



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

**Accreditation Expert Group Final Report on Cluster of Higher Education  
Programmes**

Program 1- Bachelor's Program in Digital Communication and Media Arts  
Program 2 - Bachelor's Program in Graphic Design (delivered in English)

**Caucasus University LLC**

Evaluation Date(s)  
27-28 February 2025

Final Report Submission Date  
28 April 2025

Tbilisi

### Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Caucasus University LLC
Identification Code of Institution	205050567
Type of the Institution	University

### Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organization, Country)	Costas Mantzalos, Frederick University, Cyprus
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Mirian Kenia, Georgian American University (GAU), Georgia.
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Maia Levanidze, LEPL , Shota Rustaveli theatre and Film Georgia State University, Georgia.
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Kristine Chikhladze, LEPL Ivane Javakhishvili Tbilisi State University, Georgia
<b>Member</b> (Name, Surname, HEI/Organization, Country)	Aleksandre Kalandadze, LEPL Ivane Javakhishvili Tbilisi State University, Georgia.

## I. Information on the Cluster of Educational Programmes

	<b>Programme 1</b>	<b>Programme 2</b>
<b>Name of the educational programme</b>	Digital Communication and Media Arts	Graphic Design
<b>Level of higher education</b>	Bachelor's Studies	Bachelor's Studies
<b>Qualification to be awarded</b>	Bachelor of Digital Media	Bachelor of Fine Arts in Graphic Design
<b>Name and code of the detailed field</b>	0211Audio-Visual Techniques and Media Production	0211Audio-Visual Techniques and Media Production
<b>Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education<sup>1</sup></b>	N/A	N/A
<b>Language of instruction</b>	Georgian	English
<b>Number of ECTS credits</b>	180 ECTS	180 ECTS
<b>Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)</b>	NEW	NEW

<sup>1</sup> 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 the Cluster of Education Programmes<sup>2</sup>**

1. **Program 1- Bachelor's Program in Digital Communication and Media Arts**

The Bachelor's Program in Digital Communication and Media Arts is a first-cycle higher education program designed to address the needs of the rapidly evolving job market. Specifically, the demand for versatile professionals in the fields of digital communication and media arts has significantly increased. Additionally, career mobility between professions within these fields has become more frequent, requiring specialists to possess not only a comprehensive understanding of their domain but also broad-based knowledge, skills, and flexibility to adapt seamlessly from one specialization to another within the same field. The program duration is three years, 180 ECTS, with the academic year structured in two semesters. Each semester consists of 20 weeks of instruction, making the total academic year 40 weeks. One ECTS credit is equivalent to 25 hours of study, including both contact hours and independent work (such as preparation for assessments and homework).

2. **Program 2 - Bachelor's Program in Graphic Design (delivered in english)**

The Bachelor's program in Graphic Design is a first-cycle higher education program designed to equip students with the competencies required for professional practice in the field of graphic design. Upon completion of the program, graduates are awarded a Bachelor's degree in Graphic Design. The program which is benchmarked on the existing Bachelor in Graphic Design in Georgian language is delivered in English.

This Bachelor's program in Graphic Design is an arts and creativity-focused curriculum that comprises 180 ECTS credits. The program duration is three years, with the academic year structured in two semesters. Each semester consists of 20 weeks of instruction, making the total academic year 40 weeks. One ECTS credit is equivalent to 25 hours of study, including both contact hours and independent work (such as preparation for assessments and homework)

- **Overview of the Accreditation Site Visit**

Site Visit took place on 27-28 February 2025 starting on day 1 with meetings with the senior management, followed by discussions with the team responsible for preparing the SER, the Programmes Heads, Academic and Visiting Staff, and continued on day 2 with the Quality Assurance committee, Students, Graduates, Employers. A tour of the university's facilities, including the studios, classrooms, auditoriums, IT services, and the Library also took place.

---

<sup>2</sup> When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

The documents submitted were thoroughly reviewed and met expectations, clearly outlining the objectives and goals, as well as providing detailed descriptions of the teaching and learning activities.

Throughout the visit, it became obvious that the faculty, (from senior management to the invited staff) demonstrated a strong support for the new Bachelor programs in Digital Communication & Media Art and in Graphic Design. The student and alumni body were particularly enthusiastic, and. It became clear that the University maintains a student-focused environment that fosters quality and develops professionals for the creative industry.

The University's Quality Assurance team is well-aligned with the schools and departments, ensuring a robust system for maintaining consistent quality standards.

The programme's facilities are well-established. However, it is essential to keep updating the physical resources and ensure these improvements are continually addressed so that they meet the requirements of the academic programmes.

Both 2 new programs offer a promising and diverse curriculum, reflecting the current demands of the creative industry. The programs integrate a broad range of topics, which gives students a solid foundation in both traditional and contemporary practices. Their interdisciplinary approach has the potential to equip graduates with a versatile skill set, preparing them for various roles within the industry

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

- **Digital Communication and Media Arts**

- **STANDARD 1: Substantially Compliant**
- **STANDARD 2: Compliant**
- **STANDARD 3: Compliant**
- **STANDARD 4: Compliant**
- **STANDARD 5: Compliant**

- **Graphic Design**

- **STANDARD 1: Compliant**
- **STANDARD 2: Compliant**
- **STANDARD 3: Compliant**
- **STANDARD 4: Compliant**
- **STANDARD 5: Compliant**

- **Recommendations**

#### **Digital Communication and Media Arts**

1.1 The goals of the Digital Communications and Media Arts program should clearly and specifically define the skills and abilities the program is designed to develop.

1.2 to review and specify learning outcomes and identify graduate skills and competencies appropriate to the specialty, qualification, and field of activity.

1.4 Based on the program's objectives, more focus should be placed on technical subjects, and the curriculum should be reviewed accordingly

1.4 The balance between mandatory and elective courses should be improved to provide students with a wider range of choices.

2.2 Greater attention should be given to specific technological fields, developing an in-depth academic program and further refining it based on specializations.

#### **General recommendations of the cluster**

5.1: It is recommended that programs directors and academic staff undergo training in educational program quality assurance, learning outcomes assessment, and curriculum mapping to ensure successful implementation and future programs development.

- **Suggestions for the Programme Development**

#### **Digital Communication and Media Arts:**

- 1.5. The Digital Communication & Media Arts program needs to be well monitored over their 3-year cycle so that the wide array of courses does not create a fragmented experience for students, as they may struggle to understand how different areas of the curriculum connect with one another

#### **General suggestions of the cluster:**

2.2 The university, particularly the program, should establish a clear vision regarding the use of artificial intelligence so that students clearly understand at what stage and how such tools are permitted.

2.2 The *Field Practice* course should be adapted to the specific program, and a safety plan should be developed for conducting the course in real-world settings.

2.2 Relevant development-oriented activities should be planned and implemented, involving students, lecturers, and employers. These may include seminars, exhibitions focused on external evaluations, additional training sessions, and other initiatives.

2.4 Update that the e-learning regulations to align more closely with the latest legislative developments in e-learning education, especially if the clustered programs will be prepared for the active integration of online learning components into the academic curriculum.

### **Graphic Design**

4.4 Strengthen the computer laboratories with high-performance computers necessary for the execution of the program.

4.4 Acquire licenses for graphic design software

- **Brief Overview of the Best Practices (if applicable)<sup>3</sup>**

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

The Team of Experts having received the comments by Caucasus University does not share the Argumentative Position of the HEI. Therefore, the recommendations stay as are.

The reasons that the Team of Experts remains in its original position is because:

- the program outcomes do not specifically reflect what skills the graduate will have. The specifics of the field (media arts/digital media) should be considered both in the outcomes and in the subjects included in the educational program.
- During the site visit, it became evident that the academic staff and program directors lacked the necessary information regarding the quality assurance mechanisms in place. Furthermore, their involvement in the planning and evaluation of program assessment processes was not clearly demonstrated.
- The program directors – during the site visit - demonstrated the lack of competence when it came to the assessment of learning outcomes, curriculum mapping and generally in Quality Assurance practice.

---

<sup>3</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

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

### III. Compliance of the Programme with Accreditation Standards

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

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

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

##### 1.1 Programme Objectives

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Description and Analysis - Programme 1 (Bachelor in Digital Communication and Media Arts)<sup>4</sup>

##### Digital Communication and Media Arts

Digital communications are modern methods of exchanging information, data, and messages based on Internet technologies and digital tools. Digital communication is an integral part of modern man's daily life as it permeates all segments of human and social life. Media art, or media art, is defined as art created through the combination of film, video, and computer art. With the use of new media, it is formally realized in the form of narrative, documentary, and experimental film, video, digital product, and installation, which requires more publicity, awareness of its own identity, and interaction with a specific target audience. In other words, in both segments, as the title indicates, great importance is attached to knowledge of modern technologies and the ability to use them for creative purposes. These characteristics should certainly inform the specifics of teaching and the program's goals.

---

<sup>4</sup> Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

The Digital Communications and Media Arts program aims to train a specialist who can create performances in classical art fields (contemporary art forms are completely ignored) and create them using digital technologies. The program combines the training of specialists with skills of three different professions: the author of a performance, i.e. he either stages a performance in a specific space using his knowledge gained in the performing arts, or creates an audiovisual, media product using modern digital technologies, i.e. he is a graphic designer and a manager who plans and manages the process. By combining these three segments and limiting them to specific traditional art forms, I think we achieve a narrow specialization in the field of media arts, which is evolving daily and increasingly conquering sociocultural fields. The program does not reflect the graduate's contribution to the industry and society.

The goal of the program is to provide students with basic knowledge in a specific segment of the digital communications and media arts field appropriate to the undergraduate level.

The purpose of the program is consistent with the mission, goals, and strategy of Caucasus University.

Caucasus University conducted a market study to determine the overall need for media arts professionals and their skills. The market research shows a growing demand for media arts specialists, although it does not specifically address the need for performance artists. The labor market survey is scheduled by the program managers over a period of time.

Description and Analysis - Programme 1 (Bachelor in Graphic Design)<sup>5</sup>

Graphic design is a field of communication design that invents and creates visual elements using modern technology. These include outdoor advertising, packaging design, posters, web design, printed promotional materials or illustrations, etc. The main task of graphic design is to convey a certain message in a visually comprehensible language, evoke emotions and cause the necessary psychological and physical reaction in the target audience. The program objective is realistic and achievable, as it clearly and concisely defines the graduate's competencies, professional skills and scope of work, as well as the specifics of the field. The program objective is in line with the mission, goals and strategy of Caucasus University; Graphic Design specialists are in high demand in Georgia today, which is confirmed by the university's marketing research that takes into account the market needs for training highly qualified specialists. The objectives of the

---

<sup>5</sup> Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

program are in line with the Bachelor's degree level as it is focused on providing students with basic knowledge.

**Evidences/Indicators**

- - Educational program;
- - Analysis of the labor market and employer requirements;
- - Web page;
- - Interview results.

**Recommendations**

**Suggestions -**

**General recommendations of the cluster:)**

**General suggestions of the cluster:)**

**Programme 1 (Digital Communication and Media Art, Bachelor)**

**Recommendation(s):**

The goals of the Digital Communications and Media Arts program should clearly and specifically define the skills and abilities the program is designed to develop.

**Evaluation <sup>6</sup>**

Please, evaluate the compliance of the programme with the component

Component 1.1 Programme Objectives	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Art, Bachelor)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

<sup>6</sup> Evaluation is performed for each programme separately.

Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	---	--------------------------	--------------------------	--------------------------

## 1.2 Programme Learning Outcomes

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

### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Description and Analysis - Programme 1 (Digital Communication and Media Art, Bachelor)

The program outcomes for the Digital Communications and Media Arts program are aligned with the objectives. The outcomes are structured into 8 items: the first two, as well as outcomes 7-8 are mainly focused on theoretical knowledge acquisition and independence, while the remaining items reflect practical skills. Among the outcomes, I think especially worth highlighting: Outcome N4: Plans, develops, manages, evaluates and utilizes a performative artistic product; Since this is a full-fledged course that not only fulfills the functions of manager and marketer, but also goes beyond this competence and delves into the creative part, which needs to be complemented by other training courses, it is necessary to specify how it is used.

Program objectives are more specific than outcomes, which are more vague and more focused on the development of theoretical skills than on the development of technical, practical skills.

When formulating outcomes, program authors limit themselves to rather general definitions, which do not allow identifying specific, professional skills of the graduate that will eventually lead to employment in the labor market.

The program outcomes also do not take into account the industry characteristics developed by the industry council. "Visual Communication/Media Arts" ("Visual Communication", 'Media Arts/Digital Media', 'Multimedia Design', 'Graphic Design' and 'Print Media/Typography'), which has an industry profile of higher education, covers the bachelor's level and also defines qualification competencies in the field of digital media. It is necessary to consider the industry specifics and take into account the industry specifics and requirements reflected therein. This would allow the program authors to plan the program and define the outcomes more accurately and clearly.

The program outcomes partially correspond to the appropriate level of qualification awarded according to the detailed description of the field;

The program states that it provides an opportunity for the student to continue on to a doctoral program; however, there is currently no three-year program. By law, a bachelor's degree graduate is not eligible to continue directly into doctoral studies, so the program has no development.

During the interviews, the program managers and teachers could not clearly and concretely formulate what kind of competent specialist they were talking about; they only spoke about their own experience, how modern digital technologies had helped them at different times in their creative projects, and how erudite their graduates would be. Which gave the impression that they themselves were not sufficiently knowledgeable about these issues. The outcomes of the Vinay program are vague and need more clarity and specificity based on the specifics of the field, so it is a bit difficult to talk about the consistency of the program's goals and outcomes

#### Description and Analysis - Programme 1 (Graphic Design, Bachelor)

The program outcomes for the **Graphic Design** program are consistent with the objectives, and the objectives clearly describe the skills, knowledge, autonomy, and responsibility that the program develops. The need for a balanced practical and theoretical knowledge of both digital technology and art history and theory is emphasized, as well as the student's ability to apply the theoretical knowledge gained in practice, to find a suitable original form for creative ideas and to realize the idea in a direction-specific way. Develop individual and teamwork skills. The outcomes of the program are based on the industry characteristic and have the possibility to continue at the next level, are measurable, achievable and realistic; It corresponds to the required qualification level, has a detailed description of the direction, takes into account the requirements of the qualification and the market, and the courses included in the curriculum allow the student to achieve the results expected by the program. The active involvement of program managers in the program preparation process was noted during the interviews. The program structure and curriculum ensure the achievement of the learning outcomes.

## Evidences/Indicators

- Educational program and curricula;
- Mechanism for assessing learning outcomes of the program.

### General recommendations of the cluster:

### General suggestions of the cluster

### Recommendations and suggestions according to the programmes:

#### Programme 1 (Digital Communication and Media Arts, Bachelor)

##### Recommendation(s):

to review and specify learning outcomes, and identify graduate skills and competencies appropriate to the specialty, qualification, and field of activity.

##### Suggestion(s):

## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Art, Bachelor)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the provided information in the SER which was sent out before the visit as well as based on the findings from the team's discussions during the visit it was found that the evaluation mechanisms for the Learning Outcomes of the programme are in place and carried out systematically in the progression of the 3-year cycle of the Bachelor Degree. Since both programmes are new there was no evidence yet of past evaluations with data provided, however both programmes' learning outcomes of teaching and scientific-research component will be evaluated in a consistent and transparent manner specific to the characteristics of the fields of Digital Communication/Media Arts and Graphic Design.

The programmes have used benchmarking with other institutions of similar programmes both nationally and internationally. Additionally, each programme has benchmarks for each learning outcome, and this is monitored by the results of the learning outcomes' evaluation, whereas a comparison takes place when benchmarks evaluation is conducted.

The staff implementing the programmes get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes and all faculty – permanent and visiting – are familiar with the methods of evaluation of the learning outcomes.

Full inspection and compliance with the Quality Assurance team of the University and the Faculty is in place. Evaluation and feedback involve questionnaires/interviews of teaching staff, students/alumni, employers and findings are analyzed and made known to everyone concerned.

Caucasus University has developed a map of learning outcomes which had been developed along with overall mechanisms for assessing learning outcomes, showing which educational component achieves which learning outcome:

- Learning outcomes will be assessed based on the specifics of the field and level, in a sequential and transparent manner, periodically as outlined in the learning outcomes assessment mechanism document.
- The program ensures the involvement of external stakeholders in the assessment of learning outcomes.
- It has target benchmarks for each learning outcome.
- The results of learning outcome assessments are monitored and compared with the target benchmarks.
- The academic/scientific and invited personnel involved in the program are well aware of the assessment methods for learning outcomes and are directly involved in the assessment process.
- Caucasus University ensures that the analysis of learning outcome assessments is shared with interested parties.

**If necessary, description and analysis according to the education programmes**

**Description and Analysis - Programme 1 (Name and Level)<sup>7</sup>**

---

<sup>7</sup> **In case of necessity**, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

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

### Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programme and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University’s website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs
- Similar programs analysis;

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes:**

### Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication & Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.4. Structure and Content of Educational Programme

- The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.
  - The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.
- 

#### Cluster and individual evaluation

### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

#### Description and Analysis - Programme 1 (Digital Communication and Media Arts, Bachelor)

The Bachelor's degree program in “**Digital Communications and Media Arts**” includes 180 ECTS credits. That is, during the three years of study, the student accumulates 60 credits annually, 30 credits per semester, although according to the legislation in force in Georgia, he/she has the right to add 15 credits per year.

Program Components:

Compulsory component of the major field of study: 136 ECTS;

Elective component of the main field of study: 30 ECTS (for beginners of English at B1.0 level - 20 ECTS);

Compulsory optional component: 14 ECTS (for those starting English at B1.0 level, 24 ECTS);

Free elective component: 10 ECTS of free credits.

Most of the compulsory courses are designed to ensure the mastery of practical skills at a basic level, The program is designed using the methodology of educational program planning, design, and implementation in place at Caucasus University.

The content, scope and complexity of the program corresponds to the level of study (Bachelor's degree); The program is structured according to the rules established by the Georgian legislation and in accordance with ECTS - European Credit Transfer and Accumulation System; The structure and resources of the program ensure individuality of the program; The courses in the major partially correspond to the learning outcomes of the program; The prerequisites for admission to the subsequent stage of study are sufficient; The structure of the program is consistent; The content and structure of the program partially corresponds to the qualification awarded.

The prerequisite for admission to the program is general education and passing national exams. According to the established legislative norms in Georgia, there are no additional requirements.

### **Description and Analysis - Programme 1** (Graphic Design, Bachelor)

The Bachelor's program in **Graphic Design** includes 180 ECTS credits. That is, during three years of study, the student accumulates 60 credits annually, 30 credits per semester, although according to the legislation in force in Georgia, he/she has the right to add 15 credits per year.

Program Components: One semester consists of 20 academic weeks, thus an academic year is planned to last 40 weeks. 1 ECTS credit is equal to 25 hours, which includes both the student's contact time and his/her independent work (time allocated for mid-term and final certification, as well as for the preparation of homework).

The program is structurally divided into core disciplines and independent components: Core courses in the subject area (125 credits):

- Required coursework - 109 credits;
- Electives - 16 credits.

Free Component Courses (55 credits):

- Required university courses - 20 credits;
- University electives - 20 credits;
- Free credits - 15 credits.

The content, scope, and complexity of the program correspond to the level of undergraduate education; The program is designed using the current university methodology of planning, development, and implementation of educational programs. The program is structured in accordance with the rules established by the Georgian legislation and in accordance with ECTS - European Credit Transfer and Accumulation System; The structure and resources of the program ensure individuality of the program; The training courses in the main direction of training correspond to the learning outcomes of the program; The prerequisites for admission to the next stage of study are sufficient; The structure of the program is consistent; The content and structure of the program correspond to the qualification to be awarded and provide

A condition of admission to the program is passing the general education and national exams established by the legislation of Georgia. Information about additional requirements is also available on the website of the program and the university. The applicant undergoes face-to-face selection in two stages: electronic submission of the thesis and interview. The evaluation criteria and minimum score are also listed here.

The structure of the program is consistent. From interviews with program directors, it appears that employers' opinions were taken into account in the process of program development. According to the results of the labor market analysis, the degree of faculty involvement in this program was higher than in the Digital Communications and Media Arts program. The program is accessible and public for all stakeholders.

#### **Evidences/Indicators**

- Methodology for planning, designing, and developing educational programs
- Educational Program/Map;
- Programs of study
- Web site;

#### **General recommendations of the cluster:**

#### **General suggestion of the cluster:**

#### **Recommendations and suggestions according to the programmes:**

##### **Programme 1 (Digital Communication and Media Arts, level)**

#### **Recommendation(s):**

- Based on the program's objectives, more focus should be placed on technical subjects, and the curriculum should be reviewed accordingly.
- The balance between mandatory and elective courses should be improved to provide students with a wider range of choices.

#### **Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

#### Cluster and individual evaluation

##### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Based on the provided information in the SER which were sent out before the visit as well as based on the findings from the team's discussions during the 2-day visit it was found that the 3 year cycle of the Bachelor Degree in Digital Communication & Media Arts and in Graphic Design and specifically the content of their courses and number of credits comply with the achievements of the learning outcomes. The syllabi are well defined and clearly describe the teaching and learning activity. All study materials such as bibliography, IT services and other materials are indicated in the syllabi.

The programmes' compliance with the Bologna process also support and justify the relationship between content and learning outcomes. The amount of ECTS for the programme are 180 corresponding to 60 each year and take in consideration contact hours as well as students' personal time in accomplishing the objectives for each course. 1 ECTS determined to 25-30 study hours.

The set goals of the programs are fully aligned with the learning outcomes of the programs, which, in turn, are reflected and broken down in the goals and learning outcomes of each subject/course. The learning outcomes of the core learning areas are aligned with the learning outcomes of the programs in terms of knowledge, skills, and responsibility/autonomy. The learning outcomes of each academic course is aligned with the learning outcomes of the corresponding programme as reflected in the programmes' learning outcomes. The learning outcomes defined within each course/component are assessed based on the components and criteria/rubrics defined in the assessment system. The mentioned system is detailed in the course syllabi as these are listed in the Appendix of the SER. All courses for each programme are well researched and are current taking into consideration the relevant contemporary trends and latest

technologies. Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course as well as the achievement of the programmes' learning outcomes.

The program courses, in terms of the names and the content of the disciplines align with the context of the fields accurately. The course titles clearly represent the scope and subject matter, providing students with an intuitive understanding of what they will be studying. Similarly, the course content comprehensively address the objectives and topics suggested by the title, ensuring a cohesive learning experience.

Additionally, the courses are allocated the appropriate European Credit Transfer and Accumulation System (ECTS) credits, in line with their complexity and content. The ECTS credits are designed to reflect the total workload required to complete a course, including lectures, assignments, self-study, and examinations. For example, a course that requires substantial reading, independent research, and regular assignments warrants a higher ECTS allocation, such as 6 credits, whereas a less intensive course is assigned 4 credits. The credit allocation corresponds to the course's depth and the time commitment required for students and enables to maintain consistency and fairness within the programs, as well as upholding international academic standards. Proper alignment of course content with their respective ECTS credits ensures that the program provides a well-structured and rigorous academic experience.

#### **Description and Analysis - Programme 1 (Bachelor in Digital Communication and Media Arts)**

The Bachelor's Program includes courses designed to build the core knowledge and skills needed for a specialist in digital communication and media arts. Students are also introduced to the nuances of related disciplines. General university courses are intended to expand students' horizons, foster value development, and improve their written and verbal communication abilities.

The program's courses generally have prerequisites, ensuring a logical flow of learning. The sequencing of courses across semesters follows principles of knowledge progression and refinement. The programme integrates a broad range of topics, which gives students a solid foundation in both traditional and contemporary practices. Their interdisciplinary approach has the potential to equip graduates with a versatile skill set, preparing them for various roles within the industry. However, while the diversity of topics is beneficial, the program needs to be well monitored over their 3-year cycle so that the wide array of courses does not create a fragmented experience for students, as they may struggle to understand how different areas of the curriculum connect with one another.

#### **Description and Analysis - Programme 2 (Bachelor in Graphic Design)**

The Bachelor's Program includes courses designed to build the core knowledge and skills needed for a specialist in digital communication and media arts. Students are also introduced to the nuances of related disciplines. General university courses are intended to expand students' horizons, foster value development, and improve their written and verbal communication abilities.

The program's courses generally have prerequisites, ensuring a logical flow of learning. The sequencing of courses across semesters follows principles of knowledge progression and refinement. The programme

integrates a broad range of topics, which gives students a solid foundation in both traditional and contemporary practices. Their interdisciplinary approach has the potential to equip graduates with a versatile skill set, preparing them for various roles within the industry.

**Evidences/Indicators**

- Self Evaluation Report
- Site visit
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- Courses Syllabi
- University’s website and other digital platforms (e learning etc)

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Suggestion(s):**

The Digital Communication & Media Arts

The Digital Communication & Media Arts program needs to be well monitored over their 3-year cycle so that the wide array of courses does not create a fragmented experience for students, as they may struggle to understand how different areas of the curriculum connect with one another.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
--	-------------------------------	--	---	--------------------------------------

Programme 1 (Digital Communication & Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

### 2.1 Programme Admission Preconditions

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

##### Description and Analysis - Programme 1 (Digital Communication and Media Arts, Bachelor)

A prerequisite for admission to the undergraduate program in **Digital Communications and Media Arts** is the state examinations common to all programs at Caucasus University. To qualify for the state exam, students may choose an additional subject - math/history/fine and applied arts. The prerequisites for admission are in full compliance with Georgia law. The prerequisite for admission to the program is logically related to the content of the program, level of study, and language of instruction. As for the qualifications awarded, I think it would be ideal if internal rounds were added to the national exams, similar to graphic design.

##### Description and Analysis - Programme 1 (Graphic Design, Bachelor)

Admission requirements for the Bachelor's program in Graphic Design: complete general education, unified national exams, and a creative tour/competition. Exceptions to the general rule of admission to higher education for both programs are allowed only in cases established by law. The prerequisites for admission to the program take into account the specifics of the program and ensure the inclusion of persons with the knowledge, skills, and competencies necessary to complete the program. The prerequisite for admission to the program takes into account the specifics of the program and the field of study, is logically related to the content of the program, the level of study, and the qualification to be awarded, and also the language of instruction.

**Evidences/Indicators**

- Educational Program;
- Web site

**General recommendations of the cluster:**

  

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable

skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

---

#### Cluster and individual evaluation

### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university has an established program for combating plagiarism; however, in the fields of digital, visual, and graphic design, it is necessary to develop plagiarism detection mechanisms tailored to these disciplines. In the era of artificial intelligence, it is particularly important to establish approaches that fully meet the specific requirements of each field.

For programs within the cluster, strengthening collaboration with advertising agencies, television networks, and publishing houses is strategically significant. These sectors are well-versed in modern technologies, trends, and consumer demands. The university offers an interesting elective course, *Field Practice*, which is an excellent initiative and highly popular among students. However, based on student feedback, this course lacks a predefined structure and is mostly conducted spontaneously. Students do not have sufficient information about the grading criteria, and the syllabus is too general, failing to address the specific needs of individual programs. We believe that adapting this course to different programs and carefully planning its structure is essential. Additionally, a safety plan should be developed to ensure a secure and well-organized learning environment.

Unfortunately, no structured development-oriented activities have been planned within the program. Interviews revealed that despite having a solid list of partner organizations, these partners are not involved in the planning or further development of the program.

Incorporating the expertise of partner advertising agencies and other organizations into the academic process will significantly enhance the quality of education and better align it with employer expectations. This will allow graduates to meet labor market demands more easily and reduce the need for additional qualification courses.

Discussions with employers indicated that the faculty has not conducted a fundamental labor market-oriented study to determine the skills and requirements necessary for employment. Such research would enable the faculty to design a more targeted curriculum.

Additionally, it is crucial to organize joint academic conferences involving students and professors from all programs within the cluster. These events would provide students with opportunities to exchange academic insights and practical experiences across different levels and programs. Such collaboration would foster scientific research development, enabling the rapid identification and effective resolution of industry-specific challenges. Graduates with this kind of experience would become valuable assets for employers, giving their organizations a competitive advantage.

To improve students' practical skills, it is essential to establish a laboratory equipped with industry-relevant technology that meets the cluster's needs. This would enable students to apply their theoretical knowledge in real-world settings. Furthermore, professors would have the opportunity to analyze the benefits of technological advancements through experiments and observations, potentially leading to the development of new, high-value scientific research.

Interviews indicated that despite research expenses being included in the budget, research activities have not been pre-planned. Special attention must be given to this area, as practical research skills are a fundamental part of education in today's rapidly evolving world. The faculty should actively work on this issue to ensure the systematic planning and execution of research projects, involving students, professors, and employers. All research activities must be clearly structured and aligned with course content.

Given the above, the university and faculty have a clearly defined direction for development. However, this direction is not sufficiently reflected within the specific cluster's strategy. It is important to tailor all general initiatives to the cluster's needs and implement them accordingly. This will significantly improve the quality of education and research, increasing demand for graduates in the labor market. Additionally, faculty members' scientific research will be more frequently published in high-impact journals.

○

#### **General recommendations of the cluster:**

#### **General suggestions of the cluster:**

Suggestion: The university, particularly the program, should establish a clear vision regarding the use of artificial intelligence so that students clearly understand at what stage and how such tools are permitted.

Suggestion: The *Field Practice* course should be adapted to the specific program, and a safety plan should be developed for conducting the course in real-world settings.: Relevant development-oriented activities should be planned and implemented, involving students, lecturers, and employers. These may include seminars, exhibitions focused on external evaluations, additional training sessions, and other initiatives.

#### **Recommendations and suggestions according to the programmes:**

##### **Programme 1 (Digital Communication and Media Arts, Bachelor)**

#### **Recommendation(s):**

- Greater attention should be given to specific technological fields, developing an in-depth academic program and further refining it based on specializations.

#### **Suggestion(s):**

## Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The programs adopt a varied, student-focused approach to teaching and learning, promoting active engagement, critical thinking, and self-directed learning. The curriculum incorporates methods like interactive lectures, collaborative projects, problem-solving activities, case studies, discussions, and project-based tasks to cater to diverse learning preferences. These strategies ensure that students actively engage in their education instead of being passive recipients, especially after serving the core aim of both programs to involve theory and practise to the teaching and learning process.

Teaching methods are designed with flexibility in mind, accommodating the unique needs and academic preparedness of each student. When appropriate, customized programs are created to match individual interests and abilities. This flexibility allows each student to progress at a pace and level aligned with their personal goals, promoting inclusivity and offering a tailored learning experience.

The programs consider the cultural and specific needs of international students. Faculty, staff, and guest lecturers consider these aspects when developing teaching, learning, and assessment strategies. This involves adjusting communication styles, acknowledging cultural perspectives, and fostering an inclusive environment, ensuring that international students succeed both academically and socially.

Faculty members are integral in cultivating a positive and inclusive learning environment. Through their expertise, mentorship, and innovative methods, they guide students effectively throughout their academic journey. Additionally, their responsiveness to the diverse needs of students demonstrates their dedication to student success.

The teaching and learning strategies are carefully aligned with the program’s academic level, course content, and desired outcomes. They are designed to support both academic success and professional readiness, ensuring that the program adheres to both educational and industry standards.

**Evidences/Indicators**

- Evaluation system regulatory document;
- Evaluation components, and methods presented in syllabi enclosed with the educational programme;
- The procedure for appealing evaluation results;
- Website;
- SER;
- Interviews.

**General recommendations of the cluster:**

  

**General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:**

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication & Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2.4. Student Evaluation**

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

**Cluster and individual evaluation**

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Caucasus University outlines a structured evaluation system based on two assessment types: summative and formative. The grading system is well-defined with specific point ranges from A through F. The process incorporates both interim and final exam assessments, creating a comprehensive evaluation framework. Furthermore, the document indicates that detailed criteria and rubrics are provided in course syllabi, which suggests a thorough procedural approach to assessment. The evaluation system demonstrates transparency through its explicitly defined grading scale with clear point ranges. Students are informed about the purpose of each assessment type, with summative assessment focused on performance evaluation and formative assessment oriented toward development and feedback. The detailed evaluation criteria are available in course syllabi, making assessment system accessible to students. Moreover, the principles guiding evaluation are clearly articulated as objectivity, trustworthiness, validity, and transparency, which reinforces the commitment to an open assessment process.

The evaluation system is fundamentally based on the "Rules for Calculating Credits for Higher Education Programmes" approved by Order N3 of the Minister of Education and Science of Georgia. The grading system encompasses five positive evaluation levels, ranging from Excellent (91-100 points) to Sufficient (51-60 points) and two negative evaluation categories. The evaluation of a student's educational performance involves an approach that integrates both mid-term and final assessments.

The assessment system employs a diverse array of evaluation methods, encompassing both conventional examinations and dynamic methodologies including presentations, collaborative activities, case analyses, etc. Students undergo evaluation through various formats such as verbal questioning, interactive discussions, multiple-choice tests, hands-on assignments, demonstrations, simulated scenarios, and project assessments. The used evaluation methods ensure the development of student abilities across various learning dimensions.

For the Digital Communication and Media Arts BA program, the achievement of student's learning outcomes considers the interim and final evaluations, for which relative proportions out of the total score (100 points) and a minimum competence level are allocated. Namely, out of 100 points, the interim results are allocated 70 points, while the final exam results are 30 points. In interim evaluations the minimum competency barrier to be reached is 59%. The interim evaluation includes assessment methods, the total of which is 70 points. For each assessment method, the evaluation is based on the pre-determined learning goals, task-oriented clear criteria and the learning rubrics drawn on their basis. In the interim results the student has to accumulate at least 59% of the 70 points to be allowed to take the final exam. The student's final examination is passed, if he/she gets at least 51% of the total 30 points on the first stage and 60% on all the other stages. As for Graphic Design BA program, the evaluation of a student's learning achievements includes interim and final assessments, with each assigned a specific share of the total 100-point score. The intermediate assessment is worth 70 points, while the final assessment accounts for 30 points. Minimum competency levels are set for both components. In intermediate assessments, students must achieve at least 51% of the 70 points during the first-year courses (except for B2 English) to qualify for the final exam. For all other courses, students must score at least 59% of the 70 points. To pass the final or additional exam, students must score at least 51% of 30 points in the first year and 60% of 30 points in subsequent courses. Students who do not meet the minimum competency level in the final exam are eligible for an additional exam, scheduled within 5 days after the final exam results are announced, as per the academic calendar. The minimal competency thresholds may vary, taking into account the course lecturer's autonomy.

The reliability of the evaluation system is supported by the use of multiple evaluation components, suggesting a comprehensive assessment approach that does not rely on single measures. The assessment is based on measurable

criteria and appropriate rubrics, which contributes to consistency in evaluation. The continuous evaluation principle helps ensure regular monitoring of student progress throughout the course. Additionally, the dual focus on both student performance through summative assessment and development through formative assessment creates a balanced evaluation framework. In this regard, the group of experts would like to draw the faculty's attention to the evaluation system of the bachelor's project within the Graphic Design BA program. Based on the presented syllabus, the assessment system for the knowledge and skills outlined in the syllabus does not clearly specify at which stage the interim evaluation of the bachelor's project takes place—whether it refers to the evaluation of the completed project by the supervisor at the end of the semester, prior to the commission's final review or to the midterm assessment of the interim project work. It is advisable to explicitly indicate the interim progress assessment and present the evaluation criteria in a manner that allows for clear interpretation. Interviews conducted with the university administration, students from related academic programs within the faculty, and program alumni have confirmed that, in practice, interim assessments of students take place in the middle of the semester, while supervisors do not evaluate already completed projects. Therefore, to eliminate this ambiguity in the future, it is suggested to more precisely define the timing and criteria for interim progress evaluation in the BA project syllabus.

The assessment protocols and specific details are comprehensively outlined in individual course syllabi, which students can readily access through the digital platform. Course lecturers are required to thoroughly explain assessment system and methodologies to students during the initial week of instruction. This practice guarantees that learners have clear understanding of evaluation system and standards from the beginning of their academic engagement.

The evaluation framework incorporates provisions that facilitate student improvement. When performance falls just short of requirements, students are granted additional examination opportunities. The system permits re-examination and provides a methodical approach to addressing deficiencies in student achievement. Examination protocols are publicly available on the institution's website, offering transparent guidance on assessment procedures. Students have multiple channels through which to comprehend and participate in their evaluation process. The framework includes comprehensive mechanisms for appealing evaluation results and for the re-examination of BA theses, with a commitment to resolving student appeals within appropriate timeframes. The Vice President for Administrative and Monitoring Affairs is main responsible person for the appeal procedure implementation. The appeal procedure may involve reassessment of evaluation results by alternative evaluators, whereas The Vice President for Administrative and Monitoring Affairs sets up a new commission which re-examines the appealed work. The course lecturers and the Faculty members proactively inform students about these appeal mechanisms, further enhancing the transparency of the assessment framework.

Caucasus University is committed to maintaining the highest standards of academic integrity and research ethics in the evaluation of students. To uphold these principles, the institution has implemented comprehensive mechanisms that ensure adherence to academic and research ethics, the prevention of plagiarism, and the detection and response to any violations. For those purposes, the university has drafted Academic Integrity Code to identify and regulate issues related to the academic integrity that determines the measures of appropriate liability and the outcomes related to the violation of the Code. The forms of academic integrity misconduct encompasses academic cheating, deception, professional indifference and plagiarism (academic dishonesty). For the later mentioned, the university has adopted the anti-plagiarism system – “Turnitin”, which is integrated into the Learning Management System (Moodle). The anti-plagiarism system examines any written work uploaded in the Moodle system and sends a report to the system overseer regarding identified similarities. In addition to these established practices, the university has formally

adopted Ethical Norms for the Use of Generative Artificial Intelligence Tools within the framework of academic integrity. This initiative reflects the institution's recognition of the evolving role of artificial intelligence in education and research. The ethical guidelines serve to regulate the responsible and transparent use of such tools, ensuring that their application aligns with the fundamental values of academic honesty. The information concerning the academic and research ethics, academic integrity, plagiarism prevention, detection and response is publicly available and the stakeholders are well informed about the existing University system.

When necessary, the university provides student assessment through e-learning methods. The choice of assessment mode is determined by the specificity and content of the academic component, ensuring that the evaluation process remains effective and aligned with the intended learning outcomes. For these purposes, the university has adopted Rules which specifically address the e-learning process. Nevertheless, the institution can develop and enhance its e-learning capabilities in accordance with evolving Georgian legislative frameworks that regulate digital educational methodologies. As it seeks to integrate online learning more comprehensively into its academic curriculum, a systematic evaluation will be conducted to identify specific program components best suited for digital adaptation. This strategic analysis will take into account the prescribed credit limitations for undergraduate programs, ensuring compliance with established academic standards and regulatory requirements. By adopting a deliberate and methodical approach, the university will effectively expand its digital learning infrastructure, thereby increasing educational flexibility and meeting the growing demand for e-learning among students, which may constitute the right to the e-learning from the perspective of the students.

Student evaluation results constitute a crucial component in the systematic assessment and continuous improvement of pedagogical methodologies within Caucasus University. These evaluations are methodically collected, analyzed, and implemented to effect meaningful enhancements to instructional practices, including during e-learning. The evaluation procedure protocol operates on multiple hierarchical levels. Primary assessments are conducted on a semesterly basis by individual lecturers, providing immediate feedback regarding instructional efficacy. Subsequent evaluations are executed by Program Directors and dedicated Quality Assurance department, thereby ensuring comprehensive oversight of Educational Process Quality Assurance mechanisms. The quantitative analysis of academic achievement employs Gaussian normal distribution methodologies, which facilitate the identification of statistically significant patterns in student performance metrics. This statistical approach is supplemented by robust learning outcome assessment mechanisms that incorporate predetermined benchmarks and detailed assessment rubrics with explicit performance criteria. The data derived from these evaluations undergo rigorous analysis, with outcomes systematically integrated into teaching and learning refinement processes.

### **Evidences/Indicators**

- Digital Communication and Media Arts educational program;
- Graphic Design educational program;
- Course syllabi;
- LO Assessment Mechanisms;
- QA Mechanisms and Evaluations;
- The Statute on the rule of Taking Examinations;
- Caucasus University Academic Integrity Code;
- Exams Rules and Regulations;
- Ethical Norms for the Use of Generative Artificial Intelligence Tools;

- Electronic Format Exam Rules;
- SER;
- Website;
- Interview results.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

Update that the e-learning regulations to align more closely with the latest legislative developments in e-learning education, especially if the clustered programs will be prepared for the active integration of online learning components into the academic curriculum.

**Recommendations and suggestions according to the programmes:**

**Evaluation**

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Student Achievements, Individual Work with Them

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

#### 3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the 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.

---

#### Cluster and individual evaluation

#### **Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

Caucasus University has established multiple channels through which students can receive consultation and support. Academic guidance staff play a crucial role in this system, with program directors and academic managers providing comprehensive information on matters of interest to students. Course lecturers offer individual consultations during designated hours that are clearly specified in each course syllabus, ensuring that students know when and how to access academic support. School deans take responsibility for conducting program presentations specifically designed for newly enrolled students, creating opportunities for direct communication between students and administration.

The university has also developed dedicated support units that serve specific functions in the student support ecosystem. The Educational Process Management and Student Registration Service provides information services, issues various notices, receives student statements, and addresses problems in the educational process. The Quality Assurance Department oversees the implementation, planning, development, and modification of educational programs. The Career Development and Employment Office focuses specifically on supporting students career paths. Additional units include the Department of International Relations and Projects, the Department of Student Events and Alumni Relations, and the Student Ombudsman Office, each serving distinct but complementary roles in the overall support structure.

Career development support is particularly firmly established. The Career Development and Employment Office works to facilitate connections between students and potential employers, organizing employment forums and coordinating visits from leading organizations. The office develops valuable internship and scholarship programs and offers practical seminars on resume writing and interview preparation. When requested by employers, the office also provides recommendation letters for students and graduates, further enhancing their employment prospects.

Caucasus University has developed comprehensive program information resources to ensure students have access to relevant information. The university maintains detailed educational program catalogs containing information about qualifications, objectives, learning outcomes, and assessment system. Key regulatory documents are readily available on the university website and through various offices. Each student is granted access to a personal web space in the academic process management system, where they can find schedules, exam information, and course lecturers contact details.

The university places significant emphasis on orientation and integration for new students. Newly enrolled students receive dedicated orientation meetings designed to acquaint them with the main aspects of the educational process. Information packets are provided to facilitate effective navigation of university resources. Additionally, university email accounts are granted to ensure integration into internal information networks, thereby maintaining consistent communication channels. Specialized assistance is available for students with particular needs. The university develops individualized study plans for students with specific needs or special educational requirements.

Caucasus University provides diversity of learning opportunities through several mechanisms. Industry connections are fostered through partnerships with business and non-governmental organizations in the both programs, creating varied practical learning contexts. The university engages external experts, inviting guest speakers to conduct master classes that provide students with diverse perspectives and industry insights.

Project-based learning is facilitated through the implementation of projects by various companies within the university environment. The International Relations Department supports international learning opportunities, broadening students' exposure to global educational perspectives and practices.

Students can participate in various projects. The programs facilitate involvement in community development initiatives where students can address local challenges while applying theoretical knowledge. Additionally, industry-partnered research projects offer valuable exposure to professional environments. Collaborative partnerships with international institutions further expand students' horizons, allowing them to work within diverse cultural contexts. Direct partnerships with universities worldwide offer students semester or year-long exchange opportunities that immerse them in different academic traditions. Short-term intensive programs accommodate those unable to commit to longer periods abroad. As a participating institution in ERASMUS+, students benefit from structured mobility opportunities within Europe that are supported by established frameworks for credit transfer and recognition. Financial support for international study reduces economic barriers to participation. Recognition of credits earned abroad ensures academic progress continues uninterrupted. The students are well informed of every opportunity which was evident throughout the interview panels.

Overall, regarding consultation and support, the university has established comprehensive mechanisms through both personnel (program directors, academic managers, lecturers) and structural units (Career Development and Employment Office, Educational Process Management and Student Registration Service, Student Ombudsman Office). These resources collectively ensure that students receive adequate guidance on academic planning, achievement improvement, and career development. The institution provides multiple channels through which students can receive guidance on academic planning, achievement improvement, and career development. The university facilitates diverse learning opportunities through industry partnerships and specialized programming. While some enhancements could further strengthen these systems, the current framework demonstrates compliance with the standard criterias, indicating that students at Caucasus University receive appropriate support throughout their academic journey.

### **Evidences/Indicators**

- Caucasus University Statute;
- Planned and implemented consulting services;
- Procedure for implementing educational programs;

- Procedure for developing and implementing an individual study plan for students;
- Caucasus University Ombudsman Office Provision;
- Digital Communication and Media Arts educational program;
- Graphic Design educational program;
- Course syllabi;
- Bilateral agreements, Memoranda;
- Instruction sample for freshmen;
- Diversity Policy of Caucasus University;
- Disability Policy of Caucasus University;
- SER;
- Website;
- Interview results.
- 

**General recommendations of the cluster: General suggestions of the cluster:**

**Recommendations and suggestions according to the programmes:.....**

### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Master's and Doctoral Student Supervision

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

### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

### 4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The teaching staff has qualifications in the relevant field, significant practical experience, publications, and ongoing research interests, which makes their active participation in the educational process - whether lecturing or supervising students - relevant, in demand, and with a solid scientific and educational basis.

The selection of scientific-pedagogical personnel at the University is carried out under the “Uniform Rules for the Selection and Conduct of Competitions for Scientific-Pedagogical Personnel”. The rights and duties of the selected scientific-pedagogical staff are determined by the labor contract concluded with the scientific-pedagogical staff.

**Description and Analysis - Programme 1** (Digital Communication and Media Arts, Bachelor)

The Bachelor's degree program in Digital Communications and Media Arts involves faculty members with proven theoretical and practical experience in the relevant field. A total of 27 people are involved in the program: 12 faculty members and 15 guest lecturers.

The number and workload of the teaching and visiting staff implementing the program shall be distributed in such a way as to maximize the achievement of learning outcomes envisaged by the educational program.

The ratio of teaching staff and invited staff determines the sustainability of the program.

These teachers have qualifications in the relevant field, as well as significant practical experience, publications, and permanent scientific interests, which determine their active participation in the educational process.

**Programme 1 (Digital Communication and Media Arts, Bachelor)<sup>8</sup>**

<b>Number of staff involved in the program (including academic, scientific and invited staff)</b>	Number of program staff	Including sectoral expertise <sup>9</sup>	Ownership of PhD Staff in Sectoral Direction <sup>10</sup>	Among them, affiliated academic staff
<b>Total number of academic staff</b>	<b>12</b>	<b>0</b>	<b>4</b>	<b>0</b>
- Professor	4	0	0	3
- Associate Professor	4	0	2	4
- Assistant Professor	4	0	0	3
- Assistant		0	0	0
<b>Invited Personnel</b>	<b>15</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>SCIENTIFIC TEAM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>8</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>9</sup>

<sup>10</sup>

## Description and Analysis - Programme 1 (Graphic Design, Bachelor)

The development and implementation of the program involve individuals who participate in various public discussions and scientific conferences and implement local and international projects in this area, so the program has a unique combination of academic and visiting staff, which creates a real prerequisite for achieving the learning outcomes defined by the program. The number and workload of teaching and visiting staff implementing the program shall be distributed in such a way as to maximize the achievement of learning outcomes envisaged by the educational program.

The program implementers are involved in the implementation of the program in accordance with the legislation and internal regulations of the university. The qualification of the personnel meets the qualification requirements and is confirmed by scientific works and practical projects carried out over the last 5 years.

The total number of people involved in the educational program is 23 academic and visiting staff, viz.

3 professors appealed,

5 associate professors (4 supernumerary)

6 associate professors appealed (of which 5 appealed)

9 guest lecturers who, according to their qualifications, are directly involved in the formation of students' competencies provided by the program.

The ratio of teaching staff and invited staff determines the sustainability of the program.

<b>Programme 2 (Graphic Design, Bachelor)<sup>11</sup></b>				
<b>Number of staff involved in the program (including academic, scientific and invited staff)</b>	<b>Number of program staff</b>	<b>Including sectoral expertise<sup>12</sup></b>	<b>Ownership of PhD Staff in Sectoral Direction<sup>13</sup></b>	<b>Among them, affiliated academic staff</b>
<b>Total number of academic staff</b>	<b>23</b>	<b>0</b>	<b>7</b>	<b>0</b>
<b>- Professor</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>- Associate Professor</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>5</b>
<b>- Assistant Professor</b>	<b>6</b>	<b>0</b>		<b>3</b>
<b>- Assistant</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>11</sup> In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

<sup>12</sup> Personnel carrying out relevant components of the main field

<sup>13</sup> Personnel with a relevant doctoral degree who implement the components of the main field of study

<b>Invited Personnel</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>SCIENTIFIC TEAM</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Evidences/Indicators

- Personnel files;
- Information on publications in peer-reviewed journals, including international peer-reviewed journals, and/or creative/performance projects;
- Workload schedule of academic/research/visiting staff.
- The ratio of academic/research/visiting faculty to students
- Staff turnover among academic/research/visiting staff and analysis of results;
- Functions and personnel files of the program director;

General recommendations of the cluster: General suggestions of the cluster:

Recommendations and suggestions according to the programmes:

### Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.2 Qualification of Supervisors of Master's and Doctoral Students

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

## Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (name, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.3 Professional Development of Academic, Scientific and Invited Staff

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

According to the results of the visit and familiarization with the documentation, it can be said that the university is constantly striving for self-development of scientific-pedagogical and visiting staff. The university has structural units that contribute to the activation of their scientific activity. For example, the university has a department that plans, implements, and coordinates the research process. The university should hold an international conference, the materials of which are published. There is also a student conference. Each program also has a budget item for research and professional development of academic and visiting staff. The university ensures that various types of projects are implemented, and research papers are published and made available to interested parties. In addition to the above, the University library provides access to electronic scientific databases to stakeholders to support research activities. The faculty of the school systematically participates in Erasmus+ mobility programs. In addition, the university provides administrative support for the implementation of local and international grant projects, provides funding for practical courses/training, and engages staff in international projects, exchange programs, international conferences, and seminars, thus strengthening internationalization.

For several years now, the Caucasus Media School has had a research and development center, in the work of which the undergraduate staff of the Digital Communications and Media Arts program are or will be involved in the future.

Thus, various activities are implemented to improve the qualifications of scientific and pedagogical, including program managers, and invited personnel, and the necessary conditions (material, financial, etc.) are created for scientific and pedagogical, scientific and invited personnel to carry out research activities at the University;

#### Evidences/Indicators

Questionnaire for scientific and pedagogical staff;  
 Statistics on international mobility;  
 Memoranda of Understanding, agreements;  
 Reports on the work of the research promotion department;  
 Website

General recommendations of the cluster:)

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes (if any):

### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.4. Material Resources

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Cucasus University takes great pride in its cutting-edge infrastructure, carefully designed to create a dynamic and supportive environment for both students and staff. The university’s focus on safety, functionality, and sustainability is reflected in all its facilities:

**Classrooms and Auditoriums:** The university features contemporary classrooms and auditoriums, each outfitted with projectors to enhance teaching and presentations, ensuring a rich and engaging learning experience.

**Laboratories:** Designed for interactive, hands-on learning, the laboratories cater to small groups and provide individual workspaces equipped with essential tools for experiments and practical coursework.

**Library:** The university's library is well-stocked with up-to-date resources, offering students and staff valuable materials for research and study.

**IT Infrastructure:** The university has strengthened its IT infrastructure to streamline exam processes and improve overall connectivity.

The University's commitment to providing superior infrastructure and resources underscores its dedication to fostering an environment that supports the achievement of the program's learning outcomes.

#### **Description and Analysis - Programme 1** (Digital Communication and Media Arts, Bachelor)

Cucalus University has created a modern and secure campus, fully equipped to promote academic excellence. All materials, laboratories, and physical resources are easily accessible to students and faculty through a reservation and booking system, managed by lab assistants, librarians, and other staff members.

#### **Description and Analysis - Programme 2** (Graphic Design, Bachelor)

Cucalus University has created a modern and secure campus, fully equipped to promote academic excellence. All materials, laboratories, and physical resources are easily accessible to students and faculty through a reservation and booking system, managed by lab assistants, librarians, and other staff members.

#### **Evidences/Indicators**

- Site Visit
- SER

**General recommendations of the cluster: General suggestions of the cluster:**

#### **Recommendations and Suggestions according to the programmes:**

##### **Programme 1** (Graphic Design, Bachelor)

**Recommendation(s):**

**Suggestion(s):**

- Strengthen the computer laboratories with high-performance computers necessary for the execution of the program.
- Acquire licenses for graphic design software

## Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication & Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The program's budget is quite substantial and has been adequately structured based on its overall cost. Special attention should be given to the university's reserve fund, which, according to the university president, will be allocated to the existing cluster programs as needed, without any delays.

A significant amount of funding has been allocated for the program's development. However, at this stage, no specific developmental activities have been planned. This raises the question: how will these funds be spent? Unfortunately, we have not received an answer to this inquiry.

The university has allocated a considerable amount of funding for research activities within both cluster programs. However, neither the financial department nor the program administrators could specify what kind of research is planned or has already been conducted.

Unforeseen expenses account for 5% of the budget, which, in principle, is acceptable and should not pose a significant issue considering the overall cost of the program.

In conclusion, the budget for both cluster programs appears to be well-structured and clearly reflects the university’s commitment to providing students with all the necessary learning conditions. Therefore, if the faculty considers the recommendations/suggestions outlined in the 2.2 standard and proactively plans all research and developmental activities, it can be said that achieving the program’s objectives will become a realistic prospect.

**Description and Analysis - Programme 1** (Digital Communication and Media Arts, Bachelor)

Same as above

**Description and Analysis - Programme 2** (Graphic Design, Bachelor)

Same as above

**Evidences/Indicators**

- Budget

**General recommendations of the cluster: General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes:**

**Evaluation**

Please, evaluate the compliance of the programmes with this standard component

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
<b>Programme 1 (Digital Communication and Media Arts, Bachelor)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Programme 2 (Graphic Design, Bachelor)</b>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Compliance of the programmes with the standards**

<b>4. Providing Teaching Resources</b>	<b>Complies with requirements</b>	<b>Substantially complies with requirements</b>	<b>Partially complies with requirements</b>	<b>Does not comply with requirements</b>
--	---------------------------------------	---	---	--

Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. Teaching Quality Enhancement Opportunities

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

### 5.1. Internal Quality Evaluation

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Quality Assurance Department at Caucasus University is responsible for quality provision processes, functions and working rules of which are defined by the legislation of Georgia, University mission and strategy, and international standards in the field of higher education. The university's internal quality assurance mechanisms are well-established, and their integration into program development guarantees continuous improvement and alignment with accreditation requirements.

The Quality Assurance Department conducts activities in several areas, including: development of university internal policy for quality provision; participation in the process of development of a new educational programs; support to raise teaching/learning and scientific study quality; provision of compliance with authorization and accreditation standards; evaluation of educational programs, university services and institutional effectiveness; organization of surveys, analysis of the results and development of corresponding recommendations etc.

The objectives, tasks, procedures, and responsibilities of stakeholders involved in the development of educational programs are outlined in “The regulation of planning, drafting, implementing and developing educational programs”. The programs follow the “Plan–Do–Check–Act” principle to ensure systematic quality enhancement. Curriculum updates, teaching innovations, and assessment methods undergo continuous review, ensuring that students receive the most relevant higher education.

The programs staff collaborates with the university's internal quality assurance department in planning and developing educational programs. It should be mentioned that bachelor programs “Graphic Design” and “Digital Communication and Media Arts” were initiated by the school administration. Academic and

invited staff involvement was primarily at the level of syllabus development. Faculty members were provided with draft syllabi, which they refined in terms of content, including literature updates and distribution of topics across weeks.

The self-evaluation report for the program is developed through an inclusive process that involves academic staff, students, alumni, employers, and administrative personnel. Their collective input ensures that the programs remain responsive to market demands, sectoral and academic standards. The internal quality assurance office, in collaboration with program staff, worked continuously to address areas for improvement identified during the self-assessment process.

During interviews with programs directors, academic and invited staff, several areas for improvement were identified in terms of learning outcomes assessment mechanisms:

- Academic staff, including programs directors, have a vague understanding of program learning outcomes assessment. They are unfamiliar with the so-called mapping documents according to which learning outcomes assessment is planned.
- Program directors and academic/invited staff lack clarity on the purpose of target benchmarks for learning outcomes assessment, what target benchmarks are established for programs, and how these benchmarks were determined.
- The maps developed for curriculum and learning outcomes assessment have certain weaknesses, including a disrupted chain of learning outcome achievement (from simple to complex).
- Academic staff teaching mandatory courses were less involved in the creation of these maps.

These issues are likely due to the fact that the programs are new and have not yet been fully implemented. As a result, programs heads, the academic and invited staff lack comprehensive information and adequate knowledge in these areas. To address these issues, it is recommended that programs directors and academic staff undergo training in educational program quality assurance, learning outcomes assessment, and curriculum mapping to ensure successful implementation and future programs development.

**If necessary, description and analysis according to the education programmes**

#### **Description and Analysis - Programme 1 (Name and Level)**

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

#### **Evidences/Indicators**

- Self-Evaluation Report;
- Educational Programs;
- The Study Courses Syllabi;

- Quality Assurance Mechanisms.

**General recommendations of the cluster:** It is recommended that programs directors and academic staff undergo training in educational program quality assurance, learning outcomes assessment, and curriculum mapping to ensure successful implementation and future programs development.

**General suggestions of the cluster)**

**Recommendations and Suggestions according to the programmes (if any):**

## Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2. External Quality Evaluation

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

#### Cluster and individual evaluation

#### Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Caucasus University ensures that recommendations obtained during national and international accreditation processes are discussed and implemented. If necessary, developmental peer reviews are conducted, involving local and foreign experts from other universities and research institutions to further enhance the academic programs.

The programs have undergone external evaluation and received positive reports from external experts, further validating their academic quality and compliance with accreditation standards.

The results of both internal and external quality assurance evaluations are systematically utilized to refine the programs. Student feedback, employer input, and performance assessments inform curriculum revisions and the adoption of innovative teaching methodologies.

#### Evidences/Indicators

- Self-Evaluation Report;
- Educational Programs;
- Report of External Expert;
- Interview Results.

○

**General recommendations of the cluster: General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes (if any):**

**Evaluation**

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5.3. Programme Monitoring and Periodic Review**

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

---

**Cluster and individual evaluation**

**Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component**

The monitoring and periodic evaluation of programs at the Caucasus university are conducted according to the rules and procedures established by the Quality Assurance Department. University has a structured quality assurance policy that ensures transparency, accountability, and continuous program improvement.

The primary goals of educational programs monitoring and evaluation are to assess implementation quality, teaching, learning, and research processes, university services, and alignment with labor market needs. In particular, monitoring and evaluation processes include:

- Regular assessments of curriculum content, teaching methodologies, and student performance;
- Periodic reviews of course content, teaching effectiveness, and learning outcomes;
- Active participation of faculty, students, alumni, and industry representatives in program development and improvement;

- Comparative analysis with similar programs worldwide to maintain competitiveness and relevance;
- Results of labour market research.

For the same purpose, Caucasus University has developed various survey forms, including: satisfaction questionnaires for students, academic/invited/administrative staff, alumni, and employers; a questionnaire for evaluating the learning course and lecturer, as well as administrative departments; Conceptual maps have been developed for programs grouped into clusters, including maps for goals and learning outcomes, curriculum maps, and learning outcomes assessment plans.

Therefore, quality assurance data including student feedback, employer insights, and academic performance analytics, are systematically analyzed and integrated into decision-making processes.

#### Evidences/Indicators

- Self-Evaluation Report;
- Educational Programs;
- The Study Courses Syllabi;
- Quality Assurance Mechanisms;
- Labour market research;
- Similar Programs Benchmarking;
- Questionnaire forms;
- Educational Programs' Maps;
- Interview Results.

**General recommendations of the cluster:**

**General suggestions of the cluster:**

**Recommendations and Suggestions according to the programmes (if any):**

#### Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Digital Communication and Media Arts, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (Graphic Design, Bachelor)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of the higher education institution:

Caucasus University LLC

Name of Higher Educational Programmes, Levels:

Program 1- Bachelor's Program in Digital Communication and Media Arts

Program 2 - Bachelor's Program in Graphic Design (delivered in English)

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Programme 1 Digital Communication and Media Arts	Substantially complies with requirements	complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements
Programme 2 ( Graphic Design	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements	Complies with requirements

Signatures

Chair of Accreditation Experts Panel

**Costas Mantzalos,**



**Mirian Kenia**



**Kristine Chikhladze**



**Aleksandre Kalandadze**



**Maia Levanidze**

