**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Final Report on Higher Education Programme

Education Science, PhD Programme

New Vision University

February 15, 2024

Final

Tbilisi

Contents

Information about a Higher Education Institution [1]

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

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Milan Pol, Masaryk University, Czech Republic
Member (Name, Surname, HEI/Organisation, Country)	Ketevan Aptarashvili, East European University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Mariam Bandzeladze, International Black Sea University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tamta Lekishvili, East European University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Liana Zagashvili, Sulkhan-Saba Orbeliani University (student expert)

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[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	განათლების მეცნიერება
Name of Higher Education Programme (in English)	Education Science
Level of Higher Education	PhD, III
Qualification to be Awarded[2]	Doctor of Education Science
Name and Code of the Detailed Field	0111 Education Science
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	-
Language of Instruction	English
Number of ECTS credits	60
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Newly proposed
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

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

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

II. Accreditation Report Executive Summary

- **General Information on Education Programme[4]**

PhD programme Education Science is proposed as a new programme. So far, New Vision University (NVU) has provided PhD programmes in Law, Life Sciences, and Medicine. The language of the programme will be English. The proposed programme is built on a cohort system "which involves the development of professionals with academic degrees in a specific field, providing them with teaching and research skills in the field of education" (SER, p. 4) It is assumed that newly enrolled students will have competences in a specific field, based on this, they will systematically acquire the knowledge in the field of education science, specific teaching and research tools. For the initial stage, concentration is planned to be on such fields and directions in which the New Vision University already has educational programmes.

- **Overview of the Accreditation Site Visit**

The site visit was organized on December 7, 2023. Prior to this visit, the panel had two preparatory online meetings together with NCEQE officers – during these meetings procedural as well as content-related and other issues were discussed and clarified.

On December 7, 2023, the panel gradually met and conducted interviews with representatives of different groups/positions at the New Vision University and beyond. They were as follows: self-evaluation team members, heads of the programme, academic and invited staff, rector of NVU and dean of respected faculty, students and alumni of already existing programmes, employers, quality assurance representatives. Also, the panel had a chance to visit faculties that are relevant for the newly proposed programme.

The whole visit was well organized. It needs to be mentioned, though, that at some sessions the attendance was not high (although it was planned well in advance) – mainly in the sessions with students and alumni, and also with the employers. This was the case despite a chance of conducting interviews in a hybrid format. Consequently, the data collection in these sessions was limited.

- **Brief Overview of Education Compliance with the Standards**
The expert panel evaluates the proposed PhD programme Education Science is the way as follows: Standards 2, 3, 4 and 5 – Compliance with the requirements; Standard 1 – Substantial compliance with requirements. As the main issue to discuss the expert panel considers the curriculum of the proposed program (Substandards 1.4 and 1.5 in particular). Altogether, the expert panel formulated 11 recommendations and 5 suggestions that relate to different aspects of the proposed programme.

- **Recommendations**

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

- Make sure the programme objectives concretely elaborate specifics of the Education Science programme.
- Make sure the programme objectives concretely elaborate the interlinks between Education Science and the previous field of study of the students/student cohorts.
- Make sure that all programme learning outcomes are deepened at three levels.
- Make sure evaluation mechanism, especially with regard to the stages of the programme and improvement of achievements is specified to the context of Education Science programme.
- Elaborate more programme-tailored, programme-specific mechanisms (in terms of direct assessment and defining target benchmarks) for assessing module/programme learning outcomes.
- Correct technical mistakes in the assessment plan.
- Make sure the Education Sciences Foundations is the core of the programme curriculum on which education research methodology and teaching methodology could be then realistically and in an adequate quality developed in the curriculum, as highly advisable component for those who entered the programme with other than master degree in education.
- In case of study path of those students who do not have master degree in education, restructure the curriculum in such a way that students first have a chance to study key education-science disciplines, such as General Education, Theory of Education, General Didactics, Comparative Education, History of Education), and then, based on this, provide students with the courses related to research and teaching methodology.
- Make sure applicants from different master programme than education are required to have relevant compensatory experience, such as successful involvement in education research.
- Make sure NVU has a comprehensive regulation document related to the supervision process that includes all main aspects of it, including the co-supervision.
- Make sure there is a stronger component of mandatory co-supervising for the doctoral students. Considering the interdisciplinarity of the proposed doctoral programme, it will be highly beneficial for the students to have a supervisor from the field of educational sciences and co-supervisor from the field relevant to the dissertation theme.

- **Suggestions for Programme Development**

- Make sure stakeholders are involved in evaluation of the programme learning outcomes in an adequate and realistic way.
- Make sure students are well informed about plagiarism issues and know how to deal with it in their study and research.
- Make sure all students are informed sufficiently about possibilities to get involved in university activities, incl. mobilities;
- It is advisable that the head of the programme has more time to fully internalize the programme and get acquainted with the details.

- Promote broader engagement from all stakeholders at every stage of programme development and quality assurance.

- **Brief Overview of the Best Practices (if applicable)[5]**

    N/A

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

    - The panel discussed the argumentative position of New Vision University and decided to modify some parts of the draft report. Specifically, it changed the evaluation judgement of Standard 1 from Partial to Substantial compliance. The total number of recommendations has changed from 9 to 11, the total number of suggestions from 4 to 5.
    - The panel continues to be sceptical about the tendency to open the programme to those who are not graduates of the master programme in education. Therefore, it recommends requiring such applicants to have a demonstrably successful engagement in educational research before being admitted to the programme and recommends that such students maintain a content module within the programme that would thoroughly familiarize them with the basic disciplines of education science. The modifications in the report therefore mainly concern sub-standards 1.4, 1.5 and 2.1.

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

    N/A

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

III. Compliance of the Programme with Accreditation Standards

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

1.1 Programme Objectives

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

The objectives of the proposed programme can be seen in line with key organizational categories and documents of New Vision University, namely the mission, vision and strategic plan. The mission of the institution is formulated as follows: "… to expand human vision through promotion of education, research and innovation. The University inspires individuals to advance and share knowledge, skills and values to contribute to the well-being of society. NVU is committed to social responsibility and also promotes equal access of education to students from around the world." (SER, p. 7) The vision stresses, among other things, "an open, innovative and collaborative environment, to ensure student engagement and to serve the society on a national and international scale" (SAR, p. 7) The mission as well as vision are rightly directed to all three pillars of the university – teaching, research as well as the public reach (social role).

The programme objectives, if specified more concretely, can be viewed as relevant for the specificity of the field of study (Education Science), the PhD level. As a whole, on the general level they are logically built in some extend and they are also connected with the learning outcomes.

For the purpose of a specific programme, in this case the programme Education Science, the objectives of the programme are defined rather generally, though. They include emphasis of social needs, interdisciplinary research, teaching of existing knowledge, new research methods and tools, free development of the individual and generation of innovative knowledge. Also, they point out values of cooperation, concentration of research, creative problem solving, efficiency, freedom, equality, justice, impartiality ethical leadership, innovation, honesty, openness, accountability, safety, social involvement. They also point out preparation of students for academic and scientific activities, provision of local as well as international experience. Overall, more programme specificity (Education Science-based) should benefit from more explicit ambitions specifically relevant for the field of Educational Science (PhD level). Also, a declared intention to look for synergies (positive interlinks) between the specific field in which student cohorts (individual students) will have their professional background (for instance, law, medicine, etc.), and the Education Science is not more concretely elaborated in this section; the same can be said about the plan to encourage interdisciplinarity in PhD study and research. In other words, it is not very clearly said that the programme intents to develop students´ deep understanding of the theory of educational sciences grounded in Georgian and especially foreign academic literature; to teach students how to plan, implement and analyze empirical surveys of both qualitative and quantitative nature; on the basis of fulfilling previous objectives to develop students' ability in writing high-quality scholarly papers publishable in internationally recognized journals; and to equip them with academic skills that will facilitate their cooperation with leading scientific experts and their teams both within Georgia and within international scientific communities. These are typically main objectives of PhD programmes in Education Science, and they are a bit hard to find clearly in the objectives formulated for the programme proposed.

Evidences/Indicators

- Self-evaluation report
- Interviews

Recommendations:

- Make sure the programme objectives concretely elaborate specifics of Education Science programme.
- Make sure the programme objectives concretely elaborate the interlinks between Education Science and the previous field of study of the students/student cohorts.

Suggestions for the Programme Development

None

Evaluation

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

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

The learning outcomes of the programme proposed are related to the programme objectives. The programme learning outcomes are formed into three groups and these are further elaborated.

The groups of programme learning outcomes are as follows: (1) Knowledge and Understanding; (2) Skills; and (3) Responsibility and Autonomy. As concerns "Knowledge and Understanding", it is

rightly emphasized that the student(s) should be able to critically describe the role and potential of education and its importance for society, evaluate the most recent achievements in the field, understand the requirements of publication and know how to write the text. Student(s) should also be able to review, list and distinguish teaching and research methods, critically think about complex problems in the field of education.

In the group "Skills", planning, innovative research conduction, critical analysis, synthesis and evaluation, problem solving, and publication preparation are mainly pointed out. Also, establishing relations with relevant academic communities nationally as well as internationally are stressed, among others.

In the group "Responsibility and Autonomy", independent research and critical thinking as well as innovative problem solving together with active following of academic integrity principles are especially emphasized.

It can be agreed that this way the three groups of programme learning outcome create a relatively complex whole that covers significant qualities of the graduates of the proposed programme. They are achievable, realistic and can be measured. Also, they relate to the qualification to be awarded (level of education).

Evidences/Indicators

- Self-evaluation report
- Interviews
- Curriculum of the programme

Recommendations:

None

Suggestions for Programme Development

None

Evaluation

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

The evaluation mechanism of the programme learning outcomes are defined in case of the programme proposal under the evaluation.

The evaluation mechanism of the programme learning outcomes operates with three levels of elaboration of learning outcomes, namely on the curriculum map, at the intersection of study courses and programme learning outcomes (1) Introduction, (2) Practice, and (3) Mastery are distinguished. Apart from the above mentioned, assessment of completion and defense of the dissertation seems to play an important role here.

Overall, direct assessment methods (assessment of study/research results) as well as undirect ones (surveys of PhD students, mutual assessment) are planned to be used. For each learning outcome the benchmark is planned to be established. It is also envisaged the assessment after specific stages of the programme and possible adoption of changes/improvements. This can lead to improvements, but it needs specification in the context of the proposed programme. Rather, this section is described broadly and with reference to already existing experience with other programmes. A more programme-specific approach would be beneficial.

Particularly, using Gaussian normal distribution to define benchmarks in the modules and the programme's learning outcomes might not be effective due to the small size of the sample (10 students maximum, as stated by the university), as the weakness of the approach is that it requires bigger size of the sample to be statistically significant and valuable for the decision making. At the same time, it

should be noted that the university uses other indirect methods of learning outcomes assessment which are effective and follow the constant assessment and improvement process of the programme. Therefore, based on the experts' opinions, it can further benefit the programme if more programme-tailored, programme-specific mechanisms (in terms of direct assessment and defining target benchmarks) for assessing module/program learning outcomes would be elaborated.

Additionally, as it is recommended by the accreditation standards, as well as stated by the New Vision University regulation on the "Methodology for Evaluating Learning Outcomes of the Program", "Each learning outcome must be deepened at three levels – on the curriculum map, at the intersection of study courses and program learning outcomes, it should be noted at which level the learning outcome of the program is deepened – Introduction (1), Practice (2), Master (3)." It should be noted that the curriculum map (programme learning outcomes map) of the Education Science PhD programme contradicts to this statement from the university regulation along with the accreditation standards and the general logic of acquiring/reaching a particular learning outcome. In particular, the 1st learning outcome of the programme is deepened at 1st (Introduction) and 3rd (Mastering) levels only; and the 5th learning outcome is deepened at 2nd (Practicing) and 3rd (Mastering) levels only.

There is a minor technical mistake in the "Programme Learning Outcomes Assessment Plan" – in the timeline defined for assessing each learning outcome, there is period for nine learning outcomes to be assessed, whereas the program includes eight learning outcomes only.

Although NVU seems to have quite extensive labour market research, the involvement of stakeholders as labour market representatives in the development of the programme was not confirmed during the interviews.

Evidences/Indicators

- Self-evaluation report
- Interviews

Recommendations:

- Make sure that all programme learning outcomes are deepened at three levels.
- Make sure evaluation mechanism, especially with regard to the stages of the programme and improvement of achievements is specified to the context of Education Science programme.
- Elaborate more programme-tailored, programme-specific mechanisms (in terms of direct assessment and defining target benchmarks) for assessing module/programme learning outcomes.
- Correct technical mistakes in the assessment plan.

Suggestions for the Programme Development

- Make sure stakeholders are involved in evaluation of the programme learning outcomes in an adequate and realistic way.

Evaluation

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

1.4. Structure and Content of Education Programme

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

The proposed doctoral programme is prepared in accordance with the internal rules and regulations of the University. Article 17 of the NNLE New Vision University Regulation on Carrying out Education and Research Activities approved by the Academic Council (as of March 3, 2022) stipulates the preconditions and the process of developing a new education programme and submitting it to the accreditation process. The proposed programme corresponds to the requirements of the National Qualification Framework and learning outcomes resonate with the knowledge and understanding, skills, and responsibility and autonomy relevant to Level VIII.

The programme is prepared for cohorts of students (one cohort of up to 10 students) who graduated with their master's degree in various disciplines, different than Education Science. As such, it is divided into so-called study component and research component, following more general rules for PhD studies. Study component contains three compulsory disciplines – Research Tools for PhD Research (1st semester, 15 credits), Teaching Methods and Strategies (1st semester, 15 credits), and Seminar I (starting from 2nd semester). There is no compulsory "bridging" element (the discipline or rather block of disciplines) that could cover the knowledge gap of the students in Education Science. Some disciplines (starting from 2nd semester) seem to have such an ambition (Sociology of Education, Educational Policy, Philosophy of Education) but they are electives only, and also, they do not seem to have the potential to cover all the necessary fundament of Education Science (the knowledge base related to main education concepts, theories, research in key disciplines usually provided by key disciplines, such as General Education, Theory of Education, General Didactics, Comparative Education, History of Education, Methodology of Educational Research). Considering the fact that the students enrolled have no Education Science academic background (they are just required to have "3 years of experience working at an educational institution"), this is not sufficient. This way, students are prevented from understanding the broad field of Education Science in a sufficient depth. Also, since there is no guarantee students will get a strong enough fundament in Education Science, it is highly questionable how they could choose in an informed way the theme of the dissertation (identifying the research gap), develop an adequate methodology, conduct the research, and make all the other necessary steps (including publication of the research results in relevant journals which is declared to be obligatory). The structure and the content of the proposed programme seem to suffer from this, and it is questionable how realistically the achievement of learning outcomes can be expected by means of such a curriculum. This critical concern might be solved by realizing the recommendation that we are formulating in substandard 2.1 related to the programme admission preconditions.

Evidences/Indicators

- Self-evaluation report and annexes
- NLE New Vision University Regulation on Carrying out Education and Research Activities
- Interviews

Recommendations:

- Make sure the Education Sciences Foundations is the core of the programme curriculum on which education research methodology and teaching methodology could be then realistically and in an adequate quality developed in the curriculum, as highly advisable component for those who entered the program with other than master degree in education.

Suggestions for the programme development

Evaluation

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

1.5. Academic Course/Subject

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

The problem of the courses/subjects is closely related to the problem of the whole curriculum (section 1.4). The content of academic courses/subjects is relevant with regard to their titles. As already mentioned above, the problem is that the whole curriculum is missing a strong obligatory element on which the Education Science programme needs to be built. This is why it is questionable whether the content of academic courses/subjects as proposed in the programme can really lead to the achievement of learning outcomes necessary within the context of PhD programme Education Science. This has consequences related to the study materials and their relevance, too. The problem is not in the proposed subjects on research methodology, and teaching methodology, the problem is in the absence of "the bridge" that would make it possible for students who have practically no academic background in education science to obtain a firm basis and only then follow the mentioned subjects.

Evidences/Indicators

- Self-evaluation report
- Interviews
- Curriculum of the programme

Recommendations:

- In case of study path of those students who don't have master's degree in education restructure the curriculum in such a way that students first have a chance to study key education-science disciplines, such as General Education, Theory of Education, General Didactics, Comparative Education, History of Education), and then, based on this, provide students with the courses related to research and teaching methodology.

Suggestions for the programme development

None

Evaluation

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

Compliance of the Programme with the Standard

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

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

2.1 Programme Admission Preconditions

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

As already mentioned in the part 1.4 of this report, the students enrolled typically will have no Education Science academic background (they are just required to have "3 years of experience working at an educational institution") which is a specific of the programme proposed.

The programme has transparent prerequisites for admission. The prerequisites specified in the programme are in accordance with the applicable legislation. There are a few step procedures for the applicant to be enrolled in the doctoral programme in Educational Science. Firstly, an applicant must have master´s degree in education, humanities, social sciences, biomedical sciences, life sciences, law, or equivalent, or master´s degree in any other field related to interdisciplinary cohort research. The content wise the programme admission preconditions may require more specification in terms of education science relevant experience for those candidates who are coming from different programmes than education. In addition to this, applicants English level competence should be at least C 1, as the language of instruction for the programme is English. According to the existing regulation, if the applicant cannot present the valid certificate, the university arranges an English exam in place. The third step is an interview with the admission commission. The applicants prepare a short description of the doctoral research idea – a prospectus that they submit in advance and during the interviews they present their research interests.

A graduate of a foreign university may be granted the right to study at a doctoral educational programme in Educational Science in accordance with the requirements of Article 50 of the Law of Georgia on Higher Education.

New Vision University ensures publicity and availability of information about prerequisites for admission to educational programmes. full information is available for interested persons on the university's website (https://newvision.ge/geo/phd-programs-2022/)

Evidences/Indicators

- PhD programme in Educational Science
- University webpage
- Regulation of Education Council
- Enrollment criteria

Recommendations:

- Make sure applicants from different masters programmes than education are required to have relevant compensatory experience such as successful involvement in education research.

Suggestions for the programme development

None

Evaluation

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

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

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

According to the learning outcomes and the level of education, the programme ensures development of practical skills of students and/or development of creative/performance skills and their engagement in the scientific/research projects. The practical/creative/performance component of the programme is in principle organized and planned in accordance with the learning outcomes of the programme and corresponds to the level of education.

These skills are developed/refined in the first semester through the compulsory training course "Basic Tools for PhD Research". During the course, the main teaching method is "learning by doing", as the student is required to submit components of the doctoral research. A Professor's Assistantship course is also offered, and the PhD student participates not only in the preparation of lectures, but also leads working groups, evaluates students' works, participates in the preparation and adaptation of the course syllabus.

It should be mentioned that, as a core component, the program includes Seminar I, which is drafting a research paper that is not related to the doctoral thesis. This ensures the development of skills necessary for scientific-research activity in a direction different from the dissertation and develops the ability of the student to expand his/her horizons beyond research field;

The dissertation is the result of the student's independent scientific research work, and it reflects the substantiated results of theoretical and/or experimental research, creates new knowledge, describes scientific novelty and contributes to the development of the scientific field.

Evidences/Indicators

- PhD programme in Educational Science and Course Syllabi
- Regulation on Carrying out Educational and Research Activities

Recommendations:

None

Suggestions for the programme development

None

Evaluation

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

2.3. Teaching and Learning Methods

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

The expert team confirms that the syllabus of each academic course provides the ways (methods) to achieve the goals of the academic course based on the principles of student-centered teaching. The teaching methods provided in the syllabus of each academic course are focused not only on acquiring knowledge but also on developing skills. The teaching and learning methods reflected in the syllabus of each academic course correspond to the level of teaching and the goals and content of each academic course. Teaching and learning methods, depending on the specifics of the academic course ensure the achievement of the learning outcomes provided by the syllabus of the academic course whereas the combination of existing teaching methods ensure the achievement of learning outcomes.

The teaching methods used are lecture and demonstration methods, team and individual teaching methods, group discussion methods, independent study and practical study, research-based teaching and others

Evidences/Indicators

- PhD programme in Educational Science and course syllabi

Recommendations:

None

Suggestions for the programme development

None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	X	☐	☐	☐

2.4. Student Evaluation

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

The level of achievement of a doctoral degree in the implementation of the doctoral programme is assessed in accordance with the evaluation system approved by the Order of the Minister of Education and Science of Georgia N3 of January 5, 2007 "On the Rule of Calculating Higher Education Program Credits. In the teaching and research components, students are assessed according to the assessment criteria (rubrics) presented in the syllabus of each course. Student assessment for each course is multi-component and provides an assessment of the relevant course objectives and learning outcomes, achieved using specific and measurable criteria. The subjects offered by the university are linked with different assessment methods. Th assessment methods include essay, presentation, discussion, practical assignment, participating in a discussion etc. Each form and component of the assessment has a specific share of the final grade (100 points) in the final assessment, which is reflected in the specific syllabus.

Regulation on evaluation of research component is provided in the documents of NVU ''Dissertation Board Regulation'', and ''Regulation on Carrying out Educational and Research Activities''. The admission preconditions for the defense of a doctoral thesis are as follows: a) taking the learning and

research components of the educational programme; b) supervisor's recommendation on the admission of thesis for public discussion; c) positive evaluation (the evaluations should be more than 50% of 60 grades, each) of two evaluators, appointed by the Dissertation Board. Plagiarism check is a prerequisite for the defense of the thesis. A reviewer can be a professor of any university having a PhD degree (Dissertation Board Regulation, article 4.5).

The dissertation defense is conducted publicly at the dissertation commission meeting. The dissertation committee makes a decision on evaluation of dissertation by secret ballot in closed session. The doctoral thesis defense is evaluated independently from the evaluation of doctoral thesis. The defense evaluation should amount to at least 50% of 40 grades. However, it should be noted that it is not clear what evaluation criteria/rubrics the dissertation committee uses. The dissertation defense commission orally informs the doctoral student about the commission's conclusion (evaluation).

Five positive and two negative evaluations are used to evaluate the research component (dissertation); A doctoral thesis is considered as defended when the final assessment is:

91-100 points - excellent (summa cum laude);

81-90 points - very good (magna cum laude);

71-80 points - good (cum laude);

61-70 points - satisfactory (bene);

or 51-60 points - enough (rite)

The NVU uses Turnitin program to detect plagiarism, but during the interview with the students it appeared they were not aware about its existence and the way it works. Also, during the interviews it turned out the interviewed students as well as graduates were not aware of what style to write a dissertation. There were also some other irregularities in student interviews (for instance, when one of the students mentioned that he has weekly meetings with his supervisor where they discuss the assignments, but he could not recall what assignment they discussed in previous week session... But it needs to be repeated, however, that there were only very few students in the meeting with students and graduates, so the panel did not get broader evidence on this matter.

The university has an evaluation appeal mechanism. During the site visit, academic staff and students were asked about the appeal process, and they indicated that none of them had this kind of experience,

but generally they noted that it is possible to appeal, for instance the assessment result of the dissertation defense.

Evidences/Indicators

- Self-evaluation report
- Programme and syllabus (appendix #1)
- Regulatory documents (appendix #7)
- Regulation of Dissertation Council (appendix #10)
- Defensed dissertations of graduates of other programmes
- https://newvision.ge/ka/research-and-resources/publications?open
- Results of the interview

Recommendations:

Suggestions for the programme development

- Make sure students are well informed about plagiarism issues and know how to deal with it in their study and research.

Evaluation

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

Compliance with the programme standards

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

3. Student Achievements, Individual Work with Them

3.1 Student Consulting and Support Services

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

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

For students, it is important to have support, effective and consultation services. The NVU seems to have a set of relevant units in place, and these are providing such services to students. Among the main ones, there are the units as follows: Student Services Center; Career Development Center; and Psychological Consultation Center.

The Student Services Center provides standard information to students mainly about key aspects of the educational process, including possibilities of individual study path (individual curriculum) which can be relevant at the PhD level. Preconditions for the development of individual study plan are clearly and explicitly formulated by the Regulation of Educational and Research Activities of NVU.

The Career Development Center especially offers students information about employment and internship possibilities and helps them in their employment-related decision making. Employment/career options available to university students include public and private sector organizations operating at different levels in different fields. The NVU has a number of memoranda and other agreements with relevant subjects of the labour market, and they are used in this context.

Alumni Development Programme that provides personal and career development counselling is also in place at the NVU. Some activities related to career development and employment are conducted jointly with participation of alumni and current students at the NVU which can also be seen as potentially beneficial.

Psychological Consultation Center provides mainly psychological, but also medical consultations to students.

Attention is also paid to the special needs of the students at the NVU. Students are provided with advice, guidance and special support, if needed, sometimes with the involvement of external agencies.

The support includes special assistance and services in exam modifications, specific adaptations in learning and teaching processes, housing support, and more.

During the interviews, it was proven that student services are well available and in demand – students seem to use them actively.

Before starting their studies, newly enrolled students are provided with an orientation week to receive basic information about the programme, structural units, administration and student services, and also about the teaching process. Annual meetings with head(s) of the programme are also envisaged at the beginning of each academic year – here, the NVU believes, students can also provide their feedback for their studies.

On the contrary, the interviews revealed a low level of student awareness about possibilities to get involved in different projects, including mobility exchanges.

Evidences/Indicators

- Self-evaluation report
- Memorandums (appendix #9)
- Regulation of Educational and Research Activities of NVU.
- https://newvision.ge/en;
- Results of the interviews

Recommendations:

None

Suggestions for Programme Development

- Make sure all students are informed sufficiently about possibilities to get involved in university activities, incl. mobilities;

Evaluation

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

3.1 Student Consulting and Support Services	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

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

NVU provides students with the support to perform their study and research. The documentation of the NVU indicates there are qualified staff to serve students in this respect.

The NVU´s "Educational and Research Activity Implementation" (article 25) explicitly indicates the ratio of scientific supervisors and master's/doctorate students (this should not exceed 1/5) which can be seen as meaningful. The duties of the supervisors are described in a general way. There is no mention of co-supervisors. The expert panel considers co-supervision a highly important element in this specific PhD programme proposal, therefore the need to specify co-supervisors´ work, their relationship with the supervisor and also the student needs to be paid attention to. Overall, more comprehensive regulation related to all main aspects of the supervision process would therefore be recommended.

The university carries out surveys which enable students and graduates to evaluate the supervisor's work, their assistance and consultations. Graduates of other programmes evaluated these aspects of the study positively. There was no information about this received from the students during the interviews – they said they have no experience in this matter so far.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	0
Number of master's/doctoral students	0
Ratio	0

Evidences/Indicators

- Self-evaluation report
- Program implementation staff (appendix #2)
- Personal files staff of program (appendix #3)
- Internal quality assurance mechanisms (appendix #6)
- Regulatory documents (appendix #7)
- Regulation of Dissertation Council (appendix #10)
- defensed dissertation of graduates (additional documents)
- https://newvision.ge/en
- https://newvision.ge/ka/research-and-resources/publications?open
- Results of the interview;

Recommendations:

- Make sure NVU has a comprehensive regulation document related to the supervision process that includes all main aspects of it, including the co-supervision.

Suggestions for the programme development

None

Evaluation

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

Compliance with the programme standards

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

4. Providing Teaching Resources

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

4.1 Human Resources

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

The New Vision University has relevant qualified personnel to ensure the attainment of the programme learning outcomes at the proposed Doctoral Program. The University has well-defined internal regulations that are in line with the national legislation ensuring the selection of qualified academic personnel and creating a decent working environment. The University's Staff Management Policy, specifically Article 4 determines the workload of the academic staff, which is in full compliance with the requirements of the Labor Code of Georgia. Addendum #1 of the same document spells out the framework of the activities that comprise the workload of the academic personnel. The same is reaffirmed by the New Vision University Regulation Carrying out Education and Research Activities approved by the Academic Board Minutes #3 (Dated as of September 4, 2023) that determines the workload of the academic and invited lectures and auxiliary personnel. More precisely, Article 7 of the document stipulates the need to arrange consultation hours with the students for at least two hours per week and determines the procedure for holding academic positions at the university ensuring a fair and transparent selection process. Moreover, among other things, the document proposed the technical criteria for the thesis paper. Finally, the university has submitted the Internal Labor Regulation approved by the Representative Board Minutes #II/2022-11 (dates as of November 4, 2022), which governs the overall duties and responsibilities of all employees at the university and ensures compliance with the requirements of the Labor Code of Georgia.

The university has a methodology of Planning New Vision University Student Body. The document stipulates the benchmarks for the student-staff ratio to ensure the proper implementation of the education program. According to the university, for the successful implementation of the education program, the ratio between the academic staff and the student body should not exceed 1/20. The share of the academic staff in the overall number of program-implementing staff should not be less than 30%. The share of affiliated staff in the overall number of program-implementing staff should not be less than 50%. The thesis supervisor to MA/PhD students' ratio should not exceed 1/5, as already mentioned in part 3.2 of this report, and the ratio between basic administrative staff and student body should not exceed 1/30.

According to the programme document, the university plans to admit ten students per educational cycle. The list of the academic personnel submitted by the higher education institution is adequate to carry out the programme. Moreover, the analysis of the resumes of the academic personnel proves their qualification to lead the proposed courses within the doctoral programme. The university resorts on the expertise of the national and international staff having relevant experience in the field of education, as well as in other relevant disciplines. Considering their experience, they can act effectively as the supervisors of the doctoral candidates. The programme's academic personnel have relevant scientific work for the last 5-year period.

During the interview, academic personnel confirmed their commitment to work for the programme. They discussed their expertise and expectations towards the university.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	10			
- Professor	8	8	8	7
- Associate Professor	1	1	1	
- Assistant-Professor	1	1		
- Assistant				
Visiting Staff				–
Scientific Staff				–

Evidences/Indicators

- Staff Management Policy
- New Vision University Regulation Carrying out Education and Research Activities approved by the Academic Board Minutes #3
- Statement 2020 regarding Education Programme Head and Doctoral Supervisors
- Internal Labor Regulation approved by the Representative Board Minutes #II/2022-11
- Self-evaluation report
- List of Academic Staff
- Resumes
- Interview Results

Recommendations

None

Suggestions for Programme Development

None

Evaluation

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

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

Please, evaluate the compliance of the programme with the component

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

New Vision University has an internal regulation determining the duties of the supervisors in the doctoral education programme. **Statement 2020 regarding Education Program Head and Doctoral Supervisors** stipulates that the educational programme head oversees creating, implementing, and constantly improving the educational programme and ensuring its internal and external quality assurance. Moreover, the programme will advise students on academic matters and ensure the internationalization of the programme by considering international best practices. During the site visit, the head of the programme demonstrated his qualification to lead the academic program; however, it was also evident that he was not fully informed about the details of the programme, nor was he fully involved in the development of the programme document. Since the person selected as the head of the programme is a strong candidate for leading the doctoral programme, it is advisable to give him more time to substantially internalize the programme and get acquainted with the details.

The academic personnel present during the interviews confirmed their commitments to supervise the PhD students, however, also claimed the limitations in terms of the number of potential supervisees. The personnel considered as potential supervisors are highly qualified and are equipped with the latest knowledge and have scientific studies in the relevant fields. However, since the comparative advantage of the programme is declared to be its interdisciplinary nature, it is strongly recommended to introduce the co-supervising mechanism in the proposed doctoral program. It will be highly beneficial for the students to have a supervisor in their field of academics, while the co-supervisor (or vice versa) should be the one knowledgeable in the field of educational sciences to ensure the best synergy and complementarity of the disciplines.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis	8	8	7
- Professor	7	7	7
- Associate Professor	1	1	
- Assistant-Professor			
Visiting personnel			–

Scientific Staff			_

Evidences/Indicators

- Statement 2020 regarding Education Program Head and Doctoral Supervisors
- Resumes of the academic staff
- List of the academic staff
- Interview results

Recommendations:

- Make sure there is a stronger component of mandatory co-supervising for the doctoral students. Considering the interdisciplinarity of the proposed doctoral programme, it will be highly beneficial for the students to have a supervisor from the field of educational sciences and co-supervisor from the field relevant to the dissertation theme.

Suggestions for the programme development

- It is advisable that the head of the programme has more time to fully internalize the programme and get acquainted with the details.

Evaluation

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

4.3 Professional Development of Academic, Scientific and Invited Staff

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

The proposed doctoral programme is new; therefore, the experience of supporting the academic staff cannot be directly evaluated. However, Article 7.2 of the New Vision University Regulation on Carrying out Educational and Research Activities, approved by the Academic Board Minutes #3 (dated as of September 26, 2023) stipulates that the workload of the academic staff includes mandatory activities in the field of academic, scientific-research and advisory fields. Moreover, Article 7.4 of the

same document suggests that the scientific-research activity may include the preparation, translation, editing, and reviewing of papers to be published at the university, implementation of the research projects, involvement in scientific conferences, etc. All these indicates the existing practice at the university to pay particular attention to the development of the academic personnel and supporting their active professional engagement in various activities.

On the other hand, Article 5 of the Staff Management Policy of the New Vision University spells out the criteria for staff evaluation in the field of academics and scientific-research activities and suggests various methods for the evaluation. Moreover, Article 6 of the same document directly talks about the strategy and approaches for the academic staff's professional development. Therefore, it can be deduced that the internal regulations of the university create a conducive environment for academic staff development. The university management has a clear vision of the need and the means for supporting the staff's development, thus ensuring quality education.

During the interview, the potential academic personnel discussed their expectations and almost all of them mentioned the expectancy of the university's support in leading research activities and participating in various academic/scientific activities.

Evidences/Indicators

- New Vision University Regulation on Carrying out Educational and Research Activities
- Staff Management Policy of the New Vision University
- Self-evaluation report
- Interview results

Recommendations:

    None

Suggestions for the programme development

    None

Evaluation

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

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

It is important for any student to have a good material and technical base that will help them acquire and improve quality knowledge.

Based on it's a PhD level, it is important to have students working spaces and material and electronic resources. During the visit, experts visited the auditoriums, work and student spaces, which we evaluated quite positively, because they were full of modern equipment. The students' space was also cozy and comfortable. During the visit, we also visited the library where we checked several literatures. The experts wanted to verify in particular three literatures, but they could not find these books either physically or electronically in the library. Later, before the end of the visit, we received the electronic version of two of them.

The institution has a programme to detect plagiarism, namely the program "Turnitin", which is important for prevention plagiarism. The institution has a document confirming the purchase of the "Turnitin" programme.

The institution has international electronical resources, for example: EBSCO, HeinOnline, Elsevier, Scopus etc, which is quite important for PhD level students.

The institution has received additional documents about literature, which they purchased on Amazon. The institution provided the expert panel with this kind of weblinks.

Evidences/Indicators

- Self-evaluation report;
- Purchase of Turnitin programme;
- Additional documents;
- https://newvision.ge/en ;
- Results of interview;

Recommendations:

None

Suggestions for the programme development

None

Evaluation

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

The New Vision University submitted the doctoral programme budget. The university administration anticipates admitting 10 students per year; therefore, the income and expenditure are calculated around this rationale. As presented, the programme is anticipated to be self-sustainable. The projected overall income of the program is GEL 90,000, while the expenses will comprise GEL 69,358. Therefore, the expected gain of the programme should constitute GEL 20,642 (or 6,880.67 per annum). It is noteworthy that the budget also considers lines for staff professional development (GEL 30,000) and supporting students' research activities (GEL 10,000). Therefore, if the projection of admission of 10 students holds valid, the programme will be sustainable and will correspond to the programme needs.

Evidences/Indicators

- Programme documents
- Self-evaluation report
- Budget of the programme
- Interview results

Recommendations:

None

Suggestions for the programme development

None

Evaluation

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

4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	☐	☐	☐

Compliance with the programme standard

• **Providing Teaching Resources**	Complies with requirements	x
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

5.1 Internal Quality Evaluation

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

Internal quality assurance matters at New Vision University are overseen by the Quality Culture Committee, in adherence to the 'NPLE – New Vision University Quality Culture Committee Regulation.' The primary objectives of this assurance framework are to continually enhance educational activities and fortify a culture of quality within the institution. To achieve these aims, the university has formulated specific regulations and frameworks governing the development of educational programmes, their review procedures, and the mechanisms ensuring programme quality.

This quality assurance framework operates in accordance with the 'plan–do–check-act' (PDCA) cycle, encompassing stages such as programme development and approval, curriculum implementation, ongoing monitoring, evaluation, and analysis, which involves surveys of students and academic staff along with an assessment of academic performance results. Subsequently, these findings inform necessary adjustments to the programmes, as detailed in the 'NPLE – New Vision University Quality Culture Committee Regulation' available on the university webpage.

Both the quality assurance service and the faculty actively engage in continuous monitoring of the educational process, primarily conducted through targeted group surveys and systematic session observations. These surveys evaluate aspects including programme satisfaction, learning outcomes, management processes, infrastructure, developmental needs, and the assessment of academic staff. The

collected data is thoroughly analyzed to identify strengths and weaknesses, pinpoint problems, and devise appropriate solutions.

Furthermore, the quality assurance service regularly offers consultations to academic, scientific, invited, administrative, and support staff on matters concerning internal and external quality assurance, authorization, and accreditation. Observations from the self-evaluation report underscore the active involvement of academic/invited staff in the programme development, with substantial confirmation of employer engagement (including extensive market research) as a valuable asset in programme enhancement. However, it is important to highlight that among the representatives of stakeholders present on the interview panels – although their numbers were limited – a notable lack of familiarity with the programme's content, logic, and mechanisms for assuring its quality was observed. This deficiency extended to aspects such as assessing programme learning outcomes, monitoring procedures, and identifying strategic development opportunities. This observation was particularly noticeable among students, alumni, employers, and occasionally among academic/invited staff.

Conversely, it is worth emphasizing the active and collaborative involvement of administrative staff in this process. Their engagement was evident and characterized by a highly cooperative nature, which can be regarded as exemplary practices.

To foster continuous improvement, the quality assurance service conducts a range of events and training sessions focused on refining programme development and the teaching process within the university. Overall, the university's internal quality assurance mechanisms are well-established.

Evidences/Indicators

- Programme and Syllabi;
- Self-evaluation report;
- Internal Quality Esurance Mechanisms;
- Regulations of quality culture committee (https://newvision.ge/en/page/1-vision-and-strategy/quality-assurance/)
- Survey Results;
- Interview Results.

Recommendations:

None

Suggestions for the programme development

- Promote broader engagement from all stakeholders at every stage of programme development and quality assurance.

Evaluation

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

5.2 External Quality Evaluation

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

New Vision University actively integrates external assessment tools within the development of its higher educational programmes, emphasizing accreditation and authorization processes. The institution maintains a close partnership with the National Center for Educational Quality Enhancement of Georgia. Alongside the external assessments conducted during authorization and accreditation, the university collaborates with both local and international experts in the respective fields for programme evaluations. External expert reports are also attached to the accreditation package currently presented.

The doctoral educational programme in Education Science underwent its initial accreditation process in 2021, during which the programme received a set of recommendations (fourteen recommendations) and conditions. It's noteworthy that all recommendations issued at that time have been addressed by the Higher Education Institution (HEI), however, some of them may need further improvements, reflected in the expert's current report (e.g., improvement of regulations regarding doctoral studies…).

Evidences/Indicators

- Self-evaluation report;
- Educational programme and Syllabi;
- External experts report;
- Market research documentation;
- University regulations;
- University webpage;
- Interview results.

Recommendations

None

Suggestions for the programme development

None

Evaluation

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

5.3 Programme Monitoring and Periodic Review

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

Information and guidelines pertaining to the monitoring and periodic evaluation of educational programmes are outlined in the programme regulations. Specifically, these documents define the procedures for initiating, approving, modifying, and conducting periodic evaluations of the programme.

Each programme establishes a dedicated programme development committee entrusted with evaluating and analyzing the attainment of defined programme outcomes. Consequently, the assessment of programme outcomes occurs periodically through both direct and indirect methods.

Direct evaluation methods encompass assessing students' academic performance and implementing the "early diagnosis tool" as part of the assessment process.

Indirect evaluation methods involve gauging the perspectives of all stakeholders involved in the programme: a) Students b) Academic/invited staff involved in program implementation c) Employers d) Program graduates.

Several instruments have been introduced for assessing programme learning outcomes:

- Questionnaires designed for:
    - Evaluating educational courses and/or processes by students via an electronic database
    - Assessing student satisfaction
- Self-evaluation questionnaires tailored for doctoral students
- Peer evaluations of doctoral students
- Publication of papers in refereed journals
- Assessment of module/research component leaders

The Education Science doctoral programme adheres to and aligns with all regulatory documents set forth by the university and by the Ministry of Education, Science, Culture and Sport of Georgia. However, there is an opportunity for enhancing the programme's quality assurance mechanisms to better suit and align with the specificities of the programme. Further discussion and a suggestion on this matter can be found in the '1.3. Evaluation Mechanism of the Programme Learning Outcomes subsection.

Evidences/Indicators

- Self-evaluation report;
- Educational programme and syllabi;
- Regulations of the quality culture committee;
- Survey results and reports;
- Interview results;

Recommendations:

None

Suggestions for the programme development

None

Evaluation

Please, evaluate the compliance of the programme with the component

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

Compliance with the programme standards

• **Teaching Quality Enhancement Opportunities**	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable): N/A

Name of the Higher Education Institution: New Vision University

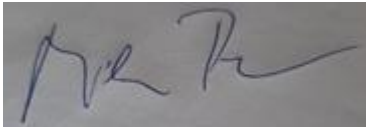**Name of Higher Education Programme, Level:** Education Science, PhD level

Compliance with the Programme Standards

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

4. Providing Teaching Resources	x	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	x	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel

Milan Pol

 Accreditation Expert Panel Members

Ketevan Aptarashvili

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