*Annex No. 3*

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

# Accreditation Expert Group Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian language preparation educational programme

**Bachelor Programme in Multimedia Journalism and Communication**

**NE(NC)LP New Vision University**

Tbilisi
2026

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## Information about a Higher Education Institution [1]

| | |
|---|---|
| Name of Institution Indicating its Organizational Legal Form | NE(NC)LP - New Vision University |
| Identification Code of Institution | 404987332 |
| Type of the Institution | University |

## Expert Panel Members

| | |
|---|---|
| **Chair** (Name, Surname, HEI/Organisation, Country) | Professor Adrian Hadland, University of Stirling, UK |
| **Member** (Name, Surname, HEI/Organisation, Country) | Professor Dali Osepashvili, International Black Sea University, Georgia |
| **Member** (Name, Surname, HEI/Organisation, Country) | Associate Professor Ia Natsvlishvili, Ivane Javakhishvili Tbilisi State University, Georgia |
| **Member** (Name, Surname, HEI/Organisation, Country) | Nino Gatchava, Georgian Aviation University, Georgia |

[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) | მულტიმედია ჟურნალიზმი და კომუნიკაცია |
| Name of Higher Education Programme (in English) | Multimedia Journalism and Communication |
| Level of Higher Education/programme | Bachelor's Studies |
| Qualification to be Awarded[2] | Bachelor in Mass Communication |
| Name and Code of the Detailed Field | 0321 Journalism and Reporting |
| 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 | Georgian |
| Number of ECTS credits | 180 |
| Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date) | Conditionally accredited (2 years)<br>Accreditation Council Decision No.<br>MES 0 24 0001443755;<br>Date: 11/11/2024 |
| 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) | n/a |
| The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme) | n/a |

[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 Programme

The programme to be evaluated is the Bachelor programme in Multimedia Journalism and Communication situated at the New Vision University (NVU). The university is a non-profit teaching institution in Tbilisi, Georgia which is also part of a diverse group of businesses from healthcare and insurance to film production. The programme was conditionally accredited in 2024 (Accreditation Council Decision No. 1443755) as a Bachelor of Multimedia Journalism, but has since been re-branded and re-structured in response to the recommendations of the evaluation panel.

According to the Labour Market Survey provided, there remains a shortage of graduates in Georgia with up-to-date digital and multimedia skills to enter the modern media industry. Complying with the newly implemented Article 46, Paragraph 3 of the Law of Georgia "On Higher Education", students on this bachelor's educational programme accumulate 180 credits over three years. These credits are set out according to the European Credit Transfer and Accumulation System (ECTS) and are acquired over 6 semesters, taking into account the individual needs of the students. The university was notified by a letter (reference number 646941 01/06/2026) from the LEPL National Centre for Educational Quality Enhancement confirming that the programme is able to be implemented within the framework of 180 credits.

During the first two years, students take courses from the General Competencies and Core Media Communication blocks (30 credits, 18 mandatory) aimed at developing students' critical thinking, analytical reasoning, academic writing, and introductory research skills. Students of the programme are also required to complete 60 credits within the core components of the Fundamentals of Media Communications (mandatory), 6 credits in Communication in a Foreign Language and Field-Specific Competencies, 72 credits in core profile-defining modules and 12 credits of elective modules.

According to the Self-Evaluation Report (SER), the programme is led by qualified personnel in the field who hold academic degrees and possess extensive practical and research experience. There are 33 personnel involved in the programme, 12 are affiliated academic staff members of whom 7 hold qualifications in the relevant field, 5 are academic personnel and 16 are invited personnel.

The three main goals of the amended programme have been slightly revised. They are now to provide graduates with broad knowledge and skills relevant to professional requirements for solving practical tasks in the field of media communication; to highlight the role and mission of media and communication specialists in a democratic society, as well as the importance of ethical standards and social responsibility across various digital platforms; and to; develop the ability of self-assessment and continuous self-development.

### Overview of the Accreditation Site Visit

The site visit took place on July 30 2026 at the university's campus in Tbilisi, Georgia. In the weeks leading up to the visit, the panel of experts received access to a wide range of documents, including the Self-Evaluation Report, the labor market survey, information on Georgia's higher education laws, the National Qualifications Framework, personnel lists, memoranda and programme syllabi and maps. A number of documents were also supplied on request following the site visit.

Though the international chair of the panel attended the evaluation online from the United Kingdom, the members of the panel had a full day of interviews and information-gathering beginning with the university's senior management team and including the Self-Evaluation Report team, the head of the programme, departmental lecturers, representatives from industry, alumni (though not from this programme as it is only been running for two years) and current students. While only the Georgian members of the panel conducted a tour of the site on the day, it is worth noting that while the chair of the panel was not in Tbilisi for the site visit on this occasion, he was present at the university in person two years ago during the initial accreditation site visit and therefore has familiarity with the institution and its location.

The panel conducted a tour of the university's facilities, including the editing suites, studio and computer workstations. Assurances from the university in 2024, when the building housing most of the programme's facilities was still under construction, that the preparation of training spaces and the purchase of equipment for the programme would be completed were verified during the 2026 visit.

The panel noted the general enthusiasm of senior management of NVU, the Head of the Programme, lecturing staff and students for the content and objectives of the programme and for the likely demand for its graduates. The panel would also like to record its gratitude to the very professional NCEQE team who assisted in the preparation and support of the evaluation process. The provision of a skilled translator was also very useful for the Chair and for interviewees to be able to communicate in the language of their choice.

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

It is important to note that the Expert Panel is of the opinion that the standard which was mainly responsible for the conditional 2 year accreditation in 2024, Educational Programme Objectives and Learning Outcomes (Standard 1), is now fully compliant with the Standards. In addition, while the Expert Panel has made three recommendations (two in 2.4 and one in 5.1), and four suggestions (1.5, 2.2, 3.1 and 4.1), the overall opinion is that the programme under review, Bachelor in Multimedia Journalism and Communication, is in compliance with the Standards.

- **Recommendations**

  - It is recommended to increase student awareness regarding plagiarism, which will ensure the effective implementation of the learning process (2.4).
  - It is recommended that detailed rubrics and assessment information is added to the syllabi of all study courses to enhance transparency (2.4).
  - It is recommended that individuals/units responsible for quality assurance effectively conduct an in-depth analysis of the programme and syllabi to identify and prevent deficiencies (5.1).

- **Suggestions**

  - The panel notes that some resources in Georgian have been acquired or produced for this programme, but suggests that going forward the teaching team ensure there are sufficient resources in Georgian, as well as English. Readers, or handouts, in Georgian should be available for every module (1.5).
  - It is desirable to add internships to the programme at least as an elective, which will further strengthen the connection with industry (2.2).
  - It is suggested that specific consultation hours are set aside within the framework of each study course so that students can receive appropriate feedback and guidance as needed (3.1).
  - For further Programme development, it's suggested that more academic staff holding PhD degrees in the sectoral direction should be included (4.1).

- **Brief Overview of the Best Practices (if applicable)[4]**

  n/a

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

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

The university, N(N)LE New Vision University (NVU) has presented its Argumentative Position to the Expert Panel and this has been considered carefully. The university agreed with two of the four recommendations made in the report on the provision of detailed rubrics (2.4), and on the further improvement of the syllabi (5.2). On the third recommendation, the university pointed out that this issue – the inclusion of pre-requisites in the programme syllabi – has already been addressed by a recent (September 12 2026) decision of the Academic Council of N(N)LE New Vision University. As a result, the university stated, „the relevant prerequisites are now directly available to students within the programme". Accordingly, the recommendation is no longer applicable. The Expert Panel accepts that this decision of council has changed the need for a recommendation, and this has now been removed.

The university chose to reject the Expert Panel's final recommendation on the issue of plagiarism (2.4). It argued that while it was prepared to undertake additional measures to raise students' awareness of plagiarism, the mechanisms currently in place „fully comply" with the requirements of the relevant standard. A recommendation was therefore not considered necessary. However, after discussion, and consideration of the evidence presented to the Expert Panel during the site visit, the panel remains of the opinion that there is a deficit in student knowledge regarding plagiarism and therefore considers the processes in place inadequate. As one Panel member stated: „Having anti-plagiarism software in place is one thing, but its actual functionality is another. Graduates and students – especially those who have worked on research papers or theses – must be able to define and understand plagiarism". The Expert Panel, therefore, retains the recommendation and asks the Council to adjudicate on the matter.

- ## Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards.

During the evaluation, the expert panel considered and analysed a wide range of quantitative data provided by the university and contained in documents, including the Self-Evaluation Report. Besides the SER, these sources included:

- The list of the personnel implementing the educational programme with reference to the subject/subjects
- Personal data (CVs) of academic staff (Personal files, scientific papers, publications of persons involved in teaching);
- Semester workload of staff
- Analysis of the results of surveys and assessments conducted for the development of educational programmes (2019-2024)
- Internal Quality Assessment Semester Report (2023-2024 Spring)
- Annual reports of different school and administrative units
- Academic, invited and administrative-support staff satisfaction surveys
- Student satisfaction surveys
- Focus groups reports
- Results of study courses evaluation by students
- Employer surveys

Some of the key findings of this data assessment include the following:

**Staff-Student Ratios**

1. Number of affiliated academic staff in relation to the number of students enrolled in the program: 12 academic staff, 9 students. Ratio - 1:1.33;
2. Number of academic/scientific/visiting staff in relation to the number of students enrolled in the program: 33 staff, 9 students. Ratio - 2:3.67;
3. Ratio of academic/scientific staff to invited staff: Academic/Scientific Staff - 17; Invited personnel - 16. Ratio - 3:1.06;

**Scientific research indicators**

1. Quantitative data of papers published in peer-reviewed journals with an international index - 90;
2. Staff participation rates in local conferences - 59;
3. Staff participation rates in international conferences – 117;
4. Papers published in peer-reviewed local journals - 131.

**Staff Turnover and Student enrolment**

1. Academic Turnover (last 5 years): 0
2. Number of student places announced for the programme: 30
3. Students enrolled on programme: 9

**Analysis of other quantitative data is** provided within the self-assessment and annexes and within this report.

## ▪ In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process.

The programme under consideration was initially given a conditional two year accreditation in 2024 (Accreditation Council Decision No. 1443755). The most significant areas of concern were the objectives, structure and learning outcomes of the programme. This was due to the fact that what was proposed was a Bachelor's of Journalism but the title and content of the programme were described in the formal paperwork as a Bachelor of Mass Communication. This required a revision of the title of the programme and a restructuring of the course and its mandatory and elective modules. The personnel involved in the implementation of the programme considered and addressed the recommendations issued by the Accreditation Council: (1) the learning outcomes were reformulated, (2) mass communication-related outcomes were clearly identified, (3) the curriculum map was updated, (4) target benchmarks were revised, (5) a study course "Fundamentals of Mass Communication", together with other courses related to the field of mass communication, became mandatory components of the programme. The programme title was also changed. Instead of Multimedia Journalism, the programme was renamed Multimedia Journalism and Communication, further emphasizing the substantive and interdisciplinary nature of the programme.

The expert accreditation panel of 2026 are of the view that sufficient steps have been taken by NVU, the Head of Programme and by the teaching staff so as to support the application for re-accreditation.

## III. Summary Table of Compliance of the programmes with the standards

| | Standard | Evaluation |
|---|---|---|
| **1.** | **1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme** | **Complies** |
| 1.1 | Programme Objectives | **Complies** |
| 1.2 | Programme Learning Outcomes | **Complies** |
| 1.3 | Evaluation Mechanism of the Programme Learning Outcomes | **Complies** |
| 1.4 | Structure and Content of Educational Programme | **Complies** |
| 1.5 | Academic Course/Subject | **Complies** |
| **2.** | **Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering** | **Complies** |
| 2.1 | Programme Admission Preconditions | **Complies** |
| 2.2 | The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills | **Complies** |
| 2.3 | Teaching and Learning Methods | **Complies** |
| 2.4 | Student Evaluation | **Substantially** |
| **3.** | **Student Achievements and Individual Work with Them** | **Complies** |
| 3.1 | Student Consulting and Support Services | **Complies** |
| 3.2 | Master's Student Supervision | **Select Appropriate** |
| **4** | **Providing Teaching Resources** | **Complies** |
| 4.1 | Human Resources | **Complies** |
| 4.2 | Qualification of Supervisors of Master's Student | **Select Appropriate** |
| 4.3 | Professional Development of Academic, Scientific and Invited Staff | **Complies** |
| 4.4 | Material Resources | **Complies** |
| 4.5 | Programme/Faculty/School Budget and Programme Financial Sustainability | **Complies** |
| **5** | **5. Teaching Quality Enhancement Opportunities** | **Complies** |
| 5.1 | Internal Quality Evaluation | **Substantially** |
| 5.2 | External Quality Evaluation | **Complies** |
| 5.3 | Programme Monitoring and Periodic Review | **Complies** |

**Guidelines and Standards** (See link)

Accreditation Standards for Higher Education Programmes

Guideline for Assessment of Accreditation Standards of Higher Education Programmes

Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor

Assessment criteria

**Definitions:**

**Recommendations** - should be considered by the HEI in order to comply the programme with the requirements of the standard

**Suggestions** - non-binding suggestions for the programme development

## IV. 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 education programme being evaluated – Bachelor of Multimedia Journalism and Communication - falls under the Broad Field of the Social Sciences, and in the detailed field of Journalism and Reporting (0321). According to UNESCO's Classifier of Fields of Study (ISCED-F-2013, ISCED-Foet-2013), "the study of the theory and practices of journalism/reporting as part of the field of mass communication. Journalism and reporting is about the wording and content of messages".

It is worth noting that in the original 2024 application for accreditation, the area of "programme objectives" was deemed to be "fully compliant".

There have been some minor changes to the programme objectives during the revision of the programme, though these are more to do with additional clarity than a change in direction. The 2024 programme objectives were to provide graduates with broad knowledge and skills corresponding to the professional requirements of multimedia journalism, to outline the role and mission of a journalist in a democratic society and to develop students' self-esteem and lay the groundwork for continuous self-development. In this 2026 application, these objectives have shifted slightly. In the 2026 application, they are now:

1. To provide graduates with broad knowledge and skills relevant to professional requirements for solving practical tasks in the field of media communication;

2. To highlight the role and mission of media and communication specialists in a democratic society, as well as the importance of ethical standards and social responsibility across various digital platforms;

3. To develop the ability of self-assessment and continuous self-development.

There is a small change in objective 1 toward the practice-side of the programme, which reflects the emphasis on practical tasks and skills. Objective 2 is unchanged. Objective 3 has a small shift from the development of students' self-esteem to the development of students' ability to self-assess and develop themselves. None of these are substantive changes.

This level of compliance is also evident in the programme's adherence to NVU's over-arching strategic policy which is "to expand human vision through the promotion of education, research and innovation". As the SER indicates, "the University aims to inspire individuals to advance and share knowledge, skills and values to contribute to the well being of society. NVU is also committed to social responsibility and this is reflected in the values of the proposed programme, which include collaboration, creative problem–solving, diversity, equality, ethical leadership and professionalism, among others". The expert panel agrees that this programme is in line with the university's strategic vision.

The university reports that it carried out a labor market survey and held meetings and consultations with stakeholders to ensure the relevance of the programme objectives and learning outcomes to the sector and to the requirements of the labor market both nationally and internationally. The programme is particularly closely attuned to the needs of the Georgian media industry due to its close ties, and signing of memoranda, with media organizations notably Euronews TV.

It remains the panel's view that the objectives of this programme comply with legal and sectoral standards, they are realistic and achievable, and through the skills and knowledge gained by its graduates will contribute to the development of professional journalism and the consolidation of democracy in Georgia.

**Evidences/Indicators**

- Self-Evaluation Report 2026, and 2024
- Programme Syllabus
- Interviews
- Labor Market Report
- University Mission and Goals
- University Strategic Plan
- 2024 Expert Panel Final Report

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 1.1 Programme Objectives | Complies |

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 expert panel has evaluated the Learning Outcomes of this programme and discussed these with the Head of the Programme, teaching staff, employers and students during the interviews.

In the previous evaluation, it was found that there was insufficient content within the syllabus on foundational theory and knowledge on the subject of mass communication. This was deemed to be a problem in a programme that claimed to be a Bachelor's in Mass Communication, but which didn't provide a mandatory course in the fundamentals of mass communication. The panel is pleased to note that this has now been corrected within the syllabus for this programme. Within the core components of Fundamentals of Media Communication, the module "Fundamentals of Mass Communication" (JUR002), for instance, now includes an introduction to media and mass communication theory that will appropriately ground students in the essential theories, methods and principles of the field.

The Learning Outcomes of the programme cover a wide range of areas, all aimed at equipping graduates with the skills and knowledge they require to enter the professional workplace with competence and confidence. These include, under Knowledge and Understanding, the main principles of mass communication (as discussed above), but also awareness of issues such as the challenges of Artificial Intelligence (AI), the requirements of journalistic standards and ethical norms and understanding key concepts and terminology used in the field of media communication, in both Georgian and English.

The panel notes the introduction of three sets of core components within the programme aimed at enhancing student knowledge and understanding in the areas of creative skills, media workshops and beat reporting. Each aims to provide modules which help develop a different set of skills from competence on multimedia platforms and modern forms of storytelling to the specifics of acquiring knowledge in particular fields.

The student can expect to gain skills in this programme including the identification of and solution for complex problems in the multimedia field, a criticality and capacity for analysis concerning theories, methods and principles of mass communication, and the ability to identify and evaluate audience behaviour and disseminate information effectively. All successful graduates will be able to use information and communication technologies to search, process and systematise information from a wide range of sources, representing key skills in this digital era. In addition, the programme learning outcomes enable students to develop skills around videography, editing, graphic design and editing. The core component "Media Workshops" provides knowledge and understanding around television and radio journalism, social media reporting, podcasting, documentary photography and mobile journalism as well as skills for production and/or entrepreneurship.

Generally, students will benefit from an educational environment and learning structure - supported by an excellent technical infrastructure (see below) - which nurtures and sustains responsibility and autonomy by, for example, understanding the challenges of modern media communication and being able to make decisions, self-develop and operate ethically and with confidence in a contemporary communication industry.

The programme syllabi and maps demonstrate that the Bachelor's degree in Multimedia Journalism and Communication complies with the Georgian Higher Education framework and with the European Union's Bologna Protocol on Higher Education. Having examined the syllabi maps and interviewed the programme head and teaching staff, the expert panel believes the programme learning outcomes are measurable, achievable and realistic. They are also in line with learning outcomes of similar programmes at other Georgian and European HEIs. The panel finds the learning outcomes are consistent with the level of qualification and matches both the detailed field descriptor and the Bachelor of Multimedia Journalism and Communication that will be awarded on successful completion. Graduates will be in a strong position to continue their education on to the next level, if they chose to do so.

The panel is of the opinion, therefore, that there is a clear alignment between the programme aims and learning outcomes and the university's strategic vision. On the basis of the syllabus, and noting the amendments made to it since the last evaluation in 2024, the panel believes these aims and outcomes meet the legal regulations and are achievable and also appropriate to industry.

### Evidences/Indicators

- Interviews with Head of Programme, Teaching Staff, Employers and Students
- Educational programme and module syllabi
- Programme objectives and learning outcomes mapping
- Self-evaluation report
- 2024 Expert Panel Final Report

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 1.2 Programme Learning Outcomes | Complies |

## 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;
- 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**

According to the "Regulation on the Implementation of Educational and Research Activities", the programme must be accompanied by a mechanism for assessing the learning outcomes of the programme, as well as documents confirming the use of the mechanism for assessing its learning outcomes.

According to the methodology for assessing learning outcomes, after determining the methods for assessing the learning outcomes of the programme, a plan for assessing these outcomes should be developed which indicates the direct and indirect method of assessing each learning outcome, the time, period of assessment, the assessor and the target benchmark. When determining the periodicity of assessment, it is important to consider the specifics of the field, level of education and learning outcomes.

To evaluate the programme outcomes, NVU has developed a monitoring methodology which includes the following: observing the learning process and identifying weaknesses; selecting appropriate methods for evaluation of each learning outcome; defining the benchmarks for determining the achievement of the learning outcome. A programme curriculum map is used to analyse the relationship between programme learning outcomes and programme courses. The curriculum map indicates which learning outcomes are supported by specific courses and at what level: introduction (1), reinforcement (2), and mastery (3). It is possible for multiple learning outcomes to be assessed within a single study course. The achievement of the learning outcomes of the programme is completed when the learning outcomes are deepened at the third level. Accordingly, the learning outcomes of the programme are evaluated within the scope of that specific study course and/or after its completion.

For evaluating programme learning outcomes, direct and indirect evaluation methods are used. For the evaluation of each learning outcome of the programme, the direct and indirect evaluation method and the benchmark for its achievement are defined. The direct method of evaluating the learning outcome of the programme is the one

through which it is determined to what extent the student has achieved the learning outcome of the programme through the task performed by the student. As a direct method of programme learning outcome evaluation, the University defined a specific evaluation method for each programme learning outcome-final exam (percentage of the maximum score allocated for the final exam). In addition, the University uses final evaluation of the study course-percentage of maximum possible grade. As an indirect method for the programme learning outcome evaluation, the University uses the percentage of graduates employed in their field of study, the percentage of surveyed employers who expressed satisfaction with the graduates' performance and, in the case of internships conducted at NVU-owned or partner institutions, and the percentage of mentors who consider that the student has demonstrated adequate knowledge. When setting benchmarks, the University defines benchmarks for both student performance and evaluation. e.g. "At least 60% of students achieve a minimum of 60% of the maximum score allocated for the final exam".

When analysing programme learning outcome evaluations, actual data are compared to the benchmarks. A deviation rate of 15% from the benchmark is allowed. In the case of a deviation rate being higher than 15%, it is important to observe the rate of achievement of learning outcomes over the course of 2-3 years. In the case of a significant deviation, it is possible to highlight the implementation of changes in the structure of the programme, the content of the study courses, the evaluation system and components, and the benchmarks. The reason for the deviation from the benchmark and the need to make a corresponding change are determined by the Head of the Programme, as a result of consultation with the head of the component and representatives of the Quality Culture Committee, necessary measures are taken, which may be expressed in modifying the programme structure, content of courses, teaching or evaluation methods.

The programme has no graduates. The full cycle of education has, therefore, not yet been completed. Accordingly, the institution has not yet evaluated the programme's learning outcomes using the existing mechanism. The University presented a plan for evaluation programme learning outcomes. As a sample, the institution presented a report on the evaluation of learning outcomes of the Master of Laws educational programme. The report includes an analysis of various quantitative data and conclusions and recommendations for programme implementers based on the results of the analysis.

In 2024, the Accreditation Council issued a recommendation "The evaluation mechanism of the learning outcomes of the programme must be updated after reformulating the learning outcomes of the programme and renewing the structure of the programme". The Expert Panel of 2026 is of the opinion that NVU has updated its learning outcomes assessment scheme as a result of the revision of the programme structure and learning outcomes.

**Evidences/Indicators**

- Methodology for Evaluating Learning Outcomes of the Program
- Educational program and syllabi
- Programme's objectives and learning outcomes map
- Programme Learning Outcomes Assessment Methodology
- Programme Learning Outcomes Assessment Plan
- Learning Outcomes Assessment Report (for a related program)
- Site-Visit interview with:
    - the Self-Evaluation Team,

- BA Students and Alumni (Related Programme),
- the Head of the programme,
- the Academic and Invited Staff,
- the QA service,
- employers.

- Self-evaluation report submitted by the university
- 2024 Expert Panel Report

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 1.3 Evaluation Mechanism of the Programme Learning Outcomes | Complies |

## 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 structure of the programme was one of the key areas which persuaded the expert panel to recommend only a temporary two year conditional accreditation in 2024. So, close attention has been paid by the current panel to this aspect during the 2026 accreditation evaluation.

One of the key recommendations from 2024 included the review of the programme structure with "subjects suitable for the main field of study, i.e., mass communication, should be given compulsory status instead of being classified as compulsory electives". In addition, the 2024 evaluation panel recommended that an introduction to mass communication and journalism should be added to the programme as a mandatory subject in the first semester of the first course based on the qualifications to be awarded. It was also suggested by the Expert Panel that electives should be offered to students on this course in subjects such as "branding, copywriting, and creative communication".

It is important to note the recent change in Georgian educational policy, according to which Bachelor degrees are generally constituted by 180 credits completed over three years, and not 240 credits over four years. Bachelors in journalism and communications were not exempted from this new limitation. This has necessarily made it difficult for the Programme to diversify its electives while building different elements, such as mass communication theories and principles, into the condensed mandatory component.

The revised programme is now both a Multimedia Journalism programme and a programme in mass communication. The latter is a comprehensive field which encompasses subjects such as strategic communications (including public relations with all its diversity and political communications), advertising, marketing, publishing activities, and filmmaking. This breadth of subjects requires a comprehensive understanding of the field[1]. Furthermore, a Bachelor degree which has "Communication" in its title should have a solid foundation in mass communication theories and should convey an understanding of mass communication as a system.

The Expert Panel noted the learning pathways through the programme in which each subject is based on previous experience. But it was also noted that while prerequisites are present in the programme syllabi, they were not reflected in the programme structure. It would be desirable for prerequisites to be indicated in the programme as well, which would provide clarity and transparency for students. The panel, therefore, recommended that the issue of pre-requisites was addressed and that they were included in the programme from the outset. However, in the university's argumentative position, it was noted that a recent decision by the university Academic Council (September 2026) had addressed the issue. „The relevant prerequisites are now directly available to students within the programme", according to the university. In the light of this recent change in policy, the Expert Panel agreed to remove the recommendation from the accreditation report.

The Expert Panel is pleased to note that significant changes have been made to the Programme taking into account both the new legislative requirements and the recommendations and suggestions of the 2024 panel. Mass communication has been embedded in the mandatory syllabus from the start of the programme. In the core component, Fundamentals of Media Communications, modules include Introduction to Modern Media (JUR003), Fundamentals of Mass Communication (JUR002) and Media Trends and Modern Directions (JUR008). These modules give students the necessary knowledge and understanding of the field of mass communications. In spite of the smaller number of credits within the programme, there are modules which encompass a broader conceptualisation of the field of mass communications, including Strategic Communications (JUR004), Artificial Intelligence (JUR009), Graphic Design (JUR102) and Media Entrepreneurship (JUR101). These modules develop skills and knowledge in areas of communications not necessarily associated with journalism.

The newly proposed programme is structured as follows:

- **General Competencies Component** – 30 credits, including 18 mandatory credits.
- **Fundamentals of Media Communication** – 60 credits.
- **Communication in a Foreign Language and Field-Specific Competencies Component** – 6 credits.
- **Core Profile-Defining Modules** – 72 credits:
  a. Creative Skills – 24 credits
  b. Media Workshops – 24 credits
  c. Beat Reporting – 24 credits
- **Elective Component** – 12 credits.

As stated in the SER, during the first two years, students take courses from the General Competencies and Core Media Communication blocks. The General Competencies courses aim to develop students' critical thinking, analytical reasoning, academic writing, and introductory research skills, thereby ensuring their readiness for further professional and academic development. Students gradually become familiar with and deepen their knowledge in the fundamental field of media communication. During Semesters III–VI, students select courses from three offered modules. The courses grouped within these modules focus on current issues in the field and provide students with the opportunity to deepen their knowledge in a specific professional direction, while also developing analytical and practical skills. This stage supports the clearer formation of students' professional

interests and creates the foundation for further specialization and the development of competencies aligned with labor market demands. In Semester VI, the students complete a final project.

On considering the new proposed programme structure, the Expert Panel is reassured that all the recommendations and suggestions emanating from the previous accreditation evaluation have been incorporated into the revised programme. The programme now correctly includes mandatory and elective modules that offer a more balanced representation of the mass communication industry, including multimedia journalism. The programme has been re-designed according to the university's strategic plan and within its methodology for the planning, design and developing of educational programmes. In addition, the expert panel now finds the structure of the Bachelor's in Multimedia Journalism and Communication to be consistent with its title and content and has been organised logically. The content and structure of the programme is in line to produce the expected learning outcomes while the qualification to be granted is consistent with the content and learning outcomes.

**Evidences/Indicators**

- Interviews with Head of Programme, Teaching Staff, Employers and Students
- Educational programme and module syllabi
- Programme objectives and learning outcomes mapping
- Self-Evaluation Report
- University Mission and Goals
- University Strategic Plan
- 2024 Expert Panel Final Report

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 1.4 Structure and Content of Educational Programme | Complies |

### 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 syllabi titles, as well as goals and objectives of the study programme, are logical. The learning outcomes of each course are adequately formulated and linked to the programme learning outcomes.

NVU has a specially designed syllabus form describing the course objectives, tasks, course learning outcomes, weekly study plan, study literature and resources, and an evaluation form. At the university, one ECTS credit is equal to 30 hours. According to the number of credits, courses are divided into six ECTS and 12 ECTS subjects. In the majority of six ECTS subjects, the number of contact hours is three hours per week - though for a few modules, such as Video Editing (JUR104) and Graphic Design (JUR102) contact hours are six per week, and in the majority of 12 ECTS subjects, four contact hours per week.

According to the SER, the syllabi of the courses included in the programme are detailed and contain comprehensive information on lecturers, credit and workload, course/module objectives, learning outcomes, teaching and learning methods, content, core literature, study materials, course sequencing, and assessment methods. Students have access to the syllabi and learning materials through the portal. The lecturer updates the syllabus at the beginning of the semester.

The learning outcomes and structure of the programme presented for re-accreditation are formulated to cater both for the multimedia journalism as well as the communication aspects. In the 2024 evaluation, only journalism was adequately catered for.

During the study by the 2024 evaluation panel of the syllabi, experts identified that only English-language books and resources were specified as mandatory literature in one part of the syllabi. However, some syllabi contained topics for which the literature is not indicated at all. Only English-language literature was specified in an essential part of the syllabi (Media Entrepreneurship, Strategic Communications, Coverage of Environment Issues, Documentary Photography, MOJO-mobile Journalism, Al - Use of Artificial Intelligence in Media, Graphic Design). While it is true that, as a prerequisite for enrolling in the programme, the student must confirm knowledge of the English language at the B2 level, a level of greater than English B1 would be needed to read academic texts in fields such as environmental protection, conflict, audio-visual narration, international journalism, media entrepreneurship, etc. In addition, some syllabus weekly study plans listed study topics without literature. The accreditation panel was of the view that subject teachers should provide short reading texts in the Georgian language, in the form of so-called readers, or handouts.

Though the library was closed on the day of the site visit due to illness of its director, the Expert Panel did inspect some of the book resources available and were assured by representatives of the Quality Culture Committee that books in Georgian have been purchased along with a number of foreign books. While this indicates the programme probably has sufficient resources in both Georgian and English, as this could not be verified during the site visit, it is the panel's suggestion that the programme team ensure that in every module, students are provided with readers or handouts in Georgian as well as access to relevant literature in Georgian.

**Evidences/Indicators**

- Educational Programme with enclosed syllabi
- Curriculum Map
- Results of Interviews
- 2024 Expert Panel Final Report
- Inspection of Head of Programme's book resources
- Assurance of Quality Culture Committee

Recommendations:

- n/a

Suggestions for the Programme Development

- The panel notes that resources in Georgian have been acquired for produced for this programme, but suggests the teaching team ensure there are sufficient resources in Georgian, as well as English. Readers, or handouts, in Georgian should be available for every module.

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 1.5. Academic Course/Subject | Complies |

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

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the 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 Bachelor Programme documentation clearly describes the requirements and regulations necessary for enrollment. A person with a certificate of complete general education or a document equivalent to it has the right to enroll in the programme based on the results of the unified national exams. Prerequisites for admission include other enrollment conditions allowed by law.

NVU ensures the dissemination and accessibility of information regarding admission requirements for educational programmes. The university posts programme details on its website and includes programme information in the Higher Education programmes catalogue.

For admission to the Bachelor's programme in "Multimedia Journalism and Communication," applicants must have completed general education or its equivalent and possess the necessary documentation. Successful completion of the unified national exams and possession of the relevant certificate are required for enrollment in the programme.

For foreign citizens, admission and enrollment at the university without the Unified National Examinations are permissible in accordance with the procedures established by Georgian legislation (Law of Georgia "On Higher Education," Article 52).

NVU has relevant, transparent, fair, public, and accessible programme admission prerequisites and procedures that ensure the involvement of individuals with pertinent knowledge and skills in the programme to attain learning outcomes.

**Evidences/Indicators:**

- Educational programme "Multimedia Journalism and Communication"
- Self-Evaluation Report
- University website
- Findings from the interviews

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 2.1 Programme Admission Preconditions | Complies |

## 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**

The Bachelor programme “Multimedia Journalism and Communication” ensures the development of practical, scientific/research/creative/performing and transferable set of skills through various components of the curriculum and extra-curricular activities: the availability of practical and theoretical courses; and, the fact that the members of the teaching staff are also practitioners in the field.

In order to develop students’ practical, scientific/research creative/performing and transfer skills and/or to involve them in research projects, the students of "Multimedia Journalism and Communication" Bachelor’s educational programme prepare practical/creative video products within the framework of several subject courses (“Videography”, “Storytelling”, “Video Editing”, “MOJO – Mobile Journalism”, “Photography”, “Podcast”, etc.).

So, while the programme is designed to ensure the development of students’ practical skills, it would be desirable if an internship course were added to the programme curriculum, at least as an elective. This would further strengthen the connection with industry, especially since the university has signed memorandums of understanding with various organizations.

Students of the "Multimedia Journalism and Communication" programme have the opportunity to participate in various exchange programmes implemented by the university within the framework of the ERASMUS+ project but as this programme is still only in its first year, students have not participated yet.

Overall, the efforts that have been undertaken by the BA programme organisers to develop practical, scientific/research and transferable skills are adequate and in accordance with the programme's learning outcomes.

**Evidences/Indicators**

- BA "Multimedia Journalism and Communication" programme
- Self-Assessment Report
- Meetings with the head of the undergraduate programme and staff
- Meetings with potential employers
- Meetings with students
- Memoranda

Recommendations:

- n/a

Suggestions for the Programme Development

- It is suggested to add internships to the programme at least as an elective, which will further strengthen the connection with industry.

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 2.2. The Development of practical, scientific/research/creative/performing and transferable skills | Complies |

## 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**

Interviews with the Bachelor students during the site visit emphasised how the university fosters a student-centered learning environment. For example, the programme director took into account the request of first-year students and, outside of the curriculum, had them produce video stories on various problematic issues using professional cameras.

The programme promotes the development of both theoretical and practical skills through applied teaching methods based on a mix of interactive teaching (including classroom discussions) and independent individual and group learning, including learning by practice. This is achieved through a combination of theoretical components, problem-solving and practical experience. All this aims to develop the knowledge, skills, and values necessary for successful self-realization and participation in relevant activities in accordance with the ever-changing labor market requirements.

The panel noted that while prerequisites are present in the programme syllabi, they are not reflected in the programme structure. A recommendation to integrate these into the programme structure has been made in this respect (see 1.4).

Practice-oriented teaching by the academic staff uses various forms of teaching and learning such as filming in the field, teaching with professional equipment, the effective use of computer resources, demonstrations of professional practice, consulting and independent work.

The methods considered in the syllabi correspond to the appropriate level of education and are effectively linked to the achievement of student learning outcomes. Teaching-learning methods within the syllabi are diverse, adequate and student-oriented. The programme is logically structured and should ensure the achievement of the specific courses of study and the programme as a whole.

**Evidences/Indicators**

- Interviews with students and the teaching staff
- Course syllabi
- Self-Evaluation Report
- Bachelor's educational programme "Multimedia Journalism and Communication"
- University website

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 2.3. Teaching and learning methods | Complies |

## 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**

Based on the documentation submitted by NVU and the results of the accreditation site visit, the student evaluation system operating at the university complies with the requirements established by legislative regulations.

A 100-point evaluation system is implemented at the university, where 100 is the maximum positive score and 51 is the minimum passing score. Positive grades are divided into five categories: A (91-100), B (81-90), C (71-80), D (61-70), E (51-60), while negative grades consist of two categories: FX (41-50) and F (0-40). A final exam is considered successfully passed if the student accumulates a minimum of 51 points from the sum of the midterm evaluations and the final exam scores. An exam includes/consists of a written or practical element. The final exam must not exceed 40 points (40% of the overall evaluation). A 100-point (100%) evaluation system operates at the university.

A student who fails the final exam and receives an FX assessment has the right to take an additional exam in the same semester, no less than five days after the announcement of the main exam results.

Regarding the conduct of exams and evaluations, the procedure for appealing an assessment was evaluated by the Expert Panel. Students have the opportunity to appeal their grades through the student's platform. Through interviews with the university administration, it was identified that the student electronic platform features an application field where students can submit several types of request. Interviews with students and alumni revealed that while they are informed about the appeal procedures, they have never personally experienced the process.

The Expert Panel notes that an anti-plagiarism programme (Turnitin) is available at NVU and relevant regulations related to plagiarism have been approved. However, the Expert Panel found during the accreditation visit that participating students and graduates were unable to provide relevant explanations regarding the meaning of plagiarism and the regulations existing at the university. Therefore, it is recommended that student awareness of plagiarism and the relevant regulations are improved within the learning process.

It should be noted that in the syllabi of certain study courses, the assessment system and corresponding rubrics are not sufficiently detailed, which may create a challenge for students in perceiving the relevance and objectivity of their grades. The panel agrees that more detail should be required to enhance transparency and ensure students have all the information they need to understand what is expected and excel at assignments.

Furthermore, the Expert Panel noted that the university has regulations in place regarding generative artificial intelligence (AI), aimed at promoting the responsible and ethical use of AI in the teaching and learning process.

**Evidences/Indicators**

- Self-evaluation Report
- Regulation on the Implementation of Educational and Research Activities of New Vision University
- Interview Results

**Recommendations:**

- It is recommended to increase student awareness regarding plagiarism, which will ensure the effective implementation of the learning process.
- It is recommended that detailed rubrics and assessment information is added to the syllabi of all study courses.

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 2.4. Student evaluation | Substantially |

## 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 student.

### 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**

Within the framework of the accreditation visit, the Expert Panel's assessment is based on the documentation submitted by the institution and interviews conducted with students and graduates. The aforementioned confirms that NVU has established certain mechanisms to support students. Students noted that they receive information regarding exchange programmes, vacancies, and other activities. They stated that lecturers and the Head of Programme provide recommendations and offer support in various aspects.

The university operates a student platform, through which students complete academic registration. On this platform, they have the opportunity to write various types of applications, request certificates of student status, and utilize other administrative services.

It should be noted that student surveys are conducted every semester at the university, through which students evaluate study courses and lecturers. The survey is voluntary and anonymous.

The university appears to have adequate student spaces, as well as designated classrooms and a studio that students use within the framework of their study courses. During the accreditation visit, students noted that in addition to the activities provided for in the study courses, lecturers offer them the opportunity to participate in various projects and activities.

When discussing consultation hours, students explained that a specific time is designated for them to meet with the Head of Programme to clarify and discuss various issues. They also mentioned that while specific times are not formally set aside for consultations within individual courses, lecturers are always ready to provide assistance and advice. They added that due to the small number of students, communicating with lecturers is very straightforward.

However, while informal arrangements have worked adequately to date, it is important that specific consultation hours are set aside within the framework of each study course so that students can receive appropriate feedback and guidance as needed. The Expert Panel has agreed that this should be suggested as a mechanism to enhance the student experience at NVU.

It is noteworthy that a Student Service Center operates at the university, providing students with necessary information and assistance as needed. Additionally, the Student Advising and Advocacy Office serves as an administrative unit of the university. Furthermore, the university has a Student Council (Self-Government) that organizes and carries out various activities.

**Evidences/Indicators**

- Self-evaluation Report;
- Interview Results

Recommendations:

- n/a

Suggestions for the Programme Development

- It is suggested that specific consultation hours are set aside within the framework of each study course so that students can receive appropriate feedback and guidance as needed.

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 3.1 Student Consulting and Support Services | Complies |

### 3.2. Master's Student Supervision

- A scientific supervisor provides proper support to master's student to perform the scientific-research component successfully.
- Within master's 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**

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

| Data related to the supervision of master's students | |
|---|---|
| Number of master theses supervisors | |
| Number of master's students | |
| Ratio - supervisors of master's theses/master's students | |

**Evidences/Indicators**

- Component evidences/indicators, including the relevant documents and interview results

**Recommendations:**

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

**Suggestions for the Programme Development**

- Non-binding suggestions for programme development

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 3.2. Master's Students Supervision | Select Appropriate |

## 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.

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

The academic staff implementing the Bachelor of Multimedia Journalism and Communication programme are equipped with the necessary skills and knowledge, in accordance with the legislation and internal regulations of NVU. According to NVU's mission, the university encourages individuals to refine and deepen their knowledge, skills, and values for the benefit of society, which applies equally to both students and employed personnel. According to Article 17 of the Regulations on the "Implementation of Educational and Research Activities of New Vision University", any person with appropriate qualifications has the authority to initiate the development of an educational programme or the introduction of changes to it.

The qualifications of the programme implementation personnel are in compliance with their qualifications, functions, and current legislation: the academic personnel participating in the programme possess the necessary competencies for developing the learning outcomes of the offered component, which is determined by their academic qualifications, scientific works, and practical experience. However, the Expert Panel also notes that there are only three members of staff (all professors) who hold PhDs in the sectoral direction. While this is adequate for this early phase of the programme, and therefore constitutes a suggestion rather than a recommendation, the panel suggests that in order to develop the programme further, more academic staff holding PhD degrees in the sectoral direction should be added to the programme. This should be emphasized in staff recruitment in the future and also encouraged among staff already attached to the programme, though this is a longer-term solution.

NVU has implemented an academic personnel workload scheme. The individual workload of personnel is determined for the academic year and is approved by the relevant School Board. The list and volume of the components of the workload scheme are approved by the Academic Council, based on the submission of the School Board. Teaching activities include classroom load, preparation of lecture and knowledge assessment components, grading student papers or otherwise assessing knowledge, and may also include the development of new educational programmes, modules, or individual components of a program, and supervision of doctoral and master's students.

Scientific-research activities may include: preparation, translation, editing, reviewing of publications carried out on behalf of the university, preparation of grant projects, implementation of research projects, involvement of master's and doctoral students in research, organization of scientific conferences, or preparation of conference speeches. The development and publication of monographs and textbooks can be carried out once every three years, for one semester, in the format of release from the educational process (employment with researcher status).

The Bachelor programme has a qualified Head, who has the necessary knowledge and experience to develop the programme. She is directly involved in both the development of the programme and its implementation. Her qualifications are confirmed with relevant education and with many years of practical work experience.

The programme is provided with administrative resources of appropriate competence. The following administrative personnel are involved: Dean of the School, study process managers, and programme head. In addition to the School, students are provided by the HEI with administrative resources of appropriate quantity and relevant competence.

The experts panel believes from the evidence presented that the programme will ensure students are supported by a sufficient number of qualified administrative and academic personnel.

| **Number of the staff involved in the programme (including academic, scientific, and invited staff)** | **Number of Programme Staff** | **Including the staff with sectoral expertise[5]** | **Including the staff holding PhD degree in the sectoral direction[6]** | **Among them, the affiliated staff** |
|---|---|---|---|---|
| Total number of academic staff | **17** | **7** | **3** | **12** |
| - Professor | 7 | 3 | 3 | |
| - Associate Professor | 10 | 5 | - | |
| - Assistant-Professor | - | - | - | |
| - Assistant | - | - | - | |
| Visiting Staff | 20 | 17 | - | _ |
| Scientific Staff | | | | _ |

**Evidences/Indicators**

- The list of the personnel implementing the educational programme with reference to the subject/subjects
- Personal data (CVs) of academic staff (Personal files, scientific papers, publications of persons involved in teaching);
- Regulation on "Carrying out Educational and Research Activities"
- Research Committee Action Plan
- Semester workload of staff 31
- Order on the "Determination of the Threshold Workload and Remuneration of Academic Staff"
- Internal Labor Regulation
- University website
- Self-Evaluation Report
- Interview results

Recommendations:

- n/a

Suggestions for the Programme Development

- For further Programme development, it's suggested that more academic staff holding PhD degrees in the sectoral direction should be included.

Evaluation

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

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

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 4.1 Human Resources | Complies |

## 4.2 Qualification of Supervisors of Master's Students

The Master's 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**

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

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

**Evidences/Indicators**

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 4.2 Qualification of Supervisors of Master's Students | Select Appropriate |

## 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

NVU employs an individualised model for career development, which utilizes Personal Development Plans (PDPs) to identify and cultivate the skills necessary for each employee's self-realization. The PDP process enables academic and administrative personnel to analyze their competencies and implement specific modifications in the planning of their professional development. The Personnel Development Department evaluates progress, adjusts plans as required, and offers individualized support to personnel based on interviews, while strictly observing the principle of confidentiality. The planning of personal development, including the analysis of individual feedback, constitutes an integral part of the continuous improvement process.

A key priority for the university is the fostering of professional growth for academic, administrative, and invited personnel. NVU has developed regulations to encourage research activities, which align with the university's vision for the development of research as well as its strategic priorities, such as internationalization, interdisciplinarity, and the promotion of sustainable development. The regulations establish incentive mechanisms for participation in research, applicable to a broad range of the university community.

For the purpose of professional development of academic and invited personnel, NVU regularly organize training, workshops and meetings with Georgian as well as international professors.

**Evidences/Indicators**

- Personal files, scientific papers, publications of persons involved in teaching
- Documents confirming personnel development
- Regulations "On Carrying out Educational and Research Activities"
- Action plan of the Research Committee
- Research project funding scheme and attached documents
- Research project competition
- University website
- Findings from the interviews

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 4.3 Professional development of academic, scientific and invited staff | Complies |

## 4.4. Material Resources

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**

The theoretical component of the Bachelor programme of Multimedia Journalism and Communication is delivered on the university campus, where classrooms are fully equipped for the learning process, and a format for practical work and seminars is also ensured.

It is worth noting that, as the experts participating in the panel emphasized, one of the programme's strengths is the material infrastructure - a media studio, professional video and photo cameras, which are used for practical classes. The Expert Panel regards this high level of technical infrastructure as an area of best practice.

The university's campuses provide a comfortable learning environment, including rooms for group work, as well as spaces for collaboration and relaxation. The classrooms are equipped with the necessary facilities to support the teaching process. The library is integrated into an international library network and provides access to specialized electronic resources such as EBSCOhost, HeinOnline, and ELSEVIER databases, including ScienceDirect, SciVal Finder, Scopus, and Mendeley.

In addition, the university ensures the plagiarism checking of research papers through the Turnitin platform (though notes the need for enhanced awareness and knowledge of plagiarism by the students - see 2.4). The university has also signed agreements with partner institutions which further support the smooth implementation of the teaching and learning process.

**Evidences/Indicators**

- Auditoriums fully equipped with relevant learning resources;
- Material resources owned by the university.
- Agreements with partner institutions
- Agreements on purchases, Invoices
- Turnitin agreement
- Consortium agreement
- University website
- Findings from the interviews

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 4.4 Material Resources | Complies |

## 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 planned budget of the programme is calculated on the admission of 50 students annually, the annual tuition fee is 3000 GEL. The budget is calculated for a 3-year period. The planned budget assumes profit.

When compiling the programme budget, the programme's needs are assessed, priority expenses are identified and considered, and the revenues of the programme and the School are taken into account to ensure the implementation of expenses provided for in the programme budget.

The budget indicates the expenses for the implementation and development of educational programmes. Should the programme enroll fewer than 50 students per year, the expenses are still manageable: the programme budget is supported by both the School and University budget and is covered by the revenues of the School and the University.

As noted during the interview with the university leadership, the university's budget has been stable for the past two to three years, despite the fact that the university has reduced tuition fees. The university has diversified sources of income, including income from companies, research activities, various grants, etc.

**Evidences/Indicators**

- Planned Budget of the University for 2026
- Programme Budget
- Educational programme and syllabi
- Site-Visit interviews with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the Programme,
  - the Academic and Invited Staff,
  - the QA service,
  - employers.
- Self-Evaluation Report

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability | Complies |

## 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 Quality Assurance system at NVU ensures that educational and research practice as well as administrative practices are aligned with institutional strategic goals and develops continuously to support NVU's vision (https://newvision.ge/en/page/1-vision/quality-assurance/). Each member of the university personnel actively participates and contributes to the quality assurance process within the framework of daily university activities. Academic staff take care of the effectiveness of the learning process. There is constant improvement of study courses and educational programmes on the basis of feedback from students and university administration as well as from the Quality Culture Committee (QCC). NVU students are actively involved in improving academic and scientific processes. Student surveys and focus groups allow them to identify the strengths and weaknesses of the university's work and promote quality assurance with their recommendations.

The University's Quality Culture Committee, based on the principle of constant monitoring and improvement, hold meetings and workshops continuously with all personnel and students as well as with graduates and employers. In accordance with the PDCA cycle, the committee ensured the coordination of all actors involved in the self-evaluation process, set specific goals and plan of action, controlled the quality of performance and made further adjustments based on the results. The Quality Culture Committee ensures the effectiveness of quality assurance processes through the PDCA cycle.

The PDCA system is used in the University for quality improvement and further development of the activities. At the Quality Culture Committee, the school representative submits the annual report to the chairman of the committee which, according to the joint report, is presented to the Quality Culture Committee. Based on the monitoring and evaluation results, the leadership of the University/School makes appropriate decisions that directly affect the development of the programmes and University. The Quality Culture Committee with all interested parties has actively worked on the implementation of the recommendations and advice issued by the Authorization and Accreditation Councils.

The Quality Culture Committee has developed an assessment system for quality assurance which is regularly implemented. The head of the committee is accountable to the Academic Board, which underscores the existence of a strong quality assurance framework and ensures that decisions are made based on the results of quality assessments. The results of the assessment are considered both at the central level and within the relevant schools and structural units. The results of the assessment are considered both at the central level and within the relevant schools and structural units. These processes are confirmed by relevant reports and results.

NVU has a methodology in place for planning, designing and development of educational programmes, which is presented in the document "Regulations on the Implementation of Educational and Research Activities". The document regulates the management of the university and educational/scientific-research structural units, the university's integrity policy, the holding of academic positions, the planning and development of educational programmes, monitoring and periodic evaluation of educational programme implementation, and other issues arising from university activities.

Programme planning, designing, and development is a participatory process and all stakeholders (staff, students, alumni, employers, professional associations) are involved to ensure the development of high quality, market-oriented, and modern educational programmes. According to the "Regulations on the Implementation of Educational and Research Activities", the following participate in the preparation process of educational programmes: a) academic and invited staff of the school; b) students of educational programmes of the relevant direction, and in the absence of such, of an adjacent specialty. It is also possible to invite students of a similar programme of another university; c) graduates of educational programmes of the relevant direction, and in the absence of such, of an adjacent specialty; d) potential employers; e) experts and practitioners in the field. The following bodies also participate in the preparation process of the educational programme: a) Student Life Committee; c) Strategic Development and Internationalization Committee; d) Legal Committee and Human Resources Management Department; e) Financial and Operational Committee; f) Library. The parties involved in the development and implementation of the programmes discussed this during the authorization visit.

To conduct the self-evaluation process and prepare the programme and the subsequent documents for the accreditation process, a self-evaluation group was established at NVU. The self-evaluation group consisted of the Head of the Programme, a representative from the School of Media and Communication serving on the University's Quality Culture Committee, academic staff, a student, and an employer. In order to prepare the self-evaluation report of the Bachelor's Programme and the annexes to be submitted for accreditation, responsibilities within the self-evaluation group were distributed. Each member of the self-evaluation group contributed within their respective areas of expertise. The working group conducted structured meetings with diverse stakeholder groups including academic personnel, employers, and students.

In addition, in some courses, it would be better to refer to newer and more modern literature (for example study course "Web Technologies" etc). To enhance the self-assessment process at NVU, the Expert Panel recommends that individuals/units responsible for quality assurance effectively conduct an in-depth analysis of the programme and syllabi to identify and prevent deficiencies.

At this stage, the university does not offer electronic or distance learning in any of its programmes. Accordingly, the university has not developed a methodology for evaluating teaching and learning processes delivered through distance or electronic learning.

**Evidences/Indicators**

- Web-site of the administrative regulations at New Vision University Charter And Regulations | New Vision University
- Regulation on "Carrying out Educational and Research Activities"
- New Vision University Administration Regulations
- Methodology for Evaluating Learning Outcomes of the Program
- Mechanism of Programme Learning Outcomes Assessment
- Analysis of the results of surveys and assessments conducted for the development of educational programmes (2019-2024)
- Internal Quality Assessment Semester Report (2023-2024 Spring)
- Annual reports of different school and administrative units
- Academic, invited and administrative-support staff satisfaction surveys
- Student satisfaction surveys
- Focus groups reports
- Results of study courses evaluation by students
- Employer surveys
- Alumni Surveys (related programs)
- Early diagnostic tools
- Minutes of Quality Culture Committee
- Programme Benchmarking Document
- External evaluation of the programme
- Labor market research - Research on the most popular specialties in the Georgian educational space
- Educational programme and syllabi
- Site-Visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the Programme,
  - Academic and Invited Staff,
  - the QA service,
  - employers.

- Self-Evaluation Report submitted by the university

Recommendations:

- It is recommended that individuals/units responsible for quality assurance effectively conduct an in-depth analysis of the programme and syllabi to identify and prevent deficiencies.

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 5.1 Internal quality evaluation | Substantially |

### 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 the educational process are authorisation and accreditation processes according to 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 Authorisation of Educational Institutions".

The University periodically submits information about educational programmes to the legal entity under public law to the National Centre for Education Quality Enhancement (NCEQE) 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 authorisation and accreditation process and make appropriate changes to the programme. The changes to be implemented in the programmes are discussed by the head of the programme and the staff involved.

The Bachelor's Programme in Multimedia Journalism and Communication has been under conditional accreditation since 2024 (Accreditation Council Decision No. 1443755). The personnel involved in the implementation of the programme considered and addressed the recommendations issued by the Accreditation Council: (1) the learning outcomes were reformulated, (2) mass communication-related outcomes were clearly identified, (3) the curriculum map was updated, (4) target benchmarks were revised, (5) study course "Fundamentals of Mass Communication", together with other courses related to the field of mass communication, became mandatory components of the programme. The programme title was also changed. Instead of Multimedia Journalism, the programme was renamed Multimedia Journalism and Communication, further emphasizing the substantive and interdisciplinary nature of the programme.

The educational programme incorporates external evaluation results. An External collegial evaluation from a local expert (Associate Professor, Shota Rustaveli State University of Theatre and Cinema, Georgia) was utilised.

In the process of the external evaluation of the programme, international experts from the US ABET organisation were involved. Before the programme was developed, the programme leader and the administration of the university consulted with them several times in 2024 and 2025 via Zoom meetings.

In the Spring of 2026, in accordance with the framework of ongoing reforms in the Georgian Higher Education system, the educational programme was revised to reduce it from 240 credits to 180 credits. The reduction in the number of credits was mainly due to the reduction of elective courses and free study courses. The revised programme, along with the relevant documentation, was sent to NCEQE for evaluation and approval. The Center officially notified the institution that the programme is able to be implemented within the framework of 180 credits (letter reference: 646941 01/06/2026).

Periodic external evaluation of the quality of the educational programme 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, were taken into account. The results of the analysis of the employers' requirements were also taken into consideration.

**Evidences/Indicators**

- Web-site of the administrative regulations at New Vision University Charter And Regulations | New Vision University
- Regulation on "Carrying out Educational and Research Activities"
- New Vision University Administration Regulations
- Employer surveys
- Alumni Surveys (related programs)
- Minutes of Quality culture committee
- Programme Benchmarking Document
- External evaluation of the programme
- Labor market research - Research on the most popular specialties in the Georgian educational space
- Educational programme and syllabi
- Site-Visit interview with:
  - the Self-Evaluation Team,
  - BA Students and Alumni (Related Programme),
  - the Head of the Programme,
  - Academic and Invited Staff,
  - the QA service,
  - employers.

Self-Evaluation Report submitted by the university.

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 5.2. External Quality Evaluation | Complies |

## 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**

NVU has developed mechanisms for evaluating and improving educational programmes. A range of interested parties are involved in the process of evaluation and improvement of the programmes as well as in periodic revisions of the components of the programme. According to the Regulation on carrying out educational and research activities (Article 20), at the end of each academic year, the School ensures that the study course implementers review their syllabi, structure of the programme, teaching and assessment methods, etc.

In the University, a system for evaluating personnel (academic, invited, administrative, supportive staff) activities is developed and operated. More specifically: academic and administrative staff satisfaction surveys are conducted annually. Staff, annually, fill out a satisfaction questionnaire, the data of which is used for the planning of improvements. The University evaluates the performance of academic /scientific/invited personnel's teaching activities as well as research activities. The scientific productivity of the personnel is evaluated according to the Regulation on Encouragement of Research Activities Charter And Regulations | New Vision University . Personnel research activities are evaluated annually.

The University has in place a students' academic performance monitoring mechanism. To monitor the students' academic performance, students' achievements are monitored twice during each semester: a) intermediate achievements are monitored for early diagnosis, and b) final achievements/grades are monitored after completing the study course. Data is collected through the University portal by the Student Service Centre and Examination Centre. The results of the final exams are analysed, and discussed by the School Board.

To monitor the results of individual learning components, the University has implemented an early diagnostics system. This system enables the analysis of midterm learning results and allows for prompt intervention, ensuring timely identification and resolution of academic challenges. During the semester, the University's Examination Center provides midterm exam results for each course, which are subsequently analyzed by the school representative in the Quality Culture Committee as part of the early diagnostics process. Based on the analysis, the School's representative from the Quality Culture Committee formulates recommendations. The School then takes appropriate action in collaboration with the course instructor, addressing any identified issues promptly. At the end of the semester, the final examination results are analyzed and discussed during the School Board meeting.

In order to assess and improve the quality, a student satisfaction study is conducted annually at the University. The study is carried out with a structured questionnaire that is sent to students electronically through the student portal. As a result of the study, the university administration receives significant feedback from students about their attitudes and experiences on the following issues: a) educational programme; b) the learning process; c) support of the University; d) support for the administration; e) financial issues; f) infrastructure; g) student life. The school administration, before completing the final exams, through the portal, sends students a questionnaire for each of

the courses offered in the current semester. The questionnaire is divided into several thematic blocks and includes an assessment of the course, lecturer and school administration. The Head of Programme also assesses the lecturer.

Members of the Quality Culture Committee and the school administration have access to the questionnaires completed by students. NVU has a mechanism to inform students about changes implemented as a result of student/graduates/employers questionnaire feedback - the results of the survey are discussed at the Quality Culture Committee which has at least one elected student representative. In addition, information about any changes regarding the programmes or study process is uploaded on the University official electronic portal. A representative of the Quality Culture Committee within the school administration is responsible for processing the obtained data and immediately notifying the Quality Culture Committee and the school leadership in case of any shortcomings.

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

The university evaluates the quality of the university's administrative service delivery through satisfaction surveys of various stakeholders. Also, the effectiveness of the work of administrative/organizational units is assessed within the framework of monitoring the implementation of strategic plans and action plans. Administrative staff are assessed annually with the participation of their immediate supervisor, and in relation to a personal development plan. The results are used to plan measures to improve the qualifications and training of administrative staff. The results of the evaluation of administration processes and administrative staff are discussed by the Quality Culture Committee.

Subject-level evaluation of the teaching process involves the assessment of individual courses and instructors. Programme staff have access to the survey results and, when necessary, can revise course components that received lower student ratings.

An analysis of similar educational programmes in Georgian and foreign higher education institutions was conducted. Local universities' experience and analogous programmes were considered during the process of modification/development of the educational programme. Accordingly, a benchmarking document was developed.

The University has a mechanism for evaluating programme learning outcomes and a time-bound plan for its implementation, which includes assessment tools and target benchmarks for achieving each outcome. Both direct and indirect methods are used to assess the programme's learning outcomes. For each individual learning outcome, a specific direct and/or indirect assessment method is defined, along with a target benchmark for measuring its achievement.

Based on the analysis of the above-mentioned complex research results and indicators, the Quality Culture Committee assesses the efficiency of implementation of educational programmes and offers recommendations and suggestions to programme personnel for further development of the education programmes.

**Evidences/Indicators**

- Web-site of the administrative regulations at New Vision University Charter And Regulations | New Vision University
- Regulation on "Carrying out Educational and Research Activities"
- New Vision University Administration Regulations
- Methodology for Evaluating Learning Outcomes of the Programme
- Mechanism of Programme Learning Outcomes Assessment

- Analysis of the results of surveys and assessments conducted for the development of educational programme (2019-2024)
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  - the Head of the Programme,
  - Academic and Invited Staff,
  - the QA service,
  - employers
- Self-Evaluation Report submitted by the university

Recommendations:

- n/a

Suggestions for the Programme Development

- n/a

**Evaluation**

Please, evaluate the compliance of the programme with the component

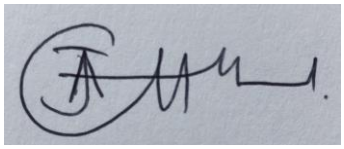
| Component | Evaluation |
|---|---|
| 5.3. Programme monitoring and periodic review | Complies |

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel

**Professor Adrian Hadland**

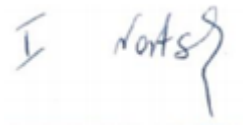


**Accreditation Expert Panel Members**

Professor Dali Osepashvili



Associate Professor Ia Natsvlishvili



Nino Gatchava

