**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Information Technology Bachelor and Master Programmes

LEPL - Samtskhe-Javakheti State University

Tbilisi

2025

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL – Samtskhe-Javakheti State University
Identification Code of Institution	424066977
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Gulbakhyt Sultanova, Center for Pedagogical Measurements, Nazarbayev Intellectual Schools, Kazakhstan
Member (Name, Surname, HEI/Organization, Country)	Papuna Karchava, Ivane Javakhishvili Tbilisi State University (Associated Professor), Georgia
Member (Name, Surname, HEI/Organization, Country)	Mikheil Bichia, Ivane Javakhishvili Tbilisi State University (Visiting Lecturer), NEU National Educational University (Professor), Georgia
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme In Georgia	ინფორმაციული ტექნოლოგიები	ინფორმაციული ტექნოლოგიები
Name of the educational programme In English	Information Technology	Information Technology
Level of higher education	Bachelor's degree	Master's degree
Qualification to be awarded	Bachelor of Information Technologies	Master of Information Technologies
Name and code of the detailed field	0612 Database and Network Design and Administration	0612 Database and Network Design and Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	-	-
Language of instruction	Georgian	Georgian
Number of ECTS credits	240	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited Decision No. 820912 of 11.09.2020	Accredited Decision No. 1138282 of 30.11.2020

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[1] 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**

The educational programmes grouped in the 0612 – Database and Network Design and Administration cluster at LEPL Samtskhe-Javakheti State University (SJSU) include the Bachelor's Degree Programme in Information Technologies (0612.1.1) and the Master's Degree Programme in Information Technologies (0612.1.1). Both programmes belong to the broad field of Information and Communication Technologies (ICTs, ISCED 061) and are classified under the subfield 0612 – Database and Network Design and Administration, according to the National Qualifications Framework and Classifier of Fields of Study of Georgia. The programmes are implemented by the Faculty of Engineering, Agrarian and Natural Sciences and developed in accordance with the Methodology for Planning, Development and Implementation of Higher Educational Programmes of SJSU, the Regulatory Rules of the Educational Process (Order No. 69/n, 10.04.2019), and the Sectoral Characteristics of Higher Education in ICTs (Order No. MES 0 24 0001611893, 15.12.2024).

The Bachelor's Programme in Information Technologies was first accredited in 2012 (Accreditation Council Decision No. 377, 13.09.2012) and has been implemented continuously since then. The programme was reaccredited in 2020 (Decision No. 820912, 11.09.2020) for seven years, with a one-year follow-up report reviewed in May 2023 (Minutes No. 607690). A three-year self-evaluation report was submitted to the National Center for Education Quality Development in June 2023. Subsequent changes approved by the Academic Council in August 2024 (Resolution No. 1022315) modified the programme structure by moving the additional 60-credit component to the fourth year (semesters VII–VIII) and redistributing mandatory, elective, and free components. The current 240-credit version was approved by the Academic Council on 18.03.2025 (Resolution No. 290481).

The Master's Programme in Information Technologies, previously titled Master's in Business Informatics, was accredited in 2014 (Decision No. 96, 02.05.2014) and implemented from 2015. It was reaccredited in 2020 (Decision No. 1138282, 30.11.2020) for seven years, with a one-year follow-up report discussed in February 2022 (Minutes No. 156046). A three-year self-evaluation report was submitted in June 2023. In February 2025, the Academic Council approved a name change to Master's Educational Programme in Information Technologies (Resolution No. 148196), while maintaining the qualification title Master of Information Technologies. The updated version of the 120-credit programme was approved by Resolution No. 290481 (18.03.2025).

Both programmes are oriented toward modern directions and trends in ICT, focusing on database systems, network technologies, software development, and information system management. The Bachelor's Programme (240 ECTS) provides fundamental theoretical and practical training, while the Master's Programme (120 ECTS) focuses on advanced research, analytical, and applied aspects of ICT. The two levels are interconnected, ensuring vertical progression of learning outcomes from basic to advanced competencies within the same field and subfield.

Since their last accreditation, both programmes have been systematically updated in structure, content, and resources in accordance with institutional and national regulations. Changes included credit redistribution, updates to syllabi, integration of

new technologies, and renewal of teaching materials. Both programmes are supported by qualified academic and invited staff, modern ICT laboratories, specialized software, digital library resources, and cooperation agreements with industry partners.

- **Overview of the Accreditation Site Visit**

The accreditation site visit for the cluster of educational programmes 0612 – Database and Network Design and Administration at LEPL Samtskhe-Javakheti State University (SJSU) was conducted on 17 October 2025 by the expert panel appointed by the National Center for Educational Quality Enhancement (NCEQE). The review panel consisted of Gulbakhyt Sultanova (Chair), Papuna Karchava, Mariam Matchavariani, and Mikheil Bitchia. The purpose of the visit was to verify the information presented in the self-evaluation report and supporting documentation. The panel evaluated the implementation and effectiveness of the Bachelor's and Master's programmes in Information Technologies. It also discussed issues related to teaching resources, quality assurance, and programme development with various stakeholder groups.

The visit began with a preparatory meeting among the panel members, followed by a meeting with the university leadership, including the Rector, Deputy Rectors, Head of Administration, and the Dean of the Faculty. These meetings provided an overview of institutional policies, strategic goals, and recent developments relevant to the Information Technologies cluster. Subsequent sessions were held with the Self-Evaluation Team, including representatives from the Quality Assurance Department, the Faculty Quality Assurance Service, the financial office, and the programme leadership. These discussions focused on the preparation of the self-assessment, mechanisms for internal evaluation, and recent updates to the programmes.

The panel also met separately with the Heads of both programmes, academic and invited staff, and students and alumni. These meetings explored teaching and learning processes, supervision and student support, curriculum implementation, and learning environment. A dedicated session was held with employers and external partners, representing ICT companies and regional organizations, to discuss cooperation mechanisms, graduate employability, and labour market alignment. The panel also met with the Quality Assurance Office to review internal QA procedures, data-driven improvement practices, and feedback mechanisms. A facility observation was conducted to assess physical and technological resources, including ICT laboratories, classrooms, and library facilities relevant to programme delivery.

The site visit concluded with a working session of the panel to summarize observations and prepare key findings, followed by a presentation of the preliminary results to university representatives. The visit was completed according to the planned schedule, and all stakeholder groups participated actively, providing comprehensive information about the operation and development of the Bachelor's and Master's programmes in Information Technologies within the 0612 cluster.

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

The Bachelor's and Master's programmes in Information Technology at Samtskhe-Javakheti State University demonstrate an overall high level of compliance with the accreditation standards. The programmes are supported by a motivated and improvement-oriented team that actively engages in curriculum enhancement and maintains a positive attitude toward quality development. Alumni involvement in

programme improvement is evident and contributes to maintaining relevance and responsiveness to graduate and labour market needs.

The programmes substantially comply with Standard 1. The educational objectives are clearly defined, relevant to the University's mission and regional labour market needs, and properly differentiated between academic levels. The learning outcomes are comprehensive and coherent with the National Qualifications Framework. For the bachelor's programme, refining the objective–learning outcome mapping matrix is recommended. The main area for improvement concerns the systematic involvement of employers and other external stakeholders in the regular review of programme goals and outcomes.

The programmes comply with Standard 2. Admission requirements are transparent and consistent with legislation. The curricula are logically structured, and teaching methodologies are appropriate to the level and content of each course. The programmes ensure fair access and transparent admission procedures for all applicants. Further alignment between teaching and assessment methods can contribute to reinforcing constructive alignment and enhance the validity of student evaluation.

The programmes comply with Standard 3. Students receive effective academic and administrative support throughout their studies. Feedback mechanisms via Moodle and other channels are functional and contribute to programme improvement. Employment support mechanisms are active, though stronger links with employers and participation in international mobility are recommended. Expanding academic advising practices and strengthening systematic tracking of student needs can further enhance student achievement and support.

The programmes comply with Standard 4. Academic and invited staff are qualified, competent, and sufficient in number, with professional development supported through training, international cooperation, and research activity. To further strengthen staff growth, organising joint research seminars, cross-programme mentorship networks, and collaborative projects is advised, along with greater involvement of invited lecturers and early-career staff in research and co-supervision. Teaching resources are adequate, and internal staff evaluation supports continuous improvement. The university provides five computer laboratories with 60 modern computers, as well as access to library resources and major electronic databases (Openbiblio; Scopus; ScienceDirect; ACM Digital Library; Cambridge Journals Online). The bachelor's programme budget is generally sufficient. At the master's level, clearer allocation and monitoring of funds for research and related activities is encouraged.

The Bachelor's programme is assessed as fully compliant, while the master's programme is substantially compliant with Standard 5. Internal and external evaluation mechanisms are in place and functioning effectively. The existence of multiple external evaluations represents good practice, ensuring diverse perspectives in programme review. For the master's programme, improving the analytical depth of self-evaluation documents and enhancing the consistency of evidence-based reporting can help achieve full compliance.

The cluster demonstrates strong alignment with accreditation standards. The programmes are academically sound, well-managed, and oriented towards continuous improvement. The main development priorities include strengthening the linkage

between teaching and assessment methods, broadening stakeholder engagement, particularly employer participation, in programme enhancement, and continuing professional development of staff to sustain quality and innovation. Enhancing the integration of research activities within the master's programme and reinforcing mechanisms for regular stakeholder-informed programme updates will further support sustainable quality development.

- **Recommendations**

Cluster Level
- It is recommended to institutionalise a formal mechanism for the regular revision of programme objectives with systematic involvement of key stakeholders, including employers, alumni, students, and academic experts (**Substandard 1.1**).

- It is recommended to ensure greater precision and transparency in the mapping between programme objectives and learning outcomes, so that each objective is consistently reflected in the corresponding outcomes, particularly those related to applied ICT competences (**Substandard 1.2**).

- It is recommended to enhance the precision and measurability of some learning outcomes, particularly by using more action-oriented verbs and explicit references to applied ICT domains, e.g., software engineering, data analytics, and cybersecurity (**Substandard 1.2**).

- It is recommended to enhance formal documentation and communication of data-driven improvement actions, ensuring that evidence from learning outcome evaluations is systematically linked to concrete programme or curriculum modifications (**Substandard 1.3**).

- It is recommended that each syllabus define a minimum threshold for course completion prior to the final exam, rather than only for individual assessment components (**Substandard 2.4**).

- It is recommended the programme should strengthen its quality assurance mechanisms by ensuring learning outcomes are properly reflected in practice, enhancing the validity of data collection instruments, and establishing targeted professional development plans for both academic and invited staff while deepening partnerships with field practitioners for practice-oriented learning activities (**Substandard 5.3**).

Programme 1
- It is recommended to develop a standardized reporting template for summarizing learning outcome assessment results across courses, facilitating aggregation and longitudinal analysis (**Substandard 1.3**).

- It is recommended to regularly review and update course syllabi to maintain alignment between course-level and programme-level outcomes, ensuring progressive competence development from foundational to advanced levels (**Substandard 1.5**).

Programme 2

- It is recommended to review the taxonomy and classification of course-level learning outcomes for ensuring consistency with the domains of Knowledge and Understanding, Skills, and Responsibility and Autonomy defined by the National Qualifications Framework (**Substandard 1.2**).

- It is recommended to strengthen documentation demonstrating how learning outcome assessments directly inform programme improvements, including curriculum updates, elective offerings, and supervision practices (**Substandard 1.3**).

- It is recommended to conduct a focused review of advanced course learning outcomes for ensuring precise alignment with Master's-level descriptors, particularly in analytical reasoning, research autonomy, and ethical responsibility (**Substandard 1.5**).

- It is recommended to explicitly integrate research ethics, independent judgment, and professional accountability within the Responsibility and Autonomy domain of course outcomes, and syllabi should be periodically updated to reflect recent IT research developments, ensuring coherence between research methods courses and thesis-level outcomes (**Substandard 1.5**).

- It is recommended to include separate and enhanced line items in the programme budget for supporting both student and faculty research activities (conferences, publications, academic travel), electronic database subscriptions, and instructional materials development, as the absence or insufficient funding of these components hinders the program's compliance with international academic standards and full satisfaction of national educational accreditation requirements (**Substandard 4.5).**

- It is recommended to revise and consolidate overlapping assessment criteria to ensure each criterion evaluates a distinct competency, thereby eliminating redundancy, enhancing clarity for both students and evaluators, and guaranteeing fair and objective assessment; additionally, within the framework of internal quality assurance mechanisms, the master's thesis supervisor should not be included in the composition of the defense committee and should not participate in the grading process, which ensures the objectivity necessary for fair assessment of the student's work and eliminates the conflict of interest (**Substandard 5.1).**

- **Suggestions**

Cluster Level

- It is suggested to strengthen the visibility of programme objectives across internal and external communication platforms, including the website, student handbooks, and syllabi, and to explicitly demonstrate their contribution to the ICT field and the regional innovation ecosystem (**Substandard 1.1**).

- It is suggested to continue refining the use of indirect evidence, including alumni and employer feedback, to complement quantitative assessment data and reinforce the quality assurance feedback loop (**Substandard 1.3**).

- It is suggested that the University and program heads increase both the number of international projects and exchange opportunities, as well as student participation in them (**Substandard 3.1**).

- It is suggested to facilitate exchange programs and short-term training with international experts to enhance global research perspectives (**Substandard 4.3**).

- It is suggested that relationships with employers be deepened and cooperation with them become more intensive (**Substandard 5.3).**

Programme 1

- It is suggested to continue reinforcing the use of learning analytics for monitoring achievement trends and supporting student-centred interventions (**Substandard 1.3**).

- It is suggested to encourage the participation of academic staff in international IT certification programmes, pedagogical innovation training, and Erasmus+ development projects, with special attention to supporting early-career lecturers through mentorship (**Substandard 4.3**).

- It is suggested to explore strategic opportunities to strengthen first-year recruitment through targeted outreach, optimize resource distribution to enhance teaching infrastructure and support faculty research activities, and cultivate institutional partnerships—thereby building upon its existing financial stability to ensure sustained growth and academic excellence (**Substandard 4.5**).

Programme 2

- It is suggested to consider formalizing the periodic peer review of thesis evaluation practices to maintain consistency and transparency in assessing graduate competences (**Substandard 1.3**).

- It is suggested to increase awareness of the importance and use of scientific databases when working on master's theses and, in general, within the academic sphere (**Substandard 3.2**).

- It is suggested to further promote collaboration with international experts through exchange programmes and short-term training, and strengthen mentoring initiatives where senior academic staff guide early-career lecturers in both research and teaching innovation. Staff are also encouraged to pursue specialized certifications in emerging IT fields such as artificial intelligence, cybersecurity, and cloud computing (**Substandard 4.3**).

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards**:

  - **Programme 1**

The Bachelor's Programme in Information Technology involves 19 personnel, including 8 academic staff and 11 invited lecturers. Among the academic staff, 4 are Professors, 3 Associate Professors, and 1 Assistant Professor. All academic personnel are affiliated with the institution, and there are no foreign or scientific staff involved in teaching or research. The ratio of affiliated academic staff to students is 1:10.75 (0.09), and the ratio of total teaching staff to students is 0.22. The ratio of academic to invited staff equals 0.73. The academic staff turnover during the last five years is 0%, with a 100% retention rate. The guest staff turnover rate stands at 9.5%, with a 90% retention rate. No scientific or research outputs have been reported by programme staff during the last five years.

Over the last five years, the number of student places announced annually ranged from 35 to 40, while the number of applicants varied between 75 and 129. Enrolment numbers increased from 6 students in the first year to 27 in the fourth year, before slightly declining to 14 in the fifth year. The programme currently has 86 students with active status. Student progress data indicate a consistent annual intake, with retention of enrolled students across successive cohorts. The percentage of graduates from the first cohort was 9%, and a total of 56 students participated in scientific or research activities during the programme implementation period.

The graduate employment rate over the last five years is 93%, while the employment rate by qualification is 63%. The post-secondary education continuation rate is 10%. Mobility records show limited student transfer activity: between 1–2 students joined through internal or external mobility, and 3–5 students transferred to other institutions annually. Regarding graduate assessment outcomes, the proportion of results rated "Excellent" ranged between 16–47% across cohorts; "Very Good" between 7–14%; "Good" between 12–38%; "Satisfactory" between 15–26%; and "Enough" between 10–39%.

  - **Programme 2**

The Master's Programme in Information Technology involves 15 personnel, including 6 academic staff and 9 invited lecturers. Among the academic staff, 1 is a Professor, 4 are Associate Professors, and 1 is an Assistant Professor. All six academic staff are affiliated with the institution; there are no foreign or scientific staff participating in teaching or research activities. A total of 8 supervisors are involved in guiding master's theses. The ratio of affiliated academic staff to students is 1:0.55, and the ratio of total teaching staff to students (academic, scientific, and invited) is 1.36. The ratio of academic to invited staff equals 0.67. Over the past five years, the academic staff turnover rate has been 0%, with a 100% retention rate. The guest staff turnover rate also remains at 0%, with all invited personnel retained during the reporting period. During the same period, no scientific or research outputs were formally recorded from individuals involved in the programme.

The number of student places announced annually has remained stable at 10 per year. The number of applicants fluctuated between 3 and 8, while enrolment figures ranged from 3 to 5 students per year. One foreign student was enrolled during the reporting period. Currently, the programme has 11 students with active status. Student progression data indicate steady participation across cohorts. In the first academic year, enrolment ranged between 3 and 6 students, and in the second academic year, between 2 and 6 students. Between 0 and 2 students per cohort had suspended status, representing 0–20% of the total. The number of graduates varied from 1 to 5 per year, corresponding to 10–50% of the cohort size. A total of 27 students participated in scientific or research-related activities during the programme's implementation, including conference presentations, publications, and internships.

The graduate employment rate for the last five years is 93%, while the employment rate by qualification is 64%. The post-secondary education continuation rate is 7%. There was limited student mobility during the reporting period. One student transferred internally, and no cases of external mobility were reported. Graduate assessment results for the last five years show variation across performance levels. The percentage of grades rated "Excellent" ranged between 6–44%; "Very Good" between 11–49%; "Good" between 6–39%; "Satisfactory" between 3–45%; and "Enough" between 0–18%.

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**
As the university will present its argumentative position at the council meeting, no changes have been made to the final report.

Requirements set by the [Framework of Doctoral Education](#) are used during the accreditation evaluation of the doctoral educational programme together with the [accreditation standards](#) of higher educational programmes.

[Guidelines and Standards](#) (See link)

[Accreditation Standards for Higher Education Programmes](#)

[Guideline for Assessment of Accreditation Standards of Higher Education Programmes](#)

[Framework for Doctoral Education](#)

[Alignment of the Accreditation Standards and Framework for Doctoral Education](#)

[Assessment criteria](#)

Definitions:
Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard
Suggestions - non-binding suggestions for the programme development

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches: cluster and if necessary individual evaluation.

Evaluation Approaches:
Cluster evaluation: Describe, analyse, and evaluate the compliance of educational programmes grouped in the cluster with the requirements of the corresponding component of the standard taking into account the general characteristics of the cluster.

Individual evaluation: If necessary, also you can indicate the information on each individual education programme, distinguished from the general and major characteristics of the education programmes in a cluster. Conducting an individual evaluation of the program is essential for doctoral-level educational programs, as well as for any other educational program that is subject to a recommendation and/or suggestion.

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

№	Contents/ Standard	Programme 1 (Bachelor of Information Technology Educational Program, Level I)	Programme 2 (Master's Degree Program in Information Technology, Level II)
1.	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Substantially Complies	Substantially Complies
1.1	Programme Objectives	Substantially Complies	Substantially Complies
1.2	Programme Learning Outcomes	Substantially Complies	Substantially Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Substantially Complies	Substantially Complies
1.4	Structure and Content of Educational Programme	Complies	Complies
1.5	Academic Course/Subject	Substantially Complies	Substantially Complies
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies	Complies
2.1	Programme Admission Preconditions	Complies	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies	Complies
2.3	Teaching and Learning Methods	Complies	Complies
2.4	Student Evaluation	Substantially complies	Substantially complies
3.	Student Achievements and Individual Work with Them	Complies	Complies
3.1	Student Consulting and Support Services	Complies	Complies
3.2	Master's and Doctoral Student Supervision	N/A	Complies
4	Providing Teaching Resources	Complies	Complies
4.1	Human Resources	Complies	Complies

4.2	Qualification of Supervisors of Master's and Doctoral Student	N/A	Complies
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies	Complies
4.4	Material Resources	Complies	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies	Substantially complies
5	**5. Teaching Quality Enhancement Opportunities**	Complies	Substantially complies
5.1	Internal Quality Evaluation	Complies	Substantially complies
5.2	External Quality Evaluation	Complies	Complies
5.3	Programme Monitoring and Periodic Review	Substantially complies	Substantially complies

IV. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the 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

Accreditation standards indicators

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.

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

Cluster evaluation

Description and Analysis of Cluster

The cluster includes two educational programmes — the Bachelor's Programme in Information Technology and the Master's Programme in Information Technology — both belonging to the ICT field. The programmes are designed to ensure vertical alignment and progressive development from undergraduate to graduate level. Both programmes are consistent with the mission and strategic goals of the University, which emphasise the preparation of competitive specialists equipped with theoretical knowledge, practical skills, and research competencies relevant to the national and international ICT sector.

The objectives of both programmes respond to labour market needs, supported by employer consultations, tracer studies, and the involvement of academic and industry experts in curriculum design. The Bachelor's programme focuses on developing fundamental and applied skills in programming, databases, networks, and system analysis, preparing graduates for ICT positions and further studies. The Master's programme, in turn, aims to develop analytical, research, and innovation capacities, necessary for independent professional or scientific activity.

The objectives across both levels are coherent and complementary, reflecting a clear distinction between applied and research orientation. They are communicated publicly and embedded in the programme documentation. However, systematic stakeholder involvement in the periodic revision of objectives is not fully institutionalised, and evidence of external feedback being formally analysed or acted upon remains limited.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (Bachelor's Programme in Information Technology, Level I)

The Bachelor's programme aims to prepare specialists capable of functioning effectively in a dynamic ICT environment. The objectives reflect alignment with the University's mission to foster innovation and employability and are relevant to current sectoral demands. They specify the development of core IT competencies and transversal skills such as teamwork, problem-solving, and ethical awareness. Consultations with employers and alumni during programme design are evidenced; however, the mechanisms for ensuring regular feedback and systematic revision of objectives are underdeveloped. The objectives are clearly linked to the programme's learning outcomes, curriculum, and assessment methods, demonstrating a sound logical structure between intent and implementation.

Description and Analysis – Programme 2 (Master's Programme in Information Technology, Level II)

The Master's programme aims to prepare professionals capable of conducting research, innovation, and technological leadership in ICT. The objectives focus on deepening theoretical understanding and research competence, in line with the second-cycle qualification descriptors. The programme promotes integration of scientific research and applied ICT problem-solving, reflecting alignment with both national priorities and global ICT trends. The formulation of objectives demonstrates appropriate academic depth and research orientation. However, documentation of the process by which objectives are periodically reviewed and updated remains limited, and stakeholder participation could be more systematic and evidence-based.

Evidences/Indicators

- ○ Self-Evaluation Report (SER) and programme syllabi
- ○ Mission and strategic plan of the University of Georgia
- ○ Programme objectives published on the university website
- ○ Interview results with administration, programme heads, and academic staff

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	It is recommended to institutionalise a formal mechanism for the regular revision of programme objectives with systematic involvement of key stakeholders, including employers, alumni, students, and academic experts.	It is suggested to strengthen the visibility of programme objectives in both internal and external communication (website, handbooks, syllabi) and to explicitly demonstrate their contribution to the development of the ICT field and regional innovation ecosystem.
Programme 1 (Bachelor's		

Programme in Information Technology, Level I)		
Programme 2 (Master's Programme in Information Technology, Level II)		

Evaluation

Component 1.1 – Programme Objectives	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Substantially complies
Programme 2 (Master's Programme in Information Technology, Level II)	Substantially complies

1.2 Programme Learning Outcomes

Accreditation standards indicators

➢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.

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

Cluster evaluation

Description and Analysis of Cluster

The cluster includes the Bachelor's and Master's Programmes in Information Technology, which are logically interrelated and demonstrate clear vertical progression within the ICT field. Learning outcomes at both levels are fully consistent with programme objectives and correspond to the National Qualifications Framework (NQF) descriptors for the 6th and 7th levels. Across the cluster, learning outcomes are clearly articulated and structured into three domains – knowledge and understanding, skills, and responsibility and autonomy – ensuring compliance with both national and European qualification frameworks.

At the Bachelor's level, learning outcomes emphasise foundational and applied competencies in programming, databases, network systems, and software development, along with communication and ethical awareness necessary for early professional engagement. At the Master's level, outcomes focus on advanced research, analytical, and managerial capabilities, as well as innovation and autonomous decision-making in complex ICT contexts. The vertical coherence between the two programmes ensures a progressive accumulation of competences, from basic application and understanding to independent research and innovation. The

outcomes also reflect contemporary ICT trends such as cybersecurity, artificial intelligence, and digital transformation, aligning academic preparation with labour market demands.

The cluster benefits from a structured mechanism for evaluating learning outcomes, combining direct and indirect assessment approaches. Direct assessments include examinations, course projects, and theses; indirect assessments rely on student, alumni, and employer feedback. Quantitative achievement benchmarks (80%) are defined, and results are analysed during quality assurance reviews. Evidence from site interviews confirmed that learning outcomes are reviewed regularly as part of the institutional quality cycle, with outcomes used to inform programme revisions. However, the mapping between programme objectives and learning outcomes could be more analytically precise – particularly to ensure that broader objectives encompass all relevant applied and research-oriented outcomes. While alignment exists, greater traceability and documentation of this alignment would reinforce transparency and internal consistency.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (Bachelor's Programme in Information Technology)

The learning outcomes of the Bachelor's Programme are clearly defined and logically derived from programme objectives, aligning with NQF level 6 descriptors. They ensure acquisition of theoretical and practical knowledge in programming, databases, networks, and system analysis, alongside transferable skills and ethical awareness.

Graduates are expected to:

- Demonstrate knowledge of key IT principles, tools, and systems;
- Apply analytical and technical skills to standard ICT problems;
- Communicate effectively in professional and academic contexts;
- Work responsibly and autonomously in team or project environments;
- Adhere to professional and ethical standards.

Each course syllabus explicitly links its learning outcomes to the programme outcomes, supported by diversified assessments (tests, projects, laboratory work, internships). Indirect assessment mechanisms, including surveys and employer feedback, validate graduate competence. The Quality Assurance Office monitors the coherence and achievement of learning outcomes, but the mapping table between objectives and outcomes requires refinement. Some overarching objectives (e.g., comprehensive ICT competence) are only partially represented in the mapping matrix. Clarifying these links would enhance the transparency and evidence-based nature of curriculum design.

Description and Analysis – Programme 2 (Master's Programme in Information Technology)

The Master's Programme defines learning outcomes consistent with NQF level 7 and international ICT education standards. They are directly aligned with programme objectives and demonstrate an advanced level of analytical, research, and leadership competence.

Graduates are expected to:

- Possess in-depth knowledge of advanced ICT theories and research methods;

- Design, implement, and evaluate complex ICT systems and solutions;
- Conduct independent research and innovation projects;
- Integrate ethical, legal, and societal dimensions into technological decision-making;
- Exercise autonomy and leadership in professional or academic contexts.

The programme implements a comprehensive learning outcome assessment plan, using course performance, research projects, and the Master's thesis as direct indicators, complemented by surveys and supervisor feedback as indirect measures. Learning outcomes were developed and periodically updated in consultation with stakeholders (academics, employers, and industry partners), ensuring responsiveness to evolving technological challenges. The balance between academic depth and professional relevance is well maintained, though the programme could further document periodic analysis of outcome achievement data to evidence systematic improvement.

Evidences/Indicators

- Programme and course syllabi (Bachelor's and Master's levels)
- National Qualifications Framework (Levels 6 and 7)
- Learning outcome–course mapping matrices
- Stakeholder feedback (students, alumni, employers)
- Interviews with programme leadership and teaching staff

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	It is recommended to ensure greater precision and transparency in the mapping between programme objectives and learning outcomes, so that each objective is consistently reflected in the corresponding outcomes, particularly those related to applied ICT competences. It is recommended to enhance the precision and measurability of some learning outcomes, particularly by using more action-oriented verbs and explicit references to applied ICT domains, e.g., software engineering, data analytics, and cybersecurity (Substandard 1.2).	–
Programme 1 (Bachelor's Programme in Information Technology)	–	–
Programme 2 (Master's Programme in Information Technology)	It is recommended to review the taxonomy and classification of course-level learning outcomes for ensuring consistency with the domains of Knowledge and	–

	Understanding, Skills, and Responsibility and Autonomy defined by the National Qualifications Framework.	

Evaluation

Component **1.2 Programme Learning Outcomes**	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Substantially Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Substantially Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Accreditation standards indicators

➢ 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.

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

Cluster evaluation

Description and Analysis of Cluster

The Bachelor's and Master's Programmes in Information Technology have established mechanisms for the evaluation of programme learning outcomes, integrated within the university's internal quality assurance (QA) framework. Both programmes employ a systematic, cyclical, and evidence-based process that includes defining measurable learning outcomes, collecting data through multiple assessment sources, analyzing the results, and using the findings to enhance programme quality. At the cluster level, the Faculty Quality Assurance Office coordinates the process, with participation of programme heads, academic staff, students, and external stakeholders. Data sources include course assessment results, final thesis evaluations, student and graduate surveys, employer feedback, and periodic programme self-assessments. This multi-source approach ensures triangulation and validity of findings.

The evaluation mechanisms are aligned with institutional and national QA standards, ensuring reliability and transparency. During the site visit, the panel confirmed that learning outcome assessment data are regularly discussed in faculty councils and working groups. Improvement actions such as course redesign, updating syllabi, or modifying assessment formats—are documented and tracked through annual QA reports. However, for both programmes, the

systematic documentation and analysis of how learning outcome assessment results lead to specific programme improvements could be further strengthened.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (Bachelor's Programme in Information Technology, Level I)

The Bachelor's Programme in Information Technology implements a structured mechanism for evaluating learning outcomes. The process includes:

- Definition and alignment: Learning outcomes are formulated at the programme level and mapped to specific courses via a detailed course–outcome matrix.
- Collection of evidence: Data are gathered through direct assessments (midterm and final exams, laboratory projects, internships, and bachelor's thesis defence) and indirect measures (student and alumni surveys, employer feedback, and tracer studies).
- Analysis and interpretation: Assessment data are aggregated and analyzed annually by the Programme Head and Faculty QA Service to identify trends, strengths, and improvement areas.
- Improvement and monitoring: Based on the analysis, programme modifications are introduced, including adjustment of course content, pedagogical approaches, and workload distribution.

Benchmarks for learning outcome achievement (70–90%) are defined, and additional support mechanisms for underperforming students are in place. Evidence from interviews confirmed that academic staff systematically report outcome achievement, and findings are discussed at faculty and QA committee meetings. Nonetheless, the linkage between assessment data and specific programme changes could be more systematically documented.

Description and Analysis – Programme 2 (Master's Programme in Information Technology, Level II)

The Master's Programme in Information Technology employs an advanced evaluation mechanism focused on academic and research-related competences. The process mirrors the institutional QA cycle but includes additional procedures specific to postgraduate studies, particularly the monitoring of research supervision quality and thesis assessment. Learning outcome attainment is measured through direct assessments (course projects, applied research, and master's thesis defence) and indirect assessments (student satisfaction surveys, employer consultations, and peer evaluation of research outputs).

Assessment data are collected and reviewed annually by the Programme Head in collaboration with the Faculty QA Office. While programme improvements are implemented based on this analysis, documentation demonstrating the direct link between learning outcome assessment results and specific curriculum or methodological changes remains limited. Stakeholder feedback from graduates and employers contributes to alignment with current ICT and innovation trends, but formal evidence of systematic improvement actions is not consistently documented.

Evidences/Indicators

- o Programme learning outcomes assessment procedures and guidelines
- o Course syllabi with outcome-to-assessment mapping
- o Annual programme and QA monitoring reports
- o Records of student performance and thesis evaluation results
- o Interviews with programme leadership, teaching staff and students

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	It is recommended to enhance formal documentation and communication of data-driven improvement actions, ensuring that evidence from learning outcome evaluations is consistently linked to concrete programme or curriculum modifications.	It is suggested to continue refining the use of indirect evidence (e.g., alumni and employer feedback) to complement quantitative assessment data and strengthen the feedback loop within the QA process.
Programme 1 (Bachelor's Programme in Information Technology, Level I)	It is recommended to develop a standardized reporting template for summarizing learning outcome assessment results across courses to facilitate aggregation and longitudinal analysis.	It is suggested to continue reinforcing the use of learning analytics for monitoring achievement trends and supporting student-centred interventions.
Programme 2 (Master's Programme in Information Technology, Level II)	It is recommended to strengthen documentation of how learning outcome assessments directly inform specific programme improvements, including curriculum, electives, and supervision practices.	It is suggested to consider formalizing the periodic peer review of thesis evaluation practices to maintain consistency and transparency in assessing graduate competences.

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Substantially Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Substantially Complies

1.4. Structure and Content of Educational Programme

Accreditation standards indicators

➢ 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.

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

Cluster evaluation
Description and Analysis of Cluster

The cluster of the Bachelor's and Master's Programmes in Information Technology demonstrates a coherent vertical structure and clear academic progression between the two levels. Both programmes are developed and implemented in full accordance with the university's Methodology for the Planning, Design, and Development of Educational Programmes, ensuring consistency, stakeholder involvement, and compliance with national qualification requirements.

At the cluster level, the programmes share a unified disciplinary foundation in the field of Information and Communication Technologies (ICT). The Bachelor's level provides fundamental knowledge and practical skills in programming, systems analysis, databases, and networks, while the Master's level advances toward specialization in areas such as software engineering, information systems design, data analysis, and applied research in emerging technologies.

The content and structure of both programmes are logically sequenced, enabling the achievement of learning outcomes aligned with the respective levels of the National Qualifications Framework. The balance between theoretical and practical components, inclusion of research and elective elements, and regular curriculum updates ensure relevance to academic and labour market expectations. The coherence between Bachelor's and Master's levels contributes to sustainability of ICT education at the institution and to the preparation of professionals capable of supporting regional technological development.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (Bachelor's Programme in Information Technology, Level I)

The Bachelor's Programme in Information Technology (240 ECTS) follows a clear and logical structure based on national and institutional requirements. It consists of general education, core professional, and elective courses, culminating in an internship and a bachelor's thesis. The curriculum ensures progressive development of competences from foundational theoretical knowledge to applied skills in database management, software development, and computer networks. The modular design supports a gradual transition from introductory to advanced topics. Practical learning is emphasized through laboratory work and project-based assignments, while the thesis and internship components bridge theory and real-world application. The curriculum reflects stakeholder feedback and is periodically reviewed to incorporate emerging IT trends and technologies. The awarded qualification corresponds to the content and learning outcomes, ensuring graduate readiness for professional roles or further academic study.

Description and Analysis – Programme 2 (Master's Programme in Information Technology, Level II)

The Master's Programme in Information Technology (120 ECTS) deepens the competencies acquired at the Bachelor's level and focuses on specialization, research, and innovation. The structure comprises core and elective courses, research seminars, and a master's thesis, which collectively ensure the achievement of advanced learning outcomes. The curriculum covers information systems design, advanced software engineering, data analytics, and contemporary technologies such as blockchain, supported by courses in research methodology. The integration of research elements across the programme ensures the development of autonomy, analytical ability, and critical thinking. Continuous alignment with institutional and industry priorities verified through employer consultations and internal QA processes supports programme relevance and quality. The awarded qualification fully corresponds to the 7th level of the NQF.

Evidences/Indicators

- o University methodology for programme design and development
- o Programme and course syllabi
- o Curriculum structure and course credit distribution
- o Programme learning outcome−course mapping matrix
- o Internal QA reports and curriculum revision summaries

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	–	–
Programme 1 (Bachelor's Programme in Information Technology, Level I)	–	–
Programme 2 (Master's Programme in Information Technology, Level II)	–	–

Evaluation

Component 1.4. Structure and Content of Educational Programme	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Complies

Accreditation standards indicators

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

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

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

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

Cluster evaluation

Description and Analysis of Cluster

The Bachelor's and Master's Programmes in Information Technology within the cluster demonstrate coherent internal alignment between course-level learning outcomes, programme-level learning outcomes, and national qualification descriptors. Each programme's academic courses are structured to ensure both horizontal (within the same semester) and vertical (across years/levels) consistency. Course syllabi across the cluster follow a standardized institutional format, including clear articulation of learning outcomes, teaching methods, assessment criteria, credit allocation, and recommended literature. The review of syllabi and interviews with academic staff confirmed that the content, workload, and credit distribution (ECTS) are aligned with the intended competencies and student workload expectations. Courses within the main field of study, including programming, databases, software engineering, network administration, and emerging ICT technologies, demonstrate direct relevance to the programme learning outcomes and reflect current developments in the IT industry. The selection of study materials and literature (including textbooks, online resources, and scientific papers) is up-to-date and supports the achievement of both course and programme learning outcomes.

The programmes employ both Georgian and English-language materials, allowing access to contemporary scientific sources and aligning with international IT education practices. Academic staff regularly review and update course syllabi as part of the internal quality assurance cycle, ensuring the relevance and adequacy of study materials. From a disciplinary perspective, the internal alignment between course-level and programme-level learning outcomes is largely correct. However, minor refinements are advisable to ensure full taxonomic consistency. For example, in the Academic Writing course, the outcome "adheres to principles of scientific ethics" is currently classified under "Skills", whereas it more appropriately belongs to the "Responsibility and Autonomy" domain, as it reflects professional ethics, personal accountability, and independent judgment. Such adjustments would further strengthen the coherence and disciplinary accuracy of learning outcome categorization. Overall, the cluster satisfies the component requirements through systematic course design, appropriate workload balance, and transparent documentation of course-level learning outcomes.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Bachelor's Programme in Information Technology, Level I)

The Bachelor's Programme in Information Technology comprises a well-balanced set of courses that cover core IT disciplines alongside supportive subjects in mathematics, communication, and general education. The content and credit distribution of each course correspond to the complexity of learning outcomes and student workload, ensuring feasibility and progression. Each course syllabus specifies detailed learning outcomes that are measurable and linked to the overall programme outcomes. The curriculum design enables cumulative competence development, for example, early courses such as "Introduction to Programming", "Computer Architecture", "Databases") form the foundation for advanced modules such as "Web Technologies", "Network Administration", and "Information Security".

The study materials indicated in the syllabi are current, reflecting both classical and modern IT sources. Interviews with teaching staff confirmed that most courses include international textbooks and digital resources, while local-language materials are developed where necessary. Assessment methods (tests, projects, laboratory work, and final exams) are diversified and clearly aligned with course learning outcomes. The observed consistency between intended outcomes, teaching activities, and assessments ensures that graduates achieve the competencies defined at the Bachelor's level.

Description and Analysis - Programme 2 (Master's Programme in Information Technology, Level II)

The Master's Programme in Information Technology consists of advanced-level courses emphasizing research, innovation, and specialization in areas such as information systems, data analytics, blockchain, and advanced software engineering. The credit allocation across compulsory and elective courses is appropriate for achieving the intended learning outcomes and supports individual learning trajectories. The content of each academic course builds upon Bachelor-level knowledge and fosters analytical and research competencies. For instance, courses such as "Research Methods in IT", "Advanced Software Development", and "Decentralized Information Systems" develop the skills necessary for the completion of the Master's thesis and professional practice in innovative ICT domains.

Syllabi include clear, outcome-based design, specifying connections between teaching methods, assessment types, and learning outcomes. The study materials (scientific papers, case studies, and current technological documentation) are relevant and current, supporting student engagement in independent and research-oriented learning. The review of course materials and interviews with supervisors indicate that academic staff regularly update syllabi in response to technological developments and international trends. The inclusion of English-language resources enhances students' exposure to global research and practice in IT. Overall, the Master's programme demonstrates strong coherence between course design, programme outcomes, and the required level of academic depth expected at the Master's stage.

Evidences/Indicators

- o Course syllabi (Bachelor's and Master's levels)
- o Programme learning outcomes–course mapping matrices
- o Internal QA reports on course and syllabus review
- o Examples of updated syllabi and revised study materials

- o Student workload surveys and course evaluations
- o Minutes from faculty and curriculum committee meetings
- o Interview results with teaching staff and students

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	-	-
Programme 1 (Bachelor's Programme in Information Technology, Level I)	It is recommended to regularly review and update course syllabi to maintain alignment between course-level and programme-level outcomes, ensuring progressive competence development from foundational to advanced levels .	
Programme 2 (Master's Programme in Information Technology, Level II)	It is recommended to conduct a focused review of advanced course learning outcomes for ensuring precise alignment with Master's-level descriptors, particularly in analytical reasoning, research autonomy, and ethical responsibility. It is recommended to explicitly integrate research ethics, independent judgment, and professional accountability within the Responsibility and Autonomy domain of course outcomes, and syllabi should be periodically updated to reflect recent IT research developments, ensuring coherence between research methods courses and thesis-level outcomes.	

Evaluation

Component 1.5 Programme Learning Outcomes	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Substantially complies
Programme 2 (Master's Programme in Information Technology, Level II)	Substantially complies

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

Accreditation standards indicators

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.

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

Cluster evaluation
Description and Analysis of Cluster

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster 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.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Bachelor's Programme in Information Technology, Level I)

The admission requirements for both programs (Bachelor's Program 1 – "Information Technology" and Master's Program 2 - "Information Technology") defined by the cluster are determined by the HEI in accordance with the regulations governing the management of the educational process at SISU, which are fully consistent with the requirements set forth by applicable Georgian legislation for the corresponding level.

The prerequisite for admission to the Bachelor's program in "Information Technology" is the enrollment of individuals with a full general education or an equivalent education, which is entirely sufficient to complete the program.

Description and Analysis - Programme 2 (Master's Programme in Information Technology, Level II)

For the Master's program in "Information Technology," the admission requirement is a bachelor's degree or an equivalent qualification, which is fully sufficient to complete the program.

Both programs allow the transfer (mobility) of students from other universities. A student who wants to transfer must meet the requirements of the university - the conditions defined by the

legislation of Georgia (which involves the submission of certain documentation (this may include an enrollment document, a document confirming the corresponding degree, and others) and an exam/interview/testing procedure). In addition, foreign citizens who speak the Georgian language (have the appropriate certificate) can be admitted to the university.

The admission requirements for both programs are logically related to the content of the respective program, training outcomes, level of training, qualifications to be awarded, and language of instruction;

The regulations governing the management of the educational process at the university defines the methodology for planning the number of students in the educational program, which takes into account the specifics of the Bachelor/Master program, the resources available at the university, and ensures a smooth implementation of the educational process; Admission of students to Bachelor/Master programs is conducted using this methodology.

The specified admission criteria and procedures for both programs are fair, public, and accessible to interested parties.

Evidences/Indicators

- o Site-visit
- o Educational program
- o Website and social networks
- o Methodology for planning the number of students in an educational program

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster		
Programme 1 (Bachelor's Programme in Information Technology, Level I)		
Programme 2 (Master's Programme in Information Technology, Level II)		

Evaluation

Component 2.1 Programme Admission Preconditions	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies

Programme 2 (Master's Programme in Information Technology, Level II)	Complies

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

Accreditation standards indicators

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

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

Cluster evaluation
Description and Analysis of Cluster

Both programs defined in the cluster are planned according to the learning outcomes and are appropriate for the level of instruction. The courses defined by both programs utilize modern computer labs and technologies, which ensures the acquisition of the required knowledge and competencies.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (Bachelor's Programme in Information Technology, Level I)

All Bachelor students who wish to participate in local and international conferences can select a relevant topic and a qualified advisor (an affiliated or invited professor of the higher education institution). While working on the conference paper, the student has access to international databases (Openbiblio, Scopus, ScienceDirect, and others) and relevant plagiarism-checking software (TURNITIN). Before submitting an appropriate conference thesis, it must be tested with plagiarism verification software. This enhances the student's knowledge and competencies in the relevant field and aligns with the goal of achieving the learning outcomes.

Description and Analysis – Programme 2 (Master's Programme in Information Technology, Level II)

To obtain an appropriate qualification, master's students (Program 2) are required to complete a master's thesis, which must include a research component. After choosing the topic of the master's thesis, the student is under the supervision of a qualified person in the relevant field (affiliated or invited professor of the university). Students can participate in local and international conferences where they can submit either their master's thesis or a topic specifically selected for the conference. Students have access to international databases (Openbiblio, Scopus, ScienceDirect, and others) and related plagiarism verification software (TURNITIN). Before submitting an appropriate (conference/Master) thesis, it must be tested

with plagiarism verification software. Participation in scientific activities (preparation of a master's thesis and/or presentation at a conference) expands the knowledge and competencies of the student in the relevant field and is consistent with the goal of achieving educational results.

Agreements/Memorandums of understanding with local organizations determine the number of internship participants, the purpose and outcomes, as well as its duration. Students in both programs have the opportunity to intern at the respective organizations, which helps achieve the program's stated goals. Feedback from organizations to the university is used in the program's renewal process, which helps align the curriculum with market needs.

Evidences/Indicators

- o site visit (interview results)
- o Student conferences
- o Information on career development of graduates
- o Relevant agreements/memorandum with employers
- o Funded research projects

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster		
Programme 1 (Bachelor's Programme in Information Technology, Level I)		
Programme 2 (Master's Programme in Information Technology, Level II)		

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	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies

Programme 2 (Master's Programme in Information Technology, Level II)	Complies

Accreditation standards indicators

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.

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

Cluster evaluation

Description and Analysis of Cluster

The learning model for both cluster programs is designed with the best practices of the current methodology in mind. Each educational program corresponds to a corresponding level of education. The program developed curriculum components/courses, learning outcomes, and assessment methods. Taking into account the specifics of the program component, training methods are used as a means of transferring knowledge, the choice of which is determined by the specifics of the program component and the student's activities (educational/research) and ensures the achievement of training results established by the educational program.

At SISU, teaching and learning methods ensure active student participation in the learning process and involve their interaction. From the very beginning, students are made aware of the necessity to adhere to the rules against plagiarism; Active use of information and communication technologies and library resources to obtain necessary information; active involvement of master's students in research activities;

At SISU, teaching and learning methods are flexible and tailored to students' individual needs. If necessary, a student can take advantage of an individual study plan. Students who wish to participate in various events (competitions, Olympiads) receive additional preparation from qualified specialists.

Both programs defined by the cluster provide the option for e-learning/distance learning, if necessary. Teaching methods appropriate to the field of study will be used. In the event of implementing e-learning/distance education, the higher education institution will ensure the achievement of the planned program outcomes.

Evidences/Indicators

- o Site-visit
- o Educational program
- o Teaching-learning methods
- o Electronic resources available at the university for program implementation

Recommendations and Suggestions	Recommendation(s):	Suggestion(s):

according to the programmes:		
General recommendations/ Suggestion of the Cluster		
Programme 1 (Bachelor's Programme in Information Technology, Level I)		
Programme 2 (Master's Programme in Information Technology, Level II)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Complies

2.4. Student Evaluation

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

Student assessment is fully compliant with established procedures, fair, reliable and compliant with legislation; The student evaluation system for the programs presented in the cluster complies with the Order N3 of the Minister of Education and Science of Georgia of 5 January 2007, titled "On Approval of the Regulation on the Calculation of Higher Education Programmes with Credits".

Each component of the assessment has a defined minimum threshold, which is specified in the syllabus. For example, the minimum threshold for the final exam may be 16 points (out of 30). Different components have different thresholds, however, some of the syllabi outline the minimum threshold before the final exam (for example 70/35) and some of the courses have only individual component thresholds. Therefore, it is recommended that in every syllabi a minimum threshold must be defined before the final exam (not only for individual components).

The components and assessment methods for each course/subject defined by the program take into account the specifics of the course/subject, are consistent with acceptable results and ensure the achievement of training results. Components, methods and assessment criteria are transparent, accessible and known in advance to the student from the first week;

Student assessment uses the university's existing academic and research ethics, academic integrity, plagiarism prevention, detection (licensed version of Turnitin), and response mechanisms; The overall student score also takes into account the student's thesis score; A student may appeal the assessment result if he/she disagrees with it. The process for appealing a student's assessment is transparent and objective. The appeal process involves reviewing the assessment results and making a decision by another assessor(s); Assessment results are analyzed and used to improve the learning process each semester;

From the beginning of the academic semester, students receive various information, such as the components of course/subject assessment, the possibility of appealing the result, and the inadmissibility of plagiarism in the educational process. However, students, who participated in the site visit, reported that they had not experienced or heard of any grade appeals, as they were generally satisfied with their results.

Students receive feedback from their lecturers on their learning outcomes as well as what areas are for improvement; They get both written and oral feedback depending on the assessment component and how it is conducted. Some of the assessment components are conducted via the "Moodle" platform.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (Bachelor's Programme in Information Technology, Level I)

During his/her graduation year as a bachelor, student receives additional information about the rules for formatting a bachelor's thesis and the need for periodic plagiarism checks while working on a bachelor's thesis.

Description and Analysis – Programme 2 (Master's Programme in Information Technology, Level II)

During his/her graduation year as a Master, student receives additional information about the rules for completing a Master's thesis and the need for periodic plagiarism checks when working on a Master's thesis.

Evidences/Indicators

- o Site-visit
- o Web-page;
- o Evaluation system regulatory document;
- o Evaluation components, and methods presented in syllabi;
- o Electronic student assessment system / portal;
- o Master   thesis evaluation and defense regulations;
- o Procedure for appealing assessment results;
- o Rules/methodical guide for writing a paper in accordance with academic style;
- o Plagiarism prevention, detection and response mechanism;
- o Ethic norms of scientific-research activities;

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	It is recommended that each syllabus define a minimum threshold for course completion prior to the final exam, rather than only for individual assessment components.	
Programme 1 (Bachelor's Programme in Information Technology, Level I)		
Programme 2 (Master's Programme in Information Technology, Level II)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4. Student Evaluation	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Substantially complies
Programme 2 (Master's Programme in Information Technology, Level II)	Substantially complies

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

Accreditation standards indicators

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.

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

Cluster evaluation

Description and Analysis of Cluster

The University ensures that students receive appropriate consultations and support in planning their learning process, improving academic performance, employment, and professional development. Students can receive consultations from various sources — administrative, academic, or invited staff whenever needed. These consultations cover both subject-related (from academic or invited staff) and general issues.

Upon enrollment, students receive consultations from administrative staff to help them integrate into the University and plan their studies and activities accordingly. Additionally, administrative staff offer students on-site consultations to support them with their studies, if needed. Students are well-informed about the available consultation opportunities within the institution. Moreover, monthly meetings are held with the Rector ("Rector's Hour"), where any student can express their concerns or needs. Students also mentioned this as a good practice.

As mentioned during the site visit, graduates and some current students of the programs are employed in their field of study. Some of them are employed by the University itself. The University also tries to employ its graduates as lecturers. For example, some of the PhD program graduates currently serve as academic or invited staff. The University actively supports students' professional development by cooperating with the Samtskhe-Javakheti Employment Agency, and organizing forums where students can meet and connect directly with potential employers. Some of the University graduates are also presented as potential employers.

Students participate in both local and international conferences. Cooperation is also established with various universities in Georgia. For example, the University cooperates with "Akaki Tsereteli State University" and "Caucasus University". Some of the students had the opportunity to visit "Caucasus University", explored its facilities and observed its operations. Afterwards, students developed applications as part of their projects. Some of their projects are submitted to the City Hall for funding.

Students are informed about and able to participate in international exchange programs. The University provides students with information about these opportunities. Some of the students took advantage of this opportunity, however, not many students use this opportunity, therefore, it is suggested to the University and program heads to increase both the number of activities and student participation in international projects and exchange programs.

The University has an online portal for students and lecturers which can be accessed from the university website and where students can see their timetable, subjects, syllabi, etc. Students

can, also, evaluate their subjects, lecturers and programmes via surveys. Program heads receive student feedback through personal meetings and via the "Moodle" platform. Based on this feedback, lecturers are informed and necessary adjustments are made to improve the teaching process. As mentioned during the site visit, student and alumni feedback is systematically used to enhance the program. For example, more practical and elective courses were added, including a new course on mobile applications, which was of particular interest to students. Some courses were rescheduled or had their contact hours increased based on student needs.

As it was also confirmed at the site-visit, communication between students and lecturers is effective — feedback is provided both in written form (through Moodle) and verbally during classes. Students are informed about additional consultation hours with lecturers and make use of these opportunities. Students are also informed about academic integrity, the importance of avoiding plagiarism.

Therefore, students of the programmes presented in the cluster, receive relevant and necessary information regarding their study process, feedback on their academic progress and career development opportunities. While they have access to and participate in some local or international projects, there remains a need to ensure that they are provided with diverse opportunities and a wider range of activities.

Evidences/Indicators

- o   Self-evaluation Report;
- o   Interview results during the on-site visit;
- o   Memoranda;
- o   Students/Graduates/Employers/Staff survey forms/results;
- o   Material/Technical base.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster		It is suggested that the University and program heads increase both the number of international projects and exchange opportunities, as well as student participation in them.
Programme 1 (Bachelor's Programme in Information Technology, Level I)		
Programme 2 (Master's Programme in Information Technology, Level II)		

Evaluation

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Component 3.1 Student Consulting and Support Services	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Complies

3.2. Master's and Doctoral Student Supervision

Accreditation standards indicators

> 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.

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

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 2 (Master's Programme in Information Technology, Level II)

The University has a regulatory document for awarding a master's degree at Samtskhe-Javakheti State University which defines who can be a program supervisor, how students can be enrolled, student status, credit recognition, and other related matters. The University also has another regulatory document "Instructions for preparing a master's project/thesis" which specifies who can be the supervisor and reviewer of the thesis, and defines the rights and duties of the supervisor and co-supervisor (if applicable). This document also states that a supervisor may supervise no more than five students per semester. The supervisor is responsible for assisting the student in developing a plan and bibliography, monitoring the thesis process step by step, evaluating student progress, providing feedback, and ensuring that the research is heading in the right direction.

The regulations further state that the supervisor must conduct regulatory consultations with the student. Students are free to choose their research topics; however, supervisors provide guidance when needed.

Each master's thesis defense requires positive evaluations from both the supervisor and the reviewer, as well as successful plagiarism verification through the Turnitin system. First, the supervisor must confirm the appropriateness of the master's project/thesis for review. Afterwards, a reviewer has to give the thesis a positive evaluation. In case of a negative evaluation, the student is assigned a second reviewer, and based on their positive conclusion, the student is allowed to defend. However, in case of a repeated negative evaluation, the student must submit a revised or new master's project/thesis in the next semester.

Each thesis is submitted to the "Moodle" platform by the student for plagiarism detection before it is sent to the reviewer. The University's Plagiarism Detection Commission checks the thesis within five working days in accordance with the plagiarism rules. The similarity index must not exceed 25%, and any detected plagiarism is unacceptable. In the case of a negative evaluation, the student is not allowed to proceed to the defense. The University organizes regular individual and group meetings to raise awareness about plagiarism prevention. In addition, the University has a "Plagiarism Prevention, Detection and Response Policy" document.

Students, academic and invited staff have access to academic databases (including Scopus) through the Remotex platform, which provides remote access to scientific resources. As mentioned during the site visit, students of Information Technology use research databases more actively than others and this allows students to conduct in-depth research in their field of study. However, during the site visit, it also appeared that students are not well informed about the scientific databases and do not usually use them. Therefore, even though the University provides access to various scientific databases, it is suggested to increase awareness of the importance and use of scientific databases when working on master's theses and, in general, within the academic sphere.

Data related to the supervision of master's/doctoral students Programme 1 (Informational Technology, Master)[2]	
Number of master's/doctoral theses supervisors	8
//Number of doctoral thesis supervisors	N/A
Number of master's students	11
//Number of doctoral students	N/A
Ratio - supervisors of master's theses/master's students	0.73
Ratio - supervisors of doctoral theses/doctoral students	N/A

Evidences/Indicators

- o Self-evaluation report;
- o Annex to the Self-evaluation report (Information about the quantitative data);
- o Master's degree regulations;
- o Instructions for preparing a master's project/thesis;
- o Interview results during the on-site visit.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):

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[2] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

General recommendations/ Suggestion of the Cluster	–	–
Programme 2 (Master's Programme in Information Technology, Level II)	–	It is suggested to increase awareness of the importance and use of scientific databases when working on master's theses and, in general, within the academic sphere.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Evaluation
Programme 2 (Master's Programme in Information Technology, Level II)	Complies

4. Providing Teaching Resources

Accreditation standards indicators

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.

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

Cluster evaluation

Description and Analysis of Cluster

The educational programmes grouped within the Information Technology cluster (Bachelor's and Master's levels) are supported by qualified and competent human resources ensuring the sustainable and effective functioning of the programmes. Both programmes are implemented

by academic and invited staff possessing relevant sectoral qualifications and experience aligned with the defined programme learning outcomes. The cluster demonstrates a sufficient number of affiliated academic staff members who are responsible for core teaching, curriculum design, and thesis supervision, thereby ensuring institutional ownership and academic integrity. Invited specialists contribute to the delivery of applied and innovative components of the programmes, especially in areas of rapidly developing information technologies.

The ratio of affiliated to invited staff is acceptable across both programmes. For the Bachelor's Programme, the ratio (0.73:1) demonstrates a balanced distribution between permanent and invited staff, ensuring stability and practical orientation of teaching. For the Master's Programme, the ratio (0.67:1) remains acceptable but is at the lower margin; it allows for a combination of research-oriented and practice-based components, though the programme would benefit from strengthening the engagement of affiliated academic staff in supervision and research activities.

The Heads of both the Bachelor's and Master's Programmes possess the necessary knowledge and experience required for programme elaboration and management. They hold relevant academic qualifications and demonstrate appropriate competences in the field of Information Technology. Both are personally involved in programme implementation, including teaching, supervision, and curriculum development, thereby ensuring academic leadership and effective coordination of the educational process.

Future improvements may focus on increasing the engagement of affiliated academic staff in research and postgraduate supervision while maintaining the practical and applied orientation provided by invited specialists. Encouraging international collaborations and joint supervision arrangements will further enhance programme quality and sustainability. Overall, the human resource composition across the cluster supports the sustainability, quality, and applied focus of the programmes, aligning with the requirements of Standard 4.1. Continuous monitoring is advised to maintain an adequate proportion of affiliated academic staff and to further enhance their involvement in research and postgraduate supervision.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Bachelor's Programme in Information Technology, Level I)

The Bachelor's Programme in Information Technology is supported by a strong and diverse teaching team of 19 staff members, including 8 affiliated academic staff and 11 invited specialists. The academic core comprises 4 Professors, 3 Associate Professors, and 1 Assistant Professor, all of whom hold qualifications aligned with their teaching areas. Among them, 7 staff members hold PhD degrees in the sectoral direction, ensuring that the programme maintains a solid academic and scientific foundation.

The academic staff are primarily responsible for providing the theoretical, conceptual, and methodological grounding of the programme, while the invited staff, many of whom are active IT professionals, enhance the practice-oriented and applied dimensions of teaching. Their expertise spans key areas such as software engineering, cybersecurity, data management, artificial intelligence, and web and mobile development, as well as supporting disciplines including mathematics and English communication.

All teaching staff possess qualifications that correspond to the educational components they deliver, and their combined experience ensures the effective integration of academic and applied learning. The ratio of academic to invited staff supports both the research-informed and practice-based components of the curriculum. Overall, the programme's human-resource capacity characterized by qualified academic leadership, diverse sectoral expertise, and professional engagement fully supports the achievement of the intended learning outcomes at the Bachelor's level.

Programme 1 (Bachelor's Programme in Information Technology, Level I)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[3]	Including the staff holding PhD degree in the sectoral direction[4]	Among them, the affiliated academic staff
Total number of academic staff	8	8	7	8
- Professor	4	4	3	4
- Associate Professor	3	3	3	3
- Assistant-Professor	1	1	1	1
- Assistant	0	0	0	0
Invited Staff	11	9	0	—
Scientific Staff	0	0	0	—
Including International Staff	19	17	7	8

Description and Analysis - Programme 2 (Master's Programme in Information Technology, Level II)

The Master's Programme in Information Technology is implemented by a qualified and balanced team of 15 staff members, including 6 affiliated academic personnel and 9 invited professionals. The academic core comprises 1 Professor, 4 Associate Professors, and 1 Assistant Professor, all of whom hold qualifications aligned with their teaching and supervisory responsibilities. Among them, 4 hold PhD degrees in the sectoral direction, while one professor holds a PhD in Economics, representing a non-sectoral qualification but contributing valuable expertise in IT project management and systems analysis. The staff composition ensures full coverage of the programme's disciplinary and research areas, including systems analysis, data management, software engineering, cybersecurity, artificial intelligence, and IT project management. The invited specialists, many of whom hold doctoral or equivalent professional qualifications, contribute to practice-oriented teaching and supervision, bridging academic theory with real-world application.

The staff–student ratio of 1.36 indicates sufficient human capacity to ensure effective delivery of the programme and individualized supervision of master's theses. The distribution of teaching and supervision responsibilities is well-balanced, ensuring that each course is led by

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

personnel with appropriate academic credentials and sectoral experience. Overall, the programme's human-resource capacity characterized by experienced academic leadership, strong sectoral expertise, and involvement of active IT practitioners provides a solid foundation for achieving the programme's learning outcomes. Furthermore, the university's established mechanisms for staff evaluation and professional development contribute to the continuous enhancement of teaching and supervision quality.

Programme 2 (Master's Programme in Information Technology, Level II)[5]

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated academic staff
Total number of academic staff	6	4	4	6
– Professor	1	1	1	1
– Associate Professor	4	2	2	4
– Assistant-Professor	1	1	1	1
– Assistant	0	0	0	0
Invited Staff	9	7	4	—
Scientific Staff	0	0	0	—
Including International Staff	15	11	8	6

Evidences/Indicators

- Self-Evaluation Report and Programme Descriptions
- Human Resources Tables and Qualification Registers
- Staff CVs and Affiliation Documentation
- Sample Syllabi and Course Assignments
- Interviews with Academic and Invited Staff
- On-site Observations of Facilities and Teaching Conditions

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	–	–

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[5] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

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

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

Programme 1 (Bachelor's Programme in Information Technology, Level I)	–	–
Programme 2 (Master's Programme in Information Technology, Level II)	–	–

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
Programme 1 (Bachelor's Programme in Information Technology)	Complies
Programme 2 (Master's Programme in Information Technology	Complies

4.2 Qualification of Supervisors of Master's and Doctoral Students
Accreditation standards indicators

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

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

Cluster evaluation
Description and Analysis of Cluster

The Information Technology cluster ensures that all Master's students have access to qualified supervisors and co-supervisors with relevant scientific-research and professional experience. Supervisors are drawn from the pool of 6 affiliated academic staff and 9 invited specialists, all holding advanced degrees in IT-related fields, including Doctor of Informatics, Master of Informatics, and PhD in Computer Technologies. Affiliated staff and invited specialists have demonstrated extensive research output, including publications in peer-reviewed journals, conference proceedings, and applied projects in cybersecurity, software development, data management, AI, and network technologies.

The cluster maintains a sufficient number of supervisors relative to the number of enrolled students (8 supervisors for 11 active students, ratio 0.73), ensuring effective guidance and mentorship. Clear assignment procedures, documented responsibilities, and the combination of disciplinary and applied expertise (including experience as IT managers, network administrators, and cybersecurity specialists) support the achievement of the programme

learning outcomes. Invited specialists contribute significantly to applied or industry-oriented thesis topics. The combined academic and practical experience of supervisors ensures supervision quality for both theoretical and applied research. Overall, the cluster fully complies with the standard by ensuring that supervisors possess both the qualifications and research experience necessary for Master's level supervision.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (Bachelor's Programme in Information Technology)

Not Applicable

Description and Analysis – Programme 2 (Master's Programme in Information Technology)

The Master's Programme in Information Technology has an adequate number of qualified supervisors (8 in total), ensuring full coverage of the research areas defined by the programme. Among them, seven supervisors hold PhD degrees in the sectoral direction, and four are affiliated academic staff representing all key academic ranks: one Professor, two Associate Professors, and one Assistant Professor. The Professor holds a PhD in Economics, which, while not in the core IT field, contributes valuable interdisciplinary expertise in information systems management and data-driven business modeling. The remaining four supervisors are invited PhD specialists, who contribute their applied expertise in areas such as cybersecurity, network administration, data processing, and 3D modeling.

All supervisors possess relevant academic qualifications and significant research or professional experience in their respective domains. The affiliated staff ensure academic rigor, methodological guidance, and alignment with programme learning outcomes, while invited supervisors strengthen the practice-oriented and industry-focused dimensions of research. This combination of academic and professional expertise ensures a balanced supervision system that effectively supports students' research development, thesis quality, and professional integration. The current number and qualifications of supervisors are sufficient relative to the number of master's students, providing proper supervision, mentoring, and monitoring throughout the thesis process.

Programme 1 (Master's Programme in Information Technology)			
Number of supervisors of Master's/Doctoral theses	**These supervisors**	**Including the supervisors holding PhD degree in the sectoral direction[8]**	**Among them, the affiliated academic staff**
Number of supervisors of Master's/Doctoral theses	4	3	4
– **Professor**	1	0	1
– **Associate Professor**	2	2	2
– **Assistant-Professor**	1	1	1
Invited Staff	4	4	—

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[8] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Scientific Staff	0	0	—
Including International Staff	8	7	4

Evidences/Indicators

- Master's Programme thesis supervision assignment records (Appendix 1)
- Qualification certificates and academic CVs of supervisors
- Self-Evaluation Report (SER)
- Interview records with supervisors and students during site visit
- Programme syllabi and thesis topic lists

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	–	–
Programme 1 (Bachelor's Programme in Information Technology, Level I)	–	–
Programme 2 (Master's Programme in Information Technology, Level II)	–	–

Evaluation

Component 4.2 Qualification of Supervisors of Master's and Doctoral Students	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	–
Programme 2 (Master's Programme in Information Technology, Level II)	Complies

Accreditation standards indicators

➢ The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.

➢ The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

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

Cluster evaluation
Description and Analysis of Cluster

The Information Technology cluster at Samtskhe–Javakheti State University demonstrates a systematic and well-structured approach to the professional development of its academic, scientific, and invited staff. The University regularly conducts evaluations of staff performance and uses the results to plan targeted professional development activities. Academic personnel are required to engage in scientific and research work as a mandatory component of their workload, ensuring continuous integration of research outcomes into teaching.

The University has developed a Concept of Research Activity and a workload scheme that defines the share of research within the academic workload and includes a broad list of scientific activities. Academic staff must publish at least one paper in an impact-factor journal every two years, while other recognized research activities—such as participation in conferences, project work, expert consulting, or editorial activity—are included in the evaluation system.

Professional development is supported through institutional mechanisms, including internal and external training, research grants, Erasmus+ projects, and collaborations with international partners. Recent training topics include academic integrity, artificial intelligence, digital learning technologies, cybersecurity, data analysis, student-centered learning, and modern assessment methods. Staff participation in Horizon Europe, ETHICS-Erasmus+, and DITECH-Erasmus+ initiatives enhances both research capacity and pedagogical competence.

The University's Quality Assurance Service annually compiles staff self-evaluation data, research productivity reports, and faculty feedback to identify development needs. Identified good practices are disseminated institution-wide to encourage innovation and excellence in teaching and research. The University also allocates internal and external funding to support staff participation in research, conferences, and international collaborations.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Programme 1 (Bachelor's Programme in Information Technology)

For the Bachelor's programme, the University ensures that academic and invited staff maintain and continuously enhance their professional and pedagogical competencies. Staff members regularly participate in institutional and external professional development initiatives, including national trainings in cybersecurity, information systems, and programming, as well as seminars on innovative teaching methods, digital literacy, and assessment design.

Invited lecturers from the IT industry engage in workshops focused on practical technologies such as networking, 3D modelling, system administration, and web development, ensuring that course delivery remains practice-oriented and aligned with current labour market demands. Many academic staff members have completed cybersecurity and information security audit courses (Cyber Class series), as well as capacity-building workshops organized by the Shota Rustaveli National Science Foundation and the National Defence Academy.

In addition to technical upskilling, the University supports pedagogical development through training on student-centered learning, digital learning platforms, and the integration of applied research in teaching. Regular evaluation of teaching effectiveness and feedback from students are used to plan individualized professional growth pathways. As a result, Bachelor's programme staff demonstrate ongoing engagement with both professional practice and educational innovation, ensuring that students receive relevant, high-quality instruction grounded in contemporary IT standards.

Description and Analysis - Programme 2 (Master's Programme in Information Technology)

Master's programme supervisors have access to diverse and systematic professional development opportunities, including workshops on research supervision, digital learning environments, and emerging information technologies. Academic staff have participated in training on artificial intelligence integration, cybersecurity, open-access publishing, data analytics, and collaborative research methodologies. These initiatives strengthen their capacity to mentor students in advanced research and applied projects, ensuring alignment with international standards of IT research supervision. Regular evaluation of teaching performance and systematic collection of student feedback are used to design individualized professional development plans, fostering continuous academic and pedagogical growth.

Evidences/Indicators

- Staff CVs highlighting academic qualifications, research output, and professional development activities.
- SER and internal evaluations of staff performance.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	-	It is suggested to facilitate exchange programs and short-term training with international experts to enhance global research perspectives.
Programme 1 (Bachelor's Programme in Information Technology, Level I)	-	It is suggested to encourage participation in international IT certifications and pedagogical innovation courses. It is suggested to support early-career lecturers through mentorship and inclusion in Erasmus+ and other international development projects.

Programme 2 (Master's Programme in Information Technology, Level II)	–	It is suggested to encourage staff to pursue specialized certifications in emerging IT fields such as AI, cybersecurity, and cloud computing. It is suggested to promote mentoring programs where senior academic staff guide early-career lecturers in both research and teaching innovation.

Evaluation

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	**Evaluation**
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Complies

4.4. Material Resources

Accreditation standards indicators

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

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

Cluster evaluation
Description and Analysis of Cluster

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster 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.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

SISU is equipped with modern, high-quality infrastructure and technological solutions that facilitate the effective implementation of both educational programs and ensure the achievement of learning outcomes. Five computer labs, equipped with modern computer systems and software solutions, are used in the teaching process. The infrastructure is regularly updated to meet the growing educational and research needs of students and staff.

The university's electronic study management systems provide efficient support for academic and administrative operations. These systems facilitate e-learning, electronic documentation, communication, and centralized IT assistance. Both students and staff have equal access to the university's digital platforms and physical facilities, ensuring an inclusive, accessible, and safe academic environment for all members of the community.

SISU's Library and Information Services meet basic academic standards and provide access to a variety of information resources. The library houses a relevant print and electronic collection sufficient to support both academic programs. The library contains the syllabus and textbook for all program-required courses. The library's resources are updated regularly. The list of resources to be updated is compiled at the beginning of each semester based on the needs identified through an analysis of the syllabi. Library resources are equally available to staff and students.

Additionally, SISU offers its staff and students access to international scientific databases such as Openbiblio, Scopus, ScienceDirect, and others. Additionally, the Turnitin plagiarism detection system is used at SISU to ensure academic integrity. Students are periodically informed about academic integrity and the availability of resources in the library. When working on conference and master's theses, the topics chosen by students undergo a final check with this program. Only after successfully passing the check can the thesis be presented at a conference or defended for a master's degree.

Evidences/Indicators

- o Site visit
- o Ratio of technical equipment to the number of students;
- o Access to international electronic library databases and a document confirming it;
- o Compliance of the library's book fund with the main literature indicated in the educational programs;

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster		
Programme 1 (Bachelor's Programme in Information Technology, Level I)		
Programme 2 (Master's Programme in Information Technology, Level II)		

Evaluation

Component 4.4. Material Resources	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Complies

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability
Accreditation standards indicators

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

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

Cluster evaluation
Description and Analysis of Cluster

To ensure sustained support for educational programs organized within the cluster, program implementation will utilize the university's existing infrastructure and material-technical resources, including lecture halls and presentation facilities. The university's library holdings will serve the programs' needs, with budgetary provisions for expanding library resources to ensure adequate literature availability.

The university finances faculty participation in scholarly activities to advance academic staff professional development. Regular competitive calls are announced for research projects and internal institutional development initiatives. Faculty administrative personnel manage program administration, while program delivery involves university academic staff whose compensation is incorporated into the university's consolidated budget.

The university provides financial support for research dissemination, including presentation, publication, and conference participation expenses. Budget calculations for each program within the cluster encompass the following components:

- Compensation for academic personnel engaged in program delivery;
- Faculty administrative staff salaries;
- Thesis supervisor remuneration;
- Funds allocated for material-technical infrastructure enhancement;
- Miscellaneous contingency expenses etc.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (Bachelor of Information Technology Educational Program, Level I)

The program demonstrates financial sustainability, with student enrollment significantly exceeding minimum requirements and generating a favorable balance between revenue and expenditures. Academic staff compensation is appropriately proportioned to program scale and ensures quality education delivery. The budget comprehensively addresses teaching, administrative operations, research, and infrastructure needs, including allocations for salaries, publications, conferences, professional development, and library resources.

Several areas warrant strategic attention for continued development. First-year enrollment represents an opportunity for growth that could strengthen long-term sustainability and institutional presence. The allocation for scientific infrastructure reflects current resource constraints and would benefit from expansion to better support contemporary research initiatives and faculty development.

While external funding mechanisms are not explicitly detailed in the current documentation, there is significant potential to develop a comprehensive strategy for research grants and strategic partnerships that would enhance the program's research capacity. The allocation for scientific infrastructure (4,000 lari) reflects current resource constraints, and exploring opportunities to expand this investment could better support contemporary research initiatives and faculty development. Additionally, the current distribution between administrative and utility expenses (10,640 lari) and scientific activities (5,000 lari) suggests room for strategic rebalancing to further prioritize research and academic excellence.

External funding mechanisms require further elaboration through systematic pursuit of research grants and strategic partnerships. Additionally, the current distribution between administrative expenditures and scientific activities suggests potential for rebalancing to prioritize research excellence.

Key suggestions include enhancing transparency in research funding allocation and expenditure monitoring, establishing systematic approaches for securing external grants, and considering strategic investment in research infrastructure. Overall, the program operates on a solid financial foundation with clear potential for optimization through thoughtful resource reallocation and expanded external funding streams. If the budget for research activities is limited, this is not critical; however, gradual increase in funding is necessary to ensure programme quality improvement in the future. The suggestion should emphasize the need for budget enhancement to support mentoring, research activities, grants, and professional development events. This investment will ultimately have a positive impact on both the quality of the bachelor's programme and the preparation of future qualified professionals.

Description and Analysis - Programme 2 (Master's Degree Program in Information Technology, Level II)

The presented Master's Program in Information Technology Budget Document is structurally comprehensive and includes all essential components - academic staff compensation, administrative expenses, utilities, and infrastructure support are adequately accounted for. The detailed breakdown of contact hours and distribution across faculty ranks ensures transparency and calculation accuracy.

There are several areas requiring clarification and correction:

- The budget does not allocate specific funds for student research activities, including conference participation and publication co-funding, which are essential for the academic quality of a master's program;
- Subscription costs for electronic information databases (EBSCO, JSTOR, Scopus), which are indispensable for contemporary research, are not clearly identified in the budget;
- Expenses for creating and adapting instructional materials - syllabi, textbooks, and methodological guidelines - are also not discernible from the presented structure.
- Existing allocations for academic staff publications and conferences (2,000 Lari each) are significantly insufficient, as publishing a single article in an international journal costs 1,500-5,000 lari, while conference participation abroad costs 2,000-4,000 lari;
- Line items for research materials procurement, laboratory equipment maintenance, and other operational expenses are entirely absent.

Evidences/Indicators

- Programmes;
- University website: https://sjuni.edu.ge/ ;
- Program budget document;
- Central budget;
- Interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	-	-
Programme 1 (Bachelor's Programme in Information Technology, Level I)	-	It is suggested that the program explore strategic opportunities to strengthen first-year recruitment through targeted outreach, optimize resource distribution to enhance teaching infrastructure and support faculty research activities, and cultivate institutional partnerships— thereby building upon its existing financial stability to ensure sustained growth and academic excellence.
Programme 2 (Master's Degree Program in Information Technology, Level II)	It is recommended that the programme budget include separate and enhanced line items for supporting both student and faculty research activities (conferences, publications, academic travel), electronic database subscriptions,	-

and instructional materials development, as the absence or insufficient funding of these components hinders the program's compliance with international academic standards and full satisfaction of national educational accreditation requirements.	

Evaluation

Component 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Substantially complies

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
Accreditation standards indicators

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

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

Cluster evaluation
Description and Analysis of Cluster

Based on the accompanying and requested documentation, and interviews conducted during the accreditation visit, it was determined that the personnel involved in program development utilize quality assessment results for the purpose of program improvement.

The activities of the Quality Assurance Department are defined by a fundamental document that describes what the university's quality assurance service evaluates within the framework of internal quality assurance mechanisms, which documents it relies upon, and which assessment instruments it employs in the evaluation process. The Quality Assurance Service actively

engages in collaborative efforts with multiple institutional stakeholders to facilitate the development and enhancement of educational programs. This collaboration encompasses the university's governing bodies, including:

- The Academic Council;
- Rector;
- Representative Council;
- Head of Administration;
- Faculty Council;
- Dean;
- Faculty Quality Assurance Service;
- Program Director;
- administrative personnel and
- support personnel,
- as well as the academic/invited staff.

It should be noted that the university's evaluation encompasses several main directions, such as the organization, implementation, and management of educational and research processes, participants in the educational process, provision of educational and research process resources (human, financial, material-technical, etc.).

The submitted documents confirm that the following components are evaluated at the university with reasonable periodicity:

- Organization of core (educational) and supporting processes
- Teaching and methodological support of the educational process
- Educational programs
- Provision of resources appropriate to program specifications
- Activities of program implementers
- Students' educational activities

It was also emphasized that the quality assurance mechanisms and procedures for programs follow the "PDCA" cycle: "Plan-Do-Check-Act". The necessity of this cycle is ensured through the effective involvement of all university subdivisions in implementing internal quality assurance mechanisms. Analysis of conducted surveys is performed, and their results and response measures are reflected in the reports of respective structural units and submitted to decision-making bodies. Based on decisions made, subsequent modifications are implemented, which actively facilitate program development and improvement.

The university has developed an academic personnel workload scheme, based on which the performance of academic/invited personnel is evaluated through various mechanisms. Interview results also confirmed that academic/invited personnel are familiar with survey results and work on improvement issues when such are identified. The university has developed incentive mechanisms for academic personnel, which play a significant role in supporting their research activities.

The comprehensive regulations governing the planning, assessment, and continuous development of educational programs at the Legal Entity of Public Law (LEPL) - Samtskhe-Javakheti State University, together with the identification of entities involved in educational program development, are formally established through quality assurance mechanisms

(officially approved by the Academic Council of LEPL - Samtskhe-Javakheti State University on February 17, 2018, Resolution No. 14).

The university closely collaborates with the National Center for Educational Quality Enhancement, Georgian and foreign universities on quality assurance issues. The Quality Assurance Service conducts surveys of students and academic/invited personnel at both university-wide and individual program levels using questionnaires, analyzing results to develop recommendations for identifying programs' strengths and areas for improvement. Personnel performance is evaluated according to the university's personnel assessment regulations, considering teaching quality, research quality, international mobility indicators, and other criteria.

Program heads, academic/invited personnel, and the Faculty Quality Assurance Service head actively participated in program planning, assessment, and development processes, including periodic program presentations attended by all stakeholders—academic staff, students, employers, and administration—where all program components and syllabi were discussed in detail and recommendations were incorporated. When preparing the self-assessment report for programs clustered in Database and Network Design and Administration, the group worked actively with the Faculty Quality Service head and academic personnel to identify both strengths and areas for improvement. University personnel work is evaluated through annual and ongoing reports by representative and academic councils, while the Quality Assurance Service assesses academic and invited personnel activities based on academic workload schemes and mutual classroom attendance—the latter being a successful practice shared by partner universities that the university has added to its quality assurance regulations and begun implementing.

The Quality Assurance Service conducts satisfaction surveys of both students and academic personnel for periodic program assessment and development, examining attitudes toward the educational environment, programs, material resources, and various services, with questionnaire analysis enabling necessary changes to ensure graduates remain competitive in the employment market. Since 2017, the university has participated in one of Georgia's largest EU-Erasmus+ projects—"Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia (INTEGRITY)"—involving 13 Georgian higher education institutions and 4 European partner universities, through which TURNITIN plagiarism detection software licenses (1,200 licenses) were purchased and training was provided for professors and students on using TURNITIN through MOODLE.

The Quality Assurance Service regularly conducts seminars and trainings, particularly during the current transitional period when regulations and legislative acts frequently change, and the university actively manages local and international trainings for personnel and students while implementing new projects, notably: participation since 2017 in Erasmus+ ASSET (Assessment Tools for new learning environments in higher education institutions) for implementing new assessment methods; purchase in 2019 of an iOS mobile laboratory (Apple iPads) ideally adapted to university needs; and participation by university personnel in international consortium training courses for the INTEGRITY project in January 2019.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 2 (The Master's Programme in Information Technology, Level II

The instruction provides positive safeguards by ensuring the committee chair cannot be the supervisor and establishing a fair grading method through the arithmetic average of all committee members' scores. However, the instruction creates objectivity concerns by allowing the master's thesis supervisor to be a committee member and participate in grading, which generates a conflict of interest since the supervisor serves as the student's mentor throughout the entire process and can offset other members' lower grades with higher scores. This creates an objectivity issue because:

- The supervisor is the student's mentor and helper throughout the entire process
- They can "offset" other members' lower grades with their high scores
- This creates a conflict of interest.

Therefore it is recommended to exclude the thesis supervisor from the grading process or limit their role to a consultative/explanatory capacity, as this approach aligns with international academic practice and ensures the objectivity necessary for fair assessment of student work. Limiting the supervisor's role eliminates the conflict of interest that arises when the person who has served as the student's mentor and helper throughout the entire work process directly participates in grading that same work and can neutralize other committee members' more critical assessments with their own high scores.

The assessment criteria for master's theses require separate discussion. For example:
- **Criteria 3 and 7** – Author's Position and Its Defense – The third and seventh criteria essentially measure the same competency – the author's ability to formulate and argue their viewpoint. Criterion 3 assesses how well the author's position is articulated in the written thesis, while criterion 7 measures the ability to defend this position orally. Formally, the difference is only in the communication channel (written vs. oral), but the assessment object is identical – the author's critical thinking and argumentation. This creates a risk that a student may lose points twice for the same skill or, conversely, receive bonus points twice.
- **Criteria 6 and 9** – Formatting – The sixth and ninth criteria both cover the assessment of the thesis's formal aspects, though inconsistently. Criterion 6 generally refers to formatting quality and structural coherence, while criterion 9 lists linguistic–stylistic aspects and bibliography accuracy in more detail. The bibliography, as part of formatting, should logically be included in the sixth criterion, but it's separately mentioned in the ninth, creating ambiguity. The independent existence of these two criteria causes overlapping assessment of formal aspects.
- **Criteria 4 and 5** – Use of Sources – The fourth and fifth criteria both relate to the ability to work with academic sources, though from different angles. Criterion 4 assesses the reliability of sources and their correct bibliographic citation, while criterion 5 measures reliance on primary sources and organic integration of citations into the text. Despite this nuanced difference, both evaluate the unified competency of working with sources, which makes it unclear to students what is expected in each criterion. This overlap confuses evaluators and hinders the objective assessment process.

Evidences/Indicators

○ Methodology for Planning, Development and Advancement of Educational Programs;

- o Regulatory Documents - Quality Assurance Mechanisms;
- o Website: www.sjuni.edu.ge
- o Quality Assurance Service System of LEPL Samtskhe-Javakheti State University;
- o Quality Assurance Department questionnaires;
- o Quality Department research (personnel, students);
- o Analysis of personnel performance evaluation;
- o The Instruction for the Preparation of Master's Project/Thesis;
- o Graduate survey results;
- o External program evaluation;
- o interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster		
Programme 1 (Bachelor's Programme in Information Technology, Level I)		
Programme 2 (Master's Programme in Information Technology, Level II)	It is recommended to revise and consolidate overlapping assessment criteria to ensure each criterion evaluates a distinct competency, thereby eliminating redundancy, enhancing clarity for both students and evaluators, and guaranteeing fair and objective assessment; additionally, within the framework of internal quality assurance mechanisms, the master's thesis supervisor should not be included in the composition of the defense committee and should not participate in the grading process, which ensures the objectivity necessary for fair assessment of the student's work and eliminates the conflict of interest.	

Evaluation

Component 5.1. Internal Quality Evaluation	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies

Programme 2 (Master's Programme in Information Technology, Level II)	Substantially complies

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The University regularly utilizes external quality assurance results to improve the program by discussing and implementing recommendations received during national and international accreditation processes, as evidenced by the comprehensive review conducted by four external evaluators whose suggestions regarding mobile application development, AI modules, entrepreneurship education, and enhanced practical projects are being systematically integrated into curriculum development. When necessary, the program staff engages in developmental peer review involving local and foreign colleagues from other universities and research institutions to continuously enhance the educational and research environment.

Individual evaluation – An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis – Programme 1 (The Bachelor's program in Information Technology, Level I)

The Bachelor's program in Information Technology received comprehensive evaluations from four external reviewers who assessed different aspects of the curriculum. The first reviewer from Istanbul Technical University confirmed the program covers all essential IT areas with logical structure but recommended adding mobile application development courses for Android (React Native, Java, Kotlin) and iOS (Swift) to align with current technological trends and global mobile technology dependence.

The second reviewer from Caucasus International University praised the strong programming foundation covering multiple languages (Python, Java, C++, JavaScript), paradigms, web development, and mobile applications, while recommending strengthened team project implementation and individualized learning paths. The third reviewer from ALTE University and Dubai University noted the logical progression from fundamentals to complex topics including blockchain and cloud computing but suggested strengthening AI modules and adding entrepreneurship topics for better business process understanding and communication skills development. The fourth reviewer from Georgian Technical University focused on database management, acknowledging comprehensive coverage of relational databases, data modeling, security, and backup systems, while recommending longer intensive practical projects in real work environments and deeper Big Data and NoSQL technologies teaching.

All reviewers concluded the program is well-structured and meets contemporary IT industry standards. They emphasized that implementing the recommendations would enhance graduate competitiveness in the labor market. The program demonstrates strong potential to prepare qualified specialists with both theoretical knowledge and practical skills. Overall improvements should focus on emerging technologies, practical experience, and business skills integration.

The benchmarking document comprehensively compares the Information Technology undergraduate program of Samtskhe-Javakheti State University with analogous programs in Georgian and international universities. It is well-structured, detailing curricular modules, credit alignment, and substantive similarities and differences. Notably, there is an 80-credit overlap and a 65-credit content match, reflecting strong program compatibility. Highlighted strengths include the mandatory bachelor's thesis fostering research skills and a broader Artificial Intelligence foundation in Samtskhe-Javakheti's curriculum compared to others. The document also notes a richer variety of elective courses in other universities, providing students with broader academic freedom. This document clearly serves as a valuable analytical tool for aligning and enhancing educational programs in the field of Information Technology.

Description and Analysis - Programme 2 (The Master's Programme in Information Technology, Level II)

The Master's program in Information Technology was reviewed by an external evaluator from Istanbul Technical University who found the program well-structured with a balanced combination of mandatory and elective courses totaling 120 ECTS credits over two years. The reviewer noted the flexible structure aligns with standard academic frameworks and allows students to pursue education according to their professional interests and career goals, with significant emphasis on thesis preparation and pre-defense research paper development that builds research skills.

The program effectively integrates theoretical knowledge and practical application through contemporary courses including modern database management systems, network technologies and communications, mobile application design (Flutter), system software, and web service programming technologies, though the reviewer recommended greater attention to deepening programming language knowledge and adding courses at the master's level to enable graduates to pursue leadership positions.

The document is a comprehensive benchmarking analysis of the Master's program in Information Technologies at Samtskhe-Javakheti State University compared to similar programs in Georgian and international universities. It is well-structured and detailed, describing program structures, credits, and the content similarities and differences between core and elective courses.

Noteworthy is the 70-credit direct match with Ivane Javakhishvili Tbilisi State University's program and a significant 60-credit alignment with Caucasus University. Unique features include courses on mobile application development and video game development, which attract high student interest. The program integrates both practical and theoretical knowledge aligned with current labor market demands. The comparison covers program goals, credit systems (120 ECTS), teaching formats, and curricula orientations, making the document a valuable tool for educational alignment and enhancement. This benchmarking document stands out for its thoroughness in comparing detailed academic components and emphasizing practical skills development within the master's IT education sphere.

The expert panel commends the programme for utilizing multiple external evaluations (3-4 external reviewers) rather than relying on a single external expert, which enables comprehensive analysis of the programme from various perspectives and serves as an effective tool for programme improvement. Additionally, the university employs detailed benchmarking documentation comparing the programme with analogous Georgian and foreign programmes, which further supports continuous quality enhancement.

Evidences/Indicators

- Educational Programmes;
- Quality Assurance Mechanisms;
- External Evaluators' Conclusions;
- www.sjuni.edu.ge .
- Benchmarking documents of Georgian and foreign analogous programs;
- interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	–	
Programme 1 (Bachelor's Programme in Information Technology, Level I)	–	–
Programme 2 (Master's Programme in Information Technology, Level II)	–	–

Evaluation

Component 5.2. External Quality Evaluation	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Complies
Programme 2 (Master's Programme in Information Technology, Level II)	Complies

5.3. Programme Monitoring and Periodic Review

Accreditation standards indicators

Programme monitoring and periodic evaluation is conducted with the involvement of

academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

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

Cluster evaluation
Description and Analysis of Cluster

Detailed analysis of cluster programmes occurs during approval, but improvement is not limited to initial control - effectiveness is assessed during programme implementation and completion. The Quality Assurance Service analyzes changes made to the initial programme version, the causes of changes, and their effects. The Head of the Faculty Quality Assurance Service, based on processing data from the internal teaching process management database, creates an annual report on the main mandatory components of the educational programme, which is used by programme heads and faculties to refine and develop courses. Results are reflected in the Programme Head's annual self-assessment report for presentation to the Faculty Council.

Programme monitoring and periodic evaluation are conducted with participation of academic, research, invited, administrative and support staff, students, graduates, employers and other stakeholders through systematic collection, processing and analysis of information. A methodology for questionnaire processing and results discussion has been implemented, ensuring respondent anonymity when necessary. The questionnaire processing methodology includes statistical processing of responses to pre-prepared questions, results analysis, data clarification when needed (meetings with respondents, in-depth interviews), development of recommendations, informing relevant services, and responding to feedback. To ensure continuity of the PDCA cycle, monitoring of recommended issues continues until problems are fully resolved.

Programme modification and adaptation occur based on assessment results analysis to ensure programme renewal. When necessary, the programme uses developmental peer review by Georgian and foreign colleagues working at other HEIs to improve the programme. Through pre-defined forms, teaching evaluation of academic and invited staff is conducted through colleague classroom observations, which serves to improve teaching quality. At the end of each core course, students complete questionnaires for course evaluation, and results are used for course refinement.

The Programme Head attends course lectures and conducts analysis to identify programme improvement areas and strengths. The Head annually prepares a self-assessment report that analyzes the actual state of programme implementation according to accreditation standards and records actions taken as a result of recommendations from internal and external evaluators, and in cases of non-implementation describes objective hindering conditions. After approval by the Faculty Quality Assurance Service, the self-assessment report is submitted to the Faculty Council, then transferred to the University Quality Assurance Service and, when necessary, sent to the National Center for Educational Quality Enhancement.

The programme monitoring process uses reports generated from peer review results, which are conducted based on mutual attendance at academic staff teaching activities. Mutual attendance forms are completed presenting positive and negative aspects of conducted teaching activities,

which gives the Programme Head and other authorized persons the opportunity for more detailed monitoring of specific courses.

Satisfaction surveys of first-year students, bachelor's students, and master's students for 2019-2024 are presented. Measures identified from the 2024 first-year student survey include: sharing survey results with each faculty's Quality Assurance Service to increase student awareness; explaining to students the importance of satisfaction surveys for institutional strengthening; providing information to the University Rector and administration head; conducting in-depth interviews at Rector's Hour; and informing students about survey results and implemented measures.

Throughout the site visit, employers expressed their support for the university and its programs. However, the expert panel notes that employers had limited information about the programs and had not reviewed them in detail, despite expressing support. Therefore, the experts consider it essential to strengthen employer involvement in the program development and revision process and deepen cooperation with them to make it more intensive and substantive.

Despite the above, in the opinion of the expert panel, the evidence and curriculum map confirm that there is a need to strengthen monitoring mechanisms. The issue is that more work is required on learning outcomes to ensure they are properly reflected (see Component 1.2). At the same time, it is evident that from a quality perspective, quality assessment mechanisms need to be revised to ensure that the data obtained is more valid (see Component 1.3).

Also, the program's management core is a separate subject for discussion, specifically both academic and invited personnel. In this regard, it became clear that work needs to be continued in several directions, for example, it was determined that cooperation with field partners needs to be strengthened for practice-oriented seminars, and it is also essential to define targeted needs for professional development and more (see the full 4th standard, especially component 4.2).

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Evidences/Indicators

- Educational Programmes;
- Quality Assurance Mechanisms;
- www.sjuni.edu.ge .
- interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	It is recommended the programme should strengthen its quality assurance mechanisms by ensuring learning outcomes are properly reflected in practice, enhancing the validity of data collection	It is suggested that relationships with employers be deepened and cooperation with them become more intensive.

|	instruments, and establishing targeted professional development plans for both academic and invited staff while deepening partnerships with field practitioners for practice-oriented learning activities.	
Programme 1 (Bachelor's Programme in Information Technology, Level I)	–	–
Programme 2 (Master's Programme in Information Technology, Level II)	–	–

Evaluation

Component 5.3. Programme Monitoring and Periodic Review	Evaluation
Programme 1 (Bachelor's Programme in Information Technology, Level I)	Substantially complies
Programme 2 (Master's Programme in Information Technology, Level II)	Substantially complies

Attached documentation (if applicable):

Signatures

Chair of Accreditation Experts Panel

Gulbakhyt Sultanova
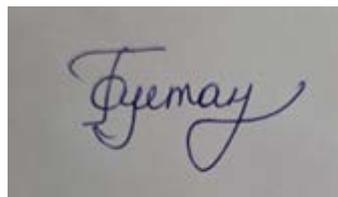
Of the member(s) of the Accreditation Experts Panel

Full name, signature

Papuna Karchava

Mariam Machavariani

Mikheil Bichia