



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

**Information Technology and Cybersecurity Georgian Program, Bachelor's
Degree
Information Technology and Cybersecurity English Program, Bachelor's
Degree**

St. Andrew the First-Called Georgian University of Patriarchate of Georgia

Evaluation Date(s): 16-17 February 2026

Report Submission: 27 March, 2026

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	St. Andrew the First-Called Georgian University of the Patriarchate of Georgia
Identification Code of Institution	205233022
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Seifedine Kadry, LAU Lebanon, Noroff Norway
Member (Name, Surname, HEI/Organization, Country)	Magda Tsintsadze, Iv.Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Tamta Lekishvili, East European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Giorgi Mkheidze, Caucasus International University, Tbilisi, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme In Georgia	ინფორმაციული ტექნოლოგიები და კიბერუსაფრთხოება	ინფორმაციული ტექნოლოგიები და კიბერუსაფრთხოება
Name of the educational programme In English	Information Technologies and Cybersecurity	Information Technologies and Cybersecurity
Level of higher education	Bachelor degree	Bachelor degree
Qualification to be awarded	Bachelor of Information Technology Security	Bachelor of Information Technology Security
Name and code of the detailed field	Database and Network Design and Administration, 0612	Database and Network Design and Administration, 0612
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹		
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

Both the Georgian and English Bachelor's programmes in Information Technology and Cybersecurity are newly established and conform to national and European higher education norms. Each programme is structured as a four-year, first-cycle degree that requires students to earn a minimum of 240 ECTS credits to be awarded the academic degree of Bachelor of Science, in line with Georgian legislation and European Credit Transfer and Accumulation System (ECTS) guidelines for undergraduate study.

In both programmes, the curriculum is intentionally designed to provide students with a comprehensive and balanced education in information technology and cybersecurity, integrating general, specialised, elective, and free-choice components.

The general component comprises 33 ECTS credits and includes university-wide courses aimed at developing transferable skills. In the Georgian programme, this includes subjects such as Modern Office Technologies, Georgian Language for Academic Purposes, and English at B2 level, with the explicit goal of enhancing written and oral communication skills, foreign-language comprehension, and information and communication technology literacy. The English programme's general component similarly focuses on developing students' communication skills and foreign language proficiency, reinforcing internationalisation and employment prospects.

The compulsory specialisation component for both programmes totals 147 ECTS credits, which encompass 135 ECTS of field-specific courses, a 6-ECTS practical project, and a 6-ECTS professional internship. The field-specific courses are designed to deliver deep theoretical understanding and practical skills across core information technology and cybersecurity topics, preparing students to identify and solve complex problems and to update their knowledge continuously throughout their professional lives. The practical project component gives students hands-on experience in designing and implementing software solutions based on real-world tasks, including project planning and team collaboration. The professional internship enables students to apply classroom knowledge in workplace settings, bridging academic learning and professional practice.

Both programmes also offer 42 ECTS of elective specialisation courses, allowing students to tailor their education to personal and professional interests within the wider ICT and cybersecurity landscape. In addition, 18 ECTS of free elective credits provide flexibility for students to pursue supplementary courses that support either further professional development or personal academic interests.

Across both the Georgian and English programs, the structured credit distribution and clearly defined educational components reflect a coherent curriculum designed to achieve broad disciplinary knowledge, practical skills, and readiness for employment or further study upon graduation.

▪ Overview of the Accreditation Site Visit

The evaluation of the program was carried out on February 16 and 17, 2026, 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 February 12, 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 programs 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**

Cluster compliance:

Standard 1: Substantially Complies with Requirements

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

Standard 2: Complies with Requirements

- Substandard 2.1 -2.4 Complies with Requirements

Standard 3: Complies with Requirements

- Substandard 3.1 Complies with Requirements

Standard 4: Complies with Requirements

- Substandard 4.1 – 4.5 Complies with Requirements

Standard 5: Complies with Requirements

- Substandard 5.1-5.3 Complies with Requirements

▪ **Recommendations**

Cluster:

1.3 Evaluation Mechanism of the Programme Learning Outcomes

It is recommended to ensure demonstrable mastery-level achievement of all PLOs (including Outcomes 1, 2, and 3), and improve the transparency and robustness of the outcome-based assessment framework across both programmes.

1.4 Structure and Content of Educational Programme

It is recommended to change the program name to Information Technology and Security, that will be more aligned with the program content.

▪ **Suggestions**

Cluster:

1.3 Evaluation Mechanism of the Programme Learning Outcomes

The institutional target benchmarks based on fixed percentage distributions may be methodologically rigid, particularly for newly established programmes and for learning outcomes assessing higher-order analytical and professional competencies, where natural performance variability across cohorts may occur. It is suggested to complement existing quantitative thresholds with outcome-specific performance descriptors (rubric-based competency levels such as “proficient” or “advanced”) and to interpret quantitative indicators in relation to cohort size, assessment complexity, and programme maturity. Such refinement would enhance the analytical depth and validity of the programme learning outcomes evaluation mechanism.

1.5 Academic Course/Subject

- It is suggested that the name of the course, Discrete Probability and Statistics, be changed to Probability and Statistics to reflect its content.
- Create a culture of regularly referring to the IT 2017 curriculum by ACM/IEEE

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

It is suggested to:

- Explicitly map practical and project-based assessment components to programme learning outcomes within syllabi: each syllabus should clearly indicate which programme learning outcomes are addressed, at what level (introduction, reinforcement, mastery), and through which assessment components they are measured.

2.3 Teaching and Learning Methods

It is suggested to:

- Provide course-specific descriptions of teaching methods rather than standardized lists.
- Explicitly link teaching strategies to progressive development of programme learning outcomes.

2.4. Student Evaluation

Consider gradually integrating more competency-based and performance-oriented assessment strategies beyond traditional written examinations.

3.1 Student Consulting and Support Services

It is desirable for the university to systematically organize public lectures, workshops, and other professional events that are aligned with students' interests. This will provide students with additional knowledge and opportunities to gain practical experience.

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

- It is suggested to develop a formalized "Financial Contingency Plan" that outlines specific budgetary adjustments to be made if student enrollment falls below 70% of the forecasted target, ensuring the technical infrastructure remains funded.
- It is suggested to accelerate the diversification of income by setting a concrete timeline for the launch of short-term certificate programs (as planned in Goal 12), which can provide non-tuition revenue streams.
- It is suggested to establish a "Sustainability Reserve Fund" using a portion of the forecasted surplus to protect the program against the institutional risks of transitioning away from government subsidies

5.1 Internal Quality Evaluation

- It is suggested to conduct a technical "fine-tuning" of the alignment mapping tables to ensure that the relationship between course-level objectives and program-level outcomes is explicitly clear and easy to assess.
- It is suggested to facilitate specialized QA workshops for instructors to help them develop more diversified and tailored assessment instruments that move beyond generic rubrics to capture specialized cybersecurity competencies.

- **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;

The Information Technologies and Cybersecurity programmes involve 19 staff members, including 12 academic staff (63%) and 7 invited staff (37%). Among the academic staff, 9 have sectoral expertise, while 3 hold a PhD in the relevant field. The majority of academic staff (10 out of 12) are affiliated, ensuring **continuity in teaching, institutional stability, and sustained engagement in the development and delivery of the programmes.**

The academic structure includes 3 Professors, 5 Associate Professors, 3 Assistant Professors, and 1 Assistant, indicating **a relatively balanced academic hierarchy that supports academic leadership, mentorship, and the effective organization of**

teaching and supervision activities. However, the number of sectoral PhD holders is relatively limited, and no scientific or international staff are indicated, suggesting potential areas for strengthening research capacity and internationalization.

- **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 index²; staff participation rates in local and international conferences; other scientific/research indicators;

The academic staff involved in the implementation of the programme demonstrate active engagement in scientific and research activities at both national and international levels. Over the last five years, the research productivity of the individuals involved in the programme is evidenced by a substantial number of scholarly publications and participation in scientific events.

During the reporting period, the academic staff have published **60 scientific papers**, including **32 papers in international peer-reviewed journals** indexed in international databases and **28 papers in local scientific journals**. These publications reflect the staff's active contribution to the advancement of knowledge in their respective fields and support the integration of current scientific developments into the teaching and learning process.

Participation in scientific conferences also indicates a strong research presence of the programme staff. In total, **59 research reports and presentations** were delivered at scientific events, including **47 presentations at international conferences** and **12 presentations at local conferences**. Such participation facilitates academic collaboration, dissemination of research results, and engagement with the international scholarly community.

In addition to publications and conference presentations, the academic staff have also contributed to **other scientific and research activities (6 indicators)**, which include participation in research projects, editorial or review activities, development of research collaborations, and other forms of scholarly engagement.

Overall, the scientific and research performance of the programme's academic staff demonstrates sustained research activity and active involvement in the international academic community. These activities contribute to strengthening the research component of the programme and ensure that teaching is informed by up-to-date scientific knowledge and contemporary developments in the field.

- **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.);
Not provided
- **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;
Not provided

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**
The expert panel do not share the argumentative position of the university.
 - **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:

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

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

doctoral-level educational programs, as well as for any other educational program that is subject to a recommendation and/or suggestion.

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

№	Contents/ Standard	Programme 1	Programme 2
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	Substantially complies	Substantially complies
1.4	Structure and Content of Educational Programme	Substantially complies	Substantially complies
1.5	Academic Course/Subject	Complies	Complies
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies	Complies
2.1	Programme Admission Preconditions	Complies	Complies

2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies	Complies
2.3	Teaching and Learning Methods	Complies	Complies
2.4	Student Evaluation	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	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	Complies	Complies
4.5	Programme/Faculty/School Budget and	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 stated objectives are clearly articulated in a structured list (five distinct objectives) that define what the programme seeks to develop in graduates (fundamental IT knowledge, technical solution skills, cybersecurity culture, ethics and legal awareness, research and innovation). Each objective is realistic and appropriate for a Bachelor's level programme in IT and security. The goals describe measurable educational aims and competencies that can reasonably be achieved through curriculum delivery, practical labs, and learning activities.

Objectives are specific to Information Technologies and Security, addressing both foundational computing concepts and applied security skills. They integrate essential elements of the field such as programming, networks, cryptography, and forensics, and link these to problem-solving and systems thinking appropriate for undergraduate education.

The programme objectives articulate a comprehensive set of competencies:

- Theoretical knowledge in ICT fundamentals
- Practical skills in systems and software development
- Cybersecurity practice and risk management
- Ethical, legal, and research capacities

This corresponds well with expected knowledge, skills and competences of graduates in this field. Objectives are translated into learning outcomes and supported in curriculum design, suggesting a coherent chain from objectives - outcomes - teaching methodology - assessment.

The programme emphasises not only technical competencies but also professional ethics, legal awareness, research capacity and employability. Strengthening fundamental ICT knowledge alongside security policy and risk awareness prepares graduates to contribute to national and global digital ecosystems, supporting broader societal and economic needs in cybersecurity and technology sectors.

The programme objectives are explicitly linked to the University's mission (knowledge, innovation, Western academic standards), Strategic Development Plan (enhancing education, international cooperation) and infrastructure/staff strengths. This shows strong institutional alignment, which is a core requirement of programme objectives within the EQE standard.

A labor market study, involving surveys and focus groups with over 15 employers, was conducted to ensure alignment of objectives with current ICT labour demands (network security, policy development, risk management). Objectives were informed by this evidence, reflecting both Georgian and international employer needs. The programme also references ACM curriculum guidance (ACM IT2017, CC2020), which strengthens international relevance and global competence standards.

The programme's English track, incorporation of international curriculum frameworks (ACM), and explicit reference to competitiveness in the global ICT environment demonstrate attention to internationalisation.

Programme objectives are published on both Georgian and English versions of the programme documentation on the University's website, fulfilling the requirement for public access to information for stakeholders including prospective students, employers, and faculty.

Objectives were developed through collaborative internal processes involving faculty and programme directors, and were subject to public discussion and documentation. Minutes of meetings and stakeholder involvement are referenced in the Self-Assessment Report, indicating shared understanding and ownership.

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

- Educational programme;
- Mission, objectives and strategy of the HEI, its faculty/school/main educational unit and/or structural unit;
- Analysis of the demands of labour market and employers;
- Website;
- 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 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and		

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).

Cybersecurity English, level 6)		
---------------------------------	--	--

Evaluation ⁵

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 - Programme Objectives	
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 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 stated learning outcomes are clearly tied to the programme's aims articulated earlier (e.g., fundamental IT knowledge, technical and cybersecurity skills, ethical awareness, research capacity). They cover:

- Knowledge/awareness (Outcomes 1–4),
- Skills and applied competencies (Outcomes 5–9),
- Responsibility and autonomy (Outcomes 10–12),

⁵ Evaluation is performed for each programme separately.

which together reflect the expected breadth of capabilities for Bachelor graduates. The structure aligns with the required components of knowledge, skills, responsibility, and autonomy as defined by the standard.

Each of the learning outcomes is formulated in terms of observable and assessable behaviours (e.g., “Defines,” “Describes,” “Analyzes,” “Uses,” “Makes informed decisions,” “Performs duties”). Such language supports the development of measurable assessment strategies. The programme documentation also references appropriate assessment tools and a course-to-outcome alignment table, which underpin assessment feasibility.

Outcomes are aligned to the National Qualifications Framework (NQF) for bachelor’s level, as explicitly stated in the documentation and the interview. The progression from foundational knowledge to applied skills, responsibility, and autonomous learning is appropriate for a first-cycle higher education qualification. This alignment supports both national qualification specifications and broader Bologna/European standards.

The university indicates that programme outcomes were developed with reference to the NQF, sectoral characteristics of ICT, and international best practice. While explicit formal “sector benchmarks” may not be publicly available, alignment with national and international qualification frameworks (e.g., NQF, ACM curriculum guidelines) supports their relevance.

Outcomes include practical competencies (system implementation, risk analysis, security practices) directly linked to labour market needs identified by employer surveys and the labour market study. Moreover, outcomes such as research capability and autonomous professional development support continuation to postgraduate study or professional specialization.

Outcomes reflect the peculiarities of ICT and security disciplines, incorporating fundamental knowledge, system development, risk-aware practice, ethical decisions, teamwork, and autonomy. This breadth corresponds to evolving labour market requirements in both technical and professional domains, covering both specialist and transferable competencies.

The learning outcome development process involved a broad stakeholder group: programme directors, academic/visiting staff, students, alumni, employers, and administrative personnel. Surveys and labour market research were also incorporated. This collaborative process satisfies the requirement for inclusive outcome formulation.

The learning outcomes demonstrate a coherent progression from basic conceptual knowledge to advanced skills, decision-making, and autonomous professional behaviour. Although the analysis here focuses on Bachelor outcomes alone, they logically build toward higher-level expectations, which supports cross-level consistency within the national qualifications framework and allows articulation to master’s/doctoral programmes.

Information about the learning outcomes is publicly accessible via programme documentation on the University’s website, communicated through institutional campaigns, social media, open

days, and direct student as well as stakeholder engagement sessions. This meets the standard's requirement for transparency and stakeholder information.

The programme's learning outcomes for the Georgian and English Information Technologies and Cybersecurity Bachelor's programmes comply with the EQE Georgia accreditation standard for Programme Learning Outcomes. Specifically, they:

- correspond to the programme aims and ICT field demands;
- are measurable, realistic, and achievable;

- align with the bachelor's qualification level and NQF framework;
- reflect labour market needs and pathways for further education;
- were developed collaboratively with multiple stakeholder groups; and
- are publicly accessible and appropriately communicated.

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 programme/Educational programmes grouped in a cluster;
- Map of programme objectives and learning outcomes;
- Analysis of labor market and employer demands;
- Website;
- 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 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 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 evaluation mechanism of programme learning outcomes for the Georgian- and English-language Bachelor's programmes in *Information Technologies and Cybersecurity* is defined in accordance with the University's Methodology for Assessing Programme Learning Outcomes, the Methodology for Planning, Designing and Developing Educational Programmes, and the Internal

Quality Assurance Mechanisms. These institutional documents regulate the formulation, mapping, assessment, monitoring, and improvement of programme learning outcomes within a structured quality assurance framework.

Programme learning outcomes are formulated in alignment with Level 6 of the National Qualifications Framework, ICT sectoral characteristics, labour market research findings, and the stated objectives of the programmes. A structured learning outcomes map connects programme learning outcomes with compulsory courses. In accordance with the institutional methodology, learning outcomes are assessed in those courses where they are reinforced and expected to reach mastery level.

Assessment of learning outcomes is carried out using both direct and indirect methods. Direct assessment methods include final assessments in mapped courses, evaluation of capstone/practical projects, internship mentor evaluations, and analysis of students' GPA. Indirect methods include graduate surveys, employer surveys, programme completion rates, and employment indicators. Institutional target benchmarks for assessment are defined as follows: 70% of students achieving 80 or above, 28% achieving 51–79, and no more than 2% achieving 0–50.

Student academic performance is monitored periodically at the institutional level in accordance with the Academic Performance Monitoring framework. The Quality Assurance and Strategic Development Department collects and analyses assessment results annually in line with established internal QA procedures. According to internal regulations, assessment findings are used for programme development; strengths and areas for improvement are identified and, where necessary, modifications are introduced following established approval procedures.

At the same time, several developmental aspects are observed. Although programme-level mapping of learning outcomes exists, explicit documentation demonstrating how specific course-level assessment instruments (e.g., laboratory tasks, projects, examinations) measure individual programme learning outcomes is not consistently reflected in course syllabi. The traceability between assessment components and clearly defined PLO indicators could therefore be strengthened to enhance transparency and measurability.

Furthermore, not all programme learning outcomes demonstrably reach reinforcement/mastery level within the curriculum mapping documentation, particularly Outcomes 1, 2, and 3. In several instances, outcome-to-course alignment appears implied rather than explicitly documented. This limits the clarity of progressive development and comprehensive achievement of all PLOs.

As the programmes are newly established, the first complete cycle of programme-level learning outcomes assessment will occur after the graduation of the first cohort. Consequently, the

effectiveness of the evaluation mechanism in terms of implemented improvement actions cannot yet be empirically verified. Nevertheless, the mechanism is operational from the implementation stage and functions within the institutional PDCA (Plan–Do–Check–Act) quality assurance framework.

Overall, the evaluation mechanism of programme learning outcomes is defined and institutionally regulated; however, further strengthening of outcome-based traceability and performance interpretation would enhance its analytical robustness.

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 - Information Technologies and Cybersecurity (Georgian), Level 6

Description and Analysis - Information Technologies and Cybersecurity (English), Level 6

Evidences/Indicators

- Self-evaluation Report
- *Methodology for Assessing Programme Learning Outcomes*
- *Quality Assurance Mechanisms*
- Academic Performance Monitoring framework
- Internal Quality Assurance Mechanisms

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 recommended to ensure demonstrable mastery-level achievement of all PLOs (including Outcomes 1, 2, and 3), and improving the transparency and robustness of the outcome-based assessment framework across both programmes.	The institutional target benchmarks based on fixed percentage distributions may be methodologically rigid, particularly for newly established programmes and for learning outcomes assessing higher-order analytical and professional competencies, where natural performance variability

		across cohorts may occur. It is suggested to complement existing quantitative thresholds with outcome-specific performance descriptors (rubric-based competency levels such as “proficient” or “advanced”) and to interpret quantitative indicators in relation to cohort size, assessment complexity, and programme maturity. Such refinement would enhance the analytical depth and validity of the programme learning outcomes evaluation mechanism.
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Substantially Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	Substantially Complies

1.4. Structure and Content of Educational Programme

Accreditation standards indicators

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

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 programme was developed in full accordance with SANGU's internally defined methodology for planning, designing, and developing educational programmes. The documentation demonstrates that required components (title, level, qualification, language, director, admission requirements, learning outcomes, assessment methods, student support, etc.) are systematically included in the programme description.

The programme covers **240 ECTS credits** across a **four-year Bachelor cycle**, which is standard for first-cycle higher education within the Georgian system and European Higher Education Area norms. The credit distribution (general, mandatory, elective, and free-choice) reflects logical academic progression and cumulative competence development.

The programme description explicitly states alignment with both the **Law of Georgia on Higher Education** and the **European Credit Transfer and Accumulation System (ECTS)**. The total credit count (240 ECTS) and specified credit allocations for different components conform with legislative and ECTS norms for Bachelor's degrees in Georgia.

The programme blends foundational ICT subjects with cybersecurity specialisation, research skills, ethics, and professional practice. Elective courses and free-choice credits allow for personalisation of study pathways, while foreign language and internationalisation components distinguish the programme in content and orientation.

The curriculum logically maps coursework and assessment to the intended **learning outcomes**, which are designed to reflect knowledge, skills, responsibility, and autonomy at the Bachelor level. Informational materials (syllabi, mapping tables) demonstrate alignment between course content and learning outcomes, ensuring that the qualification to be awarded is credible and coherent.

Detailed course descriptions (provided in programme appendices) and the study plan illustrate how individual modules contribute to the overall learning outcomes. Prerequisite sequencing and credit allocation ensure that each component builds toward the competences defined at programme level.

The study plan is structured with logical progression (from foundational subjects to advanced and specialised courses), clear prerequisites, and balanced integration of practical, theoretical, and research-oriented elements. Teaching/learning methods and student assessment systems are defined in coordination with course sequencing.

The selection of academic staff with research potential, emphasis on research skills within learning outcomes, and encouragement of participation in conferences and scholarly events indicate that the programme is informed by contemporary developments in ICT and cybersecurity. Integration of modern technologies and research-informed teaching is evidenced in course content descriptions.

Internationalisation is systematically embedded through mandatory and elective foreign language components, availability of an English-taught track, international collaborations, guest lectures from foreign scholars, and scholarly outputs with international participation. These elements support global perspectives in learning and are appropriate to the field and level of study. Programme development engaged a broad range of stakeholders (academic staff, invited lecturers, students, alumni, employers). Labour market studies, surveys, and consultations shaped curricular decisions. This participatory approach fulfills the accreditation expectation that programme content should be shaped by relevant internal and external actors.

The programme information (structure, outcomes, objectives, study plan, resources) is published on the University’s official channels (website, programme documents), disseminated through open days, marketing communications, and shared directly with students and stakeholders. This transparency meets the requirement for accessibility of programme information.

Given the curriculum and course content, we recommend changing the program name to Information Technology and Security to better align with the program’s content.

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 programme with the enclosed syllabi;
- Methodology and/or rule for planning, designing and developing educational programmes;
- Curriculum map;
- Website;
- 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 recommended to change the program name to Information Technology and Security, which will be more aligned with the program content.	
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.4. Structure and Content of Educational Programme	
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Substantially Complies
Programme 2 (Information Technologies and Cybersecurity English, level 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

The institution has documented a learning outcomes alignment map showing how individual course outcomes map to programme learning outcomes. The formation of educational components is stated to be guided by the programme's defined learning outcomes, and syllabi contain explicit outcomes linked to assessment methods.

The syllabus states that each course's content was developed based on its intended learning outcomes, with syllabi reflecting methodologically sound approaches in teaching, learning, and assessment. This alignment ensures that what is taught in each course supports the knowledge, skills, responsibility, and autonomy outcomes defined for that course.

The programme follows ECTS norms consistent with Georgian higher education legislation and European standards (e.g., ~60 credits per academic year).

Most courses are assigned 6 ECTS, some 3 ECTS, and the foreign language component 24 ECTS, reflecting the programme's structure.

It is explicitly noted that credit allocation considered the complexity, nature, specificity, and volume of study materials, and student workload (contact + independent study) was monitored via surveys and focus groups.

The Quality Assurance and Strategic Development Department monitors contact hours and independent study via structured feedback mechanisms (surveys, questionnaires, focus groups). The design process paid particular attention to ensuring appropriate contact/independent hour ratios aligned to course content and learning outcomes.

The university confirms that every planned learning outcome within each course is assessed using documented methods and criteria in the syllabi. This means that course assessment plans are outcome-based and measurable, enabling evaluation of student achievement relative to specified outcomes.

Syllabi include compulsory literature and learning resources selected to support achievement of course outcomes.

These materials are described as sufficiently current, reflective of ongoing developments in information technologies and cybersecurity, and supportive of both course and programme learning outcomes.

Monitoring of workload and resource adequacy is part of quality assurance mechanisms.

The programme prioritises recruitment of academic staff with research capability, encourages student participation in research-related events, and integrates up-to-date scientific developments into teaching practices. This contributes indirectly to course content relevance and ensures resources reflect cutting-edge knowledge.

Programme and course information (including syllabi, learning outcomes maps, assessment standards, and resources) are published and communicated via the University's website, open days, social media campaigns, and direct advisory sessions.

This supports transparency and stakeholder awareness of what each academic component entails.

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 programme with enclosed syllabi;
- Curriculum map;
- Course learning outcomes assessment results;
- Results of the interview.
- Educational programme, teaching materials/resources, databases of international electronic library indicated in the attached syllabi;
- interview.

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 to change the name of the course Discrete Probability and Statistics to Probability and Statistics to reflect its content. Create a culture of regularly referring to the IT 2017 curriculum by ACM/IEEE
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5. Academic Course/Subject	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	Complies

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

Accreditation standards indicators

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

2.1 Programme Admission Preconditions

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

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

Cluster evaluation

Description and Analysis of Cluster

The admission preconditions for the Georgian- and English-language Bachelor's programmes in *Information Technologies and Cybersecurity* are defined in accordance with national legislation regulating access to higher education and institutional regulations governing student admission, mobility, and internal mobility.

Admission to both programmes is based on the Unified National Examinations, which ensures standardized and legally regulated access to bachelor-level education. The programme descriptions clearly indicate eligibility requirements, language of instruction, and applicable procedures for student transfer and mobility. Admission criteria are publicly accessible through official programme documentation and institutional communication channels.

For the English-language programme, additional language proficiency requirements are specified in order to ensure that students possess the necessary level of English competence to engage effectively in English-medium ICT instruction. This is appropriate and aligned with the programme's academic demands.

The admission preconditions are generally relevant to the field and level of study and ensure that admitted students have completed general secondary education and meet the baseline academic requirements for Level 6 ICT studies. The procedures are transparent and structured, and they comply with institutional quality assurance principles of fairness and accessibility.

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 - Information Technologies and Cybersecurity (Georgian), Level 6

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 programme;

- Website and other means of communication;
- Document regulating the formation and activities of the Doctorate Admission Commission;
- Student body planning methodology for educational programme;
- 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 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme Admission Preconditions	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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 Georgian and English language Bachelor's programmes in *Information Technologies and Cybersecurity* demonstrate a structured inclusion of practical components within the curriculum. The programmes allocate dedicated credits to a Practical Project (6 ECTS) and Professional Internship (6 ECTS), and most compulsory technical courses include laboratory sessions (13–26 contact hours), indicating systematic integration of applied learning.

Technical courses such as *Discrete Structures and Algorithms*, *Applied Cryptography*, *Operating Systems*, *Software Engineering*, and *Programming in Python* incorporate regular laboratory assignments and practical tasks that require implementation, configuration, simulation, or applied analysis. The *Applied Cryptography* course, in particular, demonstrates strong practice orientation through the use of real-world security tools and attack simulations. This contributes positively to field-specific competence development.

Transferable skills development is addressed through:

- Group-based projects and presentations,
- Research papers and analytical writing components,
- Ethical and legal case analysis in *Computer Law and Ethics*,
- Documentation requirements within technical courses,
- English-medium instruction (for the English-language programme).

However, several structural and documentation-related shortcomings are identified.

First, while practical components are clearly embedded, **explicit mapping between course-level learning outcomes and programme-level learning outcomes is not consistently demonstrated in syllabi**. The absence of visible linkage between laboratory assignments, project components,

and specific programme learning outcomes weakens traceability of competency development at programme level.

Second, **group-based assessments lack sufficiently detailed mechanisms to verify individual contribution**, particularly in project-based components. Evaluation criteria often describe task completion and presentation quality but do not systematically differentiate between individual and collective performance. This may limit the reliability of competency verification.

Finally, minor but notable documentation inconsistencies in workload distribution (contact hours versus total hours) were observed in several syllabi. While these do not fundamentally undermine practical training, they require correction for full transparency and ECTS integrity.

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 - Information Technologies and Cybersecurity (Georgian), Level 6

The Georgian-language programme ensures practical skill development through laboratory-based instruction, project work, and professional practice. The structure is appropriate for a Level 6 ICT programme and supports development of applied technical competencies.

Nevertheless, explicit documentation linking course-level practice to programme learning outcomes is limited, and individual accountability mechanisms in group-based components require strengthening.

Description and Analysis - Information Technologies and Cybersecurity (English), Level 6

The English-language programme mirrors the structure of the Georgian programme and provides equivalent practical and transferable skill development opportunities. The use of English-medium instruction strengthens international communication competence.

The same structural observations apply regarding outcome traceability and assessment transparency.

Evidences/Indicators

- SSR
- Interview results
- syllabi

Recommendations and Suggestions	Recommendation(s): Please, write the developed recommendations that	Suggestion(s): Please, write the developed suggestions that apply
--	--	--

according to the programmes:	apply equally to the educational 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		It is suggested to : <ul style="list-style-type: none"> ● Explicitly map practical and project-based assessment components to programme learning outcomes within syllabi: each syllabus should clearly indicate which programme learning outcomes are addressed, at what level (introduction, reinforcement, mastery), and through which assessment components they are measured.
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

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 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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 programmes employ a range of teaching and learning methods, including lectures, seminars, laboratory sessions, problem-based learning, case analysis, discussion, and action-oriented learning. Technical courses demonstrate integration of laboratory-based and applied instruction, which is appropriate for ICT education at bachelor level.

In cybersecurity-oriented courses such as *Applied Cryptography* and *Operating Systems*, teaching methods include simulation, attack analysis, tool-based configuration, and hands-on exercises. These approaches reflect field specificity and contribute to applied competence formation.

However, across multiple syllabi, the section describing teaching and learning methods appears standardized and formulaic. The same general list of methods is frequently repeated without course-specific elaboration. This raises concerns regarding the degree of differentiation between pedagogical strategies across courses.

While the documentation refers to student-centered approaches, evidence of structured formative feedback cycles, differentiated instruction strategies, or adaptive learning mechanisms is limited. The emphasis remains primarily on summative evaluation through midterm and final examinations.

Furthermore, although laboratory work is present, explicit articulation of how teaching methods ensure progressive mastery of programme learning outcomes is not consistently demonstrated.

Overall, teaching methods correspond to bachelor-level ICT education and include appropriate laboratory integration. Nevertheless, pedagogical documentation could more clearly demonstrate intentional alignment between teaching strategies, learning outcomes, and assessment design.

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 programme/educational programmes grouped in a cluster;
 - Teaching - learning methods;
 - Individual plans (if any);
 - Electronic resources utilized to implement the programme in the HEI;
 - Results of the interview.

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 to: <ul style="list-style-type: none"> ● Provide course-specific descriptions of teaching methods rather than standardized lists. ● Explicitly link teaching strategies to progressive development of programme learning outcomes.
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies

Programme 2 (Information Technologies and Cybersecurity English, level 6)	Complies
---	----------

2.4. Student Evaluation

Accreditation standards indicators

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 clearly includes a student assessment system that is well described and aligned with standard practices in higher education. Assessment is carried out using a 100-point grading system, which includes five positive grade categories (A–E) and two types of negative results (FX and F). Various assessment methods are used, such as written and oral exams, homework assignments, practical work, presentations, and different types of projects. This allows lecturers to choose assessment tools that match the learning outcomes of each course.

The assessment criteria are defined in the course syllabi, which are available to students through the university's learning management system. Courses are delivered strictly according to the syllabus.

At SANGU, the assessment components, methods, and criteria are fully transparent, accessible, and known to students in advance. Interviews with students confirmed that the assessment criteria are clear to them. Students expressed no dissatisfaction regarding the transparency or fairness of grading. They are satisfied with both the assessment system and their cooperation with lecturers. They noted that feedback from lecturers is timely and constructive. In addition, they have close communication with professors regarding learning outcomes.

Within the courses, students receive feedback on their academic performance at the end of the semester, including information about their strengths and weaknesses. Students maintain close communication with lecturers. The HEI systematically conducts course satisfaction surveys at the end of each semester in order to collect student feedback regarding course content, teaching methods, workload, and assessment practices. The collected data are analyzed by the relevant academic units in cooperation with the quality assurance service. The analysis results are used to identify strengths and areas for improvement in course delivery and assessment methods. Based on the findings, appropriate measures are implemented, such as revising course content, improving teaching approaches, or refining assessment practices to ensure alignment with learning outcomes, fairness, and transparency of student evaluation.

Academic and ethical standards are integrated into both the teaching process and the assessment system, ensuring fair and objective evaluation. Students are clearly informed about the importance of academic integrity, which supports the development of a responsible academic culture.

While the HEI currently relies primarily on traditional written examinations, there is potential to gradually incorporate more competency-based and performance-oriented assessment strategies to better reflect students' learning outcomes.

It is also important that mechanisms for plagiarism prevention, detection, and response function systematically and consistently. Appropriate technological tools and procedures are used to ensure control of academic integrity and to respond to violations, including those related to bachelor's theses.

The university has established procedures that define the rules, deadlines, and responsible bodies for grade appeals. This information is provided to students in advance. During the site visit, students confirmed that they are aware of their rights, as well as the mechanisms and procedures for appealing their grades. They also mentioned that when they have questions about their test results, lecturers review the results with them in detail.

SANGU ensures the reliability and validity of student assessments, including in the context of learning and distance learning. Appropriate measures are in place to guarantee that evaluations are accurate and trustworthy, regardless of the mode of instruction. It is worth noting that the assessment system remains transparent and credible even under these conditions.

Overall, the student assessment system at the university fully complies with higher education standards and ensures a fair, objective, and transparent process. The assessment components, methods, and criteria are known to students in advance, allowing them to plan their studies effectively. The system integrates academic and research ethics standards, as well as plagiarism prevention and response mechanisms, which support a responsible academic culture.

Evidences/Indicators:

- Description of the Georgian-language Bachelor's Program in Information Technology and Cybersecurity

- Description of the English-language Bachelor’s Program in Information Technology and Cybersecurity
- Regulation Governing the Teaching and Learning Process
- Website;
- Curricula and syllabi of the programs;
- Onsite interviews;
- Self-evaluation Report.

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u>	<u>Suggestion(s):</u>
General recommendations/ Suggestion of the Cluster	<u>Recommendation(s):</u>	<u>Suggestion(s):</u> Consider gradually integrating more competency-based and performance-oriented assessment strategies beyond traditional written examinations.
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4. Student Evaluation	Evaluation
Information Technology and Cybersecurity Georgian Program, Bachelor’s Degree	Complies
Information Technology and Cybersecurity English Program, Bachelor’s Degree	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

According to the documentation provided by SANGU and the information received during the site visit, it is clear that the university actively informs students about the learning process and

provides appropriate support mechanisms. The administrative and academic staff assist students in integrating into the university environment. Close communication between students and administrative and academic staff was confirmed during student interviews.

Students' rights are protected at the university, and their legal interests are respected. This was also confirmed during interviews with students.

The administrative and academic staff provide students with comprehensive information about the curriculum and the learning process. Academic staff support students throughout their studies and, when necessary, offer individual guidance in planning the learning process. This was also confirmed during the interviews.

Student consultations with lecturers are conducted within designated office hours, which are clearly defined in the syllabi.

The university actively organizes employment forums that support students' career development and job placement. It would be beneficial for the university to organize professional public lectures, workshops, and various types of events on a more systematic basis, aligned with students' interests and providing additional knowledge and information. This recommendation was highlighted during the student interviews.

Within the educational programs, SANGU encourages students to participate in both local and international projects. The institution offers students opportunities to take part in conferences and various events. Information about these opportunities is actively shared through the university website, social media, and personal communication. The university is involved in the Erasmus+ program and has several partner universities worldwide, giving students the opportunity to study abroad and develop at the international level.

It is also noteworthy that a scholarship system is in place for high-achieving students with strong academic performance, providing additional motivation.

SANGU supports various social and cultural activities and promotes a diverse student life. This is important and enriches the overall student experience. As confirmed during the visit, the student self-government organizes many different types of activities. According to the students, these activities are diverse and aligned with their interests.

Evidences/Indicators:

- Regulation of the Employment and Career Development Office
- Regulation Governing the Teaching and Learning Process
- Code of Ethics
- Website
- Curricula and Syllabi of the Programs

- Onsite Interviews
- Self-Evaluation Report

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	Recommendation(s):	Suggestion(s): It is desirable for the university to systematically organize public lectures, workshops, and other professional events that are aligned with students' interests. This will provide students with additional knowledge and opportunities to gain practical experience.
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student Consulting and Support Services	Evaluation
Information Technology and Cybersecurity Georgian Program, Bachelor's Degree	Complies
Information Technology and Cybersecurity English Program, Bachelor's Degree	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)
---	---	---

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

General recommendations/ Suggestion of the Cluster		
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Select Appropriate
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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 Information Technologies and Cybersecurity programmes are implemented by a structured combination of Professors, Associate Professors, Assistant Professors, and invited lecturers. The academic core includes multiple full-time academic staff members with active contracts extending beyond a single semester, contributing to programme stability and continuity. The staffing table further indicates that several academic personnel have no academic affiliation with other higher education institutions, meaning that their primary academic workplace is SANGU. This strengthens institutional commitment and reduces the risk of workload fragmentation or divided academic responsibilities.

The teaching load is distributed across academic ranks and does not indicate excessive concentration of hours on individual staff members. Senior academic staff, including Professors and Associate Professors, are actively involved in programme delivery, thereby ensuring academic leadership and oversight of curriculum quality. While invited lecturers are engaged—particularly in applied and specialization-oriented courses—the academic core appears sufficiently strong to ensure continuity and sustainability of programme implementation. The presence of multi-year contracts for core academic staff further supports long-term stability.

The Head of the Programme possesses the necessary academic and professional qualifications required for programme design and implementation at Bachelor Level 6. The qualification of the Head is supported by relevant higher education in the ICT field, academic and/or research activity, and practical experience consistent with the programme profile. Evidence indicates that the Head of the Programme is personally involved in programme assessment and development processes,

participates in curriculum review and quality assurance discussions, and contributes to programme implementation and student advising activities. Such involvement supports effective academic coordination and continuous programme improvement.

Academic staff implementing the programme are engaged in accordance with national legislation and internal HEI regulations. Staff selection and appointment procedures are governed by institutional rules that ensure transparency, fairness, and objectivity in recruitment. Academic ranks and contract types are clearly defined, and staff engagement is aligned with internal workload regulations and quality assurance requirements.

In addition to academic personnel, students are supported by an adequate number of administrative and support staff, including quality assurance representatives, academic process coordinators, examination centre personnel, IT support staff, and library services. These structures provide institutional support for teaching, learning, assessment administration, and student advising. The qualifications of administrative and support staff correspond to their functional responsibilities, and their involvement contributes to the effective organization and delivery of the programmes.

The quantitative staffing data are identical for both the Georgian- and English-language programmes, and no discrepancies in resource allocation were identified. Overall, the human resource structure demonstrates adequate academic leadership, institutional regulation, and support capacity for programme implementation at the stated level.

The quantitative data is the same for both programs.

Information Technologies and Cybersecurity (Georgian\English), Level 6 (name, level)⁷				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁸	Including the staff holding PhD degree in the sectoral direction⁹	Among them, the affiliated academic staff
Total number of academic staff	12	9	3	10
- Professor	3	2	2	3
- Associate Professor	5	4	1	3
- Assistant-Professor	3	3		3

⁷ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁸ Staff implementing the relevant components of the main field of study

⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant	1			1
Invited Staff	7	1		-
Scientific Staff				-
Including International Staff				

Evidences/Indicators

- Personnel CVs
- EMIS Workload

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 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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)¹⁰			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction¹¹	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

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 (Information Technologies and Cybersecurity Georgian, level 6)		

¹⁰ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹¹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 2 (Information Technologies and Cybersecurity English, level 6)		
---	--	--

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 (Information Technologies and Cybersecurity Georgian, level 6)	Select Appropriate
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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 academic staff involved in both programmes demonstrate active engagement in professional and academic development. In addition to peer-reviewed publications and participation in scientific conferences, several staff members possess cybersecurity-specific professional certifications, including Cisco certifications, and have completed specialized training in cybersecurity domains. Furthermore, some staff members hold international qualifications, including a Master's degree obtained through a Joint Degree programme in Cybersecurity with a U.S. university, strengthening the international and field-specific academic profile of the programmes. These qualifications enhance the applied orientation of cybersecurity and network security courses and support the integration of theoretical and practical expertise within the curriculum.

The HEI conducts regular and systematic evaluation of programme staff within its internal quality assurance framework. Academic staff performance is assessed through multiple mechanisms, including student evaluations of teaching conducted each semester, analysis of course evaluation results, review of teaching workload, research activity, and academic contribution. Where applicable, staff satisfaction and feedback mechanisms are also considered in institutional review processes. The Quality Assurance and Strategic Development Department analyses evaluation results on a regular basis and communicates findings to programme leadership and individual staff members. Identified areas for improvement are reflected in professional development planning, and staff members are encouraged or recommended to participate in relevant training, methodological workshops, subject-specific seminars, or pedagogical enhancement activities. In this way, evaluation results are directly linked to staff development measures and continuous professional improvement.

The University provides institutional conditions and resources for professional development. It organizes internal methodological meetings, training sessions, and professional development activities at least once per academic year, and facilitates participation in external scientific conferences, research workshops, and academic networking events through organizational and, where applicable, financial support. Staff development documentation and interview evidence confirm that these institutional mechanisms are operational and regularly implemented. The institution also supports the development of digital and e-learning competencies by providing access to electronic learning platforms and instructional technologies and by organizing or facilitating training for effective use of blended and distance-learning tools when necessary.

Overall, the University demonstrates a structured and institutionalized approach to staff evaluation and professional development, provides organizational and resource-based support for academic growth, and fosters scientific and research activity aligned with the objectives and specialization of the programmes.

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

- The results of the staff evaluation and also the results of staff satisfaction surveys (including the quality of research and teaching, international mobility data, etc.) and their utilization in staff management and development;
- 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 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

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 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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 university provides extensive material and technical infrastructure including:

- Five computer laboratories (120+ PCs) with a centralized management system and virtual servers, supporting dynamic resource allocation for ICT/cybersecurity tasks.
- Lecture halls equipped with modern teaching technologies (smart boards, projectors, PCs).
- Access to licensed software packages and development environments (Microsoft Academic, JetBrains Student Pack, cloud and IDE tools).
- An online learning platform (*Moodle*) integrated with collaboration/lecture tools (BigBlueButton, Google Meet, Microsoft Teams, Zoom) and supported by robust data backup systems.
- Free campus-wide Wi-Fi.

These resources align with programme requirements for hands-on practical work, simulations, software development, network and security labs, and independent study, all of which are critical for achievement of programme objectives and learning outcomes in ICT and cybersecurity.

Dual internet connections with automatic failover and load balancing demonstrate ongoing attention to reliable connectivity essential for digital and online learning. Centralised lab management allows deployment of updated software and services across devices. Academic licensing agreements ensure ongoing access to current versions of critical tools (Microsoft, JetBrains, Google Education). Administrative and academic access to modern hardware and

persistent maintenance implies a responsive infrastructure.

Mandatory literature listed in syllabi is available through the university library, meeting basic programme needs.

The library supports electronic access and infrastructure (computers, scanners) that facilitate study and research. This satisfies the requirement that *core literature and teaching materials correspond to course learning outcomes and ensure programme learning outcomes can be achieved*, particularly when combined with digital databases.

Students have access to *up-to-date scientific periodicals*, enabling familiarity with modern research trends in ICT and cybersecurity. Membership in the **Consortium of Georgian Libraries** and via that access to electronic scientific databases provides broader access to international scholarly resources. Join-ups (ELFE consortium, and membership in IATUL — International Association of University Libraries) strengthen library resource networks and support access to global literature and databases. These provisions help ensure students can consult current scientific evidence and research, essential for achieving learning outcomes related to research literacy and professional competence.

All resources (physical labs, library computers, software tools, digital platforms) are freely available to registered students and staff. Moodle and online systems integrate required study tools and offer remote access to learning activities and materials. Informational resource access, like electronic databases, is free of charge and accessible through consortium agreements.

The presence of online support channels and structured platforms like Moodle implies some level of communication about access. The Moodle platform, coupled with BigBlueButton, Google Meet, Teams, Jitsi, and Zoom, provides a robust environment for electronic/distance education. Backup systems and secure authentication mechanisms ensure continuity and reliability of online resources. Students and staff have appropriate hardware/software resources to support distance learning and assessment. Given the current trends in blended and online delivery, this capacity supports flexible teaching and learning modes and aligns well with expectations under the accreditation 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

- Library, material, information and digital resources and documents confirming the purchase of their ownership / license;
- Ratio of technical devices to the number of students;
- Access to international electronic library databases
- Compliance of library books with core literature indicated in educational programmes;
- Indicators of access to international electronic library databases;
- 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 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.4. Material Resources	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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 allocation of financial resources stipulated in the budget is economically feasible and corresponds to programme needs.

The financial framework for the Information Technology and Cybersecurity programs at SANGU present a transition from historical reliance on external subsidies toward a model of institutional financial independence. While the provided budget demonstrates an operational surplus, the program's sustainability is currently grounded in conditional and forecasted figures, presenting specific risks that the university administration must manage.

The program's budget for the English-language component forecasts a total revenue of 247,500 GEL, which is derived entirely from "Paid Education" (tuition fees). This indicates a 100% dependency on student enrollment, which is not yet guaranteed for the upcoming cycle. Given that the university's SWOT analysis explicitly identifies "competition from other universities" and "demographic and high emigration factors" as significant threats, this tuition-heavy revenue model introduces a high degree of sensitivity to market fluctuations. If enrollment targets—which allow for a maximum of 120 students—are not met, the program's ability to cover its high fixed costs, particularly the 141,500 GEL allocated to academic and invited staff, could be compromised.

Historically, SANGU has operated with government subsidies, but the current Strategic Development Plan (2026-2032) marks the first systematic attempt to establish a self-sustaining financial ecosystem. Strategic Goal 9 specifically aims to ensure financial stability by diversifying income. While the budget currently shows a surplus of approximately 64,492 GEL, this buffer is essential to mitigate the risks associated with the institution's first steps toward fiscal autonomy. The administration has planned to reduce tuition dependency by targeting a 5-10% annual

increase in revenue from other economic activities and a minimum of two new grant applications per year. However, as these sources (e.g., scientific grants and budgetary grants) are currently listed as zero in the forecast, the program remains in a vulnerable "pilot" phase of financial independence.

Despite the dependency risks, the current allocation of resources is well-aligned with the program's specialized needs. The budget earmarks 15,000 GEL for scientific events and 5,000 GEL for co-financing scientific grants, which supports the strategic move toward a research-intensive profile. Furthermore, the university provides the material-technical base, including Microsoft Hyper-V and JetBrains licenses, which are critical for the program's delivery. The administration's challenge will be maintaining these high-cost technical resources if revenue targets from tuition fees are even partially unmet.

The university has established a Contingent Planning Mechanism to monitor student inflow and outflow, which serves as an early warning system for financial risks. By evaluating material and human resources alongside enrollment trends, the administration can theoretically adjust the budget to maintain sustainability. Additionally, the "Rule for Funding Research Projects" allows the university to provide internal subsidies for scientific growth, acting as a secondary support layer during this transition to independence.

Evidences/Indicators

- Self-Assessment Report;
- Program Budgets;
- SANGU Strategic Development Plan (2026-2032);
- SWOT Analysis;
- Contingent Planning Mechanism;
- Interview Results.

<p>Recommendations and Suggestions according to the programmes:</p>	<p>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)</p>	<p>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)</p>
--	--	--

<p>General recommendations/ Suggestion of the Cluster</p>		<p>It is suggested to develop a formalized "Financial Contingency Plan" that outlines specific budgetary adjustments to be made if student enrollment falls below 70% of the forecasted target, ensuring the technical infrastructure remains funded.</p> <p>It is suggested to accelerate the diversification of income by setting a concrete timeline for the launch of short-term certificate programs (as planned in Goal 12), which can provide non-tuition revenue streams.</p> <p>It is suggested to establish a "Sustainability Reserve Fund" using a portion of the forecasted surplus to protect the program against the institutional risks of transitioning away from government subsidies</p>
<p>Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)</p>		
<p>Programme 2 (Information Technologies and Cybersecurity English, level 6)</p>		

Evaluation

<p>Component 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability</p>	<p>Evaluation</p>
<p>Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)</p>	<p>Complies</p>
<p>Programme 2 (Information Technologies and Cybersecurity English, level 6)</p>	<p>Complies</p>

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 internal quality assurance (QA) system for the Information Technology and Cybersecurity programs at SANGU is built upon a collaborative framework between program staff, Quality Assurance and Strategic Development Department. The institution demonstrates a commitment to the "Plan-Do-Check-Act" (PDCA) principle, integrating evaluation results into the continuous development of the curriculum.

The collaboration between program heads and the QA service is systematically documented through meeting minutes and work protocols. The QA department provides methodological guidance for the development of syllabi and the formulation of learning outcomes. While assessment instruments are in place, site visit findings suggest that the alignment mapping tables between course objectives and program-level outcomes could be further refined to ensure the curriculum's internal logic is fully transparent and measurable. Enhancing this mapping would clarify how specific course evaluations aggregate to demonstrate the achievement of overarching program outcomes. This issue is discussed in the standard 1 sections in more details.

The elaboration of the Self-Evaluation Report (SER) was a multi-stakeholder process led by a dedicated working group. This collaborative effort successfully involved academic and invited staff, students, and employers through surveys and discussion sessions. To further strengthen the "Check" phase of the quality loop, there is a suggestion to deepen the involvement of individual course instructors in the direct analysis of outcome data. This would foster a more robust "bottom-up" quality culture where every instructor acts as a primary analyst of their students' achievement metrics.

The program has a positive history of utilizing QA results to drive improvements, such as adding high-demand courses like ReactJS and DevOps based on employer feedback.

The university utilizes the LMS SANGU and Moodle platforms, which are monitored by the QA service to ensure transparency in study materials and the implementation of assessment criteria. The digital infrastructure supports the "Act" phase of the quality cycle by allowing for real-time monitoring. Technical suggestions from the visit include optimizing these platforms to provide students with even more direct feedback on their graded assessments to improve the formative learning experience.

The internal quality assurance system at SANGU demonstrates a systematic commitment to the elimination of weaknesses identified during the Self-Evaluation Report (SER) preparation. This process is a functional component of the university's quality culture rather than a static reporting exercise. For instance, the SER process identified a critical need to formalize the assessment of learning outcomes. In response, the Quality Assurance and Strategic Development Department, in continuous collaboration with program staff, has developed and is currently implementing a new assessment methodology designed to measure specialized cybersecurity competencies. Within this 'weakness-elimination' workflow, the QA office and staff are also addressing technical issues identified during the internal audit, such as the automation of quality indicator collection, the refinement of the program's nomenclature, and ensuring course titles perfectly synchronize with the detailed academic field code. This collaborative 'Plan-Do-Check-Act' cycle ensures that the findings of the SER lead directly to documented administrative and pedagogical improvements.

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 (SER)
- Programs and Syllabi
- Minutes of Working Group Meetings
- Stakeholder Survey results (students, graduates, employers)
- Program and Course Mapping Tables and assessment rubrics
- LMS SANGU and Moodle platform management protocols
- 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		<ul style="list-style-type: none"> · It is suggested to conduct a technical "fine-tuning" of the alignment mapping tables to ensure that the relationship between course-level objectives and program-level outcomes is explicitly clear and easy to assess. · It is suggested to facilitate specialized QA workshops for instructors to help them develop more diversified and tailored assessment instruments that move beyond generic rubrics to capture specialized cybersecurity competencies.
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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

In addition to the regular National Accreditation Center (National Center for Education Quality Enhancement of Georgia) reviews, the Information Technology and Cybersecurity programs at SANGU demonstrate a proactive commitment to external quality assurance and benchmarking against both international academic standards and local industry requirements. The institution has established a clear pathway for integrating external expertise into its periodic review cycles.

The program's development has been significantly informed by formal external assessments. The university engaged international expertise, specifically from Northern Kentucky University, and local industry perspectives from the CTO of a major Georgian bank. These evaluators provided comprehensive reviews that confirmed the program's alignment with globally recognized frameworks such as ACM IT2017 and CC2020. Documentation shows that the results of these evaluations were not merely archival; they led to concrete curriculum updates, including the integration of high-demand industry tools and a stronger focus on cloud technologies and DevOps.

SANGU maintains a systematic approach to addressing recommendations from regulatory and accreditation bodies. The university's strategic planning process includes an analysis of past authorization results to drive institutional growth. During the current accreditation cycle, the program has shown a willingness to refine its structure based on expert feedback. While the site visit identified some technical areas for improvement—such as the alignment mapping tables and the accuracy of one specific course title—the university's internal protocols for "closing the loop" suggest these minor discrepancies will be addressed through the established Quality Assurance and Strategic Development Department's workflow.

The program utilizes developmental peer review by involving both local practitioners and international colleagues in the syllabus design process. For example, industry experts from the Sectoral Council provided feedback that resulted in the addition of specialized courses like ReactJS and Automated Testing (QA). To further enhance the research environment, external evaluators have recommended the introduction of a dedicated research methodology course. The institution is currently discussing how to best integrate this feedback into the 240 ECTS credit framework.

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 (SER);
- Programs and Syllabi;
- External Assessment Report (Northern Kentucky University);
- External Assessment Report by industry expert;
- Labour Market Research involving 20 private and public sector employers;
- Protocols reflecting syllabus corrections and curriculum updates;
- Strategic Development Plan goals regarding internationalization and accreditation.
- 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 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.2. External Quality Evaluation	Evaluation
Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	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

SANGU has established a systematic framework for the continuous monitoring and periodic review of the Information Technology and Cybersecurity programs. This process is designed to ensure the curriculum remains aligned with rapid technological advancements and labor market requirements through a structured feedback loop involving all primary stakeholders.

The monitoring process is led by the program heads in collaboration with the Quality Assurance department and the School's Sectoral Council. Documentation reveals a high level of engagement with the private sector; research involving 20 employers was used to validate the program's competencies. Minutes from working group meetings show that academic and invited staff, along with alumni now working in the field, are actively involved in reviewing syllabi to ensure they meet modern challenges. The involvement of the Sectoral Council is a particular strength, as it provides a direct bridge between academic delivery and industry needs.

The university demonstrates a clear track record of adapting the program based on monitoring results. A significant outcome of this process was the decision to modernize the curriculum by adding specialized courses in high-demand areas such as ReactJS, DevOps, and Automated Testing (QA). Additionally, the administrative monitoring of student feedback led to practical changes in the academic calendar, such as extending the examination period from one week to two weeks to better accommodate working students.

SANGU utilizes a personnel management policy that includes the periodic evaluation of academic and invited staff. This includes the use of classroom observations conducted via a pre-determined template. These observations serve as a formative tool to improve teaching quality. To enhance this process, there is an opportunity to more explicitly link these observation results to the program's English-language delivery goals, ensuring that the instructional quality in the English-language BA meets the same pedagogical standards as the Georgian-language component.

Students systematically evaluate their courses at the end of each subject through questionnaires managed via the LMS SANGU and Moodle platforms. This feedback is processed by the Quality Assurance service to identify subjects that may require content or methodological updates. While the feedback mechanism is robust, site visit findings suggest that the formative value of these evaluations could be improved by providing students with more direct and timely access to their graded work through the digital systems, rather than only after a formal appeal process.

The program's review cycle includes a comprehensive comparison with foreign analogue programs. The university conducted desk research of ten leading international institutions, including Saarland University and Northern Kentucky University, to ensure the program aligns with global standards like ACM IT2017 and CC2020. This benchmarking exercise ensures that the

program's efficiency is assessed not just against local competitors but against international best practices.

The university uses complex indicators, such as student progression, termination rates, and a target 100% employment rate, to assess program efficiency.

Evidences/Indicators

- Self-Evaluation Report (SER)
- Programs and Syllabi
- Protocols of Working Group and Sectoral Council meetings (N1-N5).
- Comparative Analysis report of 10 foreign and 5 local analogue programs.
- Labour Market Research data from 20 public and private employers.
- Personnel Management Policy and staff evaluation templates.
- Student satisfaction survey results and target KPIs.
- LMS SANGU/Moodle data for monitoring the electronic learning process.
- 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 (Information Technologies and Cybersecurity Georgian, level 6)		
Programme 2 (Information Technologies and Cybersecurity English, level 6)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.3. Programme Monitoring and Periodic Review	Evaluation
--	-------------------

Programme 1 (Information Technologies and Cybersecurity Georgian, level 6)	Complies
Programme 2 (Information Technologies and Cybersecurity English, level 6)	Complies

Attached documentation (if applicable):

Signatures

Chair of Accreditation Experts Panel

Seifedine Kadry



Of the member(s) of the Accreditation Experts Panel

Magda Tsintsadze



Tamta Lekishvili



Giorgi Mkheidze

