Annex №4

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Final Report on Cluster of Higher Education Programmes

Computer Science (Georgian), Bachelor
Computer Science (English), Bachelor

NEW HIGHER EDUCATION INSTITUTE - NEWUNI

Evaluation Date(s): 27-28 October 2025

Report Submission Date: 12 November 2025

Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	NEWUNI
Identification Code of Institution	404916203
Type of the Institution	College

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Seifedine Kadry, NUC, Norway and LAU, Lebanon
Member (Name, Surname, HEI/Organization, Country)	Mikheil Rukhaia, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Marina Razmadze, International Black Sea University, Georgia
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Member (Name, Surname, HEI/Organization, Country)	Ana Mikhelidze, Caucasus University

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme In Georgia	კომპიუტერული მეცნიერება	კომპიუტერული მეცნიერება
Name of the educational programme In English	Computer Science	Computer Science
Level of higher education	6	6
Qualification to be awarded	Bachelor of Computer Science	Bachelor of Computer Science
Name and code of the detailed field	0613 Software and Applications Development and Analysis	0613 Software and Applications Development and Analysis
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	English
Number of ECTS credits	240	240
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	New	New

[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 Georgian and English-language Bachelor's programs in Computer Science at NewUni are newly developed in response to growing labor market needs for ICT professionals and increasing student interest. Their design follows national accreditation standards, institutional regulations, and international best practices. The programs aim to provide comprehensive theoretical and practical knowledge in all core areas defined by Georgia's ICT Sectoral Characteristics (NQF Level VI). They are structured progressively—from general to specialized knowledge—and comply with Georgian legislation.

Each program totals 240 ECTS credits, distributed as follows:

- Core mandatory courses: 180 ECTS
- Core electives: 20 ECTS
- Bachelor's project: 10 ECTS
- Free component (mandatory + elective): 30 ECTS (15 + 15)

Thus, 205 ECTS are mandatory, and 35 ECTS are elective. The elective structure allows students to tailor their learning paths through specialized and transferable skills courses, or electives from other programs. Upon successful completion of 240 ECTS and all program requirements, students earn the qualification "Bachelor of Computer Science." The programs are backed by qualified faculty, appropriate resources, and strong institutional support throughout and beyond the accreditation process, ensuring effective implementation and achievement of learning outcomes.

- **Overview of the Accreditation Site Visit**

The evaluation of the programs were carried out on October 27-28, 2025, by the expert panel approved by the order of the NCEQE. The format of the evaluation was physical, with Georgian experts and representatives of the institution attending interviews on-site, as well as the chair of the panel from abroad. Accreditation experts held a preliminary meeting online on October 21, where they shared their preliminary findings based on the review of the program, self-evaluation report, and relevant annexes and planned the details of the evaluation. The expert panel had the chance to meet all internal and external stakeholders of the program and observe material-technical resources. Namely, the expert panel held interviews with the university and faculty administration, self-evaluation team, representatives of the quality assurance office, heads of the program grouped in a cluster, academic and invited staff of the program, students and alumni of the program, and employers. The Accreditation visit was well organized, and the working environment was collaborative and welcoming.

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

Standard 1: Substantially Complies with Requirements

- Substandard 1.1, 1.2, 1.3 Complies with Requirements
- Substandard 1.4, 1.5 Substantially Complies with Requirements

Standard 2: Complies with Requirements

- Substandard 2.1, 2.2, 24 Complies with Requirements
- Substandard 2.3 Substantially Complies with Requirements

Standard 3: Complies with Requirements

- Substandard 3.1 Complies with Requirements

Standard 4 (Program 1): Substantially Complies with Requirements

- Substandard 4.1, 4.3 Complies with Requirements
- Substandard 4.4, 4.5 Substantially Complies with Requirements

Standard 4 (Program 2): Complies with Requirements

- Substandard 4.1, 4.3, 4.5 Complies with Requirements
- Substandard 4.4 Substantially Complies with Requirements

Standard 5: Complies with Requirements

- Substandard 5.1 Complies with Requirements
- Substandard 5.2, 5.3 Complies with Requirements

Recommendations

Cluster

1.4 Structure and Content of Educational Programme

Add a Software Engineering course or corresponding topics to the program.

1.5 Academic Course/Subject

-revise the contents of the introduction to computer science course

-rename "Cyber Law and Compliance" to something more appropriate

-update textbooks/references in a number of courses.

2.3 Teaching and Learning Methods

-revise syllabi to include only appropriate teaching and learning methods

4.4 Material Resources

1. It is recommended that NEWUNI increase the number of printed books and learning materials available in the library to ensure equal access for all students, including those who prefer traditional study formats.
2. In addition, the university should upgrade and expand its internet infrastructure to provide fast and stable connectivity across the entire campus, which is essential for

effective teaching, research, and especially for computer science and technology-related programmes.

Program 1

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

It is recommended that the institution review and adjust salary allocations to ensure adequate compensation for the teaching workload, as current hourly rates appear insufficient, and clarify how tuition discounts and fee reductions are reflected in budget calculations to establish a more transparent and realistic financial framework.[1] [2] [ს3]

- **Suggestions**

Cluster

4.1 Human Resources

It is suggested that NEWUNI gradually increase the number of academic staff with Computer Science qualifications to strengthen the program. Hiring specialists in software engineering, artificial intelligence, data science, and cybersecurity will help keep the program aligned with international standards and industry needs.

5.1 Internal Quality Evaluation

It is suggested that the program staff collaborate more with the Quality Assurance Office to reduce the evaluation cycle from six years to between two and four years, so to provide timely program improvements, prevents quick responses to the rapidly evolving computer science field, and does not meet international standards.

5.2 External Quality Evaluation

It is suggested that the institution establish a systematic approach to external quality assessment beyond formal accreditation by ensuring invited experts provide balanced, development-oriented evaluations identifying both program strengths and areas for improvement to support ongoing enhancement initiatives.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for** example:
  - **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of master's and/or doctoral students to supervisors; supervisors' workload scheme;

Programme 1 (Georgian-Language Program)

The Georgian-language program involves a total of **28 staff members**, which includes academic, invited, and scientific staff. Out of this total, **6 members possess sectoral expertise**, while **13 hold PhD degrees in the sectoral field**. The affiliated academic staff count stands at **12**, indicating a stable core teaching and research team within the institution.

Within the academic hierarchy:

- **Professors** constitute **7** members, of whom **3** have sectoral expertise and **4** hold PhD degrees, with **3** being affiliated staff.
- **Associate Professors** are the largest category, numbering **14**, with **2** having sectoral expertise, **5** holding PhDs, and **6** being affiliated.
- **Assistant Professors** total **4**, all with PhD qualifications, and **2** affiliated.
- **Assistants** make up **3** members, **1** with sectoral expertise, none with PhD degrees, and **1** affiliated.

Additionally, there are **9 invited staff**, **2** of whom possess sectoral expertise and **2** hold PhD degrees. There is no record of scientific staff or international personnel currently associated with the program.

Programme 2 (English-Language Program)

The English-language Bachelor's program has a very similar structure, with a total of **26 staff members**. Among them, **6** possess sectoral expertise, and **13** hold PhD degrees in the relevant field. As in the Georgian-language program, **12** are affiliated academic staff, showing comparable institutional commitment to maintaining an anchored teaching team.

By academic rank:

- **Professors**: **7** in total, **3** with sectoral expertise, **4** PhD holders, and **3** affiliated.
- **Associate Professors**: **12**, **2** with sectoral expertise, **5** PhD holders, and **6** affiliated.
- **Assistant Professors**: **4**, all holding PhD degrees, and **2** affiliated.
- **Assistants**: **3**, **1** with sectoral expertise, none holding PhD degrees, and **1** affiliated.

The **invited staff** count is **8**, with **2** having sectoral expertise and **2** holding PhD degrees. Like the Georgian-language program, there are no scientific or international staff members listed.

- **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index[2]; staff participation rates in local and international conferences; other scientific/research indicators;
  It is a new program
- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.); it is a new program
- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years; it is a new program

[2] In case of doctoral program grouped into a cluster should be indicated as a separate analysis.

- **Analysis of other quantitative data provided in the self-assessment and annexes.**

- **Brief Overview of the Best Practices (if applicable)[3]**

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**
  We agreed with the university's argumentative report, and we moved 5.1 from recommendation to suggestion.
- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process**

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:

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

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	BS Computer Science (Georgian)	BS Computer Science (English)
1.	**Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme**	**Substantially Complies**	**Substantially Complies**
1.1	Programme Objectives	Complies	Complies
1.2	Programme Learning Outcomes	Complies	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies	Complies
1.4	Structure and Content of Educational Programme	Substantially Complies	Substantially 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	Substantially Complies	Substantially Complies
2.4	Student Evaluation	Complies	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	Select Appropriate	Select Appropriate
4	**Providing Teaching Resources**	**Substantially Complies**	**Complies**
4.1	Human Resources	Complies	Complies
4.2	Qualification of Supervisors of Master's and Doctoral Student	Select Appropriate	Select Appropriate
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies	Complies
4.4	Material Resources	Substantially Complies	Substantially Complies
4.5	Programme/Faculty/School Budget and	Substantially complies	Complies

	Programme Financial Sustainability		
5	**5. Teaching Quality Enhancement Opportunities**	Complies	Complies
5.1	Internal Quality Evaluation	complies	complies
5.2	External Quality Evaluation	Complies	Complies
5.3	Programme Monitoring and Periodic Review	Complies	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.

PhD programme indicators

- The goals of the PhD educational programme are focused on the creation of new knowledge and/or development of existing one, promotion of knowledge realization and dissemination through the implementation of original, modern and innovative researches;
- The artistic-creative doctoral educational programme is a doctoral educational programme based on performing and/or creative practice, the goal of which is to create an original project of international level with a research component, which clearly shows the independent creative vision of the doctoral student, demonstrates his/her professional field competences and new knowledge obtained as a result of creative research;
- The goal of the doctoral program is to promote the preparation of doctoral students for independent research and scientific activities by enhancing research skills, as well as cooperation using interdisciplinary approaches, taking into account the research topic;
- The goals of the doctoral educational programme are in line with the implementation strategy of the scientific-research/creative research activities of the HEI/basic educational.

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 program objectives are clearly formulated and logically structured. They define the intended graduate profile — qualified, competitive, responsible specialists capable of software design, analysis, and development — in a way that is both specific and attainable within the scope of a bachelor's program. The inclusion of both theoretical and practical components, as well as the emphasis on ethical and lifelong learning aspects, confirms that the objectives are realistic and achievable through the program's design, curriculum structure, and teaching-learning methods.

The objectives explicitly reference the field of Computer Science, aligning with the expectations for a first-cycle (bachelor's) academic degree. They balance theoretical knowledge (e.g., principles of computing and software engineering) with practical competencies (e.g., system design, software maintenance, teamwork). This alignment with disciplinary and academic-level expectations ensures that the objectives are appropriate to the field and level.

The objectives directly articulate the expected knowledge, skills, and competences — analytical thinking, software development, problem-solving, ethical responsibility, and self-directed learning. The description explicitly connects these competences to the learning outcomes and curriculum structure, showing how objectives are operationalized within the program's design.

The objectives indicate that graduates are expected to be competitive and responsible professionals, contributing to the ICT sector and society through innovation and ethical practice. The alignment with national priorities (ICT workforce demand, knowledge-based economy) and the program's bilingual offering (Georgian and English) further underline its contribution to the development of the field and society, including international engagement.

The objectives are explicitly aligned with NEWUNI's mission — promoting democratic values, civic awareness, and student-centered education. The linkage is well-documented and demonstrates vertical alignment between the institutional mission, faculty-level goals, and program-level objectives. This alignment also reinforces the HEI's strategic priorities: quality education, research promotion, and employability.

The program objectives are strongly supported by empirical evidence from both local and international labor market analyses. The 2024 Labour Market Study by NEWUNI provides a data-driven justification, referencing GeoStat, the Ministry of Education and Science, and international sources (LinkedIn Jobs, World Economic Forum, U.S. Bureau of Labor Statistics). The study confirms high demand for ICT professionals, particularly in software engineering, cybersecurity, AI, and data science — fields directly addressed by the program. This ensures that objectives are labor-market relevant and responsive.

The existence of both Georgian- and English-language versions of the program demonstrates a deliberate effort to internationalize the curriculum. The English-language track allows engagement with global educational standards and mobility opportunities. The reference to international labor market trends and global occupational forecasts indicates that the program objectives incorporate international perspectives in their rationale and expected outcomes.

The document notes that the program objectives will be publicly accessible on the institution's website. This satisfies the requirement for transparency and accessibility to all stakeholders.

The formulation process involved academic and invited staff, employers, and students, as well as the Quality Assurance Service. The description highlights collaborative development and consensus-building based on feedback and empirical studies. This indicates that the objectives are shared and collectively owned by the main stakeholders of the program.

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 (Name and Level)[4]

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Bachelor's Educational Program in Computer Science (Annex 1);
- Mission of the New Higher Education Institution – NewUni: see link;
- Labor Market Research (Annex 7).
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
BS in Computer Science (Georgian), 6		
BS in Computer Science (English), 6		

Evaluation [5]

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Evaluation
BS in Computer Science (Georgian), 6	Complies

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

[5] Evaluation is performed for each programme separately.

BS in Computer Science (English), 6	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.

PHD Programme indicators

- The learning outcomes of the doctoral educational programme are logically related to the goals of the educational programme and correspond to the classifier of the 8th level of qualification;
- The results of the doctoral thesis, creative/performing project at the local and/or international level have scientific-research/creative-research significance, are innovative and have practical/theoretical value.

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 programme learning outcomes clearly correspond to the aims and purpose of the Computer Science programme. Each outcome maps directly to essential dimensions of knowledge, skills, and autonomy/responsibility, reflecting the program's stated objectives. For instance, the outcomes emphasize both theoretical understanding ("Discuss the fundamental topics of computer science") and practical application ("Participate in the development, implementation, and deployment of solutions..."), ensuring that the learning achievements mirror the programme's intent to produce competent and employable graduates.

The provided Program Learning Outcomes Map reinforces this alignment, demonstrating systematic consistency between what the program seeks to achieve and the measurable results expected from students. This satisfies the EQE criterion that learning outcomes must correspond to programme aims and content.

The programme's description highlights that learning outcomes are formulated using active verbs to ensure clarity and measurability—an explicit indicator of compliance with EQE's requirement for outcomes to be measurable and assessable. Outcomes such as "Analyze algorithms," "Apply knowledge," and "Communicate effectively" are observable and can be assessed through coursework, projects, and examinations.

Furthermore, the the curriculum map supports attainability, confirming that each outcome is realistically achievable through the courses and learning experiences embedded in the program structure. This demonstrates strong alignment with EQE expectations for measurable, achievable, and realistic outcomes.

The programme explicitly references the National Qualifications Framework (NQF) and the sectoral characteristics of higher education in ICTs in Georgia, confirming that its learning outcomes are aligned with national descriptors for the qualification level. Moreover, by integrating ABET and ACM international standards, the programme ensures that its outcomes meet both local and global benchmarks for Bachelor-level Computer Science education.

The programme's development process incorporated labour market research and explicitly aims to meet the growing demand for Computer Science specialists. The outcomes also enable graduates to pursue further education (e.g., Master's level), as they demonstrate the foundational knowledge, analytical ability, and professional competencies needed for progression.

This satisfies EQE's requirement that learning outcomes be consistent with employment demands and educational progression.

This dual alignment ensures that graduates acquire competencies consistent with international expectations for the discipline, fulfilling EQE's requirement for outcomes to be consistent with qualification level, field descriptors, and sectoral benchmarks.

The programme outcomes reflect the peculiarities of the ICT field, such as software development, algorithm analysis, and problem-solving using computational tools. By integrating both technical and soft skills (e.g., teamwork, ethics, communication), the outcomes address the multidisciplinary and collaborative nature of the ICT labour market.

Hence, the programme demonstrates compliance with EQE's expectation that outcomes reflect field-specific and market-oriented competencies.

The document and interviews showed academic staff, self-evaluation team members, and employer partners participated in the development of the learning outcomes, and that students and graduates were also involved. This collaborative process reflects good practice and aligns fully with the EQE criterion emphasizing stakeholder participation in outcome formulation.

Furthermore, the plan to communicate outcomes to prospective students shows transparency and supports EQE's expectation of stakeholder awareness.

Since the Computer Science programme belongs to a cluster of Bachelor's programs within ICT, the statement that learning outcomes of cluster-based programs are aligned and consistent in content, complexity, and difficulty demonstrates compliance with EQE's requirement for internal coherence among programmes of the same cycle and field.

The programme commits to publishing the learning outcomes on the institution's website following accreditation, ensuring accessibility and transparency. This meets the EQE expectation that individuals involved in the programme provide information about learning outcomes to stakeholders.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Labor Market Research (Annex 7)
- Bachelor's Educational Program in Computer Science (Annex 1)
- Map of Program Objectives and Learning Outcomes (Annex 1)
- Curriculum Map of the Program (Annex 1)
- Interviews

Recommendations and Suggestions according to the programmes:	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	**Suggestion(s):** Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
BS in Computer Science (Georgian), 6		
BS in Computer Science (English), 6		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	**Evaluation**
BS in Computer Science (Georgian), 6	Complies
BS in Computer Science (English), 6	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 NEWUNI mechanism clearly establishes a continuous, cyclical process for learning outcomes evaluation consisting of four structured phases — Planning, Assessment, Analysis, and Improvement. This process ensures both consistency and transparency across programs.
The periodicity is defined by the document:

- Program learning outcomes are assessed annually via direct methods.
- A complete cycle of program learning outcomes evaluation occurs once every six years (please see suggestion in Standard 5), in line with the field-specific undergraduate education cycle.
- Indirect methods (like alumni or employer surveys) are conducted two years after program completion, ensuring post-graduate feedback is included.

The mechanism provides a balanced approach by mandating *at least one direct and one indirect* method for each learning outcome.

- Direct methods include exams, projects, essays, presentations, reports, and bachelor thesis defenses.
- Indirect methods include employer surveys, graduate self-assessments, and student perception surveys, designed specifically for learning outcome evaluation rather than generic QA surveys.
- The curriculum map defines where (in which course) and when (semester) each outcome is achieved and assessed.

Benchmarks (achievement targets) are also defined for each outcome, based on past performance and statistical distribution, ensuring a quantitative dimension for compliance.

The mechanism explicitly integrates stakeholder involvement through indirect assessment methods such as:

- Employer surveys evaluating graduates' competencies.
- Alumni and student self-assessment surveys on outcome achievement.
  Furthermore, during the analysis phase, focus groups and interviews with students and external representatives are conducted to interpret significant deviations from benchmarks.

In addition, the university's and interviews confirms that stakeholders receive the analysis results and are involved in planning program improvements.

The mechanism defines achievement targets (benchmarks) for each program learning outcome — specifying:

- The score or grade threshold for achievement, and

- The percentage of students expected to reach each performance level.

Any deviation exceeding 20% from benchmarks triggers analysis, reflection, and potential curricular revision. Monitoring occurs on an annual basis, with deviations tracked across years to identify long-term patterns. The development of maps, tools, and benchmarks was done through a participatory process, enhancing ownership and methodological competence among faculty members. The mechanism's implementation section describes sustained institutional support through the Quality Assurance Office, which:

- Guides tool development and benchmark setting,
- Provides ongoing mentorship throughout implementation, and
- Ensures capacity building through workshops and training during the cycle.

The program and interviews confirm that analysis results are shared with all relevant stakeholders, including program teams and external partners. Dissemination is part of the Improvement phase, ensuring transparency and collaborative decision-making.

The mechanism devotes an entire phase — "Improvement" — to the application of results. Based on the data and deviations from benchmarks, the institution makes evidence-based adjustments in:

- Course content and sequencing;
- Teaching and assessment methods;
- Learning outcome formulations;
- Achievement targets.

Changes are validated by the Program Development Team in collaboration with the Quality Assurance Service, and the impact of modifications is evaluated in subsequent cycles.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- New Higher Education Institution – NewUni's Program Learning Outcomes Assessment Mechanism (Annex 4);
- Curriculum Map of the Learning Outcomes of the Bachelor's Educational Program in Computer Science (Annex 1);
- Assessment Plan for the Learning Outcomes of the Bachelor's Educational Program in Computer Science (Annex 1).
- Interviews

Recommendations and Suggestions according to the programmes:	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	**Suggestion(s):** Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
BS in Computer Science (Georgian), 6		
BS in Computer Science (English), 6		

Evaluation

Please, evaluate the compliance of the programme with the component

Component	**Evaluation**

1.3 Evaluation Mechanism of the Programme Learning Outcomes	
BS in Computer Science (Georgian), 6	Complies
BS in Computer Science (English), 6	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.

PHD Programme indicators

- The basis for the development of the doctoral educational programme is the research potential of the higher education institution, the existence of previous scientific-research activity experience in the relevant direction, successful practice and research results;
- The doctoral educational programme contributes to the development of scientific-research activities at the HEI and the formation of field-related, scientific collaboration and professional connections;
- The contents of the doctoral educational programme, depending on the peculiarities of the study area, ensures the intellectual, social, cultural, economic, technological, industrial and/or other types development of science/field, state and/or society;
- The teaching component of the doctoral educational programme contributes to the implementation of the scientific-research component of the doctoral student in an appropriate degree through the development of transferable skills and/or by deepening the knowledge of the doctoral student on current issues/trends in the field. It also provides methodological guidelines for the proper planning and implementation of the research component;
- The content of the doctoral educational programme leads to the formation of important innovative approaches, that will contribute to the development of cooperation between scientific fields using interdisciplinary approaches, taking into account the specifics of the research field;
- The doctoral education programme promotes the development of such competences and transferable skills for doctoral students as: planning and implementation of research-scientific activities, finding and administering grants, project management, planning and implementation of creative/performing projects, engaging into the technological transfer through implementation of the research outcomes, leadership, supervision, career development planning, critical analysis of scientific literature, data analysis, teaching (pedagogical skills), expressing opinions in popular scientific language, etc.;
- To effectively implement the research component of the doctoral education programme, the HEI has developed: the mechanism for selecting and changing the research topic and implementing/presenting the scientific-research component, which, following the research field/fields of the educational programme and taking into account the interests of the doctoral students, ensures that the scientific-research component is performed by the doctoral student at an appropriate level, taking into account the adherence of academic integrity mechanisms;

- The individual research plan of the doctoral student takes into account - research aim, the structure of the doctoral thesis and the estimated schedule/timetable of the research implementation, research methodology and so on. The research plan supports the doctoral student to conduct his/her activities in accordance with the research topic and to complete the doctoral thesis within the time limit established by the law;
- The ethical norms of scientific-research activity are adhered to in the HEI, which take into account the local and international standards of research ethics in the relevant field.

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 demonstrates that the Bachelor's cluster in Computer Science was developed in line with NEWUNI's institutional methodology for educational programme design. The process is described as collaborative and stakeholder-inclusive, involving faculty, students, and employers. This aligns with EQE's expectation for systemic, participatory programme development. The consistency across course syllabi in structure (ECTS, workload, evaluation system, outcomes, teaching methods, plagiarism policy, etc.) confirms adherence to the internal methodological framework across all components.

Both programs are identical and they award 240 ECTS credits, consistent with the first cycle (Bachelor's level) requirements. The syllabi reflect incremental complexity across semesters, for example:

- *Introductory core foundations* (Python Programming, Operating Systems) build fundamental technical skills.
- *Intermediate specialization courses* (NoSQL Databases, Data Analysis) introduce applied concepts and analytical frameworks.
- *Advanced and emerging topics* (Blockchain Technologies and Smart Contracts) develop independent application and critical analysis skills.

The Computer Science programme demonstrates individuality through:

- Inclusion of contemporary IT fields (Blockchain, NoSQL, Data Analysis) uncommon in traditional CS programs.
- A flexible elective system, enabling personalized learning paths via elective and free components.
- Integration of practical lab-based pedagogy (NoSQL labs, Python coding assignments, Data visualization projects).

These features ensure the program's distinct identity within the national HE landscape.

Both programs have a consistent and logical structure that makes it possible to achieve program learning outcomes. The only piece missing is topics of Software Engineering. According to ACM 2023 and Georgina National Subject Benchmark Statement of Information and Communication Technologies (ICTs) documents, a Computer Science bachelor must have knowledge of UML modeling, design patterns, project development steps from starting to deployment, etc. Usually these topics are included in the course under the name of Software Engineering. It is recommended either to add this course to the programs or add corresponding topics in existing courses.

The program uses internationally recognized literature and resources (O'Reilly, DataCamp, IBM, Python.org). Courses like Data Analysis and Blockchain include global case studies, fostering exposure to international technological standards. The stakeholders (academic staff, employers, graduates, students) were engaged in the programme's development. The inclusion of practical components and market-oriented technologies reflects employer input and responsiveness to labor market needs. The program confirms that information is published on the institution's official website, including syllabi, methodology links (e.g., teaching methods portal: newuni.edu.ge/swavleba-swavlismetodebi.html), and contact details for instructors. This ensures compliance with transparency requirements.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Self-evaluation report
- Program description and its annexes
- Course syllabi
- NEWUNI webpage https://newuni.edu.ge/

Recommendations and Suggestions	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational	**Suggestion(s):** Please, write the developed suggestions that apply

according to the programmes:	programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	**Add a Software Engineering course or corresponding topics to the program.**	
BS in Computer Science (Georgian), 6		
BS in Computer Science (English), 6		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4. Structure and Content of Educational Programme	**Evaluation**
BS in Computer Science (Georgian), 6	Substantially complies
BS in Computer Science (English), 6	Substantially complies

1.5. Academic Course/Subject

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

Each syllabus includes progressively complex assessments (practical tasks → midterm tests → open-ended projects), evidencing alignment with the cognitive depth expected at EQF Level 6.

Each course allocates 5 ECTS = 125 hours (47 contact + 78 independent work), demonstrating accurate application of ECTS workload principles. The programme's 240 ECTS total and inclusion of free/elective components (30 ECTS) adhere to Georgian higher education legislation.

The credit structure and prerequisite logic (e.g., Python → Data Analysis → Blockchain) ensure academic continuity and compliance with Georgian qualification descriptors.

The syllabi demonstrate tight alignment between course learning outcomes and the Bachelor's qualification descriptor in Computer Science. The progressive structure "from general to specific" and combination of theory, practice, and final project (10 ECTS Bachelor's Project) ensures that students achieve both academic and professional competencies. Each course/module defines learning outcomes that collectively contribute to program-level outcomes such as problem-solving, system design, ethical awareness, and technological adaptability. These outcomes map directly to the program's overarching aim to prepare "qualified, competitive specialists aligned with modern requirements." The structure exhibits logical progression and prerequisite coherence. The majority of course contents integrate current technologies and emerging paradigms.

The expert committee recommends the revision of the content of the "introduction to computer science" by including relevant and up to date topic, please see this open access textbook:

https://assets.openstax.org/oscms-prodcms/media/documents/Introduction_To_Computer_Science_-_WEB.pdf

The course title "Cyber Law and Compliance" seems somewhat vague: compliance with what? It is desirable to make the course title more clear.

Some textbook/references in some syllabi need updating, for example in Programming Language Python, Artificial Intelligence, Machine Learning, etc.

The teaching and learning methods are tailored to the specific requirements of each course and are appropriately aligned with the course's learning outcomes. Student assessment methods are diverse within the courses providing students with the opportunities to show their skills in different types of evaluation activities.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the

requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Self-evaluation report
- Program description and its annexes
- Course syllabi

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	**-revise the contents of the introduction to computer science course -rename "Cyber Law and Compliance" to something more appropriate -update textbooks/references in a number of courses.**	
BS in Computer Science (Georgian), 6		
BS in Computer Science (English), 6		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5. Academic Course/Subject	Evaluation
BS in Computer Science (Georgian), 6	Substantially complies
BS in Computer Science (English), 6	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.

PHD Programme indicators

- The admission requirements of the doctoral programme are public, they include information on the programme, admission deadlines and documentation to be submitted, as well as information on the research interests of supervisors and support/encouragement mechanisms for studies conducted by doctoral students and other information;
- Admission requirements of the doctoral programme takes into consideration an assessment of the applicants' experience and capabilities, required for successful completion of the doctoral programme.
- When enrolling in the doctoral education programme, the strategy of the scientific research/creative research activity of the HEI/basic educational unit is also taken into account;
- Admission of doctoral students to the doctoral educational programme is ensured on a commission basis;
- The HEI defines the rules for determining the composition, activities, and decision-making of the committee involved in the admission process of the doctoral education programme, which ensures the evaluation of the people wishing to be enrolled in the programme - in compliance with the principles of objectivity, fairness, and transparency;
- A candidate wishing to enroll in a doctoral educational programme shall submit a research/creative research thesis/project to the Commission in accordance with the rules established by the HEI. A candidate is also required to have a previous paper/publication in the relevant field and/or to participate in scientific-research projects and events and/or to have at least 2 years of work experience in the relevant field. The established requirements should provide an opportunity to evaluate the candidate's research skills;
- At the time of admission to the doctoral educational programme, the level of foreign language proficiency is determined. Taking into account the specifics of the field, the person in the programme must have knowledge of the English language at least B2 level or knowledge of one of the other Western European foreign languages at least B2 level and English language knowledge at least B1 level;
- Admission to the doctoral education programme takes into account the human, financial, and research resources available at the HEI, including the ratio of doctoral supervisors to doctoral students. Also, the results of the analysis on the timely completion of the programme by the doctoral students enrolled will be taken into account by the HEI.

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

Admission preconditions follow the rules defined by the Ministry of Education. It is relevant, fair, transparent and publicly available.

For the Georgian students eligibility is based on the results of the Unified National Examinations (ranking document), except for cases defined by the Law of Georgia on Higher Education.

Persons with the right to study without passing the Unified National Exams (foreign citizens, stateless persons or citizens of Georgia) will be granted the status of a student of the institution in accordance with the rules established by the legislation of Georgia (Law on Higher Education - Article 52, paragraph 3; Order of the Minister of Education and Science of Georgia No. 224/n);

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 (Computer Science Georgian)

For the Georgian program, on the Unified National Examinations, students must pass the mandatory subjects: Georgian Language and Literature, English Language (minimum competence level - 30%+1) , and Mathematics/Physics.

A foreign citizen wishing to enroll in a Georgian-language program at the institution is obliged to undergo an interview at the institution and/or present a certificate confirming the level of Georgian language proficiency (at least B2) issued by an authorized body of the state; the institution provides access to the video recording of the interview.

Description and Analysis - Programme 2 (Computer Science English)

For the English program, on the Unified National Examinations, students must pass the mandatory subjects: Georgian Language and Literature, English Language (minimum competence level - 50%+1) , and Mathematics/Physics.

Prospective students eligible for the program without having passed the Unified National Examinations must:

- Confirm English language B2 level proficiency (IELTS-6.0; TOEFL-78; or other relevant international certificate confirming B2 level proficiency) or he/she has to pass an English language B2 level exam administered by the New Higher Education Institute - NEWUNI University;

- Pass an exam in Mathematics administered by the New Higher Education Institute - NEWUNI.

Evidences/Indicators

- Self-evaluation report
- Program description and its annexes
- NEWUNI webpage

Recommendations and Suggestions	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational	**Suggestion(s):** Please, write the developed suggestions that apply equally to the educational

according to the programmes:	programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (name, level)		
Programme 2 (name, level)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme Admission Preconditions	**Evaluation**
Programme 1 (name, level)	Complies
Programme 2 (name, level)	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

The Computer Science bachelor programs ensure the development of students' practical, scientific/research, and transferable skills according to the level of study and expected outcomes, as well as their involvement in projects. The practical component of the programs is planned in alignment with the learning outcomes and corresponds to the level of study. The practical skills are developed by individual courses by completing specific, individual or group work-based projects/tasks of a practical nature, and by participating in laboratory work.

Many courses contain practical components, but the 10 ECTS Bachelor Project is directly focused on connecting theoretical knowledge to practice. This component ensures the development of practical skills specified by the program and helps students become competitive

personnel in the labor market. In this regard, it is worth noting that while working on the Bachelor Project, students will be guided by academic staff involved in the implementation of the program.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Self-evaluation report
- Program description and its annexes
- NEWUNI webpage
- Interviews with interested parties

Recommendations and Suggestions according to the programmes:	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	**Suggestion(s):** Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (name, level)		
Programme 2 (name, level)		

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 (name, level)	Complies
Programme 2 (name, level)	Complies

2.3. Teaching and Learning Methods

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 educational programs apply teaching and learning methods that correspond to the appropriate level of education, course content, learning outcomes, and ensure their achievement. The combination of teaching and learning methods used in the components of the educational program ensures the attainment of the learning outcomes defined by the program and is focused on developing the relevant competencies.

However, the teaching methods and activities presented in the undergraduate programmes syllabi are mostly not diverse. Lecturers may use various teaching methods during actual instruction, but this is not adequately reflected in the course syllabi. Specifically, the expert panel believes that syllabi should include teaching methods that correspond to the specifics of each subject. Additionally, there is a clear need for distinguishing between teaching methods and assessment methods in the programs, which was also highlighted during the interviews.

In most courses, teaching and learning methods are repetitive: lectures, group work, practical work, e-learning resources, and others. These include corresponding activities such as discussions, presentations, case studies, brainstorming, explanatory methods, and so on. For example, this pattern is observed in courses such as "Graphic Design," "Calculus II," "Fundamentals of Communication Networks," "Introduction to Cybersecurity," "Big Data Management Systems," "Engineering Ethics," "Digital Signal Processing," "Cyber Law and Compliance," "Multiparadigm Programming Based on Java," "Microprocessors and Microcontrollers," and other course syllabi.

It is recommended that the institution revise course syllabi to include diverse, subject-specific teaching methods that are clearly distinguished from assessment methods, ensuring that the pedagogical approaches reflected in syllabi accurately represent the variety of instructional strategies used in practice and are tailored to the unique characteristics of each discipline.

During interviews it was noted that when necessary, an individual study program tailored to the students' interests and academic preparation level is used, and the teaching and learning methods are adapted to meet individual needs. In the case of international students, the academic and invited personnel consider their cultural and/or other needs when developing teaching, learning, and assessment methods.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Self-evaluation report
- Program description and its annexes
- NEWUNI webpage
- Interviews with interested parties

Recommendations and Suggestions according to the programmes:	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	**Suggestion(s):** Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	**-revise syllabi to include only appropriate teaching and learning methods**	
Programme 1 (name, level)		
Programme 2 (name, level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
Programme 1 (name, level)	Substantially complies
Programme 2 (name, level)	Substantially 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.

PHD Programme indicators

- Doctoral students are evaluated according to the procedures established in the HEI, that are transparent, reliable and comply with the current legislation;
- The teaching component of the doctoral programme curriculum is assessed with the methods appropriate to the content of the teaching component and the requirements of the doctoral degree, which provides assessment of the student's knowledge and skills, including analytical and critical thinking, selection and independent application of research methodology, substantiated expression of an opinion, and other skills;
- The doctoral education programme provides the requirements for admission of a doctoral student to the defense of a dissertation/creative/performing work, or other research project/paper. This envisages periodic formative assessments of the student's progress;
- Before submitting the dissertation/creative/performative work for the academic degree, the doctoral student is required to publish at least two scientific articles from the relevant research field, one of which must be published in a peer-reviewed journal with a foreign international index.
- The supervisor periodically monitors the progress of consistent performance of a research component by the doctoral student, provides formative assessment, and feedback.
- Requirements of the academic style of the doctoral thesis, methods and criteria for evaluating the doctoral thesis, which take into account the specifics of the field, are known in advance to the doctoral students and are taken into account during the evaluation of the doctoral theses.
- While evaluating the scientific-research component, HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms;
- The defense of doctoral theses is performed in accordance with the HEI procedures of evaluation and defense of a doctoral thesis which is in compliance of the current legislation.
- The evaluation of the doctoral thesis is carried out in a commission manner - by the commission/commissions;
- The procedures for the evaluation and/or defense of the doctoral thesis provide for the conclusions of the competent institution (local and/or foreign university, scientific-research institute), local and international reviewer (the conclusion of the international reviewer is not mandatory for the following fields of study: Georgian philology, Abkhazian philology, also, if the doctoral candidate has an international supervisor), who evaluates the novelty of the scientific research/creative work of the dissertation and readiness for the defense of the dissertation;
- A local reviewer is a staff member of a local university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign

international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;

- An international reviewer is a staff member of a foreign university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
- Mechanisms and processes for the selection and appointment of doctoral thesis reviewers by the university should be transparent, impartial, and objective. When selecting reviewers, their anonymity1 should be ensured, which contributes to the preparation of an unbiased, fair and objective conclusion;
- The defense commission(s) consists of representatives of academic/scientific staff from the relevant field, whose competence allows for in-depth and thorough evaluation of the paper and the originality of the research/creative research and its results;
- Participation of external evaluators is ensured in the composition of the defense commission(s); The supervisor/co-supervisor of the doctoral student does not participate in the work of the defense commission(s);
- Considering the specifics of the field, the defense commission(s) includes (if necessary) an international evaluator(s) with relevant qualification and competence, and a representative(s) of the governmental/non-governmental sector and the labor market;
- Defense of doctoral thesis is public and open; The abstract/summary of the doctoral thesis in Georgian, English and the languages of the programme implementation is public and available to everyone;
- The doctoral educational programme provides the appeal of evaluation results of the doctoral students' enrollment to the programme as well as procedures of dissertation defense. The rules of appeal are publicly available in advance and ensure that an objective and fair decision is made;
- Mechanisms for searching, and appointing reviewer and determining his/her activities are ensured by HEI;
- Information about the topics of current theses and defended theses are published by the HEI on a unified electronic portal.

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

At New Higher Education Institute, the achievement of learning outcomes within educational programs is evaluated in accordance with Georgia's national higher education credit system. The assessment of student performance at the university consists of two main components: intermediate and final evaluations, with a maximum score of 100 points. The structure and methods of assessment are determined by the course lecturer (syllabus author), who selects appropriate forms of evaluation based on the specific nature of the subject. These assessments may be further divided into individual components. The lecturer is also responsible for selecting the teaching and learning methods, as well as the criteria for evaluation, ensuring they align with the intended learning outcomes of the course.

The New Higher Educational Institute communicates information about its academic programs — including their structure, content, teaching approaches, and evaluation methods — through

various channels. These include program descriptions and catalogs, course syllabi available in the electronic learning management system, as well as consultations with administration and academic staff. Since this program is new, the information was confirmed by students from other programs.

The institution has established clear mechanisms to prevent, detect, and address plagiarism. Students and staff have access to an electronic plagiarism detection system, and regular awareness-raising and informational activities are conducted to promote academic integrity.

Students are also given the right to appeal the evaluation of their learning outcomes. The relevant procedures are explicitly detailed in the regulation governing the learning process. Student awareness of these rules is ensured through the public availability of information and dedicated informational meetings. To initiate an appeal, a student submits an application addressed to the Dean of the faculty. The appealed work is then reviewed by an appeals commission composed of a subject matter expert, a representative of the faculty administration, and a delegate from the student self-government.

The students confirmed this information and expressed their satisfaction.

Evidences/Indicators

- Self-evaluation Report
- Educational programs, syllabi
- Regulation on the learning process provision
- Interview Results

Recommendations and Suggestions according to the programmes:	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	**Suggestion(s):** Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (Bachelor of Computer Science,Georgian)		
Programme 2 (Bachelor of Computer Science, English)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4. Student Evaluation	**Evaluation**

Programme 1 (Bachelor of Computer Science,Georgian)	Complies
Programme 2 (Bachelor of Computer Science, English)	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.

PHD Programme indicators

- Taking into account the specifics of the field, within the framework of the doctoral programme, the HEI cooperates with local and international scientific research institutes/centers/HEIs, doctoral schools, public and private sector/industry and other potential employers to implement a scientific- research component, to integrate graduates into the labour market and promote their career advancement;
- The higher education institution creates appropriate conditions and environment for the doctoral educational programme to encourage international mobility and/or participation in international conferences, seminars and other scientific/creative activities, which aims to develop a strong and inclusive research environment and promotes the formation of best research practices, internationalization of the research, and implementation of joint research projects.
- HEI provides doctoral students with additional support mechanisms in the form of extra-curricular events and activities aimed at the doctoral student's personal, professional and career development;
- Within the framework of the doctoral educational programme, the higher education institution has developed supporting measures for doctoral students, which allows the doctoral student to complete the doctoral thesis within the timeframe established by the law;
- HEI provides indicative information to the doctoral student about scientific publications/databases with an international index corresponding to the specificity of the field for the publication of an international scientific publication; in the artistic field it provides information about artistic and creative events (concert, festival, competition, master class, exhibition, biennial and others);
- HEI periodically analyzes the indicators of career development of the graduates of the doctoral educational programme, the results of which are aimed at the development of the programme, resources and supporting mechanisms for doctoral students;
- HEI provides doctoral students with information about support services.

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 New Higher Educational Institute has established regulatory documents that define procedures for student admission, status changes, academic integrity, assessment review, exam conduct, mobility, qualification awarding, and recognition of prior education. The regulatory documents are publicly accessible on the university's web site.

To support the planning of the educational process and enhance academic performance, students at New Higher Educational Institute receive comprehensive guidance from various institutional bodies, including faculty administration, academic and visiting staff.

Student engagement at university demonstrates a consistently high level of participation across academic, scientific, and social domains. Students are actively involved in working groups, various student-led initiatives, research projects, and international events. The university actively promotes and supports student involvement by valuing their input and fostering an educational environment centered on personal and professional development.

Students have the opportunity to attend various types of public events. The New Higher Educational Institute enhances students' scientific productivity through the organization of thematic workshops and participation in both local and international academic conferences. Faculty members play a crucial role in this process by offering regular consultations and responding to student needs in a timely and effective manner.

To facilitate academic development, the university utilizes an electronic learning management system that allows students to regularly track their academic performance, accumulated credits, and administrative activities.

Student life at the university is engaging. Feedback from graduates reflects strong satisfaction with their academic journey, the support provided by the institution, and the opportunities offered after graduation. Many students express a desire to continue their doctoral studies at the same university, highlighting the institution's solid academic standing and the confidence students have in its overall quality.

To enhance and optimize student support services, the university systematically carries out student surveys to obtain feedback on different aspects of the overall student experience. The analysis of this feedback enables the university to recognize its strengths and pinpoint areas that require improvement, ensuring that student needs are addressed effectively.

During interviews, both current students from various programs and alumni emphasized the significance of these surveys, noting that their involvement in the feedback process has contributed to tangible improvements in student services over time. The insights collected through this process allow the university to better align its support mechanisms with student expectations and to continuously adapt to their changing needs.

Evidences/Indicators

- Regulatory documents
- Web-page
- Interview Results
- Self-evaluation report

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (Bachelor of Computer Science,Georgian)		
Programme 2 (Bachelor of Computer Science, English)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student Consulting and Support Services	Evaluation
Programme 1 (Bachelor of Computer Science,Georgian)	Complies
Programme 2 (Bachelor of Computer Science, English)	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.

PHD Programme indicators

- The supervisor coordinates the performance of the scientific-research component of the doctoral student;
- The HEI has developed the documents regulating the appointment and change of supervisor/co- supervisor of the doctoral student and implementation of supervision/co-supervision;
- The HEI has developed a sample of agreement/contract to be signed between the doctoral student, his/her supervisor/co-supervisor and the HEI, which defines the rights and responsibilities of all parties; The supervision of the doctoral student is included in the overall university workload of the relevant academic/scientific staff;

- The terms of the agreement/contract facilitate the effective implementation of the activities by the supervisor/co-supervisor and the completion of the thesis by the doctoral student within the timeframes;
- During the research process the supervisor has regular consultations with doctoral students on methodological, structural, conceptual and other issues related to the research/creative research. The frequency of the consultations corresponds to the specifics of the research topic and the individual needs of the doctoral student. A supervisor provides consultations over the following topics during the research: research design and project management, research methodology, professional development, the process of writing a thesis/scientific-research work/dissertation, integration process within the local and international scientific/creative network, the processes of participation in local and international scientific/creative events and presentation of the results; publication of scientific articles in peer-reviewed journals, etc.;
- Co-supervisor (if any) supports the doctoral student in the implementation of the scientific-research component through the mutual agreement with the supervisor and the doctoral student;
- Taking into account the specifics and needs of the research, the university promotes the involvement of the staff of a foreign university, scientific-research institute/center, or a person with emeritus status including a compatriot person living abroad, as a supervisor/co-supervisor in the research/creative research process of the doctoral candidate;
- To ensure the doctoral programme sustainability, the HEI, when planning the number of the doctoral thesis supervisors, considers the workload of the supervisors, the amount of existing and future doctoral students, specifics of the programme and best international practices;
- HEI has developed a methodology for the ratio of the doctoral thesis supervisors to doctoral students in the doctoral educational programme, thus ensuring the effective implementation of the supervision;
- The ratio determined by the HEI between the supervisor and his/her active doctoral students does not exceed - 1:3, within the framework of one higher education institution; A ratio of 1:5 between the supervisor and his doctoral students with active status is allowed if a suspended doctoral student requires reinstatement of status to submit a thesis/creative/performance work to be awarded an academic degree. The mentioned ratio can be determined differently depending on the conditions of the scientific grant/project;
- The HEI has developed mechanisms for evaluating the activities of the supervisor/co-supervisor of the doctoral thesis, which ensures the effective implementation of the supervision/co-supervision;

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Data related to the supervision of master's/doctoral students Programme 1 (name, level)[6]	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	**Suggestion(s):** Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (name, level)		
Programme 2 (name, level)		

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

Programme 3 (name, level)		
Programme 4 (name, level)		
Programme 5 (name, level)		
Programme 6 (name, level)		
Programme 7 (name, level)		
Programme 8 (name, level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	**Evaluation**
Programme 1 (name, level)	Select Appropriate
Programme 2 (name, level)	Select Appropriate
Programme 3 (name, level)	Select Appropriate
Programme 4 (name, level)	Select Appropriate
Programme 5 (name, level)	Select Appropriate
Programme 6 (name, level)	Select Appropriate
Programme 7 (name, level)	Select Appropriate
Programme 8 (name, level)	Select Appropriate

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.

PHD Programme indicators

- The doctoral education programme involves at least 5 affiliated academic staff of the relevant field, including at least 3 professors/associate professors. If available, the institution should involve scientific staff in the programme implementation;
- The qualification of the academic/research staff of the doctoral educational programme is confirmed by a scientific paper published in the peer-reviewed journals with the international index during the last 3 years and/or a practical/creative/performing project, which confirms his/her competence in the relevant field;
- HEI promotes the participation of foreign university, scientific-research institute/center staff, or a person with emeritus status in the process of implementing the doctoral educational programme;

- The Head of the doctoral programme has the necessary knowledge and experience for the design and development of the programme, as well as the appropriate competence in the field of study of the programme. He/she is directly involved in the implementation of the programme and is the affiliated academic and/or scientific staff of the institution;

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 programs in Computer Science at NEWUNI are delivered by both academic and invited staff, whose qualifications and practical experience form the foundation for achieving the program's intended learning outcomes.

Among the 7 Professors, 4 hold academic degrees directly in Computer Science or Informatics, while 3 have qualifications in other fields such as history, philology, and pedagogy. Out of the 12 Associate Professors, 5 hold related degrees in computer science or similar areas, and 7 have backgrounds in public

administration, physics, education administration, and philology. All 4 Assistant Professors have degrees in Computer Science.

Overall, 14 out of 26 academic staff members have an academic qualification directly related to the program's main field of study. The invited staff mainly consist of experienced practitioners who do not hold academic degrees in computer science but contribute valuable practical knowledge to the applied components of the curriculum.

While the current teaching team provides a good balance between academic and practical expertise, there is a need to increase the number of lecturers with direct academic qualifications in Computer Science. This will help the program to stay aligned with international standards and the fast-changing needs of the IT sector. In particular, strengthening staff expertise in software engineering, artificial intelligence, data science, and cybersecurity would ensure better integration of modern technologies, research, and industry practices into teaching.

Quantitative indicators such as student-to-staff ratios and teaching load distribution are satisfactory and ensure the sustainability of the program. However, to maintain long-term quality, the university should focus on recruiting more faculty members with specialized education and research experience in the main subject areas of the program.

The Program Heads have enough academic and professional credentials, fully meeting the requirements to lead the Bachelor's programs in Computer Science.

The programs are also supported by a sufficient number of administrative and support staff who have the skills and experience to handle academic, organizational, and daily operational needs. They play an important role in assisting students, ensuring smooth programme management, and creating a positive and supportive learning environment. Meetings with students confirmed that administrative support is responsive, well-organized, and ready to serve the needs of both existing and new programs.

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, 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.

Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)[1]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	**Number of Programme Staff**	**Including the staff with sectoral expertise[2]**	**Including the staff holding PhD degree in the sectoral direction[3]**	**Among them, the affiliated academic staff**
Total number of academic staff	**28**	**6**	**13**	**12**
- Professor	7	3	4	3
- Associate Professor	14	2	5	6
- Assistant-Professor	4		4	2
- Assistant	3	1	0	1
Invited Staff	9	2	2	0
Scientific Staff				
Including International Staff				
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)[4]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	**Number of Programme Staff**	**Including the staff with sectoral expertise[5]**	**Including the staff holding PhD degree in the sectoral direction[6]**	**Among them, the affiliated academic staff**
Total number of academic staff	**26**	**6**	**13**	**12**
- Professor	7	3	4	3
- Associate Professor	12	2	5	6
- Assistant-Professor	4		4	2

- **Assistant**	3	1	0	1
Invited Staff	8	2	2	0
Scientific Staff				
Including International Staff				

Evidences/Indicators

- Self-Evaluation Report;
- CV's of Staff;
- Programs;
- Results of the interview;

ecommendations and ggestions according to e programmes:	**ecommendation(s):** Please, write e developed recommendations at apply equally to the ducational programmes grouped the cluster. Also, please indicate, cording to individual programs f any)	**ggestion(s):** Please, write the veloped suggestions that apply ually to the educational ogrammes grouped in the cluster. so, please indicate, according to dividual programs (if any)
General recommendations/ Suggestion of the Cluster		It is suggested that NEWUNI gradually increase the number of academic staff with Computer Science qualifications to strengthen the program. Hiring specialists in software engineering, artificial intelligence, data science, and cybersecurity will help keep the program aligned with international standards and industry needs.
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)		

Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)	Complies
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)	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.

PHD Programme indicators

- HEI has developed qualification requirements for scientific supervisor/co-supervisor, which respond to the specifics of the programme and international best practice;
- Due to the specifics and development of the field, the scientific supervisor of each doctoral student is equipped with the latest knowledge, has the academic degree in the relevant field, has experience
- of supervision/co-supervision, or has completed a relevant activity (training, seminar, professional development course, etc.), as well as actively participated in scientific research and/or has published a scientific work (in the field of art - creative/performing project) which corresponds to the general topic/research field of the doctoral thesis;
- Due to the specifics and development of the field, the doctoral student's supervisor has published at least 1 scientific paper (in the field of arts - creative/performing project) in the foreign peer-reviewed journal with the international index defined by the HEI during the last 3 years, and this paper corresponds to the general topic/research field of the doctoral student's doctoral thesis;

- The supervisor of the doctoral student, as well as in the case of several supervisors, one of the supervisors, is an academic (professor, associate professor) and/or scientific staff of the HEI with doctoral degree or equivalent to the doctoral degree. The requirement in the section on holding an academic position does not apply to an international supervisor/co-supervisor;
- The doctoral student's supervisor has professional connection with the local and international scientific/artistic community (joint researches/grants/projects, scientific associations/unions/educational/scientific institutions);
- The qualification requirements of the co-supervisor correspond to the topic/research field of the doctoral student's doctoral thesis;
- HEI periodically provides the doctoral thesis supervisor with such activities (training, seminar, workshop, etc.) that facilitate the effective implementation of supervision;

- HEI has developed mechanisms to encourage doctoral students' supervisors in the doctoral education 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

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, 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.

Programme 1 (name, level)[7]

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			
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			_
Scientific Staff			_
Including International Staff			

Evidences/Indicators

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

ecommendations and iggestions according to e programmes:	**ecommendation(s):** Please, write e developed recommendations at apply equally to the ducational programmes grouped the cluster. Also, please indicate, cording to individual programs f any)	**iggestion(s):** Please, write the veloped suggestions that apply ually to the educational ogrammes grouped in the cluster. so, please indicate, according to dividual programs (if any)
eneral commendations/ iggestion of the Cluster		
rogramme 1 (name, vel)		
rogramme 2 (name, vel)		

rogramme 3 (name, vel)		
rogramme 4 (name, vel)		
rogramme 5 (name, vel)		
rogramme 6 (name, vel)		
rogramme 7 (name, vel)		
rogramme 8 (name, vel)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.2 Qualification of Supervisors of Master's and Doctoral Students	**Evaluation**
Programme 1 (name, level)	Select Appropriate
Programme 2 (name, level)	Select Appropriate
Programme 3 (name, level)	Select Appropriate
Programme 4 (name, level)	Select Appropriate
Programme 5 (name, level)	Select Appropriate
Programme 6 (name, level)	Select Appropriate
Programme 7 (name, level)	Select Appropriate
Programme 8 (name, level)	Select Appropriate

4.3 Professional Development of Academic, Scientific and Invited Staff

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 New Higher Education Institute – NEWUNI has a clear and well-organized system for evaluating both academic and visiting staff. This system looks at their teaching and research work and helps guide decisions on professional development, promotion, and recognition.

Interviews with academic and invited staff, as well as documents shared by the university, show that NEWUNI cares about the growth and motivation of its staff. The university supports them in joining training programs, workshops, and symposiums to improve their teaching and research skills.

According to the provided materials and documents it was observed that NEWUNI also provides financial and administrative support for publishing scientific papers in local and international journals. Research activities are further supported by university units that help staff find project funding, manage research administration, and build international cooperation.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Self-Evaluation Report;
- Programs;
- Results of the interview;

Recommendations and Suggestions according to the programmes:	**ecommendation(s):** Please, write e developed recommendations at apply equally to the ducational programmes grouped the cluster. Also, please indicate, cording to individual programs f any)	**ggestion(s):** Please, write the veloped suggestions that apply ually to the educational ogrammes grouped in the cluster. so, please indicate, according to dividual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)		
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	**Evaluation**

Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)	Complies
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)	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.

PHD Programme indicators

- The doctoral education programme is equipped with the necessary research and artistic-creative infrastructure and technical equipment (scientific laboratory, computer resource, information resource, digital resource, individual working spaces for doctoral students, etc.), which are necessary for the implementation of the educational and scientific-research components of the educational programme and for the achievement of the learning outcomes;
- Library book fund, latest scientific periodicals, international electronic library bases both from the university territory and from any other location are available for doctoral students, which allow them to have access and get to know the scientific resources of the relevant research field to achieve the learning outcomes of the programme;
- In order to implement the scientific-research component, the HEI promotes the sharing of scientific- research infrastructure both within the institution and among other higher educational and scientific institutions outside it;
- HEI constantly takes care of the renewal and development of scientific-research/creative research infrastructure.

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 New Higher Education Institute – NEWUNI at the moment provides enough infrastructure, resources, and technical equipment to help students achieve the

expected learning outcomes. The university building is well equipped with equiped classrooms, laboratories, and up-to-date software and hardware.

Recently, two new computer laboratories were added, each furnished with modern computers that have strong processors and 16GB RAM. All students and staff have access to fully equipped classrooms and computer labs.

The university also uses an internal electronic learning management system (LMS), which helps students and academic staff manage their studies more easily. Through this system, they can access class schedules, study materials, evaluation forms, and other program documents in one convenient place.

The university library provides access to digital resources and standard academic databases used by most higher education institutions. Many textbooks and practical materials are available in electronic format; however, there were limited number of printed books, and expanding this collection would further improve access to learning materials.

During the site visit, it was noted that the internet speed on campus is very slow, which can cause problems for teaching and learning, especially in computer science-related programmes. Improving internet connectivity should be a key priority for the university.

In general, NEWUNI shows a strong effort to develop its infrastructure and digital learning environment. With some improvements, especially in internet speed and printed library materials the university will be able to offer an even better learning experience for students and staff.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Self-Evaluation Report;
- Program Syllabus

- Site visit.

Recommendations and Suggestions according to the programmes:	**ecommendation(s):** Please, write le developed recommendations lat apply equally to the lucational programmes grouped the cluster. Also, please indicate, cording to individual programs f any)	**ggestion(s):** Please, write the veloped suggestions that apply ually to the educational ogrammes grouped in the cluster. so, please indicate, according to dividual programs (if any)
General recommendations/ Suggestion of the Cluster	1.It is recommended that NEWUNI increase the number of printed books and learning materials available in the library to ensure equal access for all students, including those who prefer traditional study formats. 2. In addition, the university should upgrade and expand its internet infrastructure to provide fast and stable connectivity across the entire campus, which is essential for effective teaching, research, and especially for computer science and technology-related programmes.	
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)		

Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.4. Material Resources	Evaluation
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)	Substantially Complies
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)	Substantially Complies

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

Accreditation standards indicators

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

PHD Programme indicators

- The budget of the HEI/faculty/school/programme provides support and funding mechanisms to the doctoral students for implementation of the teaching and research components of the doctoral education programme.
- The budget of the HEI/faculty/school/programme provides sources/mechanisms of financial support to facilitate the implementation of research by academic and/or research staff, including funding for
- publishing scientific articles in peer-reviewed journals with international index, for participation in scientific conferences, research trips and research/creative projects, for publication monographs and other research, creative/performing activities;
- The budget of the HEI/faculty/school/programme for the effective implementation of the doctoral education programme envisages the development of scientific-research/artistic infrastructure;

- The HEI facilitates the search for external funding sources for targeted research within the doctoral education 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 program budget allocation of financial resources is economically feasible and meets the program's needs. The budget accounts for the program's funding sources and the educational institution's financial support. This budget is part of the central budget of the new higher education institution, NEWUNI, and includes the necessary financial resources for program development.

The expenditure section of the program budget covers the improvement of educational resources, funds for staff development activities, financing student activities, salaries, scholarships, and concessions for students, as well as expenses related to internal and external evaluations, among others. Financial support is allocated for students to participate in scientific conferences, exchange programs, and various events, which helps to enhance student knowledge, gain experience, and increase their competitiveness.

However, it was observed that there is a significant difference in the budgets allocated to the Georgian and English versions of the program. If the overall budget for further development is considered jointly for both programs, it appears to be sufficient.

Otherwise, it is recommended that the budget allocation for the Georgian program be reviewed to ensure greater transparency and a more balanced distribution of resources.

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 (Georgian-Language Bachelor's Educational Program in Computer Science)

This budget document contains essential data covering all major expense categories for the academic program. It includes clear allocations for personnel salaries, including academic staff, administrative staff, and program heads. Scientific research funding and internal grant support are also specified, reflecting planning for scholarly activities and internationalization. Detailed expenses for training, conference participation, and publication funding demonstrate a commitment to professional development. However, while these categories are present, some budget figures (e.g., academic salary allocation) appear relatively low compared to the expected instructional hours and workload, suggesting that further review or adjustment may be needed for adequacy.

Teaching Hours:

- 6 hours per week = 24 hours per month (6 × 4 weeks);
- 4 hours per week = 16 hours per month (4 × 4 weeks).

Budget Breakdown: The annual budget is 50,000 GEL for 12 subjects. This means:

- Monthly total: 50,000 ÷ 12 (courses) = 4,166.67 GEL
- Since payment covers 8 months: 50,000 ÷ (12 × 8) = approximately 520.83 GEL per month per subject.

Hourly Rate:

- For 24 hours/month (6 hours/week): 520.83 ÷ 24 = 21.70 GEL per hour
- For 16 hours/month (4 hours/week): 520.83 ÷ 16 = 32.55 GEL per hour

The salary is low and insufficient for the workload, especially for the 6-hour weekly schedule.

It should also be noted that some students receive discounts under social responsibility programs, while others get different types of fee reductions. The program doesn't clearly show this, so it's unclear why the full tuition fee is calculated for all 100 students when some pay reduced rates.

Description and Analysis - Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)

This new budget document provides a comprehensive overview of the planned expenses for the academic year. It clearly accounts for all major cost categories, including personnel salaries (academic staff, administration, and program heads), lease and utility payments, as well as development of current and new educational programs. Scientific research funding, grants, internationalization efforts, and participation in conferences and publications are also included, showing support for scholarly activities. Additionally, material and infrastructural resources such as library enrichment, hardware upgrades, and office inventory are covered.

The budget allocates funds for student support, motivation activities, and community development, reflecting a holistic approach. Overall, the document adequately covers the necessary expenditures for a functional academic program, though some allocations—especially for academic staff salaries—may require review for sufficiency based on expected workloads and responsibilities.

Evidences/Indicators

- Programme;
- Budget documents;
- Interview results.

Recommendations and Suggestions according to the programmes:	**ecommendation(s):** Please, write le developed recommendations lat apply equally to the ducational programmes grouped the cluster. Also, please indicate, cording to individual programs f any)	**ggestion(s):** Please, write the veloped suggestions that apply ually to the educational ogrammes grouped in the cluster. so, please indicate, according to dividual programs (if any)
General recommendations/ Suggestion of the Cluster		

Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)	It is recommended that the institution review and adjust salary allocations to ensure adequate compensation for the teaching workload, as current hourly rates appear insufficient, and clarify how tuition discounts and fee reductions are reflected in budget calculations to establish a more transparent and realistic financial framework.[1] [2] [ს3]	
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)		

Evaluation

Component **4.5. Programme/Faculty/School Budget and Programme Financial Sustainability**	**Evaluation**
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)	Substantially complies
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)	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.

PHD Programme indicators

- Internal quality assurance mechanisms of the doctoral educational programme include the evaluation of the scientific-research component, resources, and support mechanisms of the doctoral student. Evaluation results are applied for the improvement of the HEI's activities and the doctoral programme.
- The activities of the staff implementing the teaching and scientific components of the programme, including the supervisor/co-supervisor of the doctoral thesis are evaluated within the framework of the monitoring of the doctoral educational programme and the evaluation results are used to improve the staff performance;
- The doctoral education programme regularly uses formative peer review to improve the doctoral programme and the research environment;
- In order to develop a doctoral programme, all the interested parties (doctoral student, graduate, staff, doctoral student's supervisor, co-supervisor, employer, etc.) are involved in the evaluation of the doctoral programme implementation.

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 coordination and oversight of internal quality assurance at New University (NEWUNI) is entrusted to the Quality Assurance Service. This Service operates as a dedicated management unit within the institutional structure, whose primary areas of activity and responsibility include:

- *Supporting and advancing the enhancement of instructional quality across all programs;*
- *Encouraging and facilitating the adoption and integration of modern, evidence-based approaches to learning, teaching, and student assessment;*
- *Formulating strategic recommendations designed to refine and elevate the institution's educational operations;*
- *Coordinating and managing the comprehensive self-evaluation processes required for both institutional authorization and program accreditation; and*
- *Actively contributing to the institution's progressive integration into the broader European Higher Education Area framework.*

The assurance of educational program quality, together with the comprehensive mechanisms designed to maintain and enhance quality across all operational areas, is executed through a continuous cyclical framework. This framework is structured around four essential and mutually reinforcing elements: systematic planning of quality objectives and standards, effective implementation of planned initiatives and interventions, rigorous evaluation of outcomes and processes, and ongoing improvement based on evidence and stakeholder feedback.

The Quality Assurance Service maintains a regular schedule of structured working meetings with both permanent academic staff members and invited professionals who are responsible for delivering program courses and activities. Throughout these collaborative sessions, the Service actively disseminates institutional knowledge, shares proven practices and innovative approaches, and offers targeted, evidence-informed recommendations specifically designed to strengthen both the overall program structure and individual course components. These meetings also serve as forums for comprehensive discussion and analysis of student, graduate, and employer feedback gathered through systematic survey instruments.

Furthermore, the Quality Assurance Service provides comprehensive and continuous support to the designated self-assessment team responsible for program evaluation. Numerous productive working sessions have been convened to guide this process, and the development of the comprehensive accreditation self-assessment documentation has been approached as a genuinely inclusive and collaborative undertaking. This collaborative approach has ensured meaningful participation not only from the core academic staff who deliver the program's instructional content, but also from administrative personnel and support staff who contribute to the program's operational success. Significantly, students currently enrolled in the program, program graduates, and employer representatives from relevant industries have been consistently present at these deliberations and have contributed actively to the discussions and decision-making processes.

As emphasized earlier, those individuals responsible for program implementation maintain active and productive collaborative relationships with the Quality Assurance Service. Drawing upon the evidence-based recommendations and constructive feedback provided by the Quality Assurance Service, systematic revisions are made to course syllabi and to the broader program curriculum structure, while teaching methodologies and pedagogical approaches are continuously updated and modernized to align with current research and best practices in higher education.

In accordance with recommendations provided by the Quality Assurance Service, the preparatory process for the self-assessment of the present program was systematically planned and structured. Following the guidance and recommendations received, individuals involved in program implementation, as well as structural units providing support for program delivery, collaboratively distributed the activities necessary for preparing the self-assessment report

and other documentation related to program accreditation. This distribution of responsibilities encompassed: the collection of relevant information and data, processing and organization of collected materials, comprehensive analysis of findings, scheduling and coordination of meetings, preparation of the final documentation, and other related tasks.

During the development of the self-assessment report and the refinement of the program itself, various modifications and adjustments were implemented based on quality evaluation outcomes and findings. Additionally, the Quality Assurance Service provided recommendations on multiple occasions aimed at refining and perfecting specific details within the self-assessment format, the educational program structure, and individual course syllabi. These targeted recommendations were carefully considered and incorporated into the respective documents and materials.

Within the framework of staff surveys, faculty and staff attitudes are evaluated regarding the engagement of both students and personnel in quality assurance processes. All three statements related to this dimension received the highest possible scores in the survey results.

The self-assessment report describes the program's continuous quality monitoring and evaluation cycle. This cycle includes planning, implementation, and analysis. The program undergoes a complete evaluation once every six years.

It is suggested that the program staff collaborate more with the Quality Assurance Office to reduce the evaluation cycle from six years to between two and four years, so to provide timely program improvements, prevents quick responses to the rapidly evolving computer science field, and does not meet international standards.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Programmes;
- https://newuni.edu.ge/ ;
- Methodology for planning, developing, and advancing higher education programs and the approval procedure;
- Mechanism for assessing program learning outcomes;
- Internal quality assurance policy and mechanisms;
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		It is suggested that the program staff collaborate more with the Quality Assurance Office to reduce the evaluation cycle from six years to between two and four years, so to provide timely program improvements, prevents quick responses to the rapidly evolving computer science field, and does not meet international standards.
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)		
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	**Evaluation**
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)	complies
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)	complies

5.2. External Quality Evaluation

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

All undergraduate educational programs operating at the institution utilize external quality assessment results. For external quality assurance of the programs, the institution employs the accreditation and authorization processes conducted by the Legal Entity of Public Law (LEPL) - National Center for Educational Quality Enhancement. Additionally, peer review is conducted by invited external experts, who may be local and/or international specialists.

The educational programs grouped within the cluster are newly established and have been submitted for accreditation. The recommendations received during the accreditation process will be systematically incorporated into program development and improvement initiatives. Furthermore, during the program development phase, external peer review was conducted by invited external expert(s), whose feedback and assessments were integrated into the program design.

This comprehensive approach to external quality assurance ensures that the programs benefit from multiple perspectives and expertise sources, including:

- *Formal institutional evaluation through national quality assurance mechanisms*;
- *Professional peer assessment by subject matter experts from both domestic and international contexts*;
- *Continuous improvement based on structured feedback from accreditation bodies.*

The combination of these external quality assurance mechanisms provides a robust framework for maintaining and enhancing program quality in alignment with national standards and international best practices.

The external peer review evaluated the bachelor's program in Computer Science at the New Higher Education Institution (NEWUM) based on provided program documentation. The review concluded that the curriculum aligns well with labor market demands, ensuring graduates acquire the necessary skills and knowledge. The program’s objectives emphasize preparing qualified, competitive specialists capable of working independently and ethically within teams. The program’s content and structure meet the requirements of a bachelor's degree level in the higher education qualifications framework. A recommendation was made to increase the number and share of elective courses within the curriculum for further improvement.

However, it appears that external assessment should not be merely formal in nature or developed solely for accreditation purposes. The expert panel believes that external evaluation should provide a balanced perspective that addresses both the program's strengths and areas requiring improvement, along with recommendations for enhancement. This approach would create a clearer and more comprehensive picture of the program while offering development-oriented guidance. Rather than serving purely as a procedural requirement, external assessment should function as a meaningful tool that:

- *Recognizes the program's positive aspects and distinctive strengths*;

- *Identifies areas that would benefit from further development;*
- *Provides constructive feedback and actionable recommendations;*
- *Supports continuous quality improvement.*

Such a balanced external evaluation framework would ensure that the assessment process genuinely contributes to program development rather than simply fulfilling formal compliance requirements. This development-focused approach aligns with quality assurance best practices, where the primary goal is ongoing enhancement and improvement.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Educational Programmes;
- Quality Assurance Mechanisms;
- External Evaluators' Conclusions;
- interview results.

Recommendations and Suggestions according to the programmes:	**Recommendation(s):** Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	**Suggestion(s):** Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		It is suggested that the institution establish a systematic approach to external quality assessment beyond formal accreditation by ensuring invited experts provide balanced, development-oriented evaluations identifying both program strengths and areas for improvement to support ongoing enhancement initiatives.
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)		

Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.2. External Quality Evaluation	**Evaluation**
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)	Complies
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)	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

USG's Quality Assurance Office works continuously to improve the program and its services. The office regularly monitors and evaluates the program using systematic methods. These methods include collecting data, studying it carefully, and analyzing the results. The evaluation process includes many different people. Both internal participants (such as university staff and students) and external participants (such as employers and graduates) take part in this process. Their input is essential for understanding how well the program works.

Surveys are the main tool for gathering feedback. The office conducts surveys with academic staff, administrative staff, students, graduates, and employers. These surveys provide important information about the program's strengths and weaknesses. The feedback helps identify which areas are working well and which areas need improvement.

The Quality Assurance Office also studies the job market. Understanding what employers need and what skills are in demand is crucial for program planning. This analysis ensures that graduates have the skills and knowledge that employers are looking for. The office uses this information to keep the program relevant and up-to-date. All evaluation results are shared with stakeholders. Stakeholders include students, faculty members, administrators, and employers.

By sharing results openly, everyone can understand the program's current state. More importantly, these results guide improvements to the program.

The program development team and the faculty council have important responsibilities. They are in charge of the program's content. They make sure the curriculum reflects the latest achievements in computer science. They also ensure the program follows current trends in the field. This keeps the program modern and competitive. The Quality Assurance Office also reviews student academic performance. The evaluation results are used to assess how well the program is working and, when necessary, to modify and improve it.

The benchmarking document compares this program with universities in Georgia and around the world. Georgian universities included in the comparison are:

- Ivane Javakhishvili Tbilisi State University;
- Caucasus University;
- International Black Sea University (IBSU);
- Georgian Technical University (GTU);
- Free University, Business and Technology University (BTU); and
- Ilia State University.

International universities included are the University of California Davis, the University of California Los Angeles, Harvard University, Stanford University, Carnegie Mellon University, the National University of Singapore, the University of Oxford, the University of Washington, University College London (UCL), the Georgia Institute of Technology, and the University of London.

The document examines key computer science topics including object-oriented programming, programming languages, databases, algorithms, machine learning, computer architecture, operating systems, cybersecurity, and artificial intelligence.

The comparison has clear goals: ***First***, it checks whether the program offers sufficient theoretical knowledge; ***Second***, it evaluates whether students receive adequate practical training. Both theory and practice are essential for preparing students for real-world careers.

The document also examines best practices used in computer science education. It reviews whether programs include project work that allows students to apply their knowledge to real problems, group presentations that develop communication and teamwork skills, and elective courses that let students explore specialized interests. As a result, this analysis ensures the program meets global standards in computer science education while respecting local academic requirements.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or suggestion is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Programmes;
- https://newuni.edu.ge/ ;
- Methodology for planning, developing, and advancing higher education programs and the approval procedure;

- Mechanism for assessing program learning outcomes;
- Internal quality assurance mechanisms;
- interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)		
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.3. Programme Monitoring and Periodic Review	**Evaluation**
Programme 1 (Georgian-Language Bachelor's Educational Program in Computer Science)	Complies
Programme 2 (English-Language Bachelor's Educational Program in Computer Science, I level)	Complies

Attached documentation (if applicable):

Signatures

Chair of Accreditation Experts Panel

Seifedine Kadry, signature

Of the member(s) of the Accreditation Experts Panel

Mikheil Rukhaia, signature

Marina Razmadze, signature

Mikheil Bichia, signature

Ana Mikhelidze, signature