



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

**Accreditation Expert Group Final Report on Higher Education Programme For  
educational programmes implemented within the first and second levels of  
higher education and Georgian language preparation educational programme**

**Information Technologies, Bachelor's Programme  
Davit Aghmashenebeli University of Georgia**

Evaluation Date: 20 February 2026

Report Submission Date: 05 May 2026

Tbilisi

## Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	Davit Aghmashenebeli University of Georgia
Identification Code of Institution	204886454
Type of the Institution	University

## Expert Panel Members

<b>Chair</b> (Name, Surname, HEI/Organisation, Country)	Seifedine Kadry, LAU Lebanon and Noroff Norway
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Lia Kurtanidze, Georgian National University SEU
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Ilia Botsvadze, European University, Georgia
<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Lia Kharebava, , East European University, Georgia

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

## I. Information on the education programme

Name of Higher Education Programme (in Georgian)	
Name of Higher Education Programme (in English)	Davit Aghmashenebeli University of Georgia
Level of Higher Education/programme	6
Qualification to be Awarded <sup>2</sup>	Bachelor of Information Technologies
Name and Code of the Detailed Field	0612 - Design and administration of databases and networks
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	
Language of Instruction	Georgian
Number of ECTS credits	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	Accredited N31112 of 26 July 2021
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	

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

<sup>3</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

### ▪ **General Information on Education Programme**

The Bachelor's Programme in Information Technologies equips students with a broad foundation in the fundamental principles, methods, and applications of information technologies, along with an understanding of their sectoral, social, economic, and ethical dimensions. Graduates develop critical awareness of how IT supports organizational goals and societal needs, with emphasis on secure, reliable, and efficient computing systems for diverse organizations.

The programme has been implemented by LLC – Davit Aghmashenebeli University of Georgia since 2012, following approval through the national accreditation process (Accreditation Council Decision No. 788, 13 December 2012). The first student cohort was enrolled in the 2017–2018 academic year, and the programme was successfully re-accredited in January 2021.

Since re-accreditation, the curriculum has been continuously updated in response to changes in Georgian higher education legislation and quality assurance practices, with particular attention to revisions in credit calculation rules. Following the approval of the Sectoral Benchmark for Higher Education in Information and Communication Technologies (ICTs) in December 2024, the University revised the programme based on this benchmark and informed by labour market and employer surveys, periodic monitoring findings, and comparisons with analogous programmes.

### ▪ **Overview of the Accreditation Site Visit**

The evaluation of the program was carried out on February 20, 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 13, where they shared their preliminary findings based on the review of the program, self-evaluation report, and relevant annexes and planned the details of the evaluation. The expert panel had the chance to meet all internal and external stakeholders of the program and observe material-technical resources. Namely, the expert panel held interviews with the university and faculty administration, self-evaluation team, representatives of the quality assurance office, heads of the program, academic and invited staff of the program, students and alumni of the program, and employers. The Accreditation visit was well organized, and the working environment was collaborative and welcoming.

### ▪ **Brief Overview of Education Programme Compliance with the Standards**

**Standard 1: Substantially Complies with Requirements**

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

#### **Standard 2: Complies with Requirements**

- Substandard 2.1, 2.2, 2.4 Complies with Requirements
- Substandard 2.2 Substantially Complies with Requirements

#### **Standard 3: Complies with Requirements**

- Substandard 3.1 Complies with Requirements

#### **Standard 4: Substantially Complies with Requirements**

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

#### **Standard 5: Complies with Requirements**

- Substandard 5.1 – 5.3 Complies with Requirements

### · **Recommendations**

#### **1.3 Evaluation Mechanism of the Programme Learning Outcomes**

It is recommended to develop a clear plan and implementation of indirect assessment. The program identify 7 courses for outcomes direct assessment but didn't identify which outcome in which course will be assessed. It is recommende to specify that.

#### **1.4 Structure and Content of Educational Programme**

It is recommended to add Georgian language to the curriculum as required components.

#### **2.2 The Development of Practical, Scientific/Research/Creative/Performance and Transferable Skills**

It is recommended to increase students' participation in international and research projects. The program should strengthen international partnerships and support student involvement in international conferences and research activities to improve their practical and scientific skills.

#### **4.1 Human Resources**

It is recommended to ensure that the program is staffed with academically qualified personnel who have relevant expertise in the specific field of Information Technologies in order to strengthen the quality and field alignment of the program;

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

It is recommended to strengthen academic mobility, increase participation in international research grants, and develop stronger international partnerships to support the professional development of academic and scientific staff;

### **4.4 Materials resources**

- It is recommended to expand the number of properly equipped computer laboratories, as the current provision is insufficient to fully support the practical and technical requirements of the programme.

### **▪ Suggestions**

### **1.3 Evaluation Mechanism of the Programme Learning Outcomes**

It is suggested to strengthening stakeholder engagement and building staff capacity.

### **1.4 Structure and Content of Educational Programme**

It is suggested to add second English course as required course.

### **2.1 Programme Admission Preconditions**

It is suggested that the English language exam become mandatory.

### **4.1 Human Resources**

It is suggested that the program director become an affiliated staff member of the university. This would strengthen the long-term stability, sustainability, and effective management of the program;

- **Brief Overview of the Best Practices (if applicable)<sup>4</sup>**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**  
The expert team does not share the argumentative position of the university.
- **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

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<sup>4</sup> A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master's students to supervisors; supervisors' workload scheme;

Across the programme, the total staff involved is 30 (academic + scientific + invited). The programme reports 21 academic staff in total, with 18 holding a PhD in the sectoral direction ( $\approx 85.7\%$  of academic staff). The programme lists 11 scientific staff. It also reports 9 visiting staff, with 5 holding a PhD in the sectoral direction.

In addition, the programme indicates 11 affiliated academic staff. This gives:

- Affiliated-to-academic staff ratio:  $11 / 21 \approx 0.52$  (about 52% as many affiliated staff as academic staff).
- Academic/scientific staff to invited staff ratio:  $21 / 9 = 2.33$

For staff-to-student ratios (with 59 active students reported):

- Affiliated academic staff per student:  $11 / 59 \approx 0.188$  (Ratio 1).
- Academic/scientific/invited staff per student:  $19 / 59 \approx 0.322$  (Ratio 2).
- **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff participation rates in local and international conferences; other scientific/research indicators;

The data provides an aggregated scientific/research index value of 203 for individuals involved in the programme (last 5 years), alongside activity counts:

- Publications in local journals: 88
- Publications in international journals: 32 (this is the closest match in the sheet to "peer-reviewed journals with an international index")
- Speeches at local conferences: 19
- Speeches at international conferences: 38
- Other scientific/research indicators: 26

So, in participation terms, conference activity is higher internationally (38) than locally (19), and international journal publications are 32 over the same 5-year window.

- **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.);

The programme reports:

- New academic staff: 6
- Academic staff who left: 3
- Academic staff turnover rate: 15.38%
- Retention: 83.33%

For invited staff:

- New invited staff: 5
- Invited staff who left: 1
- Invited staff turnover rate: 14.29%
- Retention: 80%

Overall, turnover is reported as moderate and fairly similar between academic and invited staff ( $\approx 15\%$  vs  $\approx 14\%$ ), with retention around 80–83%.

- **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;

Announced places (per year)

- 2020: 30
- 2021: 25
- 2022: 25
- 2023: 35
- 2024: 35

Applicants (total) and “first three choices”

- Total applicants: 354 (2020), 397 (2021), 466 (2022), 554 (2023), 372 (2024)
- Applicants (first three choices): 42 (2020), 48 (2021), 63 (2022), 74 (2023), 36 (2024)

Enrolled individuals

- 2020: 13
- 2021: 9
- 2022: 25
- 2023: 34
- 2024: 7

This indicates very strong intake in 2022–2023 (near or at capacity), and a notably smaller intake in 2024 relative to the announced places.

Student progression by academic year (cohort-based: first → fifth admission)

The sheet tracks each admission cohort through academic years. In general:

- Cohorts maintain relatively high continuity from Year 1 to Year 2, then gradually decrease through Years 3–4 (where data exists).
- Reported terminated status and suspended status exist across cohorts (with the largest suspended count shown in the third admission cohort).

Graduates (where applicable)

Graduates are reported for later cohorts:

- Second admission: 8
- Third admission: 10
- Fourth admission: 10
- Fifth admission: 5

Finally, the programme reports 59 students with active status at the time of this sheet.

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

In the post- accreditation period, the development of the educational programme has been carried out by ensuring its alignment with legislative amendments in the field of higher education and through the application of mechanisms defined by the

University's quality assurance system. In this regard, particular attention has been paid to responding to the amendments introduced to the "Rules for Calculating Higher Education Programmes in Credits," approved by Order No. 3 of the Minister of Education and Science of Georgia dated 5 January 2007.

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

	Standard	Evaluation
<b>1.</b>	<b>1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme</b>	<b>Substantially</b>
1.1	<a href="#">Programme Objectives</a>	Complies
1.2	<a href="#">Programme Learning Outcomes</a>	Complies
1.3	<a href="#">Evaluation Mechanism of the Programme Learning Outcomes</a>	Substantially
1.4	<a href="#">Structure and Content of Educational Programme</a>	Substantially
1.5	<a href="#">Academic Course/Subject</a>	Complies
<b>2.</b>	<b>Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering</b>	<b>Complies</b>
2.1	<a href="#">Programme Admission Preconditions</a>	Complies
2.2	<a href="#">The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills</a>	Substantially
2.3	<a href="#">Teaching and Learning Methods</a>	Complies
2.4	<a href="#">Student Evaluation</a>	Complies
<b>3.</b>	<b>Student Achievements and Individual Work with Them</b>	<b>Complies</b>
3.1	<a href="#">Student Consulting and Support Services</a>	Complies
3.2	<a href="#">Master's Student Supervision</a>	Select Appropriate
<b>4</b>	<b>Providing Teaching Resources</b>	<b>Substantially</b>
4.1	<a href="#">Human Resources</a>	Substantially
4.2	<a href="#">Qualification of Supervisors of Master's Student</a>	Select Appropriate
4.3	<a href="#">Professional Development of Academic, Scientific and Invited Staff</a>	Substantially
4.4	<a href="#">Material Resources</a>	Substantially
4.5	<a href="#">Programme/Faculty/School Budget and Programme Financial Sustainability</a>	Complies
<b>5</b>	<b>5. Teaching Quality Enhancement Opportunities</b>	<b>Complies</b>
5.1	<a href="#">Internal Quality Evaluation</a>	Complies
5.2	<a href="#">External Quality Evaluation</a>	Complies
5.3	<a href="#">Programme Monitoring and Periodic Review</a>	Complies

## **Guidelines and Standards (See link)**

[Accreditation Standards for Higher Education Programmes](#)

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

[Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor](#)

[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

## 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 HEI. 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.

#### 1.1 Programme Objectives

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

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

The programme clearly articulates its objectives in structured, understandable language. It outlines specific goals such as preparing competitive graduates, developing practical skills (e.g., systems design, networking, database administration), and fostering lifelong learning and professionalism. These statements are clear and realistic within the context of a bachelor's degree in Information Technologies; they reflect achievable educational targets at the undergraduate level with practical application focus. This meets the expectation that programme aims are explicit and feasible.

The programme is developed according to the Sectoral Benchmark in Information and Communication Technologies (ICTs) and aligned with the National Qualifications Framework and relevant field classifier (“0612 – Database and Network Design and Administration”). This linkage ensures appropriateness for both the discipline and qualification level.

The programme objectives articulate knowledge areas, skill domains, and competence outcomes that students should achieve, consistent with Georgian accreditation requirements that programme objectives must reflect what graduates are expected to know and do.

While primarily focused on individual graduate outcomes, the objectives implicitly address contribution by preparing competitive professionals capable of contributing to organizational efficiency and technological innovation.

The programme objectives are declared to be aligned with the mission, goals, and Strategic Development Plan of David Aghmashenebeli University of Georgia.

Stakeholder involvement is explicitly noted — objectives were developed with participation from students, graduates, and employers, informed by external expert and comparative programme analysis. The statement also references local labour needs and international trends.

The programme identifies preparation for both local and international labour markets, suggesting an international perspective. These objectives and accompanying learning outcomes are publicly accessible. This stakeholder engagement approach indicates

that programme goals are collectively understood and supported, aligning with accreditation expectations for shared ownership among academic staff and wider constituency.

### Evidences/Indicators

- Self-evaluation;
- Bachelor’s Educational Program in Information Technologies
- The University Mission;
- The University website: [www.sdasu.edu.ge](http://www.sdasu.edu.ge)
- Interview

### Recommendations:

- Proposal(s), which should be considered by the HEI, the programme to meet the requirements of the standard

### Suggestions for the Programme Development

- Non-binding suggestions for programme development

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">1.1 Programme Objectives</a>	Complies

### 1.2 Programme Learning Outcomes

➤The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➤Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

The learning outcomes are explicitly tied to the programme's aims — covering core knowledge domains (e.g., algorithmic understanding, tools and technologies), key skills (problem analysis, communication, systems administration), and aspects of responsibility/autonomy (ethical decision-making, professional development). These outcomes reflect what students are intended to know, be able to do and assume responsibility for upon completion.

The LOs are written in observable and measurable terms (e.g., identifies, examines, analyses, carries out, defines), enabling assessment through assignments, projects, and evaluations.

The LOs are aligned with Level 6 of the National Qualifications Framework (NQF) — appropriately reflecting autonomy, analytical capacity and problem-solving associated with a bachelor's degree. They correspond to competencies expected in “Database and Network Design and Administration” and the broader field of Information and Communication Technologies.

The programme learning outcomes are aligned with the NQF Level 6 descriptor, which defines expected knowledge breadth, skills depth and cognitive autonomy for bachelor's programmes.

The learning outcomes emphasize both professional practice skills (e.g., systems analysis, technology implementation) and metacognitive competencies (e.g., planning professional development), which are relevant to labour market needs and continuing education. These outcomes equip graduates with skills demanded by employers (e.g., problem solving, communication, systems administration) and the capacity for further study (e.g., graduate programmes), aligning with accreditation expectations on graduate employability and professional pathways.

The LOs reflect specific attributes of information technologies (IT) — including algorithmic understanding, software and hardware tools, system integration and network problem solving — which are consistent with the demands of the ICT labour market.

The programme information indicates academic staff and stakeholders (e.g., employers, graduates) contributed to the development of the LOs. Within the bachelor programme itself, learning outcomes show progressive complexity appropriate for a Level 6 qualification. The academic and invited staff ensure that learning outcomes are communicated to relevant stakeholders.

## Evidences/Indicators

- Self-evaluation;
- Bachelor’s Educational Program in Information Technologies
- The University website: [www.sdasu.edu.ge](http://www.sdasu.edu.ge)
- Interviews

## Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

## Suggestions for the Programme Development

- Non-binding suggestions for programme development

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">1.2 Programme Learning Outcomes</a>	Complies

## **1.3 Evaluation Mechanism of the Programme Learning Outcomes**

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle 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 Education Programme's Compliance with the Requirements of the Component of the Standard**

The described mechanism specifies a biennial cycle for analysing learning outcome assessment data. The programme director and QA Service collaboratively collect and

analyse assessment information and report findings. This reflects consistency and transparency in evaluation processes.

The programme uses **direct and indirect assessment methods** aligned with recognized approaches (drawing from “Mechanisms for Assessing the Learning Outcomes of Education Programmes” and international practice). Direct methods include analysis of student performance in 7 key courses mapped against programme outcomes.

The indirect assessment process and plan are missing. Despite the program uses 7 courses, it is unclear where each outcome is assessed.

The process description mentions discussion with employers as part of QA review.

The programme has defined target benchmarks for learning outcomes (e.g., 60% of students receiving  $\geq 71\%$  on assessments). Performance data are analysed against these benchmarks.

The documentation and interview imply that academic and invited staff are familiar with the procedures and participate in discussions about assessment data. The staff are guided by institutional QA processes and use standard methodologies. The described process includes presentation of analysis to programme teams, QA Service, and administrative units.

The process explicitly uses results to inform **quality assurance responses**, including changes to programme content, teaching/learning methods and resources. The conclusion of the analysis includes recommendations for consultation with instructors and programme enhancement.

### **Evidences/Indicators**

- Self-evaluation;
- Bachelor’s Educational Program in Information Technologies
- Mechanism for assessing the Programme Learning Outcomes;
- Curriculum Map of Programme Learning Outcomes and Target Benchmarks.
- Interviews

### **Recommendations:**

- It is recommended to develop a clear plan and implementation of indirect assessment. The program identify 7 courses for outcomes direct assessment but didn't identify which outcome in which course will be assessed. It is recommende to specify that.

### Suggestions for the Programme Development

- It is suggested to strengthening stakeholder engagement and building staff capacity.

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">1.3 Evaluation Mechanism of the Programme Learning Outcomes</a>	Substantially

### **1.4. Structure and Content of Education Programme**

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

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

The programme was developed in full accordance with the institution's internal methodology for planning, developing and enhancing educational programmes, including all procedural steps from stakeholder feedback to curriculum map and syllabus development.

The programme comprises 240 ECTS credits over four academic years (eight semesters), including a balanced mix of contact and independent study, internship and bachelor's thesis. The credit volume aligns with the typical **bachelor's level workload**, demonstrating appropriate content depth and complexity.

The programme uses **240 ECTS**, defined in terms of workload (1 credit = 25 hours; 240 credits = 6000 hours), and includes structured sequence of theoretical and practical components.

The programme demonstrates specific content tailored to *Information Technologies*, with compulsory courses in core areas and elective courses allowing students to pursue depth in specialised topics.

The curriculum structure (core, elective, free components) logically supports the development of competencies required for the **Bachelor of Information Technologies qualification**. Learning outcomes are clearly linked to course content and ECTS.

Although the programme does not specify formal “concentrations”, the mapping of course learning outcomes to overall programme outcomes ensures **logical consistency**. Each module contributes to programme-level outcomes through curriculum mapping.

The curriculum demonstrates a **logical sequence of course progression**, with prerequisites for sub-sequent components appropriately defined. Compulsory and elective courses build systematically from foundational knowledge toward advanced skills and application.

The documentation states that best local and international practices were considered during programme development. The description notes consideration of best *international practices* in programme design and structure; however, specific features tied to internationalisation (e.g., international case studies, mobility opportunities, global standards integration) are implied rather than detailed.

The programme design process involved a range of stakeholders, including academic staff, administrators, and best practice input. Student, employer and alumni involvement should be confirmed if included formally, but the process already reflects stakeholder input. The program information is publicly available.

As per the the order by Minister of Education and sciences, , the Georgian language must be added as mandatory course. . The program has English course required but with meeting with students, they ask for more English course to be added so they can better prepared for the market, hence w e suggest adding a second English language course as required.

## **Evidences/Indicators**

- Self-evaluation;
- Bachelor’s Educational Program in Information Technologies
- Methodology for planning, elaborating and enhancement of educational programs;
- The University website: [www.sdasu.edu.ge](http://www.sdasu.edu.ge)
- Syllabi

**Recommendations:**

- It is recommended to add Georgian language to the curriculum as required component .

**Suggestions for the Programme Development**

- It is suggested to add a second English course as required course.

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#"><u>1.4 Structure and Content of Educational Programme</u></a>	Substantially

**1.5. Academic Course/Subject**

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

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

The curriculum map provided by the university demonstrates a structured alignment between the learning outcomes of individual courses and the programme learning outcomes of the Bachelor’s Programme in Information

Technology. The mapping indicates that courses in the main field of study contribute to the progressive development of knowledge and skills required for the qualification. However, while alignment is clearly stated, limited explicit evidence (e.g., detailed CLO–PLO mapping matrices with levels of contribution) is presented to fully demonstrate the depth and systematic implementation of constructive alignment.

The syllabi confirm that the content of each academic course corresponds to its declared learning outcomes. The course learning outcomes are formulated in line with the National Qualifications Framework (NQF) Level 6 descriptors and reflect appropriate levels of knowledge and skills for first-cycle higher education. The logical consistency between course content and intended outcomes is evident across the reviewed documentation.

The allocation of credits, as well as the distribution of contact and independent study hours, is clearly specified in both the curriculum and course syllabi. The university indicates that this allocation is determined according to the nature of the course and its learning outcomes. While this suggests consideration of course-specific requirements, more explicit justification of workload in line with ECTS principles (e.g., 25–30 hours per credit) and evidence of validation (such as benchmarking or systematic workload analysis) would further strengthen this aspect. Similarly, although the ratio between contact and independent hours is described as appropriate, limited analytical evidence is provided to demonstrate how this balance consistently supports the achievement of learning outcomes across different types of courses (e.g., theoretical vs. practical/laboratory-based).

Assessment methods outlined in the syllabi include a variety of tools such as examinations, assignments, projects, and practical tasks. These are generally appropriate to the nature of the courses and intended learning outcomes. The university states that each course learning outcome is assessed; however, the documentation provides limited explicit mapping between specific assessment components and individual learning outcomes. The inclusion of detailed assessment – learning outcome matrices or rubrics would provide stronger evidence that every learning outcome is systematically and adequately evaluated.

The compulsory literature and other teaching and learning resources listed in the syllabi are aligned with course learning outcomes and are reported to reflect current

developments in the field of information technology. This indicates an effort to ensure relevance and support the achievement of programme learning outcomes. Nevertheless, more concrete evidence regarding the recency, diversity (e.g., inclusion of international scientific sources and journals), and accessibility of these resources would further substantiate their adequacy.

Quality assurance of course design and delivery is supported through internal mechanisms, including semester-based surveys of students and academic staff, as well as monitoring of student performance. These processes contribute to verifying the alignment between learning outcomes, content, workload, and assessment. However, clearer evidence of how feedback systematically informs course improvement and revision would enhance confidence in the continuous improvement cycle.

Overall, the academic courses within the programme are generally well-structured and aligned with programme learning outcomes.

### **Evidences/Indicators**

- Self-evaluation;
- Bachelor's Educational Programme
- course syllabi.
- Interviews

### **Recommendations:**

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

### **Suggestions for the Programme Development**

- Non-binding suggestions for programme development

### **Evaluation**

Please, evaluate the compliance of the programme with the component

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<b>Component</b>	<b>Evaluation</b>
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## 2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

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

Applicants who want to study in the Information Technologies program at the David Aghmashenebeli University of Georgia in National Exams must receive more than 25% of the maximum score in the Georgian Language and Literature exam. In a foreign language exam, they must receive more than 20% of the maximum score. This is necessary because the Information Technologies program includes professional English courses, which require an appropriate level of English competence. Based on the test results, the student's English level is identified. Therefore, the student will continue studying English from the appropriate level. The program includes three levels of General English courses. For the required subjects, applicants can choose either Mathematics or Physics. In Mathematics, the applicant must score more than 20% of the maximum score. In Physics, the minimum requirement is more than 25%.

It would be advisable to improve the admission requirements by making English language a mandatory subject in the national entrance exams. At the same time, it should be noted that the university's admission requirements are clearly defined, publicly available, and accessible to all applicants.

### Evidences/Indicators

- Educational Program;
- Self-evaluation;
- University Web page;

- Interview results;

### Recommendations:

- N/A

### Suggestions for the Programme Development

- It is suggested that the English language exam become mandatory.

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">2.1 Programme Admission Preconditions</a>	Complies

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

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

The university demonstrates a clear commitment to supporting the development of students' practical, scientific/research, and transferable skills. Periodic university-level student conferences are organized, and students are encouraged to participate in joint conferences conducted in cooperation with other higher education institutions in Georgia. In addition, extracurricular initiatives — including literary, cultural, intellectual, sports, and charity activities — contribute to the development of transferable and social skills.

The Bachelor Program in Information Technologies is designed in alignment with international standards and aims to prepare competitive specialists for the labor market. The program learning outcomes appropriately include both field-specific competencies and practical and transferable skills.

The curriculum structure formally supports these objectives. The free component (60 ECTS credits) contributes to the development of transferable skills. The internship component (10 ECTS credits) provides opportunities for practical skill development in a professional environment. The Bachelor Thesis (10 ECTS credits) enables students to

implement a project on a relevant topic in Information Technology under academic supervision and to present the results, thereby supporting analytical and research skills.

However, based on the interviews conducted during the evaluation process, it was identified that students of the program have limited experience in participation in international projects and scientific research projects. Their involvement appears to be limited to several local conferences. This indicates that, while the curriculum formally includes elements aimed at developing research and practical skills, the level of internationalization and research engagement remains insufficient.

In order to fully achieve the stated learning outcomes and strengthen students' academic and professional competitiveness, it is essential to enhance student participation in international projects, research initiatives, and international academic events. Greater integration into international academic networks and research collaborations would significantly improve the quality and impact of this component.

#### **Evidences/Indicators**

- Educational Program;
- Self-evaluation;
- Documentation;
- Interview results;

#### **Recommendations:**

- It is recommended to increase students' participation in international and research projects. The program should strengthen international partnerships and support student involvement in international conferences and research activities to improve their practical and scientific skills.

#### **Suggestions for the Programme Development**

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component</b>	<b>Evaluation</b>
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2.2. The Development of Substantially practical, scientific/research/creative/performing and transferable skills

**2.3. Teaching and Learning Methods**

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

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The Bachelor Program in Information Technologies applies student-centered teaching and learning methods that are appropriate to the level of study and aligned with the program learning outcomes. The selected methods support the development of professional knowledge, practical skills, responsibility, and autonomy expected at the Bachelor level. The program uses a variety of teaching approaches, including interactive lectures, seminars, group work, practical assignments, and e-learning methods. These approaches incorporate activities such as case studies, collaborative tasks, discussions and debates, brainstorming, written assignments, demonstrations, and problem- and research-based learning. The diversity of methods ensures that students are actively involved in the learning process. Teaching methods are selected according to the specific objectives and content of each course component. In several cases, a combination of methods is used to enhance student engagement and improve learning effectiveness. This approach supports not only the acquisition of theoretical knowledge but also the development of analytical, practical, and transferable skills.

The achievement of learning outcomes is ensured through the systematic alignment of teaching methods, learning activities, and assessment strategies. Each course integrates appropriate forms of assessment that directly correspond to the intended learning outcomes, allowing for their measurement and verification. Continuous assessment, constructive feedback, and student performance monitoring mechanisms are actively used to support the learning process and to ensure that students progressively achieve the expected outcomes.

Overall, the teaching and learning methods applied within the program are consistent with the Bachelor level requirements, correspond to the learning outcomes defined in the syllabi, and contribute to achieving the intended program outcomes.

**Evidences/Indicators**

- Educational Program;
- Self-evaluation;
- Syllabi;
- Interview results;

**Recommendations:**

- N/A

**Suggestions for the Programme Development**

- N/A

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">2.3. Teaching and learning methods</a>	Complies

**2.4. Student Evaluation**

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

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

Based on the analysis of the submitted documentation and interviews conducted with relevant stakeholders, it has been determined that student assessment within the Bachelor’s Program in Information Technologies is regulated and implemented in compliance with the institutional “Regulation on the Administration of the Educational Process.” The regulation is aligned with Order No. 3 of January 5, 2007, of the Minister of Education and Science of Georgia, “On the Approval of the Rule for Calculating Higher Educational Programs in Credits,” thereby ensuring consistency with national legislative requirements.

The evaluation process is structured and transparent. At the outset of each course, academic staff provide students with comprehensive information regarding the

teaching and learning approaches, assessment system, evaluation criteria, and the distribution of points. The review of course syllabi confirmed that assessment methods, components, and grading criteria are clearly defined and communicated in advance. Student achievement of learning outcomes is assessed through a 100-point grading system. The allocation of credits is contingent upon obtaining one of the positive grades prescribed by the grading scale: A (91–100), B (81–90), C (71–80), D (61–70), or E (51–60). Negative grades are defined as FX (41–50) and F (40 or below).

Course assessment comprises two principal components: interim assessment and final assessment. The minimum competency threshold for the interim assessment is established at 21 points. The minimum competency threshold for the final examination is defined as 50% of the maximum possible score for the final exam. The evaluation framework therefore incorporates clearly defined minimum performance standards for both continuous and summative assessment.

The Bachelor's thesis is evaluated based on the cumulative scores awarded by the reviewer and the members of the public defense committee. This approach ensures that both the quality of the written work and the student's performance during the defense are duly considered.

The analysis of individual syllabi further confirms that the assessment forms, methods, components, and distribution of points are aligned with the specific characteristics of each course and correspond to the intended learning outcomes. The established assessment framework provides a mechanism for measuring the extent to which learning outcomes have been achieved.

Academic/Invited staff provide students with feedback on assessment results, including identification of strengths and areas requiring further improvement. Students have access to their academic performance and assessment-related information through the educational process management system (ini.ge), which enhances transparency and accessibility of information.

In cases where a student receives a grade of FX, the Regulation on the Administration of the Educational Process grants a one-time opportunity to take an additional examination. The additional examination is scheduled no earlier than five days after the official announcement of assessment results, thereby ensuring procedural fairness and adequate preparation time.

Interviews with students indicate that, although they have not had practical experience in utilizing the assessment appeal mechanism, they are informed about the existing procedures and mechanisms for appealing assessment results. Overall, the assessment system is formally regulated, transparent, and aligned with both institutional and national requirements.

### **Evidences/Indicators**

- Bachelor's Educational Program in Information Technologies;
- Program Syllabi;

- Regulation of the Learning Process (Article 15. Student Achievement Assessment System).
- University Website.
- Interview Results;

**Recommendations:**

- -

**Suggestions for the Programme Development**

- -

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">2.4. Student evaluation</a>	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 involvement in local and/or international projects; proper quality of scientific guidance is provided for master’s student.

**3.1 Student Consulting and Support Services**

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

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

The provision of information to students regarding the educational program, individual courses, syllabi, examination procedures, and other matters related to the academic process is organized in a structured and systematic manner. At the beginning of each academic year, formal informational meetings are conducted with the involvement of academic and invited personnel, the Head of the Program, the Academic Process Management Service, and the Student Career Development and

Alumni Employment Support Center. This coordinated approach ensures that students are comprehensively informed about academic requirements, institutional regulations, and procedural matters.

In parallel, the university employs an electronic academic process management system (Ini.ge), which provides students with continuous access to information related to assessment results, grading, course-related updates, and other academic process-related issues. The utilization of this digital platform enhances transparency, traceability, and timely communication between the institution and students. The institution has established a mechanism for individualized academic support. In accordance with their identified needs, students are entitled to receive individual consultations with relevant academic/invited personnel upon prior agreement. This practice is institutionally embedded and reflected in the staff workload distribution model. Career development services are delivered through the Career Development and Alumni Employment Support Center, which operates as a dedicated structural unit. The Center systematically organizes orientation days, workshops, training sessions, individual consultations, public lectures, conferences, and masterclasses aimed at supporting students' professional and academic development. In particular, during the period 2023–2025, the university organized or actively supported a wide range of extracurricular and academic activities, including public lectures on topics such as global security challenges and counter-terrorism, the role of language and bias in shaping media narratives, economic transformation processes in Georgia, effective communication strategies, cyber manipulation and victimization, and contemporary human rights protection challenges.

In addition, specialized workshops were conducted on academic writing and peer review, with a focus on publishing in high-quality international journals. Within the framework of ongoing projects, working meetings addressed issues such as strengthening accountability in the security sector through effective civil society oversight. The university also organized a roundtable discussion dedicated to its strategic development priorities for 2024–2030.

Furthermore, students are offered opportunities to participate in student scientific conferences as well as interdisciplinary international scientific-practical conferences. Training and masterclass opportunities are also available within the framework of international initiatives, including Erasmus+ projects. These activities cover topics such as the development and management of Erasmus+ projects, access to and effective use of electronic scientific databases, publication opportunities in open and hybrid access journals, modern approaches to academic writing and publishing, and contemporary teaching and learning methodologies.

The Center further ensures continuous dissemination of information regarding current vacancies and maintains active engagement with potential employers through the organization of thematic events and networking initiatives. These activities demonstrate a structured and proactive approach to aligning academic outcomes with labor market demands.

The university also facilitates and encourages student participation in inter-university conferences conducted in cooperation with higher education institutions across Georgia. Such engagement contributes to the enhancement of students' academic,

research, and presentation competencies, while promoting academic collaboration and knowledge exchange. Interviews conducted with students and alumni confirm that communication mechanisms function effectively in practice. Respondents report regular access to information regarding institutional developments and affirm that they receive adequate academic and administrative support. The overall findings indicate the existence of a coherent and institutionally embedded student support system integrating academic guidance, administrative assistance, and career development services.

### Evidences/Indicators

- Mechanisms for Supporting Students' Career Development and Graduate Employment;
- Regulation of the Sports and Youth Affairs Office;
- Student Support Policy for Students with Special Educational Needs (SEN);
- Regulation of the Public Relations and Internationalization Office;
- Support Mechanisms for Socially Vulnerable Students and Accessibility of Tuition Fees;
- List of Events/Activities Implemented at the University;
- Electronic Learning Process Management System;
- University Website.
- Interview Results;

### Recommendations:

- -

### Suggestions for the Programme Development

- -

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">3.1 Student Consulting and Support Services</a>	Complies

### 3.2. Master's Student Supervision

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

perform scientific supervision properly.

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

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

<b>Data related to the supervision of master's students</b>	
Number of master theses supervisors	
Number of master's students	
Ratio - supervisors of master's theses/master's students	

#### **Evidences/Indicators**

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

#### **Recommendations:**

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

#### **Suggestions for the Programme Development**

- Non-binding suggestions for programme development

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component</b>	<b>Evaluation</b>
<b><u>3.2. Master's Students Supervision</u></b>	Select Appropriate

#### 4. Providing Teaching Resources

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

##### 4.1 Human Resources

- 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 of appropriate competence.
- 

The Bachelor Program in Information Technologies is implemented by 21 academic staff members, including 6 professors and 15 associate professors. There are no assistant professors or assistants involved in the program. In addition, the program involves 9 visiting professors and 11 scientific staff. One international staff member is also involved. The program head has the required academic qualifications and experience in the field of Information Technology and is actively involved in the implementation and development of the program. However, the program head is not an affiliated staff member, which may create some risks for the long-term sustainability and stability of the program.

While the total number of academic personnel appears sufficient to ensure the implementation of the program, the structure of the academic staff raises certain concerns. The absence of assistant professors and assistants may negatively affect academic continuity, succession planning, and the involvement of early-career researchers in the program. A more balanced academic hierarchy would contribute to long-term sustainability.

Among the associate professors, only 7 have sectoral expertise and 6 hold a PhD in the relevant sectoral direction. This indicates that not all academic staff are fully aligned with the specific field of the program, which may impact the depth of field-specific

teaching and research integration. The program also involves 9 visiting staff members, including 3 with sectoral expertise and 2 holding relevant PhD qualifications. While invited personnel can enrich the program with practical experience, a relatively high dependence on visiting staff may pose risks to program stability and long-term academic development. Although 11 scientific staff members are involved, clearer evidence of their active integration into teaching and research activities within the program would strengthen the overall academic profile.

The workload of academic and invited staff is distributed in accordance with their academic positions and responsibilities. According to the data from the 2024–2025 spring semester, teaching loads range approximately from 2 to 10 hours per staff member, indicating a relatively balanced and flexible workload distribution. This allows academic staff to effectively combine teaching with research and professional activities, supporting the overall quality of the program.

Staff turnover indicators over the last five years demonstrate a moderate and relatively stable dynamic. The academic staff turnover rate is 15.38%, with a retention rate of 83.33%, while for invited staff the turnover rate is 14.29% and retention is 80%. These figures suggest a balanced level of staff renewal alongside institutional stability.

Overall, while the quantitative indicators demonstrate that the program meets minimum staffing requirements, improvements are needed in terms of staff structure, field-specific alignment, and sustainable academic development. Strengthening the involvement of sector-specific, research-active, and early-career academic staff would enhance the program’s quality and long-term stability.

<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>5</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>6</sup></b>	<b>Among them, the affiliated staff</b>
Total number of academic staff	21	11	9	7

<sup>5</sup> Staff implementing the relevant components of the main field of study

<sup>6</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

- Professor	6	-	-	6
- Associate Professor	15	7	6	1
- Assistant-Professor	0	-	-	-
- Assistant	0	-	-	-
Visiting Staff	9	3	2	—
Scientific Staff	11	-	-	—
Including International Staff	1	1	1	-

### Evidences/Indicators

- Educational Program;
- Self-evaluation;
- Program Quantitative Data, Annex 1;
- Staff documentation;
- Interview results;

### Recommendations:

- It is recommended to ensure that the program is staffed with academically qualified personnel who have relevant expertise in the specific field of Information Technology, in order to strengthen the quality and field alignment of the program;

### Suggestions for the Programme Development

- It is suggested that the program header become an affiliated staff member of the university. This would strengthen the long-term stability, sustainability, and effective management of the program.

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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#### 4.1 Human Resources

Substantially

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

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

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

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

<b>Number of supervisors of Master's theses</b>	<b>Thesis supervisors</b>	<b>Including the supervisors holding PhD degree in the sectoral direction</b>	<b>Among them, the affiliated staff</b>
Number of supervisors of Master's thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			—
Scientific Staff			—

#### **Evidences/Indicators**

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

#### **Recommendations:**

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

#### **Suggestions for the Programme Development**

- Non-binding suggestions for programme development

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">4.2 Qualification of Supervisors of Master's Students</a>	Select Appropriate

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

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

The university provides general support mechanisms for the professional development of academic, scientific, and invited staff. However, the analysis of the current situation indicates that this component requires further improvement. In particular, academic mobility activities are limited, and there is no evidence of systematic participation in international mobility programs. The number of scientific research grants obtained by academic staff is relatively low, which affects research productivity and international visibility.

Furthermore, international partnerships and collaborative research activities need to be strengthened. Expanding cooperation with foreign universities and research institutions would contribute to the professional growth of academic staff and improve the overall quality of the program.

The university conducts evaluation of academic and invited staff through established mechanisms (e.g., student evaluations, peer review, and administrative assessment). However, the analysis of evaluation results and their use for continuous improvement are not sufficiently systematic and require further strengthening.

Overall, while basic structures are in place, more active and strategic efforts are required to enhance academic mobility, increase participation in scientific grant projects, and develop sustainable international cooperation.

## Evidences/Indicators

- Educational Program;
- Self-evaluation;
- Staff documentation;
- Interview results;

## Recommendations:

- It is recommended to strengthen academic mobility, increase participation in international research grants, and develop stronger international partnerships to support the professional development of academic and scientific staff.

## Suggestions for the Programme Development

- N/A

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">4.3 Professional development of academic, scientific and invited staff</a>	Substantially

## 4.4. Material Resources

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

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

The programme is supported by a range of library, material, laboratory, informational, and digital resources that generally enable the achievement of its objectives and learning outcomes. These include library collections, appropriately equipped teaching auditoriums, conference facilities, computer centres with relevant software, and dedicated workspaces for academic and administrative staff. However, the availability of only one fully equipped computer laboratory raises concerns regarding the adequacy of resources in relation to the number of students and the practical requirements of the programme. In this regard, the expansion of laboratory infrastructure is recommended to better support teaching and learning activities.

The university demonstrates that the library fund, in both printed and digital formats, is regularly updated in line with developments in the field of information technology. This process is supported by quality assurance mechanisms, including periodic surveys coordinated by the Quality Assurance Service, which contribute to identifying needs and guiding resource development. While this indicates a functioning update mechanism, more detailed evidence on the frequency, scope, and systematic planning of updates would strengthen this aspect.

The library maintains the mandatory literature specified in course syllabi, as well as additional teaching and learning materials, including electronic resources. These resources appear to support the achievement of course and programme learning outcomes. Nevertheless, more explicit evidence regarding the sufficiency of copies, accessibility, and alignment with recent scientific publications would further substantiate compliance.

Modern scientific periodicals, digital resources, and international electronic library databases are available to students and staff, enabling access to current scientific knowledge and developments in the field. This contributes positively to students' exposure to contemporary research and supports the achievement of programme learning outcomes. However, the specific databases and their coverage are not clearly detailed in the documentation.

Material, laboratory, informational, and digital resources are reported to be accessible to both students and staff. The library staff actively supports users by providing guidance, organizing workshops, and assisting in accessing both physical and

electronic materials. Students are informed about the availability of resources and are introduced to the rules of their use, which reflects good practice in resource utilization.

The programme also benefits from access to external material and technical resources through students' practical training placements in partner organizations. This enhances the learning environment and provides additional opportunities for the application of acquired knowledge and skills.

The university indicates that digital and electronic resources are available to support teaching, learning, and assessment processes.

### **Evidences/Indicators**

- Documents confirming possession of infrastructure, technical equipment and book fund;
- Computer laboratories with relevant software;
- Compliance of the library's book and nonbook collections with the literature specified in the educational programme;
- Documents confirming involvement in international electronic library network;
- Tour visits

### **Recommendations:**

- It is recommended to expand the number of properly equipped computer laboratories, as the current provision is insufficient to fully support the practical and technical requirements of the programme.

### **Suggestions for the Programme Development**

- Non-binding suggestions for programme development

### **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component</b>	<b>Evaluation</b>
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#### **4.5 Programme/Faculty/School Budget and Programme Financial Sustainability**

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

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

The bachelor programme budget is intended to cover all operating costs, including academic and invited personnel compensation, the maintenance and upgrading of the material and technical base, literature acquisition, and program development and administration. Student tuition fees are the principal source of revenue. The overarching university budget covers expenses like internationalisation, business trips, scientific research, and publication. This financial model displays both the individual programs' self-sustainability and the institutional commitment of the university's overall revenue, ensuring their long-term viability.

The allocation of financial resources for the Programme is economically viable and aligns with its operational needs. The expected income of the programme is 150,750 GEL. The projected expenses are divided into the teaching cost (salary cost of academic and invited personal) – 50,688GEL, Scientific and academic development expenses – 58,000 GEL and program other expenses – 42,062 Gel. The mechanisms of financial support to facilitate the implementation of research by academic and research staff, including 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, development of scientific-research/artistic infrastructure is supported from the Faculty and University budgets.

#### **Evidences/Indicators**

- Programme Self-Assessment Report;
- Budget of the Bachelor's Program in Information Technologies 2025;
- Expert Panel's meeting with the dean of the faculty and head of the programme;

- Expert Panel’s meeting with academic and invited staff;
- Expert Panel’s meeting with representatives of quality assurance service.

**Recommendations:**

- None

**Suggestions for the Programme Development**

- None

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability</a>	Complies

**5. Teaching Quality Enhancement Opportunities**

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

**5.1 Internal Quality Evaluation**

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

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

The issues related to the internal quality assurance at LLC David Aghmashenebeli University of Georgia are coordinated by the University Quality Assurance Service together with the representatives of Quality Assurance at University Faculties on the basis of the "Provision of Quality Assurance Service" approved by the Protocol of the Academic Council of David Aghmashenebeli University of Georgia, dated December 20,

2017. According to the mentioned document, the Internal Quality Assurance Service of LLC David Aghmashenebeli University of Georgia carries out the evaluation of the quality of the programme within the framework of the undergraduate programme.

The Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) program development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the program.

The Quality Assurance Service and the Faculties at David Aghmashenebeli University of Georgia are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as - satisfaction with educational programs, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.

The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented programme was carried out. In order to fully achieve the learning outcomes provided by the programme, programme managers and academic staff were consulted and given specific recommendations that were taken into account during the program development process.

The self-evaluation report shows that the University conducts an educational programme's evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for programme development, also on international level, and implements them in the programme. The Quality Assurance Service and the staff involved in the self-evaluation report elaboration process worked not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them, which is confirmed by a comprehensive overview as a part of the self-evaluation report and by meetings with stakeholders and relevant reporting protocols.

Various events and training activities are conducted by the Quality Assurance Service to develop the curriculum and improve the teaching process at the University. The

Quality Assurance Service presented the list of activities / training events conducted to improve existing programmes at the University.

The quality assurance policy – Provision of Quality Assurance Service and Methodology for Planning, Designing and Developing Educational Programmes – is accessible to the public on the HEI's website.

### **Evidences/Indicators**

- Educational programme in Information Technologies;
- Programme Self-Assessment Report;
- Provision of Quality Assurance Service;
- Methodology for Planning, Designing and Developing Educational Programs;
- Quality Assurance Service Researches;
- Market research;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the programme.

### **Recommendations:**

- None

### **Suggestions for the Programme Development**

- None

### **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component</b>	<b>Evaluation</b>
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**5.1 Internal  
quality  
evaluation**

Complies

**5.2 External Quality Evaluation**

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

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

LLC David Aghmashenebeli University of Georgia uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programmes. Based on the recommendations and advices received on the other educational programmes, the University provides development and refinement of the educational programme in Information Technologies.

The external evaluation of the programme is carried out by employers and independent experts (including international) in the development of programme learning outcomes and programme content and structure. Also, the programme was evaluated by the graduates of the programme in terms of researching the competencies and skills needed for the modern employment market.

The recommendations obtained as a result of the evaluation were taken into account when modifying the educational programme in Information Technologies.

**Evidences/Indicators**

- Educational programme in Information Technologies;
- Programme Self-Assessment Report;
- Provision of Quality Assurance Service;
- Methodology for Planning, Designing and Developing Educational Programs;
- External Evaluation Results;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;

- Expert Panel’s meetings with students, graduates and employers of the programme.

**Recommendations:**

- None

**Suggestions for the Programme Development**

- None

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">5.2. External Quality Evaluation</a>	Complies

**5.3 Programme Monitoring and Periodic Review**

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

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

The Quality Assurance Service of the LLC David Aghmashenebeli University of Georgia has developed mechanisms for monitoring, evaluating and improving educational programs. The evaluation of the implementation of the educational programme is mainly done by surveying students, graduates, employers, academic and invited staff and monitoring the learning process. At the end of each semester, the Quality Assurance Service evaluates courses and lecturers through questionnaires based on student surveys (the survey is available through the electronic system). Student satisfaction with the course is analyzed and obtained results are processed for further refinement of the program.

The involvement of stakeholders in the process of developing the educational programme is confirmed. The institution submitted protocols of meetings with the staff elaborating the programmes and employers’ assessment of the educational

programme, which describes the evaluations of participants and their recommendations and suggestions. Involvement in this process is confirmed by all stakeholders during meetings with the Expert Panel; they named specific cases of consideration of the recommendations made by them to the programme manager.

According to the programme quality assurance mechanisms, the quality assurance representatives attend lectures /practical trainings for monitoring, analyze the students' academic performance and develop relevant recommendations for the improvement of the educational program or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. The programme uses developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching and the study process.

The Quality Assurance Service monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. The evaluation results are used by the University administration to improve educational Programmes and the academic process. The university provided the results of the analysis of the academic performance of the students to ensure that the mechanism is established and evaluation of programme outcomes is carried out. Based on the analysis of the evaluation results, the programme and/or evaluation system is modified / adapted to ensure its renewal.

One of the quality assurance mechanisms for the David Aghmashenebeli University of Georgia is the systematic assessment of the quality of professional development of the academic and invited staff of the University, which is reflected in the submission of annual or semester reports by them. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracted local or international grants, etc. Although the mentioned activity is confirmed by the interviews with the stakeholders and from the part of CV's of the academic staff. The institution also presented separate information about academic and scientific research activity.

In the process of programme self-evaluation, the programme was benchmarked against similar programmes available at foreign universities, which is confirmed by relevant meetings with the Expert Panel. The results of all this analysis are not only documented, but led to major shifts and improvements in the educational programme in Information Technologies.

## Evidences/Indicators

- Educational programme in Information Technologies;
- Programme Self-Assessment Report;
- Provision of Quality Assurance Service;
- Methodology for Planning, Designing and Developing Educational Programs;
- Quality Assurance Service Researches;
- Benchmark document with similar programs of foreign universities;
- Expert Panel's meeting with the head of the programme;
- Expert Panel's meeting with academic and invited staff;
- Expert Panel's meeting with representatives of quality assurance service;
- Expert Panel's meetings with students, graduates and employers of the programme.

## Recommendations:

- None

## Suggestions for the Programme Development

- None

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<a href="#">5.3. Programme monitoring and periodic review</a>	Complies

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel

**Seifedine Kadry,**   
**Accreditation Expert Panel Members**

**Lia Kurtanidze,** 

**Lia Kharebava,** 

**Ilia Botsvadze,** 