

Accreditation Report

Programme Accreditation of
East European University (EEU)
Tbilisi, Georgia

Bachelor of Nursing (B.N.)

Bachelor of Law (LL.B.)

Master of Law (LL.M.)

Bachelor of Business Administration (BBA)

Master of Business Administration (MBA, Georgian language)

Master of Business Administration (MBA, English language)

I Procedure

Date of contract: 28 May 2025

Date of the submission of self-assessment report: 26 September 2025

Date of site visit: 20-21 October 2025

Attendance by ACQUIN office: Janine Igl

Accreditation decision: 23 December 2025

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment reports of the **East European University (EEU)** and extensive discussions with the **EEU** management, deans and/or heads of the departments, heads of study programmes, lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

The experts would like to thank the representatives of the East European University (EEU) as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts are the self-assessment reports of the East European University (EEU) as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, heads of the study programmes, study programmes coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programmes.

1 The Higher Education System in Georgia

According to Georgian legislation, there are two types of higher education institutions (HEIs):

- Colleges – HEI that implement only Bachelor's degree programmes.
- Universities – HEI that implement integrated programmes in veterinary, teacher training, and medicine/dentistry, as well as Bachelor's, Master's, and/or Doctoral programmes, and scientific research.

To obtain HEI status, institutions must undergo an external quality assurance (authorisation) procedure. HEIs can be established as either public or private legal entities.

Since 2005, Georgia has implemented a three-level system of higher education, fully operational from the 2007/2008 academic year. The system is aligned with levels 5–8 of the Georgian National Qualifications Framework (NQF), which is based on the European Qualifications Meta-Frameworks (EQF LLL and QF EHEA). Each level is described by generalised learning outcomes:

- Bachelor's programmes (NQF level 6) – 180–240 ECTS.
- Master's programmes (NQF level 7) – 60–120 ECTS.
- Doctoral programmes (NQF level 8) – minimum of 3 years, with an educational component not exceeding 60 ECTS.

Admission requirements are defined by national legislation:

- Entry to Bachelor's and integrated programmes requires a certificate of complete general education and passing the Unified National Examinations.
- Admission to Master's programmes requires a Bachelor's degree and the unified postgraduate examinations, with possible additional institutional requirements.
- Admission to Doctoral programmes requires a Master's degree or equivalent; institutions may set further requirements.

Short-cycle programmes may also be implemented within the first level of higher education. For regulated professions, additional state certification examinations may apply.

All higher education institutions in Georgia must comply with internal and external quality assurance mechanisms. External Quality Assurance is implemented by the National Center for Educational Quality Enhancement (NCEQE) through authorisation and programme accreditation.

- Authorisation (valid for 6 years) is mandatory for HEIs to operate and award state-recognised qualifications.
- Programme accreditation (up to 7 years) is mandatory for all educational programmes. Conditional accreditation may be granted for up to 4 years.

2 Short profile of HEI

East European University (EEU) is a private higher education institution located on two campuses in Tbilisi, Georgia. Established in 2013, the university has developed into a dynamically growing institution with a steadily increasing student population. By 2025, the total number of students is projected to reach approximately 2,100, including a significant share of international students.

The mission of the university is to provide an educational environment based on international standards, combining teaching and research, and supporting the personal, professional, and

civic development of students. The vision foresees EEU as a leading institution in Georgia fully integrated into the European Higher Education Area (EHEA).

The university consists of four faculties:

- Faculty of Law and Social Sciences (7 programmes)
- Faculty of Business and Engineering (10 programmes)
- Faculty of Healthcare Sciences (currently one medical programme and the newly introduced Bachelor of Nursing)
- Faculty of Education Sciences (4 programmes)

EEU offers Bachelor's, Master's, and Doctoral degrees. The main language of instruction is Georgian, while several programmes are delivered fully in English. Additional language courses in German and Georgian support the internationalisation of the student body.

The Faculty of Healthcare Sciences currently delivers the English-language Medical Doctor programme and is preparing to launch the "Bachelor of Nursing" (B.N.) in March 2026. The Faculty of Law and Social Sciences offers Bachelor's, Master's, and Doctoral programmes the "Bachelor of Law" (LL.B.) and the "Master of Law" (LL.M.), as well as related disciplines. The Faculty of Business and Engineering delivers Bachelor's, Master's, and Doctoral programmes in business, engineering, and related fields. Among these are the three programmes subject to the present evaluation: "Bachelor of Business Administration" (BBA), Georgian language, and the two programmes "Master of Business Administration" (MBA) in Georgian language and in English language.

In line with the Bologna Process, EEU has adopted curricula based on learning outcomes and student workload. Following the European Credit Transfer and Accumulation System (ECTS), one academic year corresponds to 60 ECTS, with each credit equal to 25 hours of student work. All programmes at EEU comply with the Georgian National Qualifications Framework (Order №69/n, April 10, 2019). Following internal approval, new programmes are submitted for accreditation to the NCEQE or other competent authorities.

The university collaborates with more than 100 partner organisations and universities in Europe and the USA. National certification is ensured, while the internal quality management system is directed toward the full implementation of European Standards and Guidelines (ESG). EEU pursues international accreditation to integrate research and teaching, promote ethical awareness, and prepare students to become professionals who reflect democratic values and civic responsibility. Particular emphasis is placed on the integration of ethics, cultural competence, and international perspectives, ensuring that graduates are prepared for professional roles in Georgia and internationally. International accreditation as outlined in the

Self-Assessment Reports thus represent an important step in EEU's institutional development, reinforcing its commitment to high-quality education, enhancing transparency and accountability, and strengthening its position as a competitive, internationally recognised provider of higher education.

According to the Self-Assessment Reports, financial resources are sustainable, based on long-term strategic planning, and support infrastructural development as well as student support through scholarships, tuition co-funding, and social projects. Over the past three years, the university has achieved the accreditation of new Georgian- and English-language programmes, the opening of a new campus, the acquisition of a university clinic, and the expansion of research opportunities. The current Strategic Plan (2019–2025) and the upcoming plan (2026–2032) focus on further internationalisation, research expansion, infrastructural investment, and strengthening EEU's role within the EHEA.

3 General information on the study programmes

“Bachelor of Nursing” (B.N.)

Location	Tbilisi, Georgia
Date of introduction	March 2026
Faculty/ department	Faculty of Healthcare Sciences
Standard period of study (semesters)	8
Number of ECTS credits	240
Number of study places	100
Number of students currently enrolled	./.
Average number of graduates per year	./.
Form of study	Full-time
Tuition fee	1,750 USD (approx. 1,600 EUR) per academic semester

“Bachelor of Law” (LL.B.)

Location	Tbilisi, Georgia
Date of introduction	2015
Faculty/ department	Faculty of Law and Social Sciences
Standard period of study (semesters)	8
Number of ECTS credits	240
Number of study places	60
Number of students currently enrolled	120
Average number of graduates per year	26
Form of study	Full-time
Tuition fee	1125 GEL (approx. 351 EUR) per academic semester

“Master of Law” (LL.M.)

Location	Tbilisi, Georgia
Date of introduction	2015
Faculty/ department	Faculty of Law and Social Sciences
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of study places	60
Number of students currently enrolled	160
Average number of graduates per year	93
Form of study	Full-time
Tuition fee	1250 GEL (approx. 390 EUR) per academic semester

“Bachelor of Business Administration” (BBA)

Location	Tbilisi, Georgia
Date of introduction	2026
Faculty/ department	Faculty of Business and Engineering
Standard period of study (semesters)	6
Number of ECTS credits	180
Number of study places	30
Number of students currently enrolled	./.
Average number of graduates per year	./.
Form of study	Full-time
Tuition fee	1125 GEL (approx. 350 EUR) per academic semester

“Master of Business Administration” (MBA, Georgian language)

Location	Tbilisi, Georgia
Date of introduction	2026
Faculty/ department	Faculty of Business and Engineering
Standard period of study (semesters)	2
Number of ECTS credits	70
Number of study places	30
Number of students currently enrolled	./.
Average number of graduates per year	./.
Form of study	Full-time
Tuition fee	1250 GEL (approx. 390 EUR) per academic semester

“Master of Business Administration” (MBA, English language)

Location	Tbilisi, Georgia
Date of introduction	2026
Faculty/ department	Faculty of Business and Engineering
Standard period of study (semesters)	2
Number of ECTS credits	70
Number of study places	30
Number of students currently enrolled	./.
Average number of graduates per year	./.
Form of study	Full-time
Tuition fee	5350 GEL (approx. 1,670 EUR) per academic semester

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programmes and compliance with the ESG standards and the Salzburg Recommendations as well as with the national standards. The report must document the assessment of each study programme in the cluster, taking into account each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programmes cluster level in order to avoid repetition and better describe general context.

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

As stated in the Self-Assessment Reports, the East European University (EEU) has established a quality assurance policy aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The policy is defined in the university's Quality Assurance Handbook and related documents, and is based on national legislation, national authorisation and accreditation standards, international guidelines, and ISO 21001:2018 for educational organisations. The QA framework applies to all central academic and administrative processes and follows the PDCA cycle of planning, implementation, evaluation, and improvement.

The quality assurance system covers both internal and external mechanisms. Internal procedures include the regular evaluation of educational programmes with the involvement of programme directors, the semester-based assessment of teaching quality through student surveys, and the evaluation of student support services, administrative processes, and available resources. Staff performance, research activities, and the international engagement of the university are also subject to systematic review. External mechanisms consist of the evaluations carried out by the National Center for Educational Quality Enhancement (LEPL), assessments by local and international experts, results from accreditation procedures, and regular financial audits.

Between 2022 and 2025, EEU carried out comprehensive internal evaluations across its study programmes and services. This included a self-evaluation of 22 educational programmes, student satisfaction surveys with an average score of 4.4 on a five-point scale, staff satisfaction

surveys with an average score of 4.6, and an evaluation of service efficiency with a positive rate of 94 percent.

At the level of individual courses, evaluations are conducted at the end of each semester. Students complete anonymous online questionnaires on the relevance of course content, teaching quality, access to resources, and opportunities for engagement. The results are analysed by the Quality Assurance Office and forwarded to programme directors and lecturers. Where weaknesses are identified, adjustments are introduced in consultation with the responsible staff.

The QA policy also incorporates the implementation of a Code of Ethics and Conduct. This code sets out academic and professional standards for staff and students and is supported by preventive activities such as information sessions, orientation meetings, and training. Academic integrity is safeguarded through systematic use of plagiarism detection software, which includes an AI-similarity function.

In addition, the university has introduced measures to promote gender equality and equal opportunities. Monitoring of staff and student composition is carried out regularly, and policies against discrimination are in place. Training on inclusive communication and the adaptation of study or working conditions where required are part of these measures. Student representation in self-government bodies and university councils reflects gender balance.

External stakeholders are involved in the review and development of quality assurance processes. Employers participate in programme development committees, alumni are surveyed regularly through graduate surveys and focus groups, and professional associations provide recommendations for specific fields. International partners also contribute through evaluation and cooperation within academic programmes.

1.2 Assessment for all study programmes

East European University has developed a clear and comprehensive Quality Assurance (QA) Policy that reflects a strong understanding of both national and European expectations. The policy, which is publicly accessible on the university's website, outlines the guiding principles, structures, and mechanisms that ensure the consistent quality of academic and administrative activities. It explicitly references the European Standards and Guidelines (ESG) and the National Quality Assurance Framework (NQAF), demonstrating alignment with the wider European Higher Education Area.

The QA system is embedded within institutional governance, linking strategic planning, internal monitoring, and academic development. Clear roles are assigned to the QA Office, faculties, and committees, which work collaboratively to oversee implementation. The policy promotes a culture of continuous improvement through evidence-based decision-making and

encourages participation from both academic and administrative units. Regular internal reviews and external evaluations form part of the quality cycle, ensuring that the QA process remains dynamic and responsive.

EEU also demonstrates a strong commitment to transparency and accountability. The quality policy is complemented by supporting documents and an easily navigable online QA platform, which houses procedures, reports, and key performance indicators. This openness reinforces stakeholder trust and demonstrates institutional maturity.

The expert group notes positively that external stakeholders—such as employers, alumni, and professional associations—are regularly involved in programme review processes, and that their input has demonstrably informed curricular adjustments.

Internal stakeholder participation is also well established: students provide structured feedback each semester, serve on councils, and confirmed during the visit that improvements (e.g., course adjustments or changes to assessment formats) are implemented in response to their evaluations. Academic and administrative staff also work collaboratively with QA units, which supports a functioning PDCA cycle across faculties.

The expert group further acknowledges that the university's measures in the areas of academic integrity and equal opportunities—such as the implementation of a Code of Ethics, systematic plagiarism checks including AI similarity analysis, and monitoring related to gender equality—are integrated into the QA framework in a meaningful way.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

As outlined in the Self-Assessment Reports, study programmes at EEU are designed and approved in accordance with institutional procedures that comply with national legislation and the ESG. Their development is based on Article 6 of the Classifier of Learning Fields (Order

№69/N, April 10, 2019) within the framework of the Georgian National Qualifications Framework.

The planning, development, implementation, and enhancement of programmes are regulated by the University's "Procedures and Methodology for Planning, Developing, Implementing, and Enhancing Educational Programs" to ensure transparency, stakeholder participation, and continuous alignment with labour market demands, student needs, societal expectations, and quality standards: Programmes are developed on the basis of sectoral benchmarks, comparative analysis with national and international curricula, and consultation with academic staff, students, and external stakeholders.

Programme design is initiated at faculty level. A proposal submitted by the Dean is reviewed by the Faculty Council, which may decide on the development of a new programme and appoint a programme coordinator. The faculty's Academic Program Development Committee then prepares a draft in collaboration with relevant stakeholders, taking into account labour market analyses, feedback from graduates and employers, surveys of students and alumni, as well as national and international best practices.

The draft programme is submitted to the Quality Assurance Office for evaluation. Following a positive assessment, it is endorsed by the Faculty Council and forwarded to the University's Representative Council for final approval.

The assessment of programme learning outcomes is carried out according to the University's "Guideline for the Assessment of Programme Learning Outcomes". The process involves the identification, collection, and analysis of relevant data. EEU states that the results of these assessments are systematically applied to programme development, and adjustments are introduced where necessary.

The faculties operate standing academic programme development committees to ensure the continuous alignment of curricula with labour market demands, stakeholder feedback, and international standards.

2.1.1 "Bachelor of Nursing" (B.N.)

The "Bachelor of Nursing" (B.N.) has been developed within the Faculty of Healthcare Sciences as a response to the shortage of qualified nursing staff in Georgia and worldwide. The programme is delivered in English and comprises 240 credits over eight semesters. It combines compulsory and elective courses, a research component with a bachelor thesis, and clinical practice in simulation laboratories and at the university's clinic. The programme is delivered entirely in English.

a) Programme objectives

The aims have been formulated in line with the specifics of the field, labour market demands, and the mission and strategic plan of EEU.

The “Bachelor of Nursing” (B.N.) is intended to provide students with theoretical knowledge in nursing and related sciences, practical skills for patient care, competences in research and communication, the ability to work in teams, and the capacity for continuous professional development. The target group consists of applicants with completed general secondary education seeking professional preparation in nursing, both at national and international level.

b) Programme Learning Outcomes

With regard to knowledge and understanding, graduates will acquire broad theoretical knowledge of the principles, concepts, and theories of nursing and demonstrate an understanding of the fundamental biomedical, clinical, behavioural, and social sciences relevant to the field.

Concerning skills, graduates will be able to conduct the nursing process, including providing first aid in cases of emergency medical conditions. They will use information technologies to search for, collect, process, and analyse scientific literature, information, and data from various academic sources, and they will be able to design and implement a research project (thesis) in accordance with predetermined guidelines, applying principles of academic integrity and research ethics. Furthermore, they will be able to communicate research findings, conclusions, arguments, and solutions to complex or unforeseen problems related to nursing, both orally and in writing, to specialist and non-specialist audiences, using appropriate information and communication technologies. They will also act in accordance with teamwork principles in professional activities, organise work processes oriented toward the continuous professional development of themselves and team members, and evaluate performance outcomes.

In terms of responsibility and autonomy, graduates will demonstrate the ability to continuously update their knowledge in line with the principle of lifelong learning. They will act in professional practice in accordance with the principles of confidentiality and uphold legal, ethical, and professional standards of conduct.

The programme explicitly addresses the four purposes of higher education: (1) preparation for the labour market through professional training in nursing, (2) preparation for active citizenship through the promotion of ethical awareness and civic responsibility, (3) personal development through the acquisition of communication and intercultural skills, and (4) development and maintenance of a broad knowledge base in nursing and healthcare sciences.

According to the Self-Assessment Reports, the programme learning outcomes are aligned with the Sectoral Benchmark of Higher Education of Nursing, address the requirements of the labour market, and are consistent with both the fields of employment defined by the Law of Georgia on Health and the opportunities for continuing studies at the next level of education.

c) Career opportunities

Upon graduation, students are awarded the qualification of Bachelor of Nursing and, subject to state registration, in accordance with the procedure established by the Law of Georgia on Health. Employment opportunities include hospitals (general, surgical, pediatric, geriatric wards, etc), outpatient clinics, public health institutions, and community-based services. Graduates are equally entitled to continue their studies in master's programs in nursing, public health, healthcare management, or related disciplines, both in Georgia and abroad.

2.1.2 “Law” Programmes

The Law programmes at EEU are offered by the Faculty of Law and Social Sciences. They include both the “Bachelor of Law” (LL.B.) and the “Master of Law” (LL.M.) and are delivered in Georgian.

The “Bachelor of Law” (LL.B.) study programme comprises 240 ECTS credits and is designed as a four-year programme. The Master of Law programme consists of 120 ECTS credits and is structured as a two-year programme. One ECTS credit corresponds to 25 hours of student workload, combining contact and independent study hours. The programmes are delivered in Georgian, and graduates are awarded either the “Bachelor of Law” (LL.B., Level 6 of the NQF) or the “Master of Law” (LL.M., Level 7 of the NQF).

Both programmes combine compulsory and elective courses, and the master's additionally includes a legal clinic and a research component in the form of the master's thesis.

In designing the programmes, the faculty took into account both the Georgian higher education context and international practice. For benchmarking purposes, comparable law programmes in Georgia were analysed, with particular attention to those of high demand among applicants. In addition, programmes offered by leading European universities were reviewed, ensuring that the EEU curricula reflect both national requirements and international standards in legal education.

“Bachelor of Law” (LL.B.)

The structure of the programme is based on field-specific specialisation and comprehensive academic development. It includes both mandatory and elective courses within the core field

of law, as well as a free component to support general and transferable skills. The credit distribution is as follows:

- Mandatory courses of the free component – 35 ECTS
- Elective courses of the free component – 15 ECTS
- Mandatory courses of the core field of study – 160 ECTS
- Elective courses of the core field of study – 30 ECTS

Within the core field, the curriculum is organised across the following branches:

- Fundamentals and Methods of Law – 20 ECTS
- Public Law – 45 ECTS
- International Law – 10 ECTS
- Private Law – 55 ECTS
- Criminal Law – 30 ECTS

Electives allow students to broaden their knowledge within or outside the field of law and to strengthen both practical and research competencies.

a) Programme Objectives

The objectives of the “Bachelor of Law” (LL.B.) are to provide students with broad theoretical knowledge of the essence and system of law, including the fundamental principles of the national legal system, the core institutes of Roman law, the sources of Georgian law, and the ethical standards of legal practice. Students will develop an in-depth understanding of public, private, criminal, and international law, as well as the causes of legal disputes and the methods available for their legal resolution.

The programme further aims to equip students with practical skills to identify and analyse legal issues, retrieve and evaluate legal information, prepare legal documents, analyse case law, and develop research or practice-oriented projects. In addition, graduates will acquire the competence to communicate effectively on legal matters, using appropriate terminology and argumentation, both orally and in writing.

Finally, the programme is designed to cultivate the ability to act in accordance with ethical and professional standards, to work independently and collaboratively, to take responsibility for decisions, and to engage in continuous professional development in line with the principle of lifelong learning.

The target group of the programme consists of applicants who have completed general secondary education and who demonstrate motivation to pursue an academic qualification in law.

b) Learning Outcomes

Regarding knowledge and understanding, graduates will acquire broad theoretical knowledge of the essence, system, and principles of law, including the foundations of Roman law, the main features of the Georgian legal system, and the sources of Georgian law. They will understand the principles and institutions of public, private, criminal, and international law, including constitutional and administrative law, property law, contract law, human rights and fundamental freedoms, as well as the principles and procedures of civil, administrative, and criminal justice. Furthermore, they will be familiar with methods of legal interpretation, the ethical principles of legal practice, and the historical development of Georgian and foreign legal systems.

Concerning skills, graduates will be able to identify, analyse, and resolve legal issues using relevant legislation, case law, and interpretative methods. They will be able to search, retrieve, and process legal information in Georgian and English, apply legal terminology in oral and written form, and draft legal documents such as contracts, claims, appeals, or normative acts. They will be capable of preparing research or practice-oriented projects to address legal problems, of justifying legal positions through analytical reasoning, and of presenting arguments and solutions both orally and in writing to specialist and non-specialist audiences. In addition, they will be able to use modern information and communication technologies creatively in the legal field.

In terms of responsibility and autonomy, graduates will demonstrate the capacity to evaluate their own learning, identify needs for further study, and continuously update their knowledge in line with legislative changes, judicial practice, and scientific developments. They will act in accordance with the professional and ethical norms of a lawyer, uphold principles of confidentiality, and show commitment to justice, human rights, and democratic values. They will also have the skills to participate in processes of value formation and contribute to their preservation. Furthermore, graduates will be prepared to assume responsibility for independent and team-based tasks, make reasoned decisions, and pursue lifelong professional development.

c) Career opportunities

Graduates of the LL.B. programme are entitled to pursue professional activities in accordance with Georgian legislation. Employment opportunities exist in:

- Legislative and executive bodies, judicial institutions, and regulatory agencies.

- Public institutions and legal entities under public law.
- Private organisations, including consulting and audit firms, as well as non-profit and international organisations.
- Law enforcement agencies, investigative bodies, and the prosecutor's office.
- Local self-government bodies as legal advisors.
- Media and information organisations as legal analysts.

Graduates are also entitled to sit qualification examinations for lawyers, notaries, or employees of the Prosecutor's Office, and to engage in advocacy, notarial, and arbitration practice in line with legal requirements.

Further academic progression is possible in master's programmes in law and related fields, in Georgia and abroad, thereby supporting the development of advanced professional and research competencies.

“Master of Law” (LL.M.)

The programme structure combines a taught component (90 ECTS) and a research component (30 ECTS). The taught component includes compulsory courses (18 ECTS), compulsory direction-specific courses in public, private, or criminal law (18 ECTS), elective courses (36 ECTS), and a mandatory legal clinic (18 ECTS). Students select one legal direction and may take a limited number of electives from other directions. The legal clinic develops essential practical skills through supervised placements in partner organisations. For students with at least one year of relevant work experience, the practical component may be replaced by electives. The research component consists of the master's thesis, which must be completed in the direction where the student has accumulated at least 48 ECTS credits.

As stated in the Self-Assessment Reports, the structure and content of the EEU programme are consistent with other Georgian Master of Law programmes and comparable to international programmes, including those at Lund University, Leiden University, the University of Luxembourg, and KU Leuven.

a) Programme Objectives

The objective of the “Master of Law” (LL.M.) programme is to enable students to acquire deep and systematic knowledge of the fundamental principles of academic writing, rules of academic integrity, and modern methods of legal research. They will develop an advanced understanding of key trends in the development of judicial law, standards of judicial conduct, norms of judicial ethics, and the sources of European Union law, as well as contemporary achievements,

systemic challenges, and development trends in the sciences of public, private, and criminal law, including material and procedural legislation.

In addition, the programme aims to develop skills in the practical application of legal knowledge. Students will be able to conduct complex legal analysis and problem-solving, engage in legal communication, carry out legal research, and apply information management, argumentation, and academic writing in professional contexts.

Finally, the programme seeks to cultivate competences in ethical and professional conduct, teamwork, and continuous professional development, enabling graduates to act responsibly, collaborate effectively, and sustain their growth within the legal profession.

The target group consists of applicants holding a bachelor's degree in law or an equivalent academic qualification who seek to deepen their professional and academic legal training.

b) Learning Outcomes

With regard to knowledge and understanding, graduates will demonstrate a deep and systematic grasp of contemporary legal theories, judicial law, standards of judicial conduct, and norms of judicial ethics. They will understand the role of EU law and its integration into the Georgian legal system, as well as current trends, challenges, and achievements in the sciences of public, private, and criminal law. Graduates will also be familiar with principles of academic integrity, scientific ethics, and modern methods of legal research.

In terms of skills, graduates will be able to analyse complex legal cases by integrating factual and legal circumstances, evaluate gaps in legislation, and propose reasoned improvements. They will apply innovative and strategic approaches to solving legal problems, plan and conduct independent legal research using doctrinal, comparative, normative, and empirical methods, and prepare original, well-structured, and academically rigorous research papers. Furthermore, they will be able to communicate their legal positions effectively in oral and written form to both specialist and non-specialist audiences, using appropriate legal terminology and style. Practical competence is strengthened through participation in the legal clinic, where students apply legal norms in real or simulated environments, engage in mock trials, and make professional decisions under supervision.

With respect to responsibility and autonomy, graduates will act in accordance with ethical and professional standards, evaluate and take responsibility for their decisions, and demonstrate integrity in research and professional practice. They will be capable of teamwork, collaborative decision-making, and leadership in professional contexts. Additionally, they will show adaptability to legislative changes, develop strategies for lifelong learning, and engage in continuous professional development.

c) Career opportunities

The programme prepares graduates for a broad spectrum of legal professions requiring advanced qualifications, such as judicial positions (for which a Master's degree is legally required in Georgia), legal advisory roles in ministries, regulatory agencies, NGOs, and international organisations, senior positions in private legal practice or corporate legal departments, and academic careers in case of further research-based studies (Ph.D. level).

2.1.3 “Business Administration” programmes

The Business Administration programmes at EEU are offered by the Faculty of Business and Engineering. They include the “Bachelor of Business Administration” (BBA, Georgian language) and two study programmes “Master of Business Administration programmes” (MBA in Georgian language and MBA in English language).

The BBA programme comprises 180 ECTS credits and is designed as a three-year programme. Each of the MBA programmes consists of 70 ECTS credits and is structured as a one-year programme. One ECTS credit corresponds to 25 hours of student workload, combining contact and independent study hours. Graduates are awarded the qualification “Bachelor of Business Administration” (BBA) or “Master of Business Administration” (MBA), corresponding to Levels VI and VII of the NQF, respectively.

“Bachelor of Business Administration” (BBA)

The Georgian-language “Bachelor of Business Administration” (BBA) programme is structured according to the European Credit Transfer and Accumulation System (ECTS) and comprises 180 credits over three academic years (six semesters). Of these, 132 ECTS are allocated to compulsory courses in the core field of Business Administration, 12 ECTS to electives in the core field, 24 ECTS to compulsory courses in the free component, and 12 ECTS to electives in the free component. This balance ensures both professional specialisation and the development of general and transferable skills.

a) Programme Objectives

The programme is designed to prepare competitive specialists capable of making effective decisions in dynamic business environments. It combines knowledge in management, marketing, and finance with analytical and practical competences that enable graduates to conduct development-oriented activities in local and international contexts. The overall objective is to foster not only professional expertise but also critical and creative thinking, ethical awareness, and the ability to operate responsibly in diverse organisational settings.

b) Learning Outcomes

Upon completion of the “Bachelor of Business Administration” (BBA) programme, the student will have broad knowledge of the main fields of business – marketing, management, and finance – and will be able to take into account local and international labour market trends when making business decisions. They will understand the principles of planning, organisation, motivation, and control in companies, the methods of financial and managerial accounting, and the main approaches to analysing business processes.

Graduates will be able to analyse internal and external business environments, assess current business trends and their impact on organisations, and collect, process, and interpret primary and secondary data using statistical methods. They will be capable of identifying and solving problems in finance, management, and marketing, applying appropriate methods and models, and preparing justified business decisions. In addition, they will be able to communicate results and recommendations clearly in both oral and written form, in Georgian and English, to specialist and non-specialist audiences, and to make use of modern information and communication technologies in their work.

With respect to responsibility and autonomy, graduates will be able to conduct managerial, financial, and marketing activities in complex and dynamic environments, providing reasoned justification for the decisions made. They will be able to evaluate their own learning, identify strengths and weaknesses, and plan continuous professional development.

c) Career opportunities

Graduates of the BBA programme may work in both the public and private sectors in lower- and middle-level managerial positions across areas such as management, marketing, finance, human resources, or project management. They are also equipped to establish and manage their own businesses or to work as consultants in local or international organisations. Further academic progression is possible in master’s programmes in business administration or related disciplines in Georgia and abroad.

“Master of Business Administration” (MBA, Georgian language) and “Master of Business Administration” (MBA, English language)

Both study programmes “Master of Business Administration” (MBA), delivered in either Georgian or English, are identical in terms of objectives, learning outcomes, and career opportunities. They are structured according to the European Credit Transfer and Accumulation System (ECTS), student-centred, and based on the academic workload required to achieve the intended outcomes. Each programme comprises 70 ECTS credits, with 35

credits per semester, corresponding to one academic year (two semesters). Of the total, 50 ECTS are allocated to mandatory courses, 10 ECTS to elective courses, and 10 ECTS to the Capstone Project completed in the second semester. Practical elements are integrated through a blended internship model, combining theoretical study with applied components.

a) Programme Objectives

The MBA programmes aim to provide students with integrated, practice-oriented knowledge in business administration and to develop their strategic, analytical, and leadership skills. Graduates will be prepared to make and implement effective managerial decisions in complex and dynamically changing environments, considering both local and international business contexts.

b) Learning Outcomes

Upon completion of the MBA programmes, graduates will:

- Demonstrate the ability to make strategic decisions across different functional areas of business administration, taking into account the specific features and challenges of each field.
- Evaluate and integrate innovative approaches and digital transformation strategies in order to achieve and sustain competitive advantages for organisations.
- Analyse, plan, and optimise business processes while adhering to the principles of business ethics and corporate social responsibility.
- Apply advanced analytical and financial tools to assess the performance of companies and to make well-founded managerial decisions.
- Develop effective human resource management and leadership strategies in the context of sustainable business development.
- Design and implement marketing strategies, including the planning, execution, and evaluation of all elements of the marketing mix.
- Prepare, present, and defend a comprehensive strategic development project for a business or organisation, demonstrating the integration of theoretical knowledge and practical application.

c) Career opportunities

Graduates of the MBA programmes will be qualified to work in local and international companies in functional areas of business administration, taking up middle and senior management positions. They will also be equipped with the skills and competencies to start and lead their own businesses. Furthermore, graduates are entitled to pursue further studies

at higher education institutions in Georgia or abroad in fields that do not legally require a master's degree in a specific speciality.

2.2 Assessment

2.2.1 “Bachelor of Nursing” (B.N.)

The panel evaluates that the “Bachelor of Nursing” (B.N.) programme is well aligned with the university's overall mission and strategic priorities. The programme reflects the institution's commitment to strengthening its profile in the field of health sciences and to promoting professional education that meets societal needs. It contributes directly to the university's strategic goals of innovation, quality enhancement, and internationalisation within health-related disciplines.

External stakeholders — including healthcare experts and nursing practitioners — were actively involved in curriculum development, ensuring that professional expectations and labour-market requirements shaped the programme structure. Benchmarking against international nursing curricula contributed to coherence and comparability. National regulatory requirements were appropriately considered to guarantee that future graduates will not be disadvantaged compared to those with traditional vocational qualifications. The university also participates in national discussions on tertiary nursing education, contributing its academic perspective to this evolving field. The panel regards this as an essential step towards the further professionalisation and academic consolidation of nursing in Georgia.

The intended learning outcomes have been defined in line with the national framework and the competence requirements of nursing professionals. The programme provides graduates with both a sound professional qualification and fundamental academic and research competences, enabling progression into consecutive Master's and Doctoral studies. The panel suggests placing greater emphasis on nursing-specific scientific competence to support the long-term establishment of nursing science as an academic discipline in Georgia.

The curriculum is structured around three major components—professional training, development of scientific competence, and practical skills acquisition—which corresponds well with international standards and effectively supports the achievement of the learning outcomes. The panel notes that, compared to European nursing programmes, the proportion of clinical practice could be further expanded to enhance the programme's practice orientation and international comparability.

The “Bachelor of Nursing” (B.N.) programme prepares graduates for direct entry into the nursing profession and ensures that their qualification is recognised as equivalent to existing

vocational nursing credentials. This guarantees full employability within the Georgian healthcare system. It also provides an academic foundation that enables graduates to pursue postgraduate studies. The panel positively notes that the university contributes actively to the national discussion on establishing a legal framework for tertiary nursing education. In light of this, the panel encourages the university to develop consecutive postgraduate programmes in nursing science to strengthen academic progression pathways and research capacity.

The programme follows a clearly defined workload of 30 ECTS per semester. While the workload definition is consistent with European standards, greater transparency could be achieved by specifying contact hours for each course and by integrating blended-learning elements more systematically. The legally required group sizes could also be clearly indicated across all syllabi. These clarifications would strengthen the transparency of the curriculum and improve students' ability to plan their studies.

The programme includes 1,000 hours of mandatory clinical practice, which are well integrated into the curriculum and correspond to national requirements. Clinical training takes place in accredited healthcare institutions and is supervised by qualified mentors, ensuring structured competence development. To enhance the monitoring of learning outcomes during internships, the panel recommends introducing a digital documentation tool that enables students to track their progress more systematically. In addition, aligning the structure of practical training more closely with European standards, particularly those defined in Directive 2005/36/EC, would support international comparability and facilitate the mobility of graduates. Such alignment would also support gradual harmonisation with European qualification frameworks.

The panel acknowledges that the “Bachelor of Nursing” (B.N.) directly responds to the national shortage of qualified nursing professionals, thereby contributing to sustainable employment. It also represents an innovative initiative in Georgia's higher education system, promoting personal development and a reflective professional identity. By integrating scientific knowledge, ethical awareness, and practical competence, the programme cultivates graduates who are capable of active civic engagement within healthcare and society. Furthermore, through its research-informed teaching, the programme builds a growing disciplinary knowledge base and stimulates innovation in nursing practice.

The experts acknowledge the strong student-centred approach within the study programme and highlight the university's supportive advisory structures. Mechanisms for supervision during clinical practice are well established, although the panel sees potential for providing additional confidential forms of support for students who encounter challenges in clinical environments.

A further area for development concerns the linguistic preparation of international students. Georgian language proficiency at level B1 should be verified before the start of the first internship in the fourth semester, and progression to at least level B2 by graduation is recommended to ensure safe and effective communication in clinical settings and to support long-term professional integration.

The strengthening of nursing science as a distinct academic field—through research pathways, postgraduate programmes, and academic career structures—remains an important strategic priority for the long-term development of the discipline.

Overall, the “Bachelor of Nursing” (B.N.) programme represents an academically and professionally sound contribution to the advancement and professionalisation of nursing education in Georgia.

The expert group proposes the following recommendation:

- To effectively address the national shortage of nursing staff, the experts recommend requiring a B1 level in Georgian language before students commence their internship in the fourth semester.

2.1.2 “Bachelor of Law” (LL.B.)

The panel evaluates that the “Bachelor of Law” (LL.B.) programme is well aligned with East European University’s mission to provide an educational environment based on international standards and to support the personal, professional, and civic development of students. The programme prepares graduates for key legal professions in Georgia, promotes ethical and democratic values, and strengthens students’ ability to act as responsible legal professionals and citizens. In this respect, it contributes directly to EEU’s strategic goals of strengthening the rule of law, enhancing practice-oriented education, and expanding its international profile.

External stakeholders — including employers, practising lawyers, judges, and partner institutions — were actively involved in the design and further development of the programme. Benchmarking was conducted with comparable Georgian and European law programmes to ensure coherence, relevance, and international comparability. Graduates, students, and employers provide regular feedback, which informs curricular adjustments, particularly in strengthening practical and emerging areas of law such as digital and AI-related legal contexts. Student feedback is incorporated systematically through course evaluations and faculty-level discussions.

The intended learning outcomes are clearly formulated and correspond to the requirements of a Bachelor-level legal qualification. They cover comprehensive doctrinal knowledge in all major

branches of Georgian and international law, methodological competence, legal reasoning skills, and a strong orientation toward ethical and democratic values. The panel confirms that these learning outcomes are appropriate for Level 6 of the Georgian NQF and adequately reflect the expectations of the professional field, including preparation for bar-related examinations and other legal professions.

The curriculum is coherently structured and supports the achievement of the defined objectives. The total of 240 ECTS credits is distributed across a free component (mandatory and elective courses) and a substantial core field of law, which covers fundamentals and methods, public law, international law, private law, and criminal law. Mandatory courses ensure that all students acquire a solid grounding in the main branches of law, while elective components allow some degree of individual profiling and the acquisition of additional competences.

The progression from introductory to more specialised courses reflect a logical academic development, and the integration of methodological, doctrinal, and practice-oriented courses supports the development of both analytical and practical skills.

Career opportunities for graduates are broad and well aligned with national labour-market requirements. Graduates are eligible to work across judicial institutions, state agencies, private law firms, NGOs, international organisations, and local government bodies. They are also entitled to sit professional qualification examinations and may progress to master's studies in Georgia or abroad. The panel confirms that these opportunities are realistic and appropriate for a Bachelor of Law degree taking into account both national legislation and labour-market expectations.

The expected student workload is clearly defined and transparent. The LL.B. comprises 240 ECTS credits, with one ECTS corresponding to 25 hours of student workload, in line with national regulations and the institutional framework of EEU. Syllabi specify the allocation of contact and self-study hours as well as assessment components, allowing students to understand and plan their workload appropriately.

Practice-oriented elements are integrated into the programme through mandatory practical courses in key branches of law, taught by practising lawyers and judges. These courses are designed to link theoretical knowledge with real-life application through case work, moot courts, and practical exercises. In addition, students can participate in outreach activities and other forms of practical engagement. While a fully structured legal clinic exists at master's level, the bachelor-level practice components are appropriate and well supported through cooperation with courts, law firms, and public institutions.

The “Bachelor of Law” (LL.B.) study programme reflects the four purposes of higher education as defined by the Council of Europe: It is designed to prepare students for sustainable employment by equipping them with comprehensive doctrinal knowledge, well-developed legal reasoning skills, and relevant practical competences. In this way, graduates are qualified for a broad range of legal professions and are adequately prepared for further professional qualifications, such as the bar examination. At the same time, the curriculum supports students’ personal development by fostering critical thinking, communication skills, ethical reflection, and the ability to work both independently and collaboratively, thereby contributing to their personal and professional growth.

A further key objective of the programme is the preparation of students for active citizenship. Courses in constitutional law, human rights, and public law, combined with a strong emphasis on justice, democratic values, and the rule of law, enhance students’ understanding of their role as legally literate citizens and potential opinion leaders in society. In addition, the programme creates a broad and solid knowledge base in both national and international law and systematically introduces students to legal research methods and academic writing. This approach prepares graduates for research-oriented Master’s and doctoral studies as well as for evidence-based legal practice.

The programme design and approval process follows clearly defined university procedures, involving the Dean, the Academic Programme Development Committee, external stakeholders, the Quality Assurance Office, the Faculty Council, and final approval by the Representative Council. This multi-stage process ensures transparency, stakeholder involvement, and compliance with the Georgian NQF and ESG requirements.

Particularly positive aspects include the strong alignment with national legal education standards, the coherent curricular structure, the emphasis on ethical standards, human rights and democratic values, and the substantial involvement of practising legal professionals in teaching. The panel also commends the institution’s responsiveness to student and employer feedback.

Areas for further enhancement include more explicit documentation of how external and student input leads to curricular revision, strengthened internationalisation within the LL.B. (e.g. expanded English-taught elements), and deeper integration of interdisciplinary and empirical legal methods to support preparation for research-intensive Master’s programmes.

Overall, the curriculum for the “Bachelor of Law” (LL.B.) study programme is logically structured, covers all essential branches of law, and integrates methodological, analytical, and practice-oriented components that directly support the achievement of the defined learning outcomes. The inclusion of practical courses taught by legal practitioners, together with

opportunities for elective specialisation and exposure to international legal contexts, further strengthens the programme's relevance and employability focus.

2.1.3 “Master of Law” (LL.M.)

The panel evaluates that the “Master of Law” (LL.M.) programme is well aligned with EEU's mission to provide an educational environment based on international standards, to combine teaching and research, and to support students' professional and civic development. At master's level, the programme strengthens the university's strategic focus on research expansion, internationalisation, and professional relevance. The programme's emphasis on advanced legal research, academic integrity, and EU law supports EEU's integration into the European Higher Education Area (EHEA). Practice-oriented components such as the legal clinic reinforce the strategic aim of linking academic study with societal and professional needs.

External stakeholders – including employers, practising lawyers, judges, and public institutions – are regularly consulted in the design and revision of the master's programme. Their input is gathered through programme development committees, consultations on curricular changes, employer surveys, and cooperation agreements for legal clinic placements. Feedback from international experts and partner institutions has also contributed to curricular improvements. Students contribute through systematic course evaluations, participation in faculty councils, and feedback mechanisms that inform annual self-evaluations and adjustments (e.g. revising assessment formats, updating course content).

The intended learning outcomes are clearly formulated and correspond to Level 7 of the Georgian NQF. They encompass deep and systematic knowledge in public, private, and criminal law, judicial law, international and EU law, and modern legal research methodologies. Students are expected to analyse complex legal problems, conduct advanced research using doctrinal, comparative, or empirical methods, and communicate results effectively. These learning outcomes are well aligned with professional requirements in Georgia and with international Master's-level expectations.

These learning outcomes align well with the professional requirements of judges, attorneys, legal experts in public institutions, and research-oriented legal professionals. They correspond fully with the Georgian National Qualifications Framework and meet international standards for Master-level legal studies.

The curriculum is coherently structured into a taught component and a research component. Mandatory and direction-specific courses ensure advanced subject-matter depth, while electives offer opportunities for further academic or professional profile building. The legal

clinic provides a supervised environment for practical application of knowledge. For students with professional experience, the programme allows the practicum to be substituted with additional electives, ensuring flexibility without reducing academic rigour. The master's thesis constitutes a substantial research component supported by clearly defined methodological and academic requirements. This structure logically supports the development of advanced knowledge, analytical competence, and research skills required at Master level.

Career opportunities for graduates are broadly defined and adequate. The programme prepares students for advanced legal professions, including judicial positions (which legally require a master's degree), senior advisory roles in public and private institutions, international organisations, and academic careers through progression to doctoral studies. Although career pathways could be more systematically presented in documentation, the programme's orientation clearly reflects Georgian and international labour-market expectations.

Student workload is transparent: the "Master of Law" (LL.M.) study programme comprises 120 ECTS credits, with 1 ECTS corresponding to 25 hours of work. Credit distribution across compulsory courses, direction-specific modules, electives, the legal clinic, and the master's thesis is clearly regulated. Course syllabi specify assessment components and contact/self-study hours, ensuring that students can plan their workload effectively.

The mandatory legal clinic (18 ECTS) as a core component is well structured and supported through cooperation agreements with courts, public institutions, and private sector organisations. Students receive supervision from both the host institution (e.g. courts, public institutions, private law firms, or other partner organisations) and the university, ensuring quality and relevance.

The programme reflects the four purposes of higher education defined by the Council of Europe. It prepares students for sustainable employment through advanced legal competences; supports personal development through training in analytical thinking, ethical reasoning, and leadership; strengthens active citizenship through its emphasis on constitutional values, human rights, and judicial ethics; and contributes to the creation of a broad knowledge base through methodological training and the master's thesis. The formal approval process follows university-wide regulations, involving the Academic Programme Development Committee, the Quality Assurance Office, the Faculty Council, and the Representative Council. This multilevel approach ensures transparency, academic oversight, external relevance, and systematic quality assurance.

The panel highlights several strengths, including the coherent and academically rigorous curriculum, strong research orientation, integration of practical components, and alignment with international standards. The programme's flexible design enhances accessibility and

relevance.

Areas for potential optimisation include a more systematic presentation of career pathways, strengthening the international dimension (e.g. further English-taught components), and increasing transparency in the mapping of learning outcomes, assessment types, and progression across semesters. These minor points do not affect overall compliance.

The LL.M. programme is coherently designed, aligned with national legislation, the Georgian NQF, and the ESG. It demonstrates a clear link between intended learning outcomes, curriculum structure, teaching and assessment methods, and professional requirements. Stakeholder involvement and quality assurance processes are well established.

2.1.4 “Bachelor of Business Administration” (BBA)

The panel evaluates that the “Bachelor of Business Administration” (BBA) programme is well aligned with the university’s mission to provide internationally oriented, practice-relevant business education and to strengthen EEU’s profile as a European-standard institution. By introducing a three-year, 180-ECTS Bachelor’s programme, the university explicitly supports its strategic aim of harmonising with European higher education structures and increasing international competitiveness. Student feedback mechanisms established in other programmes also informed the structure of the BBA.

The programme objectives and intended learning outcomes are clearly defined and reflect the competencies required in contemporary business professions. Graduates acquire broad theoretical knowledge in marketing, management, and finance, combined with analytical and practical skills needed to operate in dynamic business environments. The focus on ethical awareness, problem-solving, data analysis, and communication in Georgian and English is appropriate for a Bachelor-level qualification and consistent with labour-market expectations.

The programme structure is coherent and supports the achievement of the defined objectives. The curriculum comprises 180 ECTS credits, distributed across compulsory and elective courses in the core field of Business Administration and a free component to foster transferable skills. The panel notes, however, that the breadth of specialisation areas varies significantly between tracks, with the Marketing track currently offering six elective modules, the International Business track two, and the Finance/Business track three. The majors in Accounting, Controlling, and Business Informatics are less strongly represented. To strengthen coherence and academic breadth, the faculty should broaden the range of specialisation modules by opening additional courses from the existing 240-ECTS programme.

The panel observed that the classification of certain elective modules as compulsory—especially in cross-disciplinary qualification areas—may affect the transparency of the

programme structure. In this context, the panel also noted that modules serving to compensate individual knowledge gaps or to strengthen general skills may be perceived as less clearly distinguishable from core curricular elements. The programme management, however, pointed out that this classification does not reflect an institutional design decision but is determined by binding national higher education regulations in Georgia. In accordance with the Law of Georgia on Higher Education and the National Qualifications Framework, modules in the main field of study as well as in additional and free components must be presented in both compulsory and elective formats; consequently, the structure and classification of modules are legally prescribed. Taking this regulatory framework into account, the panel acknowledges that the current classification is fully compliant with national requirements and does not undermine the programme's academic coherence, the achievement of the intended learning outcomes, or the qualification level of the Bachelor's degree. Against this background, the panel suggests that, where feasible within the national legal framework, transparency of the programme structure could be further enhanced, for example through clearer explanatory information in the programme documentation and the module handbook, rather than through structural changes to the curriculum.

Moreover, in line with international benchmarks for student-centred curriculum design, the faculty should expand programme-specific elective options to allow students to pursue individual interests and deepen their studies in selected areas. This would strengthen student choice, enhance the academic profile of the programme, and support a more flexible and student-centred learning experience.

The expected student workload is clearly defined and transparent. All modules (except internship and thesis) carry 6 ECTS, resulting in a consistent workload of 1,500 hours per academic year (based on 25 hours per ECTS). Given that Georgian legislation only allows full-time programmes, the structure supports an even distribution of workload across the semester.

Practical relevance is appropriately integrated. The internship in the final semester allows students to connect theoretical knowledge with real-world application and to link practical experiences to the bachelor's thesis. Students receive support from teaching staff in securing placements, and the university is currently establishing a career centre, which the panel regards as a positive development for enhancing employability.

The "Bachelor of Business Administration" (BBA) programme prepares graduates for a broad range of complex business management tasks in companies and organizations. While managerial positions are not typically expected at the start of a graduate's career, the programme provides an appropriate foundation for progression into such roles through further study and professional experience. Graduates may also pursue master's programmes in business administration or related fields.

The expert group proposes the following recommendations:

- To strengthen coherence and academic breadth, the faculty should broaden the range of specialisation modules by opening additional courses from the existing 240-ECTS programme.
- The faculty should expand programme-specific elective options to allow students to pursue individual interests and deepen their studies in selected areas.

2.5. “Master of Business Administration” (MBA, Georgian language) and “Master of Business Administration” (MBA, English language)

The panel evaluates that the two “Master of Business Administration” (MBA) programmes (Georgian and English), which follow identical curricula, are coherently designed and aligned with EEU’s mission to provide practice-oriented and internationally informed business education. As continuing-education master’s degrees, both programmes aim to equip graduates and early-career professionals with advanced managerial knowledge and leadership competences required for responsible roles in diverse organisational contexts.

With a total of 70 ECTS credits, the programmes fall slightly outside the common European range for MBA degrees (typically 60 or 90 ECTS). Each module—except for the master’s thesis / Capstone Project—is allocated 5 ECTS credits, based on a workload of 25 hours per credit. The resulting annual workload of 1,750 hours is marginally below the typical European reference value. Although the programmes are formally structured as full-time studies, the panel notes that, given the expected workload, flexibility within the individual learning process appears limited.

The curriculum covers the essential functional areas of management, including financial management, marketing, human resource management, corporate management, and strategic management. From the panel’s perspective, only the Leadership and Strategic Management module currently provides a comprehensive integrative perspective across functional areas. It could be beneficial to strengthen this integrative dimension further—for example, by expanding the presence of controlling-related or strategically oriented content.

Students choose two elective modules from a set of eight, currently concentrated in strategy, marketing, and human resource management. For future enhancement, the programme could broaden its elective portfolio to include modules in finance, accounting, and controlling, thereby achieving a more balanced representation of core management functions.

In the Georgian-language MBA, all modules are delivered exclusively in Georgian. In order to support internationally recognised learning outcomes of MBA programmes, the introduction of

selected English-language modules could be considered. Collaboration between the Georgian- and English-language cohorts may offer practical opportunities for such integration.

Overall, the “Master of Business Administration” (MBA) programmes offer a broad general-management education suitable for students seeking comprehensive preparation for leadership roles. The admission of applicants from various disciplinary backgrounds aligns well with the generalist profile of MBA qualifications, and the interdisciplinary student composition contributes positively to peer learning and the development of managerial and leadership competences.

2.3 Conclusion

The criterion is **fulfilled**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach

3.1 Implementation

General information

The university’s educational process is regulated by the “Regulation on the Educational Process” of EEU, which governs the acquisition, suspension, and termination of student status, the assessment of achievements, the awarding of qualifications, and students’ rights and responsibilities. Student status is obtained through administrative and academic registration at the beginning of each semester. Administrative registration requires the timely payment of tuition fees, while academic registration involves course selection via the EEU-EL platform or the faculty administration.

Each student follows a study plan based on the programme, with the possibility of individual study plans in cases such as mobility, special educational needs, or academic delays. Workload is calculated in ECTS, where one credit equals 25 hours of study. A full academic year typically comprises 60 ECTS, though it may vary depending on programme specifics or individual needs, without exceeding 75 ECTS.

The academic year is divided into fall and spring semesters of 19 weeks each, including midterm and final assessments. Additional winter or summer semesters may be offered if required. Students unable to complete programmes within the standard timeframe may extend

their studies for additional semesters (up to eight for bachelor's, six for single-cycle and master's, in accordance with regulations for doctoral studies).

As described in the Self-Assessment Reports, teaching and learning at EEU are organised to promote active participation of students, the development of critical thinking, and the ability to apply knowledge in practice. The approach is embedded in course syllabi, teaching methods, and assessment regulations, and is consistent with the descriptors of the national qualifications framework. Course syllabi define the teaching pathways and methods in line with student-centred learning principles. Methods are selected according to the objectives and outcomes of each course and are directed not only towards knowledge acquisition but also towards the development of skills and competences.

The programmes provide for flexible delivery formats. Teaching is conducted through face-to-face learning in classrooms and simulation spaces, distance learning via online platforms (e.g., MS Teams, Zoom), and blended formats that combine online theoretical delivery with on-site seminars and practical exercises. This flexibility shall support the continuity of learning, enhance student engagement, and accommodates diverse needs and capabilities, while aligning with contemporary educational standards and labour market requirements.

With regards to teaching and learning in the specific programmes, EEU's Self-Assessment Reports state the following:

Programme details for “Bachelor of Nursing” (B.N.)

The Bachelor of Nursing programme combines lectures, seminars, group work, e-learning, and practical training with interactive formats such as case-based and problem-based learning, bedside teaching, clinical reasoning, role plays, simulations, and case study analysis. Modern technologies, including an interactive anatomy table, smart monitors, and high-fidelity mannequins, are used in simulation laboratories to connect theory with practice and allow students to practise procedures in a safe environment.

Programme details for “Bachelor of Law” (LL.B.) and “Master of Law” (LL.M.)

In the Law programmes, teaching combines lectures, seminars, group work, practical exercises, discussions and debates, case studies, problem-based learning, moot courts, and, at master's level, legal clinics and research projects. Activities such as induction, deduction, analysis, synthesis, brainstorming, collaborative and cooperative learning, preparation of essays and reports, project work, presentations, demonstrations, role plays, situational games, and case study analysis are regularly used. Academic and invited staff select and combine methods according to the content and objectives of the course and the needs of the students.

Programme details for “Bachelor of Business Administration” (BBA), “Master of Business Administration” (MBA, Georgian language), and “Master of Business Administration” (MBA, English language)

Teaching and learning in the Business Administration programmes combine lectures, seminars, case studies, group projects, and interactive formats such as problem-based learning, simulations, role plays, and business games. Emphasis is placed on the practical application of theoretical knowledge through project work, presentations, and case analysis, enabling students to develop analytical and decision-making skills. In both the MBA programmes, practice-oriented learning shall be strengthened by a blended internship model and the Capstone Project, which integrates knowledge across functional areas of business administration.

Student assessment and examination system

Assessment follows the national “Rule for Calculating Higher Educational Programs in Credits” (Order No. 3, 5 January 2007). Each syllabus specifies assessment components, methods, and their weighting within a 100-point system. Both midterm and final assessments are compulsory, and credits cannot be granted based on one component alone. Assessment methods include written and oral examinations, projects, presentations, OSCE/OSPE, case analysis, observation of practical procedures, and participation in discussions. Minimum competency thresholds are defined for each component and must not exceed 60% of the final score. Grades are awarded according to a scale with five levels of positive evaluation (A–E) and two levels of negative evaluation (FX, F). An FX allows for one retake examination, while an F requires repetition of the course. The programme is delivered on-site, but digital platforms (EEU-EL, MS Teams, Moodle, OPAC) support the administration of assessments and secure testing.

For the scientific-research component of the Master’s programmes “Law” (LL.M.) and “Business Administration” (MBA, Georgian language / MBA, English language), the master’s thesis is evaluated as a single final component, comprising the assessment of the written thesis and its defence. The procedure is regulated by the university’s rules for the planning, implementation, and assessment of the research component in master’s programmes.

Student complaints and participation

Students may submit complaints, recommendations, or suggestions through multiple channels, including electronic forms on EEU-EL and MS Teams, semester forums, and anonymous submissions to the Quality Assurance Office. Student representatives also raise issues in faculty councils and programme committees. In addition, regular surveys provide

systematic feedback on courses, teaching staff, clinical training, and examinations. The information is processed by the responsible units and forwarded to the QA Office, which initiates changes where necessary. Students also participate directly in decision-making through their membership in faculty and university councils and the student self-government.

3.2 Assessment for all study programmes

The university employs various teaching and evaluation methods, such as lectures, discussions, and presentations, to ensure the achievement of the intended learning outcomes. In addition to knowledge acquisition, the study programmes promote students' abilities in public speaking and written argumentation. The expert group also notes that across all programmes, a broad spectrum of interactive and practice-oriented teaching formats is applied. Depending on the study programme, this includes, for example, case-based and problem-based learning, simulations, role plays, business games, moot courts, and—in Nursing—bedside teaching and clinical reasoning exercises. These formats are well aligned with student-centred learning principles and encourage students to apply knowledge in authentic professional contexts.

The teaching methods are evaluated each semester through a mandatory, anonymous survey. Furthermore, an annual QA survey assesses satisfaction levels and identifies areas for improvement. Students can submit complaints anonymously or address them directly to the teaching or administrative staff at any time. The expert group has the impression that complaints and suggestions for improvement regarding the content of the study programmes and teaching methods are taken seriously. This impression was supported by the students during the site visit, highlighting that feedback is taken seriously and regularly leads to concrete improvements, such as the introduction of new courses in the “Bachelor of Law” programme (LL.B.) (e.g., “AI and Law”).

Students also have the right to appeal an assessment through a predefined process. A student may submit a complaint within two days after the publication of the results, and the teacher has two days to review it. In unresolved cases, a committee determines the final grade. The expert group considers the appeal process well-organised and fair; however, the period for submitting an appeal should be extended beyond the current two days to allow students sufficient time to review their examinations and consider their options. Extending the appeal period would further strengthen transparency, fairness, and student participation in assessment procedures.

In addition, the expert group notes that digital learning and assessment platforms are used consistently across programmes. These platforms support the administration of teaching, enable blended learning formats, and ensure transparent access to syllabi, assessment

criteria, and updated module information. According to students, communication through these systems is reliable and contributes positively to their learning experience.

Teaching staff regularly review course evaluations and collaborate with programme managers to adjust teaching methods and assessment approaches where necessary. This continuous dialogue—confirmed in meetings with academic staff—supports the ongoing refinement of student-centred teaching practices. The expert group further highlights that practical components are strongly embedded in all programmes, supported by dedicated structures such as simulation laboratories, legal clinics, internships coordinated by the Student Support Center, and cooperation with industry and public institutions.

Overall, the university demonstrates a solid commitment to student-centred learning, a varied and appropriate set of teaching and assessment methods, and effective mechanisms for feedback and continuous improvement.

3.3 Conclusion

The criterion is **fulfilled**.

The expert group proposes the following recommendation:

- The period for submitting an appeal should be extended beyond the current two days to allow students sufficient time to review their examinations and consider their options. Extending the appeal period would further strengthen transparency, fairness, and student participation in assessment procedures.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Implementation

General Information

Admission procedures at EEU are regulated by the “Regulation on the Administration of the Learning Process” and other institutional documents. For bachelor’s programmes, Georgian citizens are admitted on the basis of the Unified National Examinations, while international applicants may be admitted without these examinations, subject to recognition of prior education and fulfilment of language requirements.

The prerequisite for admission to the master's programmes is the possession of a bachelor's degree or an equivalent academic qualification. Georgian citizens are admitted based on the results of the Unified Master's Examination combined with internal university examinations or other program-specific requirements. Foreign citizens may be admitted without the Unified Master's Examination, in accordance with national legislation, on the basis of recognition of prior education.

Admission is also possible through mobility, conducted twice a year in line with national legislation, and administered electronically through the EEU-EL system. Since 2023, the admission process has been increasingly digitalised with the introduction of an online portal and electronic contract management. Admission policies are designed to be transparent, inclusive, and adapted to the needs of international students and applicants with disabilities.

Admission requirements for the “Bachelor of Nursing” (B.N.) programme

In addition to the general rules, the “Bachelor of Nursing” (B.N.) programme applies specific admission requirements. Georgian applicants must pass the Unified National Examinations with English as a compulsory subject and obtain at least 85%+1 to meet the minimum competency threshold. They must also pass an additional elective in mathematics, physics, or chemistry. International applicants are required to demonstrate at least B1 level proficiency in English through internationally recognised certificates, through proof of previous education in English, or through an institutional examination.

Admission requirements for the “Bachelor of Law” (LL.B.) programme

Admission to the “Bachelor of Law” (LL.B.) programme is open to applicants who have obtained a certificate of full general secondary education in Georgia or an equivalent document recognized by the competent authorities. Admission is based on the results of the Unified National Examinations (UNE). Passing the English language examination is mandatory, alongside a third compulsory or elective subject, which may include Mathematics, History, Geography, or Civic Education.

In accordance with Georgian legislation, applicants may also be admitted to the programme without passing the Unified National Examinations under specific procedures defined by law.

Admission or transfer from an authorized higher education institution abroad is carried out on the basis of a decision of the Ministry of Education, Science, and Youth of Georgia.

Admission requirements for the “Master of Law” (LL.M.) programme

Admission to the “Master of Law” (LL.M.) programme is open to applicants holding a bachelor's degree in law or an equivalent academic qualification. Candidates must successfully pass both the general master's entrance examination and the internal examinations of the university.

Only those who achieve the minimum competency threshold in the national entrance examination are eligible to sit the university's internal exams.

The internal examination process consists of two components: (1) a written test in English to demonstrate proficiency at a minimum B2 level, and (2) a written test in the applicant's chosen specialization—Public Law, Private Law, or Criminal Law. The content, format, and procedures of these examinations are determined by the university in accordance with national legislation and international accreditation standards.

Admission to the programme may also occur through student mobility, provided that all standard admission requirements are met and in compliance with the applicable legal framework. In exceptional cases, defined by Articles 521(7) and 521(71) of the Law of Georgia on Higher Education, candidates may be admitted without passing the general master's entrance examination, according to the rules and deadlines established by the Ministry of Education, Science, and Youth of Georgia.

Admission requirements for the “Bachelor of Business Administration”(BBA) programme

Admission to the “Bachelor of Business Administration” (BBA) programme is open to Georgian citizens who hold a state certificate/attestation of complete general education or an equivalent document recognised by the competent authorities. Admission is based on the results of the Unified National Examinations (UNE). The designated foreign language for the UNE is English, with a minimum competency threshold of 60% + 1.

In accordance with Georgian legislation, applicants may also be admitted without passing the Unified National Examinations under specific legal provisions. In such cases, candidates must demonstrate Georgian language proficiency at the B2 level, as defined by the university's internal procedures. This requirement does not apply to those who have completed their general education in Georgian or who have successfully passed a Georgian language preparatory programme, confirmed by the relevant certificate.

Admission through student mobility is possible twice a year, within the deadlines set by the Ministry of Education and Science of Georgia, and in line with the university's established procedures. Applicants admitted through mobility who previously obtained the right to study without passing the Unified National Examinations are likewise subject to B2-level Georgian language assessment to confirm their ability to achieve the programme's learning outcomes.

Admission or transfer from a recognized foreign higher education institution is carried out on the basis of a decision of the Ministry of Education and Science of Georgia.

Admission requirements for the “Master of Business Administration” (MBA, Georgian language) and the “Master of Business Administration” (MBA, English language) programmes

Admission to the “Master of Business Administration” (MBA) programme is open to applicants holding a bachelor’s degree in “Business Administration”, “Economics”, or an equivalent academic qualification. Admission is based on the results of the Unified Master’s Examinations and the internal examinations of the university. Only applicants who achieve the minimum competency threshold in the national examination are eligible to sit the internal examinations.

The internal examination consists of two components: (1) a written test in English to demonstrate proficiency at a minimum B2 level, and (2) an oral examination (interview) in the chosen field of specialization. Preference is given to applicants with relevant managerial work experience. Candidates may be exempt from the internal English test if they present an international certificate confirming English language proficiency at level B2 or higher, a valid certificate issued by the National Assessment and Examinations Center (CERTUS), or a diploma confirming the completion of an English-language higher education programme within the last two years.

Admission through student mobility is possible in accordance with Georgian legislation, provided that applicants meet the standard admission requirements of the programme. Transfer from a recognised higher education institution abroad is carried out within the procedures and deadlines established by the Ministry of Education and Science of Georgia.

In exceptional cases, defined by Paragraphs 7 and 7 of Article 52 of the Law of Georgia on Higher Education, applicants may be admitted without passing the Unified Master’s Examinations, according to the procedures established by the Ministry.

The topics and assessment criteria of the internal examinations are published on the university website no later than one month before the examinations.

Progression and recognition of prior learning

EEU has rules for academic registration, suspension and reinstatement of student status, and the recognition of credits. Student status may be suspended for a maximum of five years for reasons such as illness, failure to complete registration, or personal request. Since 2023, absence of assessment for 45 days has also been recognised as grounds for suspension. The recognition of credits is managed by Faculty Credit Recognition Commissions in accordance with the Rule on Credit Recognition and Calculation. Education obtained abroad is recognised by the National Center for Educational Quality Enhancement (NCEQE). Recognition of study periods at partner universities is based on learning agreements in line with the Bologna Process.

Graduation and certification

As reported, the award of qualifications follows national and institutional standards. Graduates receive a diploma accompanied by a Diploma Supplement in Georgian and English. The Diploma Supplement provides information on the type and level of qualification, the programme contents and results, the function of the qualification, and the national higher education system. The conferral of qualifications is carried out by the Faculty Council. Transparent appeals procedures allow students to contest academic decisions, including examination results and admission outcomes, through electronic submission within defined deadlines.

Student support and transparency

According to the Self-Assessment Reports, EEU places emphasis on providing students and applicants with full information on their rights, responsibilities, and available services. The university organises open-door days, regional visits, and participates in international fairs (EAIE, NAFSA, IFTIS, GETEX). An annually updated Student Handbook in Georgian and English outlines all academic and administrative regulations. Orientation sessions are held at the beginning of studies to familiarise students with institutional procedures. Advisory services are available in person, online (via EEU-EL and MS Teams), by email, hotline, and social media.

4.2 Assessment for all study programmes

The expert group finds that admission procedures at EEU are clearly defined, transparent, and implemented in accordance with national legislation. During the meetings, students and administrative staff described the admission system as well organised and easy to navigate. For example, students emphasised that the digitalised application and registration process allows for quick communication and efficient processing of documents. Programme-specific requirements—such as the English B1/B2 language threshold—are communicated in advance and were well understood by applicants.

Processes for monitoring student progression are also in place. In the meeting with administrative staff, the university reported that progression rates are analysed annually and that retention has improved significantly, with current graduation rates of around 80%. Individual study plans for working students or students with personal circumstances support successful progression.

Recognition procedures for academic learning are well defined. Mobility windows exist in all study programmes, and the Education Department ensures that credits from Erasmus+ or partner institutions are recognised smoothly on the basis of learning agreements. Recognition of qualifications obtained abroad follows national procedures through the NCEQE.

However, during the discussions, administrators noted that professional experience cannot be formally recognised under current Georgian law, even though many students—especially in Business Administration and Law—enter their studies with substantial work experience. In cases where students have completed internships or held relevant employment positions prior to enrolment, these experiences likewise cannot be credited towards their programmes. This limitation reduces the university's scope to offer flexible learning paths in line with European lifelong learning principles. Therefore, in the spirit of the ESG, the university should discuss and explore possibilities for recognising professional experience within its study programmes, in order to promote flexible learning paths and enhance lifelong learning opportunities.

Students receive a Diploma Supplement in Georgian and English, which they confirmed to be helpful when applying abroad. The final qualification is awarded by the Faculty Council, and students reported that the procedures are clearly communicated and consistently applied. Graduation processes are transparent and follow national requirements.

Overall, the university provides a structured and student-friendly framework for admission, progression, recognition, and certification. Regulations are transparent, processes are digitalised, and students describe the administrative support as highly responsive.

4.3 Conclusion

The criterion is **fulfilled**.

The expert group proposes the following recommendation:

- In the spirit of the ESG, the university should discuss and explore possibilities for the recognition of professional experience within its study programmes, in order to promote flexible learning paths and enhance lifelong learning opportunities.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

General information

EEU employs academic and invited staff in accordance with Georgian legislation and the university's internal regulations. Appointments to academic positions are carried out through open competition as defined in the "Rule for Conducting the Contest for Academic Positions" based on the principles of transparency, equality and fair competition. Competitions are publicly

announced on the university's website and external employment portals. The selection process includes a review of submitted documentation, interviews with candidates, and, if required, a demonstration lecture. Selection criteria include academic or scientific degree, pedagogical and research experience, scientific publications, research grants and/or professional activities, conference participation, and syllabus content.

The workload of academic staff is regulated by the "Instruction on Academic Staff Workload". This instruction specifies teaching activities (lectures, preparation of assessment components, grading, curriculum development, supervision), research activities (publications, research projects, grant applications, conferences), consultation hours for students, and participation in university governance and administrative functions. Affiliated staff declare exclusive affiliation with EEU under a formal agreement, which defines rights and responsibilities for conducting educational and scientific activities at the institution.

EEU's professional development policy, which includes pedagogical workshops, seminars, and opportunities to participate in national and international conferences and training. A bonus system for research activities exists for affiliated staff and is also available to invited staff. A staff satisfaction survey shows high levels of loyalty and job satisfaction, with more than 90% of respondents indicating long-term commitment to EEU.

Programme details for "Bachelor of Nursing" (B.N.)

The Nursing programme is delivered by academic and invited staff of the Faculty of Healthcare Sciences. Staff possess the academic and professional qualifications required by national legislation and institutional regulations. In total, 26 staff members are engaged in the programme, of whom 15 are affiliated with EEU.

Programme staff combine teaching with professional practice in healthcare institutions. Programme leaders were involved in the development of the Nursing curriculum and take part in its implementation and evaluation.

The programme is managed within the Faculty of Healthcare Sciences, with responsibilities distributed between the Dean, Deputy Dean, and programme coordinators. The faculty administration, together with programme leaders and the Quality Assurance Office, conducts regular monitoring of teaching and learning processes each semester. Surveys of students and staff are carried out systematically, and results are reviewed jointly by faculty and central administrative units.

Programme details for "Bachelor of Law" (LL.B.) and "Master of Law" (LL.M.)

The Law programmes are delivered by academic and invited staff with extensive theoretical and practical experience. In total, the LL.B. programme is taught by 36 academic staff and 9

invited lecturers, while the LL.M. programme involves 28 academic staff and 6 invited lecturers. Academic personnel are responsible for more than 90% of compulsory courses, ensuring programme sustainability.

Staff in the law programmes, as highlighted in the Self-Assessment Report, are noted not only for their research and teaching but also for their active professional practice. Many are engaged in consultancy, legal practice, textbook authorship, research projects, international academic mobility, and serve as experts on accreditation panels or editorial boards.

Systematic monitoring of educational processes is carried out each semester by the faculty, supported by the Quality Assurance Office and the Human Resources Department.

Programme details for “Bachelor of Business Administration” (BBA) and “Master of Business Administration” (MBA, Georgian language / MBA, English language)

For the BBA study programme, 18 academic staff and 2 invited lecturers are involved, including 7 professors, 9 associate professors, and 2 assistant professors, of whom 11 are affiliated. The Georgian-language MBA programme is delivered by 12 academic staff and 2 invited lecturers (6 professors, 6 associate professors; 8 affiliated). The English-language MBA programme involves 13 academic staff and 2 invited lecturers (5 professors, 8 associate professors; 8 affiliated).

In all programmes, more than 90% of compulsory courses are taught by academic staff, ensuring programme sustainability. Academic and invited staff combine teaching with research and professional practice. Many are active in consultancy, expert services, international teaching, and research projects. Their qualifications are demonstrated through publications in indexed international journals (Scopus, EBSCO, Elsevier, Google Scholar), participation in grant projects, authorship of textbooks, membership in accreditation expert panels and editorial boards, and involvement in academic mobility and visiting lectureships at partner universities abroad.

Monitoring of teaching and learning is conducted each semester by the Faculty of Business and Engineering in cooperation with the Quality Assurance Office. Staff development is supported through workshops, training, and financial support for participation in national and international conferences.

5.2 Assessment for all study programmes

EEU applies transparent and quality-assured procedures for the recruitment, appointment, and development of teaching staff. Competitions for academic positions follow clearly defined institutional regulations, public announcements, and merit-based criteria that consider academic qualifications, pedagogical competence, research activity, and—where applicable—

professional experience. Staff evaluations are conducted regularly and informed by student feedback, programme-level monitoring, and quality assurance processes.

The university provides structured opportunities for professional development, including pedagogical workshops, training on assessment methods and digital technologies, participation in national and international conferences, and internal grant schemes. These measures support the continuous enhancement of teaching competencies and help ensure that staff are able to integrate contemporary academic and professional developments into their teaching.

Across all programmes, more than 90% of compulsory courses are taught by academically qualified staff, ensuring continuity, programme sustainability, and alignment with the intended learning outcomes. Students reported high satisfaction with teaching quality, accessibility of lecturers, and the support they receive within their programmes.

Overall, the teaching staff across all faculties are appropriately qualified and sufficient in number. The panel notes that future enhancements may relate to more structured long-term staff development planning and continued expansion of international mobility opportunities, particularly in programmes with strong internationalisation goals.

5.3 Assessment for study-specific programmes

“Bachelor of Nursing” (B.N.)

The panel commends the university for having established a qualified and committed teaching team in a context where nursing as an academic discipline in Georgia is still developing. The composition of the team—combining academically trained lecturers and professionally experienced nursing practitioners—ensures a meaningful integration of academic theory and clinical practice. Pedagogical aptitude is systematically considered in recruitment procedures.

To support the disciplinary and academic development of nursing as an emerging field, the panel suggests strengthening measures that promote the academic identity of nursing professionals. Mentoring schemes for new lecturers, as well as the promotion of participation in national and international nursing conferences and publications, would contribute to enhancing scholarly engagement. Moreover, the panel sees potential in integrating nursing-related research projects into teaching modules, implemented jointly with students and in cooperation with stakeholders from clinical practice. Such initiatives would strengthen the scientific foundation and foster a research-oriented teaching/evidence-based culture.

The panel positively notes that the university systematically assesses staffing needs and provides individual development opportunities for its teaching personnel. For the Bachelor of Nursing programme in particular, teaching mobility and international staff exchange are

therefore encouraged, as they offer valuable potential for professionalisation and capacity building within Georgia’s nursing education sector.

5.4 Assessment for cross-study programmes

“Bachelor of Law” (LL.B.) and “Master of Law” (LL.M.)

The teaching staff of the Law Faculty is academically well qualified and professionally active, ensuring that both programmes benefit from a strong combination of theoretical expertise and practical legal experience. The formalised, transparent and competitive recruitment and selection process results in a teaching team whose academic profile and professional engagement significantly enhance the relevance and practical orientation of the programmes.

Many law faculty staff members are research-active, publish in indexed journals, and participate in national and international scholarly networks. This engagement contributes to the integration of contemporary legal developments—including digitalisation, international law, and evolving jurisprudence—into course syllabi and classroom discussion. Student feedback consistently confirms that teaching quality, accessibility of lecturers, and academic support are particular strengths of the Law Faculty. The breadth of expertise across essential fields of public, private, criminal, and international law ensures comprehensive curricular coverage and supports the achievement of programme learning outcomes.

At the same time, the panel identifies several areas where further development would be beneficial. Although staff qualifications are strong, formalised long-term staff development strategies at faculty level remain limited; the introduction of structured individual development plans could strengthen sustainability and support succession planning. Furthermore, as the university pursues its internationalisation strategy, continued staff development in English-medium instruction—particularly at the master’s level—will be important to fully realise strategic goals and expand English-taught components. Finally, increasing transparency in mapping individual staff competences to programme-level learning outcomes could further enhance quality assurance and facilitate workforce planning.

“Bachelor of Business Administration” (BBA), “Master of Business Administration” (MBA, Georgian language) and “Master of Business Administration” (MBA, English language)

Across the three Business Administration programmes, approximately one-third of the teaching personnel are employed full-time, ensuring both academic continuity and a strong practical orientation through the involvement of affiliated professors with industry experience.

The recruitment process is transparent, internationally comparable, and includes a one-month trial period followed by stepwise progression to longer-term contracts based on performance

evaluations. This staged recruitment model supports quality assurance, provides a structured path for professional development, and ensures that teaching performance is continuously monitored.

EEU provides targeted training in didactics, supports national and international cooperation, and conducts systematic semester-based evaluations that inform staff development and teaching improvement. This staged recruitment model supports quality assurance, provides a structured path for professional development, and ensures that teaching performance is continuously monitored.

5.5 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

General information

EEU provides its programmes with infrastructure and technical facilities at two campuses in Tbilisi. The campus comprises lecture halls, seminar and group-work rooms, faculty offices, library, laboratories, computer classrooms, conference facilities. Research centres (such as the Centre for Research in Psychology and Neuroscience, and the Interdisciplinary Research Centre for Physical, Mental, and Social Wellbeing) provide students with opportunities to engage in research activities and undertake internships. All premises are equipped with computers, projectors, smart monitors, internet access, and other instructional technologies like 3D Anatomy interactive tables, interactive boards, and Turnitin AI Similarity Detection tools to support teaching and research. Additional facilities include recreational areas, archive, and server rooms, and spaces adapted for students with special needs. The campus is fully accessible for persons with special needs and meets sanitary and safety regulations.

The library provides printed and electronic resources, electronic catalogues, and access to international databases, including Cambridge Journals Online, Edward Elgar eBooks, LexisNexis, Springer Link, Sage, Elsevier, and ACM Digital Library. All facilities are supported by a high-speed IT infrastructure through partnership with GRENA, an electronic learning

management system (EEU-EL), and Microsoft Teams (Office 365). For digital examinations, the university uses MOODLE/Exam with automated grading and statistical analysis tools.

General student support services

Student services are coordinated by the Department of Education and other structural units (Student Services and Continuing Education Centre, International Relations Department, Ombudsman, Student Government). Services include academic mentoring, psychological counselling, integration support for international students, language and career services, financial and legal assistance, and medical insurance. Advisory and counselling services are available both on-site and online via the university's electronic learning management system EEU-EL, Microsoft Teams, and the university website, ensuring flexible support for students. To accommodate diverse needs, the university offers individual study plans for students with special educational requirements, minority backgrounds, or those admitted through mobility programmes. Career development is promoted through close cooperation with employers, internships, training sessions, and employment forums.

For professional development, students and graduates may participate in workshops and certificate courses in areas such as English language training, project management, scientific writing, employability skills, and the use of international electronic databases.

Students take part in a wide range of activities, including ecological and social initiatives (e.g. "Alley of Friendship at EEU", "60+ EEU", "International Day for Biological Diversity", "We Do Not Count Chromosomes" or "Clean Your Tourist Zone"), charitable projects ("EEU Loyal Box" to support socially vulnerable families), sports events, and cultural programmes (the annual EEU Cultural Festival "CHARISMA"). Intellectual activities include scientific conferences, student olympiads, debates, film screenings, and the publication of student research in the Proceedings of Scientific Papers.

The Student Ombudsman, established in 2020, functions as an independent body for the protection of students' rights and interests. It provides advisory services, mediation in conflict situations, and information on regulations and procedures. Students may submit complaints or suggestions, including anonymous applications, through the university website.

Student mobility

EEU supports student mobility at both national and international levels. Mobility is regulated by national legislation and institutional rules, with opportunities offered twice a year within the framework of the Education Management Information System. Internal mobility is managed electronically through the EEU-EL platform. International mobility is facilitated through bilateral agreements and learning agreements with partner institutions. EEU is a member of international networks and associations such as the European University Association (EUA),

the Association for Medical Education in Europe (AMEE), the Association of Medical Schools in Europe (AMSE), the Association of Schools of Public Health in the European Region (ASPHER), Advance Higher Education (Advance HE), Vitae Researcher Development Framework, the European Research Area Network EURAXESS, and World Education Services (WES), providing additional opportunities for exchange and recognition of study periods abroad. Students may participate in Erasmus projects, bilateral exchange programmes, as well as winter and summer schools. Information on mobility options is published regularly on the EEU website and through the electronic learning management system. Recognition of credits earned during mobility is based on learning agreements and coordinated by the respective faculty.

Programme details for the “Bachelor of Nursing” (B.N.)

The Nursing programme is supported by the Clinical and Practical Skills Development Centre, which includes simulation laboratories, an anatomy room, biochemistry and histology labs, and 12 Objective Structured Clinical Examination (OSCE) stations. These facilities allow the practice and assessment of clinical competencies under controlled conditions.

The programme also benefits from the partnership with Open Heart University Hospital, a multi-profile medical institution with up to 240 beds and modern diagnostic and treatment facilities. The hospital provides opportunities for clinical training in emergency medicine, surgery, cardiology, neurology, obstetrics, neonatology, psychiatry, dialysis, and other fields.

Together, the campus infrastructure, simulation centre, and hospital affiliation ensure that students in the Bachelor of Nursing programme can combine theoretical learning with practical and clinical training.

6.2 Assessment for all study programmes

The rooms and equipment (infrastructure, library, laboratories, IT) are appropriate and sufficient to achieve the qualification and study goals. The allocation and provision of learning materials and support services promote student-centred learning and enable flexible teaching methods.

The strong student support systems, particularly for international students and students participating in mobility programmes, are a clear strength. The students are informed about the support systems in place within the first week of their studies and are aware of the availability of the support systems. Students also reported that advisory services are easily accessible both online and on campus, and that responses from the dedicated administrative units—especially the Education Department—are typically received within a short timeframe. The information is updated continuously on the university’s website and the EEU-EL platform, and students are regularly informed about any changes by a newsletter. Support for outgoing

and incoming mobility was also described as well organised, with credit recognition after mobility reportedly proceeding without complications.

The panel considers the existing infrastructure to be appropriate and well aligned with the programmes' needs.

6.3 Supplementary Assessment for the study-specific programme “Bachelor of Nursing” (B.N.)

In addition to the general assessment outlined in Section 6.2, the panel confirms that appropriate learning resources and up-to-date academic literature are available to support the “Bachelor of Nursing” (B.N.) programme. Students and staff have access to relevant nursing-specific textbooks, academic journals, and international reference materials. In addition, a range of specialised nursing and health science databases is accessible both on campus and remotely, ensuring that evidence-based learning and teaching are adequately supported and promoting engagement with international academic discourse in nursing science. Continued investment in expanding electronic resources and ensuring access to emerging nursing science publications will further enhance the quality of research-based education.

Furthermore, the university has established defined partnerships with accredited hospitals and healthcare institutions that serve as training sites for the mandatory practical components of the “Bachelor of Nursing” (B.N.) programme. These facilities provide students with exposure to relevant clinical settings and enable them to apply theoretical knowledge in professional practice. For each cooperating hospital, designated nursing professionals act as practice mentors (clinical supervisors) who are formally nominated and qualified to guide students during internships. Their role includes the systematic supervision, assessment, and reflective support of students during on-site training, ensuring that competence development in clinical environments meets national quality standards.

In addition, the panel notes positively that a dedicated Skills Laboratory is currently under development. The lab is designed in accordance with international standards for interprofessional skills training and simulation-based learning. This facility will provide students with a safe environment to practice clinical procedures, enhance teamwork, and prepare for complex patient care scenarios before entering practical placements.

6.4 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Implementation

As stated in the Self-Assessment Reports, EEU has introduced a structured policy for the collection and management of information. The Data Collection and Analysis Policy regulates sources of information, periodicity of collection, responsibilities, and formats of analysis. The policy covers both quantitative and qualitative data. Data are collected on student admission, progression, and graduation, on student satisfaction, on graduate employability, on teaching and course evaluations, and on internationalisation. Additional information is collected on research activities, student projects, and community engagement.

The University applies electronic platforms for the organisation and monitoring of processes. The electronic learning management system (EEU-EL) integrates curricula, assessments, examination schedules, student records, financial services, and communication with students and staff. Microsoft Teams is used for online meetings, document exchange, and plagiarism detection integration. The SMS platform provides automated notifications, while the HR employment portal, linked to EEU-EL, publishes vacancies and internship opportunities. The university website and an online chat service provide real-time consultation and access to information on events, scholarships, and mobility programmes.

The collected data are applied in academic and administrative decision-making. Student satisfaction surveys are analysed by the relevant departments and used for the adjustment of teaching and support services. Indicators on progression and graduation allow the identification of students at risk of underperformance. Graduate employment data inform the alignment of programmes with labour market requirements. Information on international exchange and partnerships is collected and reported by the Department of International Relations.

Data collection and analysis are coordinated by the Quality Assurance Office, with contributions from the Academic Affairs Department, Career Development Office, and International Relations Department. Aggregated results are submitted to programme directors, faculty councils, student government, and university management. Findings are reviewed in council meetings, and action plans are prepared and monitored. Students and external stakeholders are included in the process through surveys, course evaluations, quality assurance committees, alumni tracking, and employer consultations.

According to its Self-Assessment Reports, all practices comply with Georgian legislation and the principles of the General Data Protection Regulation (GDPR). Data are stored on secure servers, encrypted, and accessible only to authorised personnel. Policies on data retention, anonymisation, and deletion are in place.

7.2 Assessment for all study programmes

EEU has established a robust information management system that supports decision-making at all levels of the institution. Data collection and analysis are integrated into both strategic and operational processes, ensuring that leadership and faculties have access to relevant and timely information. Key performance indicators are defined in the Strategic Development Plan, and their monitoring forms part of the regular institutional review cycle. During the site visit, programme directors confirmed that these indicators are actively used in annual programme evaluations and in preparing action plans.

The university systematically collects data on student admissions, progression, completion, satisfaction, and graduate employability. These datasets are used for academic planning, risk management, and continuous improvement. Faculty deans and programme coordinators receive periodic reports that inform curriculum review, resource allocation, and staff development. Student feedback and employer surveys also contribute to decision-making and demonstrate the university's responsiveness to stakeholder needs. Students reported that they see tangible outcomes from their evaluations, such as adjustments to course organisation or teaching methods.

Importantly, EEU demonstrates an awareness of the importance of data reliability and ethical management. Data quality control mechanisms are in place, and the institution shows a culture of using evidence rather than intuition to guide choices. The focus on performance monitoring, combined with public reporting of strategic progress, ensures transparency and accountability.

During the site visit, staff explained that data protection is regulated through a formal institutional policy and overseen by an appointed data protection officer, provided through an external service company. This structure supports compliance with national legislation and GDPR principles and ensures secure handling of sensitive information.

Students also highlighted the timely communication of information—such as assessment results or schedule updates—via the EEU-EL platform, which supports operational transparency in day-to-day academic processes. In line with this, the panel suggests that the university further enhance its system by developing longitudinal trend analyses and cross-faculty dashboards to strengthen evidence-based strategic planning and predictive management.

7.3 Conclusion

The criterion is **fulfilled**.

The expert group proposes the following recommendation:

- EEU should further enhance its system by developing longitudinal trend analyses and cross-faculty dashboards to strengthen evidence-based strategic planning and predictive management.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

As outlined by EEU, the university provides comprehensive information on its institutional profile, faculties, programmes, and services in both Georgian and English. The official website serves as the main platform for dissemination and includes details on the university's mission, structure, staff, admission requirements, academic calendar, student services, quality assurance procedures, and research activities.

Information for international applicants covers admission prerequisites, examination requirements, deadlines, and contact persons. The university also publishes information on international cooperation, including exchange programmes, joint research, visiting professors, and scholarship opportunities. Student support services, professional development offers, library access, and exchange programmes are described in dedicated sections.

The website additionally provides information on programme learning outcomes, curricula, workload assessment in line with ECTS, as well as on academic and administrative staff, their qualifications, and contact details. Infrastructure, laboratories, libraries, and technical facilities are described and illustrated. Updates on research projects, conferences, and international activities are regularly made available, alongside information on alumni employment and achievements.

In addition to the website, EEU uses multiple channels such as brochures and social media to publish news, deadlines, and announcements. Public relations and community service activities, including open days, public lectures, Olympiads, and social projects, are also communicated in this way.

8.2 Assessment for all study programmes

Overall, the panel considers the level of public information to be comprehensive and user-friendly: East European University maintains a high level of transparency through its website and public communications. The institution provides accessible, accurate, and detailed information about all study programmes, including programme aims, structure, learning outcomes, admission requirements, teaching methods, assessment procedures, and qualification details. The content is available in both Georgian and English, ensuring access for national and international audiences alike.

Information about research activities, partnerships, student mobility, and extracurricular opportunities is also widely available, reflecting the university's holistic approach to student development. Prospective and current students can easily locate information on fees, scholarships, student support services, and international collaboration, which further strengthens institutional credibility and trust.

The website is well-organised and consistently updated, signalling the institution's commitment to openness. Clear contact points and published policies contribute to an image of reliability and accountability. This approach supports the principles of the European Higher Education Area by enabling comparability and informed choice for applicants and stakeholders.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

At EEU, the continuous monitoring and periodic review of study programmes form a central element of the internal quality assurance system. The process is governed by formal regulations and combines annual monitoring with a comprehensive programme review every three years. It is structured around systematic data collection, analysis, and feedback loops to ensure that programmes remain consistent with institutional objectives, national requirements, and international standards.

Programme monitoring is conducted on the principles of regularity, comprehensiveness, evidence-based decision-making, and transparency. Information is gathered through student, graduate, employer, and staff surveys, as well as through labour market analyses and international benchmarking. Internal evaluations are complemented by external input, including reviews by international experts. The process follows an “assessment–improvement–reassessment” cycle, beginning with the collection and analysis of data, moving to the preparation of self-evaluation reports by faculties and programme directors, continuing with the approval of action plans by the Representative Council, and concluding with the implementation and subsequent evaluation of improvements.

The Quality Assurance Office coordinates the collection and analysis of data, while programme directors and faculties compile annual self-evaluation reports and propose changes. The Representative Council approves modifications to curricula or teaching approaches, and external stakeholders contribute through surveys, roundtables, and peer reviews.

Satisfaction surveys conducted over the past three years (students, graduates, employers, staff) have shown high evaluations in 1) the quality of teaching and academic support, 2) the opportunities for the development of practical skills, and 3) EEU’s alignment of programme content with labour market needs. The results of these surveys are systematically reflected in programme improvement plans.

The systematic application of these mechanisms has led to tangible programme adjustments in recent years. In the Bachelor of Nursing programme, simulation-based modules were introduced to strengthen practical training after student and employer input. In law, an elective on “Digital Law and AI Regulation” was created in response to labour market analysis and employer surveys. In business studies, assessment methods were revised to include more project-based evaluations following student feedback. These examples illustrate how the monitoring system translates evaluation results into specific curricular developments across different disciplines.

Transparency and stakeholder involvement, as EEU states, are integral to the process. Survey results and follow-up measures are presented at Faculty Council meetings, students participate in quality assurance committees, and employers are consulted during curriculum reviews. Implemented changes are subsequently reassessed to evaluate their effectiveness, ensuring that programme monitoring remains a continuous and iterative process.

9.2 Assessment for all study programmes

EEU demonstrates a mature and systematic approach to the monitoring and review of study programmes. Each programme undergoes continuous evaluation based on student feedback, academic performance data, staff reflections, and stakeholder input. The QA policy defines

clear responsibilities for programme coordinators and faculty QA officers, ensuring that review processes are both structured and participatory. During the site visit, programme directors described the annual self-evaluation process as a routine exercise, with clearly defined timelines and follow-up responsibilities.

Periodic programme reviews are scheduled according to institutional policy, with results discussed at both faculty and senate levels. Findings from these reviews inform decisions about curriculum updates, teaching methodologies, and assessment strategies. The process promotes a culture of self-reflection and collective ownership of academic quality. The university also uses external expertise where appropriate, ensuring that programmes remain relevant and aligned with international developments. Across the study programmes recent curricular updates are linked to labour market needs.

Through these mechanisms, EEU ensures that programme design and delivery continuously improve in response to feedback and changing needs. The monitoring cycle contributes not only to compliance but to enhancement, supporting innovation in teaching and learning. Students confirmed that they are informed about changes resulting from evaluations—typically through faculty meetings, announcements on EEU-EL, or updated syllabi—which supports transparency and engagement. Employers involved in curriculum development also expressed satisfaction with the university’s responsiveness to their recommendations, though some noted that more regular consultation formats would be beneficial.

Overall, the panel considers the monitoring and review system to be well established and effective. Opportunities for further enhancement relate to broadening stakeholder input—particularly structured involvement of alumni and industry partners—to support programme relevance and employability.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

EEU recognises cyclical external quality assurance as a central mechanism for programme- and institution-level development. External evaluation is not treated solely as a formal

accreditation procedure but as an instrument to strengthen the quality culture, align internal practices with international standards, and ensure responsiveness to stakeholder needs.

According to the Self-Assessment Report, students, graduates, and external stakeholders are systematically involved in the development and implementation of study programmes. Student and alumni participation takes place through representation in faculty and programme structures as well as through regular surveys, which provide feedback on the alignment of programme outcomes with labour market requirements. External stakeholders, including employers, professional associations, and partner institutions, are engaged through formal agreements and consultative mechanisms. Their involvement extends to programme design, quality assurance, and the provision of internships, practice placements, workshops, and other training opportunities.

The interconnection between internal and external quality assurance is structured and systematic. Annual programme self-evaluations are carried out by the Quality Assurance Office together with faculties, drawing on quantitative and qualitative data from student surveys, graduate and employer feedback, academic performance indicators, and labour market analyses. These evaluations are compared with recommendations resulting from national and international accreditation. Identified strengths and gaps are integrated into programme action plans and faculty-level strategies, which are reviewed with stakeholders and reassessed in subsequent monitoring cycles.

Experience from previous accreditations on the national level has directly informed programme development across EEU. During the accreditation of law and business programmes (2019–2021), external experts highlighted the importance of practice-oriented teaching. In response, EEU expanded internships and case-study-based learning, which later influenced the design of the Nursing programme by ensuring the integration of simulation-based modules and clinical placements. The evaluation of the Education Sciences programme (2022) underlined the need for systematic employer engagement, leading to structured roundtables with employers—an approach also adopted during the preparation of the Nursing programme to reflect healthcare labour market requirements. Recommendations regarding graduate tracking (2021) resulted in the establishment of a “Graduate Career Path Policy”, which has been incorporated into the Nursing programme from the outset.

External recommendations have been translated into concrete measures. Practice-oriented components have been expanded through laboratory-based courses, simulations, and structured internships. Student research opportunities have been strengthened by funding projects and supporting conference participation, and assessment systems have been revised to increase transparency and fairness. These improvements are now reflected in the competence-based evaluation system of the Nursing programme. Employers and industry

partners are systematically involved in quality assurance processes. Their participation includes consultative roundtables on curriculum development, involvement in accreditation visits, and regular graduate and employer surveys. For the Nursing programme, hospitals and healthcare institutions were directly consulted during the design phase to ensure alignment with professional requirements.

As stated in the Self-Assessment Reports, cyclical external quality assurance at EEU combines internal monitoring, benchmarking against national and international peers, integration of external recommendations, and systematic stakeholder involvement. The Nursing programme exemplifies this approach by drawing on lessons learned from earlier accreditations, embedding employer and graduate feedback, and aligning its curriculum with practice-oriented, research-informed, and internationally recognised standards.

Building on its experience with national accreditation, EEU seeks international accreditation with ACQUIN as part of its long-term strategy to ensure quality, transparency, and recognition within the European Higher Education Area (EHEA). In its reports, EEU highlights the external peer review, comparability of qualifications within the EHEA, and the creation of an educational environment fostering excellence in teaching, research, and professional practice. Accreditation as outlined enhances the international recognition of degrees, improves graduate employability, and broadens opportunities for mobility and postgraduate study. At programme level, it ensures systematic monitoring, expert feedback, and stronger cooperation with international partners. For the university, it reinforces EEU's position within the EHEA, supports its internationalisation strategy, and consolidates partnerships with employers and academic institutions.

10.2 Assessment for all study programmes

EEU actively participates in national and international external quality assurance processes. The institution's accreditation history and collaborations demonstrate an openness to external scrutiny and peer learning. External evaluations are viewed not as compliance exercises but as opportunities for institutional reflection and strategic enhancement. Staff described external reviews as an important reference point for validating internal processes and ensuring alignment with European higher education standards.

The university systematically follows up on recommendations from external reviews and integrates them into its institutional planning cycles. Progress reports and documentation of actions taken are available internally, ensuring continuity and organisational learning. These reports are discussed at faculty and university council levels, ensuring that responsibilities for follow-up are clearly assigned and monitored. Participation in international networks and

projects further exposes the institution to good practices, benchmarking opportunities, and international developments.

During the site visit, staff also highlighted that the decision to seek international accreditation reflects a deliberate institutional strategy to benchmark quality against European standards and to further strengthen transparency and recognition. Internationalisation is one of the university's top strategic priorities, supported by a formal policy outlining objectives in awareness-raising, strengthening education and research, expanding international cooperation, and attracting a more diverse student body. In this context, external quality assurance is understood as a key mechanism for increasing EEU's visibility and competitiveness in the European Higher Education Area.

Staff explained that the Georgian higher education market is highly competitive and that international accreditation demonstrates compliance with ESG and EHEA standards, which is expected to enhance the university's profile and appeal, particularly for mobility students and international applicants. Previous national accreditation experiences and external expert feedback—especially regarding the need for digital competencies and practice-oriented learning—also encouraged the university to seek international accreditation as a means of validating progress and aligning with evolving labour market requirements.

These considerations and EEU's engagement with external quality assurance reinforces accountability and comparability within the European Higher Education Area. It also demonstrates maturity in the university's quality culture and confidence in its internal processes. By maintaining consistent dialogue with external bodies, EEU ensures that its quality development remains dynamic and forward-looking.

10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)**

The study programmes “Bachelor of Nursing” (B.N.), “Bachelor of Law” (LL.B.), “Master of Law” (LL.M.), “Bachelor of Business Administration” (BBA), “Master of Business Administration” (MBA, Georgian language), “Master of Business Administration” (MBA, English language)“ were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are **fulfilled**.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree programme is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyse and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend the following recommendations of the study programmes **“Bachelor of Nursing” (B.N.)**, **“Bachelor of Law” (LL.B.)**, **“Master of Law” (LL.M.)**, **“Bachelor of Business Administration” (BBA)**, **“Master of Business Administration” (MBA, Georgian language)**, **“Master of Business Administration” (MBA, English language)**:

General recommendations

1. The period for submitting an appeal should be extended beyond the current two days to allow students sufficient time to review their examinations and consider their options. Extending the appeal period would further strengthen transparency, fairness, and student participation in assessment procedures.
2. In the spirit of the ESG, the university should discuss and explore possibilities for the recognition of professional experience within its study programmes, in order to promote flexible learning paths and enhance lifelong learning opportunities.
3. EEU should further enhance its system by developing longitudinal trend analyses and cross-faculty dashboards to strengthen evidence-based strategic planning and predictive management.

Recommendation for study programme „Bachelor of Nursing“ (B.N.)

1. To effectively address the national shortage of nursing staff, the experts recommend requiring a B1 level in Georgian language before students commence their internship in the fourth semester.

Recommendations for study programme „Bachelor of Business Administration” (BBA)

1. To strengthen coherence and academic breadth, the faculty should broaden the range of specialisation modules by opening additional courses from the existing 240-ECTS programme.
2. The faculty should expand programme-specific elective options to allow students to pursue individual interests and deepen their studies in selected areas.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN decided on the 23 December 2025:

General recommendations for all study programmes:

- The period for submitting an appeal should be extended beyond the current two days to allow students sufficient time to review their examinations and consider their options. Extending the appeal period would further strengthen transparency, fairness, and student participation in assessment procedures.
- In the spirit of the ESG, the university should discuss and explore possibilities for the recognition of professional experience within its study programmes, in order to promote flexible learning paths and enhance lifelong learning opportunities.
- EEU should further enhance its system by developing longitudinal trend analyses and cross-faculty dashboards to strengthen evidence-based strategic planning and predictive management.

Bachelor of Nursing (B.N.)

The study programme “Bachelor of Nursing” (B.N.) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

The following recommendations are given for the further development of the study programme:

- To effectively address the national shortage of nursing staff, the experts recommend requiring a B1 level in Georgian language before students commence their internship in the fourth semester.

Bachelor of Law (LL.B.)

The study programme “Bachelor of Law” (LL.B.) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

Master of Law (LL.M.)

The study programme “Master of Law” (LL.M.) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

Bachelor of Business Administration (BBA)

The study programme “Business Administration” (BBA) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

The following recommendations are given for the further development of the study programme:

- To strengthen coherence and academic breadth, the faculty should broaden the range of specialisation modules by opening additional courses from the existing 240-ECTS programme.
- The faculty should expand programme-specific elective options to allow students to pursue individual interests and deepen their studies in selected areas.

Master of Business Administration (MBA, Georgian language)

The study programme “Master of Business Administration” (MBA, Georgian language) is accredited without any conditions.

The accreditation is valid until 30 September 2032.

Master of Business Administration (MBA, English language)

The study programme “Master of Business Administration” (MBA, Georgian language) is accredited without any conditions.

The accreditation is valid until 30 September 2032.