content, and allocation of credits have been aligned with the goals of the program and ensure the gradual development of competencies relevant to the nursing profession.

Each course within the curriculum is assigned a specific number of ECTS credits, determined by its complexity, relevance, and the workload required for successful completion. These credits encompass contact hours, independent study, and practical engagement. The learning outcomes of each study course correspond to the learning outcomes of the program, and the content and number of credits of each study course correspond to the learning outcomes of that given course. The mandatory literature and study materials specified in the syllabi ensure the achievement of learning outcomes of the program and are presented in the university library.

Assessment tools, such as written exams, case analyses, practical demonstrations, presentations, and reflective assignments, are used to evaluate the achievement of these outcomes. This structured evaluation process ensures alignment between course-specific outcomes and the overall program competencies.

Field-specific mandatory courses provide fundamental and advanced nursing knowledge necessary to prepare qualified professionals. These courses are logically sequenced to ensure a coherent development of learning outcomes and often include prerequisites that ensure academic progression. Practical courses (24 credits) emphasize clinical training and allow students to choose one of seven main fields of nursing specialization.

The curriculum also includes 11 free elective credits. Students may select courses from any active bachelor's or integrated one-cycle program at the university, offering an opportunity to personalize their academic path and broaden their interdisciplinary competencies.

The **syllabi incorporate the latest literature and current developments in the field of nursing**. Course content is regularly updated, and required readings are selected from up-to-date sources, including peer-reviewed journals, evidence-based guidelines, and recently published textbooks. The university provides access to both printed and digital materials, including international academic databases such as EBSCO EP Package Elite, guaranteeing students access to high-quality resources in line with global academic standards.

Transparency and accessibility of program information are ensured: **all curriculum and course details, including learning outcomes, credit allocations, syllabi, and assessment criteria, are publicly available** through the university's official site.

Finally, the program is benchmarked against international standards, including alignment with **European Union directives for nursing education**. International literature and comparative models inform both the design and updating process of the curriculum. The university also have memorandums with partner institutions abroad (Poland, Serbia, Latvia etc), further contributing to the program's international relevance and quality assurance.

In summary, the structure of the CIU Bachelor's program in Nursing reflects a robust academic and practical foundation, but adjustments in the credit distribution are necessary to align with updated national standards. The logical sequencing of courses, emphasis on practical specialization, robust library resources, and personalized learning paths collectively contribute to the achievement of program goals and national qualification requirements.

Evidences/Indicators
- Bachelor's educational program in Nursing in English and syllabi.
- The list of electronic library and scientific bases, which is indicated on the website of the university.
- http://www.ciu.edu.ge/menu/electronic catalogue

● Interview Session

Recommendations:
● None

Suggestions for the programme development
● None

Evaluation

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

Compliance of the Programme with the Standard

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

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

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

2.1 Programme Admission Preconditions

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

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

The admission procedure Bachelor of Nursing program at Caucasus International University (CIU) is transparent, fair and legally compliant. All requirements published and available on the university's official website www.ciu.edu.ge. The main goal of the procedure is to admit applicants who have the appropriate academic knowledge and skills to successfully achieve the learning outcomes set by the program in the future.

The admission process is regulated in accordance with the Law of Georgia. Applicants who have a full general education certificate issued in Georgia or an equivalent foreign document are eligible to apply for the program. The Georgian citizens have to successfully complete the Unified National Examinations. Specifically, applicants are required to pass the English language component of the examination with a minimum score exceeding 50 percent plus one point, thereby satisfying the program's language proficiency threshold.

For foreign citizens or those with designated special status as defined by Georgian legislation - the university offers an alternative admission pathway. All such applicants must demonstrate English language proficiency at a minimum of the B1 level according to the Common European Framework of Reference for Languages (CEFR). In the absence of an internationally recognized certificate attesting to this level of proficiency, candidates are required to undertake an English language assessment administered by the CIU Language Center.

Additionally, CIU facilitates student enrollment through academic mobility, which becomes available upon the completion of the first academic year. This process is regulated by the Ministry of Education, Science and Youth of Georgia and may occur twice per academic year. Mobility procedures must conform to the official timelines and requirements set by the National Center for Educational Quality Enhancement, as well as the internal regulations of the university. This structured approach to student transfer supports the principles of clarity, transparency, and educational continuity within the national higher education system.

The admission policy is directly linked to CIU's student body planning methodology, which is outlined in internal university documentation governing strategic enrolment management. The university determines student quotas for

the nursing program based on national workforce demands, available clinical training capacities, and faculty resources. This data-driven approach helps maintain a balanced student intake aligned with the program's instructional and practical capacity, ensuring that the quality of education and individualized attention to students is not compromised.

In conclusion, the admission procedure for the English-taught Bachelor's program in Nursing at Caucasus International University demonstrates strong compliance with national legislation, quality assurance standards, and institutional values.

Evidences/Indicators
- Bachelor's educational program in Nursing in English.
- University website
- Interview Session
- Self-evaluation report

Recommendations:
- None

Suggestions for the programme development
- None

Evaluation

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

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

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

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

Based on interview and documentation the University (CIU) has a structured and progressive approach aimed at developing students' practical, research, and transferable skills. The educational program aligns with the intended learning outcomes and ensures student engagement in academic and scientific activities from the early stages of study. The program emphasizes the importance of integrating research opportunities into the educational process from the outset. Bachelor-level students have the opportunity to participate in research projects led by university academic staff, which promotes early development in scientific research and helps cultivate a research-oriented academic culture. This initiative reflects one of the strategic priorities of the university: increasing youth engagement in science and attracting students to academic careers. To achieve this goal, CIU has developed funding mechanisms that support bachelor's, master's, and doctoral students, as well as recent graduates. These funding programs are competitive, transparent, and based on both quantitative and qualitative evaluation criteria.

The university ensures mandatory student involvement in grant-funded projects, provides co-funding for student-initiated research activities, and institutionally supports individual academic initiatives. CIU also supports the organization of an annual international student conference, which invites students from various disciplines to present their findings in an academic setting.

In addition to research-oriented development, CIU has implemented a significant clinical and practical component in the nursing program. The curriculum includes 85 ECTS credits of clinical practice, a 24-credit specialized nursing practice, and a 3-credit research project. The structure of clinical subjects places a strong emphasis on practical training, where practical credits often exceed theoretical ones, ensuring students' hands-on experience in real clinical environments. This credit distribution highlights a competency-based approach to professional education.

Furthermore, in the final semester, students are able to select a specialization and undertake an intensive 24-credit internship. This not only strengthens their professional competencies in a specific area of nursing but also facilitates a smoother transition into the labor market or further education within their chosen subfield. The practical courses are designed in accordance with evidence-based international nursing standards, ensuring students acquire modern, globally relevant competencies.

To ensure high-quality learning outcomes, **direct evaluation and supervision are carried out during all stages of clinical practice**. Students are continuously assessed by both academic supervisors and clinical mentors affiliated with partner institutions. These supervisors monitor student performance in real-time clinical settings, provide structured feedback, and contribute to formal evaluations based on pre-established learning objectives and competencies.

CIU maintains **formal agreements with clinical institutions**, which are documented through signed memoranda of cooperation. These agreements define the responsibilities of both the university and its clinical partners, regulate student placement conditions, and outline supervision and evaluation mechanisms. These documents are managed by the university's administration and serve as a framework for ensuring legal compliance, quality assurance, and consistency in clinical training experiences.

This system guarantees that the integration of theoretical knowledge with clinical practice is carried out under structured, evidence-based, and professionally guided conditions. It supports students in acquiring competencies aligned with national and international nursing standards, while also preparing them for ethical, communicative, and technologically competent practice in diverse healthcare environments.

CIU offers extensive support to both academic staff and students to enhance their research capabilities. This includes co-financing of national and international grant applications, covering the costs related to project proposal development, funding publication fees for indexed journals, and financial support for participation in scientific conferences. The university allocates substantial financial resources (e.g., 240,000 GEL annually for grants and 80,000 GEL for conference participation), highlighting the institutional priority placed on research excellence. Since 2018, CIU has demonstrated significant growth in scientific productivity, as evidenced by the increasing number of publications indexed in Scopus, Web of Science, and ERIH Plus. A dedicated evaluation system for academic staff's scientific productivity has been introduced, which aligns performance incentives with high-impact research outputs and grant acquisition.

Evidences/Indicators
- Bachelor's educational program in Nursing in English.
- Self-evaluation report
- Interview Session

Recommendations:
- None

Suggestions for the programme development
- None

Evaluation

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

2.3. Teaching and Learning Methods

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

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

The teaching and learning methodology implemented within the Bachelor's Educational Program in Nursing is clearly aligned with the program's educational objectives and the learning outcomes defined by the national qualifications framework. The primary goal of the teaching process is to ensure that students acquire the theoretical knowledge, practical skills, and professional competencies expected of a graduate nurse. The methodology supports the holistic development of students, encompassing intellectual, practical, ethical, and social dimensions.

The program employs a broad range of teaching methods, reflecting both general academic standards and the specific pedagogical needs of nursing education. These include traditional lecture-based instruction, oral presentations, and seminar-style discussions, which serve as foundational methods for delivering theoretical content. In addition,

students engage in masterclasses and field expert-led sessions, providing them with modern professional practices and clinical expertise.

Interactive approaches such as group discussions, debates, brainstorming, and case analysis are integrated into the teaching process for active learning. Reading assignments and various forms of written work, including problem-solving tasks and exercises, contribute to the development of academic literacy skills.

A notable feature of the program is its emphasis on collaborative and team-based learning. Through structured teamwork, students engage in academic projects, joint presentations, and creative assignments that enhance leadership skills and peer collaboration. Peer assessment and self-assessment are also incorporated, encouraging reflective learning and self-regulation.

Clinical instruction is particularly robust and incorporates internationally recognized teaching methods aligned with standards set by the World Federation for Medical Education (WFME). These include case-based clinical reasoning, case-based discussions, direct observation of procedural skills, mini-clinical evaluation exercises, workplace-based assessments, and bedside teaching. Simulation-based learning plays a key role in developing practical skills prior to hospital practice.

The program actively promotes student engagement and independence in learning. Students are expected to participate in both individual and team-based academic activities, set learning goals, and manage their own learning processes. They develop time management skills, learn to plan and organize academic tasks, and engage with both traditional and digital resources to support evidence-based learning.

Information and communication technologies are actively integrated into the learning environment. Students are trained to use library databases, digital tools, and multimedia resources for research, communication, and presentation purposes. The program also utilizes modern educational tools such as 3D anatomical models, clinical case videos, and other visual aids that enhance the clarity and depth of understanding.

Overall, the program's teaching and learning methodology fully complies with the requirements of national accreditation standards and supports the intended learning outcomes and competencies at the bachelor's level in nursing.

The **Bachelor's Program in Nursing at Caucasus International University (CIU)** is a **new program** designed to align with international academic standards and meet the evolving needs of the healthcare sector. According to document and interview process the program has integrated support mechanisms tailored to international students and flexible learning options that promote academic success and inclusion.

To ensure a smooth transition and meaningful participation in both academic and clinical environments, CIU provides **orientation sessions** and offers **Georgian language courses** to international students. These courses is started from forst semester and aim to help them with essential language skills for communications with patients, medical staff, and the local community.

Additionally, the program supports the development of **flexible individual learning plans**, which can be adapted to meet students' specific academic, personal, or mobility-related needs. These plans, created in coordination with academic staff, may involve adjustments in course sequencing, the rescheduling of clinical practice, or the inclusion of elective courses from other programs at the university. By embedding inclusivity, language support, and personalized academic planning into its design, the new Nursing Program at CIU reflects a student-centered and internationally responsive educational model.

Evidences/Indicators
- Bachelor's educational program in Nursing in English.
- Self-evaluation report
- Interview Session

Recommendations:
- None

Suggestions for the programme development
- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

2.3. Teaching and learning methods	X	☐	☐	☐

2.4. Student Evaluation

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

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

Interview sessions and presented documentation demonstrate that the assessment system of Bachelor's Educational Program in Nursing is regulated by national legislation and institutional policy and is comprehensively described in university documents. It is transparent, systematically structured, and aligned with the "Rules for the Calculation of Credits for Higher Education Programs," as approved by Order No. 3 of the Minister of Education and Science of Georgia, dated January 5, 2007.

The university uses a 100-point grading scale. Within this system, the maximum achievable grade is 100 points, while the minimum threshold for a passing grade is set at 51 points. Student performance is evaluated through a combination of semester-long activities, midterm exams, and final examinations. All courses within the program are evaluated in accordance with the European Credit Transfer and Accumulation System (ECTS).

The university also uses a 4-point Grade Point Average (GPA) system, which provides an additional quantitative measure of academic performance across the program. The GPA is derived from students' individual course grades and offers a cumulative representation of their academic standing.

Each course syllabus includes detailed information on the assessment components, their relative weights, and the criteria used for evaluation. Students are assessed through a combination of ongoing activities, midterm evaluations, and final examinations. These components may vary slightly depending on the specific nature of the course, and individual instructors are granted academic discretion to define and adjust the distribution of points between elements.

The final examination is mandatory for all students and is valued at a maximum of 40 points. The minimum threshold for passing the final examination is set at 20 points. A student is considered to have passed a given subject if the combined total of interim and final assessments equals or exceeds 51 points.

Clinical practice assessment is carried out using internationally recognized tools to ensure comprehensive evaluation of clinical competencies. The methods employed include workplace-based assessment (WPBA), mini-clinical evaluation exercises (Mini-CEX), and direct observation of procedural skills (DOPS). Students are also required to maintain a clinical logbook documenting their learning progress and are assessed through case-based discussions (CBD). A particularly standardized method of clinical assessment is the Objective Structured Clinical Examination (OSCE), which simulates real-life clinical scenarios and is conducted at various stations to assess a range of practical and communication skills. OSCEs ensure patient safety and provide a consistent and objective evaluation of students' professional readiness.

In case of discrepancy between the assessment rubric and the student's actual assessment, students have the opportunity to appeal their result. The appeal committee usually meets within the faculty and makes a decision after review. Students have the opportunity to appeal both the midterm and final exam assessment. The appeal process is fair and independent.

After the completion of each academic course, the faculty interprets the results and conducts statistical analysis. During the interview sessions, it was clearly evident that the faculty, in case of any deviation from the standard graph of statistical analysis, searches for the causes and, in case of a problem, tries to eliminate it based on communication with both: subject teachers and students. This constantly increases and develops the effectiveness of the training course and its outcomes.

The exams are administered on the Moodle platform, fully electronically, or at OSCE exam centers. The risk of cheating or plagiarism is almost non-existent on these types of exams.

In summary, the assessment system used in the Bachelor's Educational Program in Nursing is transparent, consistent with legal and institutional standards. It integrates formative and summative approaches, ensures ongoing monitoring of student progress, and includes reliable tools for evaluating theoretical knowledge, practical skills, and clinical competence.

Evidences/Indicators

- Bachelor's educational program in Nursing in English.
- Self-evaluation report
- Interview Session

Recommendations:
- None

Suggestions for the programme development
- None

Evaluation

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

Compliance with the programme standards

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

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

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

The university demonstrates a systematic approach to monitoring student achievement, supporting academic development, and providing individual guidance to students through advice, counseling, and career planning.

Caucasus International University systematically monitors student achievement and assessment. In case of any deviation, the university has a variety of support programs. At the beginning of each semester, professors announce a fixed schedule of academic consultations that are valid for the full 15 weeks of study. Through consultation hours, students have the opportunity to clarify and discuss course materials or discuss broader educational issues and receive individual academic guidance. Consultations are published both in the syllabus of each course and are physically displayed in places accessible to all students in the faculty. Students have the opportunity to receive various types of advice or consultation from the administrative staff - in case of need for individual support, to create an optimal learning process for them and / or to eliminate any shortcomings that arise during the study in a timely manner. So, the dean, specialist of the academic process management service of the faculty, coordinator of the quality assurance service of the faculty, digital services development office, library, program head and academic staff implementing the program create an optimal learning environment for the student in order to minimize the risk of any issues.

In the final year of the program, students have the opportunity to undergo practical training in their desired medical specialty. Academic staff, professors and clinical mentors prepare them in advance for this and help the student shape their academic profile accordingly. Targeted support helps the student determine their future career according to their interests.

Employment forums are held on the university campus, where representatives of private and public sector institutions hold meetings with students and graduates and offer them job opportunities. Graduates confirmed that the university plays an active role in promoting employment and strengthening ties with employers in the healthcare sector.

Students take most exams in Moodle platform - electronic exam management system . In the event of any technical glitch or other disruptive factor, the exam rules are predetermined, which specify the circumstances and procedures that gives student the opportunity to retake a missed or postponed exam.

Students have the opportunity to participate in both domestic and international congresses, conferences, projects, and scientific research. Information about opportunities is actively disseminated through the university's information channels, such as the university website.

The program involves foreign students, so the university is trying to facilitate their integration into society, an example of which is the introduction of Georgian language courses at the university. This type of assistance is also important for them to adequately carry out their professional activities in clinics with patients .

The university encourages students to participate in international mobility programs. Starting from the 2022-2023 academic year, a fund has been introduced at the university for students participating in exchange programs, which fully or partially covers the costs of mobility. Students are selected by a special competition commission of the university.

In summary, the university offers students a variety of support services. Students receive this support at all stages of their studies. This applies to both planning and improving academic achievements, as well as career development. All structural units of HEI are involved in this process, along with people involved in the implementation of the program.

Evidences/Indicators
- University website www.ciu.edu.ge
- Provision of the Academic Process Management Service;
- Provision of the Digital Services Development Office;
- Provision of the library;
- University educational process management system, "Goni";
- Rules on conducting exams in Moodle; Rules on conducting exams in Moodle;
- Rules on conducting exams in Moodle; Rules on conducting exams in Moodle;
- Materials depicting employment forums
- Activities of students and professors 2021-2024;
- The Rules on mobility and credit acknowledgment
- Program Syllabus

Recommendations:
- None

Suggestions for Programme Development
- None

Evaluation

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

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

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

NA

Data related to the supervision of master's/ doctoral students

Quantity of master/PhD theses	
Number of master's/doctoral students	
Ratio	

Evidences/Indicators

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

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

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

➢ Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.

➢ The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.

➢ The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➢ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The implementation of the English-language Bachelor's program in Nursing at Caucasus International University (CIU) demonstrates general compliance with the accreditation standards related to academic and invited staff. The university has established a clear framework for appointing qualified personnel to academic positions and ensures ongoing support for professional development and program sustainability.

Academic and invited staff are selected based on transparent and competitive processes in accordance with Georgian legislation. Appointments are made by the Rector's order and are contingent upon academic qualifications, relevant professional experience, research activity, and subject-specific expertise. The scientific and teaching competences of the academic staff are validated through recent scholarly publications, conference participation, grant involvement, and ongoing training over the last five years.

According to a self evaluation report the program is delivered by 32 academic staff members, including 6 Professors, 9 Associate Professors, 5 Assistant Professors, 12 Assistants, and 11 Invited Lecturers. Among them, a significant proportion are affiliated with CIU, which strengthens academic ownership and continuity. Additionally, general university courses are supported by 1 Professor, 4 Associate Professors, and 4 invited lecturers, including 3 affiliated faculty members.

The number and workload of the academic and invited staff are, at present, aligned with the current student body size. The teaching staff-student ratio appears adequate to ensure both effective delivery of educational content and fulfillment of academic obligations such as mentoring, curriculum development, and student assessment. However, it must be emphasized that **should the program intake reach or exceed 150 students annually, the current number of professors and overall teaching staff will not be sufficient to maintain high-quality academic standards and meet individual student support needs**. In such a scenario, there would be an increased risk of faculty overload, reduced individual consultation time, and potentially diminished learning outcomes. Therefore, in the event of growth in student numbers, expansion of the academic staff—particularly full-time and affiliated professors. In addressing the criteria for human resources for the educational program, we acknowledge that there is currently a shortage of nurses within the teaching staff. To ensure the sustainable, stable, and effective functioning of the program, it is essential that this issue is addressed in the future by increasing the number of qualified nursing professionals as teaching staff.

CIU's internal mechanisms for maintaining academic quality include regular evaluation of teaching effectiveness by the Quality Assurance Service. This is conducted through student surveys and structured feedback processes that assess lectures, seminars, and clinical/practical training. The outcomes of these assessments are used to inform professional development and improve pedagogical approaches.

Academic and invited staff are actively engaged not only in teaching but also in student advising, program evaluation, modification processes, and participation in university events. The heads of the programs grouped in the cluster possess the academic and professional competencies necessary for curriculum leadership and program implementation. Their involvement extends to academic supervision, student support, curriculum revision, and coordination with administrative services.

To maintain high performance and encourage professional growth, CIU organizes regular scientific conferences, public lectures, methodological seminars, and targeted training sessions. Academic and administrative staff are systematically involved in these capacity-building initiatives, which are supported by dedicated funding within the university's budget. Financial resources are allocated annually for training, qualification enhancement, participation in international events, and publication costs in high-ranking academic journals.

Administrative and support staff—including deans, program heads, and academic process specialists—play a vital role in guiding students through course planning, elective selection, and the registration process. These services help ensure that students make informed academic decisions and receive adequate technical and procedural support throughout their studies.

In conclusion, the current staff-student ratio is sufficient under existing enrollment conditions. However, **scaling the program to accommodate a significantly larger cohort—such as 150 students per year—would necessitate proportional expansion of academic staff**, especially in key teaching and supervisory roles, to preserve quality standards, maintain student support, and meet accreditation requirements.

We believe that with these necessary adjustments, the program will continue to grow and succeed, ensuring that students can achieve the defined learning outcomes. It is vital that the human resources, including both teaching and support staff, possess the necessary qualifications and competencies to facilitate this. Furthermore, the appropriate quantitative indicators related to academic and invited staff should be considered to guarantee the sustainability of the program and allow staff to effectively balance their teaching, research, and other responsibilities.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[1]	Including the staff holding PhD degree in the sectoral direction[2]	Among them, the affiliated staff
Total number of academic staff	51	43	24	27
- Professor	7	6	6	3

- Associate Professor	13	9	9	10
- Assistant-Professor	5	5	5	5
- Assistant	12	12	-	9
Visiting Staff	14	11	4	_
Scientific Staff				_

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

Evidences/Indicators
- Annex #6 of the Bachelor's Educational Program in Nursing in English and syllabuses;
- CVs of academic and invited staff implementing the programs grouped in the cluster.
- Self-evaluation report
- Interview sessions
- Human resources implementing the program
- Workload of academic and invited staffs

Recommendations:
- It is recommended that the program take proactive steps to address the current shortage of nursing professionals within the teaching staff.

Suggestions for Programme Development
- None

Evaluation

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

The Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

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

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

Evidences/Indicators
o   Component evidences/indicators, including the relevant documents and interview results
Recommendations:
o   Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard
Suggestions for the programme development

Evaluation
Please, evaluate the compliance of the programme with the component

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

4.3 Professional Development of Academic, Scientific and Invited Staff

➢ The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
➢ The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

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

Caucasus International University (CIU) has implemented a systematic and transparent framework for evaluating and improving the performance of academic, scientific, and invited staff. The process, led by the Quality Assurance Service, is aligned with national standards and conducted each semester based on pre-defined criteria. At least five core specialty courses per program are evaluated regularly through classroom observations, surveys, and structured feedback mechanisms. Staff are informed in advance of evaluation procedures to ensure clarity and transparency.

The **Quality Assurance Service** plays a central role in monitoring and supporting staff performance. The evaluation process is conducted each semester and is based on a clearly defined procedure that includes the following key elements: attendance at lectures by QA staff, application of pre-defined evaluation criteria, and provision of results to staff members. The process is systematic, ensuring that at least five core specialty courses per program are evaluated per semester. The QA Service communicates the evaluation methodology and criteria to the staff in advance, ensuring clarity and transparency. Evaluations may be full or selective and always maintain confidentiality among staff members.

Evaluation outcomes are not only used for performance appraisal but also for targeted improvement. Program heads, supported by the QA Service, analyze shortcomings and implement corrective strategies. Deans also participate in the review process using standardized formats. Confidentiality is maintained throughout.

The results of staff evaluations are used not only to assess current performance but also to **develop improvement plans**. Program heads are expected to investigate identified shortcomings, with the support and guidance of the QA Service. Jointly, they design corrective measures tailored to specific challenges. The Dean of the faculty also participates in the evaluation process using formal criteria and formats.

CIU fosters continuous professional development by supporting staff participation in international conferences, grant writing, and research collaborations. To further promote academic productivity, CIU has institutionalized several mechanisms:
● Co-funding of research grant applications to support affiliated staff.
● Full coverage of publication costs in impact-factor journals.
● Travel funding for participation in international conferences.
● Individualized consultations on research project proposals and international partnership facilitation.
● Development and implementation of staff professional development plans.
· Further efforts have been made to enhance staff access to global academic resources.
 Between 2021 and 2024, CIU organized a series of training on research databases, anti-plagiarism tools, and digital library access. These initiatives were implemented by the university's Library and Doctoral Services in cooperation with national and international partners, such as EIFL, EBSCO, and the Shota Rustaveli National Science Foundation. Access to platforms like Scopus, ScienceDirect, and Funding Institutional has significantly increased the quality and visibility of CIU's academic output.

Student involvement in research is actively promoted through conferences, joint projects, and supervised publications, strengthening a culture of academic inquiry across all levels.

In conclusion, CIU's evaluation and support system ensures continuous enhancement of teaching and research quality. It reflects a strategic commitment to academic excellence, compliance with accreditation standards, and the cultivation of a competitive, research-driven learning environment.

University has special reward system for promotion academic staffs. For example, after assessment of academic, invited, and scientific staff university reveal the best academic staff for financial bonuses, research funding opportunities. Since 2023, award-related activities have been separated from the general system of scientific productivity evaluation and are now specifically incentivized by the university on an annual basis. In addition, since 2017, the university has introduced the "Tamar" Scientific Award, which is granted every two years to affiliated academic staff of CIU in recognition of outstanding scientific achievements.

This approach ensures that performance is fairly recognized and rewarded, while also fostering a culture of continuous improvement, academic integrity, and professional growth. By linking evaluation outcomes to concrete career incentives, the university strengthens its human resource development and aligns individual achievements with institutional goals.

Evidences/Indicators
- Rules on financing scientific activities.
- Rules on financing academic activities; Scientific/research indicators of persons involved in the program.
- Staff satisfaction survey results and their utilization in staff development.
- Research results of evaluation of activities of academic staff (quality of teaching and research) and satisfaction survey.
- Mechanism of using research results in staff management and development; Statistical indicators about staff
- Indicator of staff involvement in international projects, conferences, research and events; Documentation confirming international cooperation.
- Budget of the Faculty of Medicine.
- Budget of the bachelor's Educational Program in Nursing.
- Professional development plans for academic, scientific and invited staff; Strategic development and action plans of the university.
- Self-evaluation report
- Interview Sessions

Recommendations:
- None

Suggestions for the programme development
- None

Evaluation

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

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

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

Based on the on-site inspection and the documentation provided, it can be seen that the Bachelor of Nursing education program at the Caucasus International University (CIU) is provided with a material and technical base. The university has material, technical and information resources to implement the program, which are critically important for achieving the desired learning outcomes.

The university infrastructure includes fully equipped auditoriums and conference rooms equipped with modern information and communication technologies. The university has seven modern computer auditoriums, which are

connected to both the Internet and the university's internal network. These spaces are also equipped with the necessary inventory for the educational process.

A modern multimedia center and an examination center provide additional infrastructure to support academic activities and assessment processes. The university library, which is equipped according to international standards, includes reading rooms, group workspaces, conference rooms and access to both printed and electronic academic literature. The library system is integrated into the "OpenBiblio" server-based platform, which provides remote or on-site access to materials and catalogs.

The university has made significant investments in the development of practical and clinical training facilities. These include various specialized laboratories and simulation centers:
• Microbiology and Immunology; Chemistry and Biochemistry Laboratory equipped for practical training (microbiology, histology, cytology and medical experiments).
• Anatomy rooms and laboratories are equipped with life-size anatomical models and advanced digital tools, including a 3D virtual reality system and an anatomical dissection table.
• The Clinical Skills Center, which is the cornerstone of the nursing program, includes 24 training stations and is equipped with medical mannequins and simulators.

In addition, CIU has memorandums of understanding with various multidisciplinary clinics in Tbilisi. These partnerships ensure that students participate in clinical rotations in all major areas of nursing, as outlined in the curriculum.

Still, there is room for improvement in the equipment and facilities available to students. Upgrading these resources would ensure optimal learning conditions and enhance the overall educational experience.

The university collaborates with many foreign universities, which facilitates student and staff mobility, joint research, and international awareness.

All teaching materials listed in the course syllabi are up-to-date and in line with global academic and professional standards. These materials - textbooks, reference books, research articles, and manuals - are available in both print and electronic formats through the university library. Students can also access a variety of international scientific databases, including those provided through EBSCO EP Package Elite and indexed journals related to nursing and health sciences.

Evidences/Indicators
- Memorandums signed with practice institutions;
- Memorandums signed for international cooperation;
- On site visit
- Self-evaluation report

Recommendations:
- None

Suggestions for the programme development
- It is suggested that the program invest in upgrading the current facilities and equipment to provide optimal learning conditions for students. This includes modernizing simulation labs, providing up-to-date medical equipment, and ensuring that technological tools such as e-learning platforms and virtual learning environments are fully equipped to support both in-person and remote learning.

Evaluation

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The educational program is financially supported by the university budget. In addition, not only the Faculty of Medicine implementing the program has a budget, but also each program separately. The financial sustainability of the educational programme is guaranteed centrally at the university level. The budget of the programme is integrated with the university overall budget, ensuring financial stability and sustainability for the programme, as well as the stability of contracts signed with academic staff. Main source of income in the University budget is the tuition fees.

In order to support the full implementation of educational programs, the program is financed by the university budget. The money allocated from the university budget is directed to the constant updating of the material and technical resources provided by the programs, filling the library's book fund, promoting the research activities of the university professors and the performance of scientific-research papers by students, organizing student scientific conferences, publishing and printing of the works, textbooks and supporting manuals of university professors and teachers.

Expenditure on the educational programs budgets include: salary, costs for translation and editing, costs for accreditation of program, annual laboratory expenses, membership in international organizations/study license and unaccountable expenses. It also includes long-term investments such as
purchase of books for the library, purchase of computer programs / license, purchase of equipment.

The budget of the Faculty of Medicine include: Publishing and printing costs, Translation and editing, Cost of student participation in sessions, conferences and seminars, Exhibition expenses, Cultural, sports, educational events, Cost of student exchange programs, Employee training / corporate awareness events, Cost of participation of professors in local and international sessions, conferences and seminars, Clinic/practice expenses, Accreditation of programs, Annual laboratory expenses, Representation expenses, Daily expenses, ticket, accommodation and other expenses of the guest lecturer from abroad in addition to salary, Advertising and PR activities, Other cost of trainings (retraining of professors implementing the program), Business trip expenses, Membership in international organizations/study license, Unaccountable expenses. It also includes Long-term investments such as Purchase of books for the library, Purchase of computer programs / license, Purchase of equipment, The cost of setting up the laboratory.

As it was determined during a site-visit interview with the administration representatives, the institution plans to accept 150 students per year. If there were 1,000 students in this program, the institution would have the means to serve them. Most of the 150 students will be foreign citizens. Approximately 10-15 students will be Georgian citizens. The tuition fee for foreigners is planned to be 3300 dollars. The tuition fee for citizens of Georgia will be the same as that for Georgians enrolled in a medical foreign language program. 7% of the budget is allocated for staff scientific research, and it is a mandatory requirement that students be involved in staff research activities.

The amount allocated from the university budget is directed to the constant renewal of the material and technical resources provided for by the programs, to the filling of the library book fund with the latest literature corresponding to the program, to the promotion of research activities and the completion of educational and scientific works by students, organizing student scientific conferences, publishing and printing university professors' works, textbooks and auxiliary manuals.

The university also finances professors and teachers to undergo internships and improve their qualifications in leading universities abroad, to participate in international conferences and to publish articles in foreign high-ranked scientific publications.

Evidences/Indicators
- Budget of the Faculty of Medicine
- Budget of the bachelor's educational program in Nursing in English
- Documents (order/decision) proving that students/lecturers learning/research/professional development activities were funded by the University Results of surveys of students, graduates, personnel and employers
- Site-visit Interviews results
- Self-evaluation report submitted by the university

Recommendations:
o   None

Suggestions for the programme development
o   None

Evaluation

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

Programme Financial Sustainability			

Compliance with the programme standard

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

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises internal and external quality assurance services and also, periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

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

The University has in place Internal and External Quality Assurance Mechanisms and Assessment of their Efficiency. The quality assurance service at the University relies on both the regulations and norms in force in the Georgian and international educational space, as well as on a number of important regulations developed by the management of the institution. The regulations and norms operating in the institution are based on
the mission and values of the university. The quality assurance service in the institution organizes and manages the evolution of teaching, learning, research, management and service processes.

The quality assurance service operates on a two-tiered principle, comprising the central office of the quality assurance service and subordinate faculty sectoral coordinators. These coordinators are extensively involved in the development of current processes to the fullest extent possible.

The function of the Quality assurance service is the constant monitoring and improvement of the academic programs of the University, quality assurance of academic and research activities, systematic assessment of the quality of educational and scientific-research work, as well as the professional development of the academic staff of the university. In order to ensure quality, educational programs are systematically checked and evaluated, as well as the compliance of the qualifications of the academic and invited staff involved in their implementation with the program and the training courses they are implementing in a specific program.

Quality Assurance Service has developed the rule of planning, development and cancellation of the educational programmes; All documents have been prepared in accordance with the quality assurance standards and guidelines of the European Higher Education Area (ESG), the law of Georgia on higher education, the standards of authorization of higher education institutions and accreditation of higher education programmes, the university's charter, mission, strategic development plan, action plan and other regulations that are aimed at the continuous development of institutional quality.

In the process of elaboration of educational programmes academic and invited personnel collaborated with internal quality assurance service and took into consideration quality assurance results. In the process of the development of the programme together with university administrative and academic/invited personnel, other stakeholders also were involved such as employers, graduates and students from related programmes.

Prior to the development of educational programs, the Quality assurance service conducts a survey of professors and teachers to determine the extent to which the number of credits assigned to the training courses. Besides this the labor

market research was conducted and the results were analyzed. The developed educational program is submitted for review to the Quality assurance service of the university, which verifies the compliance of the program with the requirements established by the university and other normative acts.

The developed educational program is submitted for review to the Quality assurance service of the university, which verifies the compliance of the program with the requirements established by the university and other normative acts. As a result of evaluation of the program implementation, the Quality assurance service of the university will develop specific recommendations for the further improvement of the program. Recommendations will be submitted to the Academic Council. During the study period, the internal evaluation of the quality of teaching is done systematically.

The staff involved in the program cooperates with the Quality assurance service of the university, in the process of planning the evaluation process of the program quality, developing evaluation criteria and implementing the evaluation. In addition, in order to make decisions related to the program and to properly guide the process of its modification, it uses the already existing results of the evaluation of the program.

To develop the programme, in November 2024, at the Faculty of Medicine a self-evaluation group was created that regularly held meetings and discussed issues related to programme development. The self-evaluation team consisted of the representatives of the University administration and Quality Assurance Service, program heads and students, graduates and employers. It is recommended to include academic staff in the self-evaluation report preparation group. The functions and responsibilities were defined for each member of the self-evaluation team. The Self-Evaluation Team, following its functions, closely cooperated with the Faculty Administration and the Program Head during the preparation of the report and submitted all the necessary data in both primary and processed form. The working group met regularly and discussed current issues. The preparation process of the Self-Evaluation Report was based on the principle of teamwork. It was a process where all the structural units needed to prepare the report made their relative contribution.

The quality assurance system at the university operates based on the principles "Plan, Implement, Check, Act" (PDCA) cycle. Quality assurance is a continuous process and internal quality assurance mechanisms are implemented in it. The University develops strategic development and action plans as well as discusses annual reports of the quality assurance office. The quality assurance system describes all the elements involved in the quality improvement process of the university. It is an integral part of the university management process: planning, organizing, and monitoring. The system operates in the context of the university's mission, policies, legal and other obligations, and is based on the basic principles and standards that guide the university in its functioning.

In General, the quality assurance service is engaged in consulting activities for the faculty to implement educational activities in accordance with the standards established by the legislation. The Quality Assurance Department collaborates closely with all segments of personnel by providing intensive consultations and training about internal quality assurance mechanisms and quality culture.

For the monitoring and evaluation of the electronic/distance learning process the university adopted the regulations for using electronic services of the University to ensure the adaptation of internal quality assurance mechanisms for the distance/electronic/hybrid study process. At the time of accreditation expert group visit, no distance/hybrid study processes were in place. The university plans to implement a distance/hybrid study process in the future according to the current Georgian legislation.

It should be noted that in the self-evaluation report submitted by the university several technical factual errors appear. For example: on page 56 of the self-evaluation report the Provision of Faculty of Business and Technology is indicated, instead of the Provision of Faculty of Medicine; on page 11 of self-evaluation report in the description of program learning outcomes evaluation mechanism instead of "does not meet" it should be "Partially Meets" (as it indicated on page 9 in the Mechanism for the Evaluation of Program Learning Outcomes (PLO) for Nursing Educational Program in English). Due to above mentioned circumstances it is recommended that the university ensures the elimination of technical and factual inaccuracies when preparing appropriate reports during the self-evaluation process.

Evidences/Indicators
- Quality Assurance Mechanisms and Assessment of their Efficiency
- The Charter of Quality Assurance Service
- The Statute of the Quality Assurance Department
- Methodology for Strategic Planning of Educational Program
- Rule and Mechanisms for Monitoring Student Academic Performance
- Quality Assurance Policy
- Monitoring mechanisms of management efficiency

- Rules of Development Educational Programs
- The procedure for using the results of the quality assessment and impact assessment, 2024
- Annual Reports of Quality Assurance Service
- The Procedures for using the Results of the Quality Assessment, 2023
- Rules on regulating the educational process
- Survey forms for academic staff, students, graduates and employers (questionnaires about evaluation of the
- educational program, study course, professor, syllabus, etc.)
- Changes made in educational programs and reports prepared by the Quality assurance service
- Decision of Academic Council on Approval of Educational Program in Nursing in English #01-2025; 26.03.2025
- Minutes of Academic Council Meeting #01-2025; 26.03.2025
- Labor Market Research
- Educational programme
- Learning Outcomes Evaluation Mechanism of Bachelor's Educational Program in Nursing in   English
- Program Learning Outcomes Benchmarks/target Marks
- Learning outcomes evaluation results and analysis
- Description of similar programs
- Curriculum map
- Rules on e-learning;
- Stakeholder survey forms developed by the Quality Assurance Service to evaluate the e-learning process;
- Alumni and employer survey results
- Site-visit interviews results
- Self-evaluation report submitted by the university

Recommendations:
- It is recommended to include academic staff in the self-evaluation report preparation group.
- It is recommended that the university ensures the elimination of technical and factual inaccuracies when preparing appropriate reports during the self-evaluation process.

Suggestions for the programme development
- None

Evaluation

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

5.2 External Quality Evaluation

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

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

The external mechanisms for the evaluation of the quality of educational process are authorization and accreditation processes according the Georgian Legislation: the external mechanisms for evaluating the implementation of the educational programme are based on the "Regulation on the Accreditation of Educational Programmes of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions".

The University periodically submits information about each educational programme to the legal entity under public law to the National Center for Education Quality Development in the form of a self-evaluation report in accordance with the established deadlines and forms. The personnel involved in the programmes take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the program. The changes to be implemented in the programmes are discussed by the heads of the program and the staff involved in the programme.

The educational program was evaluated by the local expert from Iashvili Children's Central Hospital (Georgia). It also was evaluated by another local expert- founder of the Newman Nursing Association (georgia). Some of their recommendations were taken into account during the development of the program. The educational programme has been compared with the National Sectoral Characteristics/Benchmark document in Nursing (https://eqe.ge/en/page/static/1033/jandacva-socialuri-ketildgheoba).

Periodic external evaluation of the quality of the educational programmes at the university is carried out with the involvement of graduates and employers. The results of the survey of industry professionals, partners and other interested parties such as alumni are taken into account. The results of the analysis of the employers' requirements are also taken into account.

Evidences/Indicators
- Quality Assurance Mechanisms and Assessment of their Efficiency
- Rule and Mechanisms for Monitoring Student Academic Performance
- Educational programme
- Evaluations by external experts
- Alumni and employer survey results
- Site-visit Interviews results
- Self-evaluation report submitted by the university

Recommendations:
- None

Suggestions for the programme development:
- None

Evaluation

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

5.3 Programme Monitoring and Periodic Review

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

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

To monitor the educational programs, the quality assurance service uses questionnaires through which surveys are conducted using the Learning Process Management System/electronic platform of the University and other tools: Evaluation of the study course, academic and invited staff by students at the end of each semester; Program evaluation by academic/invited staff; Graduate Survey; Survey of potential and actual employers; Evaluation of the program by an independent foreign/local field experts. Based on the obtained information, the quality assurance service processes, analyses and evaluates the data in order to develop plans for further improvement of the educational program.

Program Head evaluates the program and, if necessary, submits proposals for modification to the dean of the faculty. The Dean presents the changes in the educational program to the Faculty Council, in case of a positive conclusion, the program and syllabi are transferred to the Quality assurance service to determine compliance with accreditation standards.

The professors implementing the specialty compulsory study courses evaluate the achievement of learning outcomes of the study course by monitoring the students academic performance (using the Gaussian distribution method). The results obtained by the professors implementing the study courses are analysed by the Program Head and the Quality assurance service of the faculty. The programs and syllabi are checked by the head of the Quality assurance service. The Quality Assurance Service also ensures that the personnel implementing the program are evaluated by the dean, program director and QA representative. Staff evaluation also includes annual evaluation of academic staff's scientific-research activities/research productivity and academic/visited staff's professional activities. Progress of the educational process is assessed through satisfaction surveys (for example "Program Implementation Evaluation Survey by Academic and Visiting Staff" and "Program Evaluation Form by Academic/Visiting Staff"). As a result of the survey, academic and invited personnel evaluate the material and technical base of the university, the support of their professional development by the university, etc. Based on the analysis of the survey results, issues of concern identified are sent to the relevant structural units for response. Response reports are sent to the Quality Assurance Service for reporting and evaluation.

The Quality Assurance Service also ensures evaluation of support staff involved in the implementation of the educational program according to established criteria. The Faculty Dean evaluates the performance of support staff according to the predetermined criteria.

Educational program was compared with similar educational programs of several universities. The experience of both local and foreign universities was studied and considered. The educational program considers not only the best experience of the studied foreign universities but also reflects the requirements of the national sectoral benchmark/characteristic of higher education in nursing (https://eqe.ge/en/page/static/1033/jandacva-socialuri-ketildgheoba).

Evidences/Indicators

- Quality Assurance Mechanisms and Assessment of their Efficiency
- The Charter of Quality Assurance Service
- The Statute of the Quality Assurance Department
- Methodology for Strategic Planning of Educational Program
- Rule and Mechanisms for Monitoring Student Academic Performance
- Quality Assurance Policy
- Monitoring mechanisms of management efficiency
- Rules of Development Educational Programs
- The procedure for using the results of the quality assessment and impact assessment, 2024
- The Procedures for using the Results of the Quality Assessment, 2023
- Report of using results of qA assessment and implemented changes in the educational program (related program "Medicine")
- Results of monitoring of students academic performance (related program "Medicine")
- Changes made in educational programs and reports prepared by the Quality assurance service
- Decision of Academic Council on Approval of Educational Program in Nursing in English #01-2025; 26.03.2025
- Minutes of Academic Council Meeting #01-2025; 26.03.2025
- Labor Market Research
- Educational programme
- Description of similar programs
- Learning Outcomes Evaluation Mechanism of Bachelor's Educational Program in Nursing in English
- Program Learning Outcomes Benchmarks/target Marks
- Learning outcomes evaluation results and analysis (related program "Medicine")
- Curriculum map
- Alumni and employer survey results
- Minutes of The Faculty Council
- Rectors order on creation of working group to prepare the educational program (# 02-53; 23.02. 2023)
- Procedure for the Evaluation and Satisfaction Survey of Administrative, Academic and Invited Staff
- Evaluation form for support staff involved in the implementation of the educational program according to established criteria
- Report of administrative/supportive staff evaluation
- Program Implementation Evaluation Form by Academic and Visiting Staff
- Survey forms for professors, students, alumni and employers
- Rules on e-learning
- Stakeholder survey forms developed by the Quality Assurance Service to evaluate the e-learning process
- Scientific Productivity Self-Assessment Form
- Evaluations by external experts
- Alumni and employer survey results
- Site-visit Interviews results
- Self-evaluation report submitted by the university.

Recommendations:
- None

Suggestions for the programme development:
- None

Evaluation

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

Compliance with the Programme Standards

| Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	☐	X	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	☐	☐	☐
3. Student Achievements, Individual Work with them	X	☐	☐	☐
4. Providing Teaching Resources	X	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	X	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel

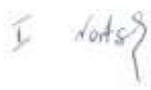**Ivana Carev**

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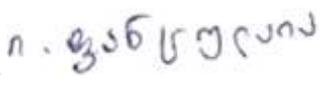
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