Annex No. 3

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian language preparation educational programme

Computer Science and Artificial Intelligence, Bachelor's Studies

Business and Technology University

Evaluation Date: 17 March 2026

Report Submission Date: 08 May 2026

Tbilisi

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Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	Business and Technology University LLC
Identification Code of Institution	405155638
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Seifedine Kadry, LAU Lebanon, Noroff Norway
Member (Name, Surname, HEI/Organisation, Country)	Nani Arabuli, Georgian Technical University, Georgia.
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[1] 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)	კომპიუტერული მეცნიერება და ხელოვნური ინტელექტი
Name of Higher Education Programme (in English)	Computer Science and Artificial Intelligence
Level of Higher Education/programme	Bachelor's Studies
Qualification to be Awarded[2]	Bachelor of Computer Science
Name and Code of the Detailed Field	Software and Applications Development and Analysis - 0613 (Computer Science - 0613.1.2)
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	
Language of Instruction	English
Number of ECTS credits	180
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	New
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)	

[2] 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.

[3] 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 program is an English-language counterpart of the Georgian bachelor's program *"Computer Science and Artificial Intelligence,"* which was accredited in 2024. Following accreditation, an external evaluation confirmed that all recommendations of the Accreditation Council were successfully implemented. In 2025, the program also received cluster accreditation. The program was internally initiated, reviewed for feasibility, and formally approved by the Academic Council of the Business and Technology University. It is a Level I (Bachelor's) program leading to the qualification *Bachelor of Computer Science* (code 0613). Admission requires completion of general education and success in national exams (or alternative legal pathways), along with proof of English proficiency at minimum B1 level. Student mobility is supported in line with Georgian legislation and institutional credit recognition rules. The program comprises 180 ECTS credits over 3 years (6 semesters), with a standard workload of 60 ECTS per year. Its structure includes mandatory and elective components within the major field, as well as free elective components. The language of instruction is **English**.

▪ Overview of the Accreditation Site Visit

The evaluation of the program was carried out on March 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 March 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 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, 1.4, 1.5 Substantially Complies with Requirements
- Substandard 1.3 Complies with Requirements

Standard 2: Complies with Requirements

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

Standard 3: Complies with Requirements

- Substandard 3.1 Complies with Requirements

Standard 4: Complies with Requirements

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

Standard 5: Complies with Requirements

- Substandard 5.1 – 5.3 Complies with Requirements

▪ Recommendations

1.1 Programme Objectives

It is recommended to revise the objective "participating in creating new products in Artificial Intelligence" to "Graduates will be prepared to contribute to the development of innovative Artificial Intelligence products and solutions".

1.2 Programme Learning Outcomes

-It is recommended to remove "android interfaces" from the first outcome.

-It is recommended to revise outcome 5 "Analyzes requests of a client, a given task, and works out the ways to a solution" to "Analyzes simulated requests of a client, a given task, and works out the ways to a solution".

-It is recommended to replace verbs of lower cognitive complexity (e.g., knowledge and understanding) with verbs that reflect higher-order cognitive skills.

1.4 Structure and Content of Educational Programme

It is recommended to add a security course or topics across the curriculum as required.

1.5. Academic Course/Subject

Some topics in the syllabi are not found in the literature of the course, for example, in the "Artificial intelligence and Machine Learning", the topics on Blockchain and IOT are not found in the literature of the course.

-It is recommended to check the topics against the literature.

2.1 Programme Admission Preconditions

It is recommended to include in the program the list of subjects that applicants are required to pass within the Unified National Examinations.

▪ Suggestions

1.1 Programme Objectives

It is suggested to increase the engagement of additional external stakeholders.

1.2 Programme Learning Outcomes

It is suggested to increase the engagement of additional external stakeholders.

1.5. Academic Course/Subject

-It is advisable to rename and adjust the topics of "Artificial intelligence and Machine Learning" to be pure "Machine Learning", "Machine Learning (Deep Learning)" to be pure "Deep Learning".

-It is advisable to change the prerequisite of the Data Protection course to a more appropriate one.

4.3 Professional Development of Academic, Scientific and Invited Staff

Increase the internal grant budget to allow more than one academic staff member to receive funding per year, which would boost motivation, expand research activities, and support long-term program development.

- **Brief Overview of the Best Practices (if applicable)**[4]

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

The expert team would like to thank the university for its well-reasoned position. As a result, we moved the first two recommendations in 1.5 to suggestions, while the others remained unchanged.

- **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 students to supervisors; supervisors' workload scheme;

    The programme is delivered by a total of 31 academic staff, including 11 Professors, 13 Associate Professors, and 7 Assistant Professors, with 8 staff holding PhD degrees in the sectoral direction and a subset being affiliated members. In addition, the programme is supported by 26 visiting staff, of whom 13 possess sectoral expertise and 2 hold PhDs, as well as 1 international staff member. This reflects a balanced composition between core academic and invited staff, ensuring both stability and external expertise. The ratio of the affiliated and academic staff 8/31. Ratio of the academic/scientific staff and invited staff is 1.19.

  - **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 programme demonstrates a good scientific and research activity over the past five years, with 217 publications in local journals and 76 in internationally indexed journals, indicating active scholarly engagement. Additionally, staff have contributed to 120 local and 95 international conference presentations, reflecting good participation in academic dissemination at both national and global levels. Overall, these indicators suggest a consistent research output and engagement, though further strengthening publications in high-impact international journals would enhance the programme's research profile.

  - **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.);

    Retention rate is 100%.

  - **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;

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

- **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.**

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

	Standard	Evaluation
1.	**1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme**	**Substantially complies**
1.1	Programme Objectives	**Substantially complies**
1.2	Programme Learning Outcomes	**Substantially complies**
1.3	Evaluation Mechanism of the Programme Learning Outcomes	**Complies**
1.4	Structure and Content of Educational Programme	**Substantially complies**
1.5	Academic Course/Subject	**Substantially complies**
2.	**Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering**	**Complies**
2.1	Programme Admission Preconditions	**Substantially Complies**
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	**Complies**
2.3	Teaching and Learning Methods	**Complies**
2.4	Student Evaluation	**Complies**
3.	**Student Achievements and Individual Work with Them**	**Complies**
3.1	Student Consulting and Support Services	**Complies**
3.2	Master's Student Supervision	**N/A**
4	**Providing Teaching Resources**	**Complies**
4.1	Human Resources	**Complies**
4.2	Qualification of Supervisors of Master's Student	**N/A**
4.3	Professional Development of Academic, Scientific and Invited Staff	**Complies**
4.4	Material Resources	**Complies**
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	**Complies**
5	**5. Teaching Quality Enhancement Opportunities**	**Complies**
5.1	Internal Quality Evaluation	**Complies**
5.2	External Quality Evaluation	**Complies**
5.3	Programme Monitoring and Periodic Review	**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 objectives are generally clear, realistic, and achievable, as they articulate the intention to prepare competitive graduates with knowledge in Computer Science and Artificial Intelligence, alongside a range of technical, analytical, and transferable skills. The inclusion of competencies such as algorithm analysis, programming, numerical methods, AI product development, entrepreneurship, communication, and ethical awareness reflects a comprehensive understanding of the field. Furthermore, the institution provides reasonable justification that these objectives are attainable through the programme’s structure, resources, and teaching methodologies.

In terms of alignment with the specificity of the field and programme level, the objectives appropriately reflect core areas of ICT and Artificial Intelligence and are supported by benchmarking against international standards and sectoral frameworks.

The objectives reflect the intended knowledge, skills, and competences of graduates, which is a strong point of the programme. The integration of entrepreneurship and innovation management is particularly commendable and aligns with contemporary trends in ICT education.

The programme demonstrates alignment with the mission and strategic priorities of the institution and faculty, explicitly linking its objectives to competitiveness, modern education, and international integration. This alignment is well-presented and constitutes a clear strength in the accreditation context.

Regarding labour market relevance, the programme shows evidence of stakeholder involvement, including employers and field specialists, and incorporates benchmarking against international programmes. This indicates that both local and international labour market needs have been considered.

The internationalization dimension is addressed through benchmarking and the involvement of foreign experts.

In terms of public availability and accessibility, the programme complies with EQE requirements. The draft programme was made publicly available for consultation, and the final curriculum is intended to be accessible via the institutional website, ensuring transparency and stakeholder engagement.

Finally, while the development process involved academic staff and external stakeholders, we suggest increasing the engagement of additional external stakeholders.

To fully aligned the program objectives with the curriculum requirements, we recommend revising the objective "participating in creating new products in Artificial Intelligence" with "Graduates will be prepared to contribute to the development of innovative Artificial Intelligence products and solutions".

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:

- It is recommended to revise the objective "participating in creating new products in Artificial Intelligence" to "Graduates will be prepared to contribute to the development of innovative Artificial Intelligence products and solutions".

Suggestions for the Programme Development

- It is suggested to increase the engagement of additional external stakeholders.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	Substantially 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.

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

The learning outcomes are aligned with the aims of the programme and broadly cover the key domains of knowledge, skills, and responsibility/autonomy. The outcomes reflect core competencies in Computer Science and Artificial Intelligence, including algorithmic thinking, programming, problem-solving, communication, teamwork, and ethical decision-making. In addition, the inclusion of responsibility, leadership, and independent work demonstrates alignment with the responsibility and autonomy dimension required by the National Qualifications Framework (NQF). This alignment is further strengthened by the explicit reference to sectoral benchmarks in ICT and the undergraduate level descriptor, indicating a solid compliance with national regulatory expectations. We recommend removing "android interfaces" from the first outcome, as it is not covered in the required courses. We recommend revising outcome 5 "Analyzes requests of a client, a given task, and works out the ways to a solution" to "Analyzes simulated requests of a client, a given task, and works out the ways to a solution".

The learning outcomes are also presented as achievable and realistic, supported by a coherent programme structure, appropriate resources, and clearly defined mechanisms for monitoring and assessment. The existence of a programme compatibility map, step-by-step evaluation processes, and both direct and indirect assessment methods reflects a mature quality assurance approach. These mechanisms are consistent with EQE expectations regarding the measurability and verification of learning outcomes.

However, from an accreditation perspective, the formulation of individual learning outcomes requires improvement. Many of the current outcomes use verbs such as "defines," "characterizes," and "describes," which are generally associated with lower levels of cognitive complexity (e.g., knowledge and understanding). For a programme in Computer Science and Artificial Intelligence—particularly at the undergraduate level—EQE standards expect a stronger emphasis on higher-order cognitive skills, such as analysis, design, implementation, evaluation, and innovation. While some outcomes (e.g., analysis of problems, decision-making, and solution development) reflect these levels, the overall balance should be improved to better align with the field's expectations.

The programme demonstrates alignment with the National Qualifications Framework and sectoral benchmarks, as it explicitly references both in the development process. This is a strength and indicates compliance with national standards. Additionally, the integration of instrumental, interpersonal, and systemic competences reflects a comprehensive

understanding of competency-based education and aligns well with European higher education practices.

In terms of labour market relevance and employability, the learning outcomes are aligned with industry expectations. The emphasis on problem-solving, client interaction, teamwork, and ethical responsibility reflects competencies required in real-world ICT and AI environments. The involvement of employers and field specialists in the development process further strengthens this alignment. Moreover, the outcomes appear to support progression to the next level of education, as they include analytical thinking, independent learning, and research-related competencies.

The development of learning outcomes is described as a collaborative process involving multiple stakeholders, including academic staff, employers, and external experts. This aligns well with EQE requirements. We suggest increasing the engagement of additional external stakeholders.
Finally, the programme ensures public availability and communication of learning outcomes, as they are included in publicly accessible programme descriptions and curricula. This satisfies EQE requirements related to transparency and stakeholder awareness.

Evidences/Indicators

- Educational programme
- Map of programme objectives and learning outcomes;
- Analysis of labor market and employer demands;
- Website;
- Interview results.

Recommendations:

- It is recommended to remove “android interfaces” from the first outcome.
- It is recommended to revise outcome 5 “Analyzes requests of a client, a given task, and works out the ways to a solution” to “Analyzes simulated requests of a client, a given task, and works out the ways to a solution”.
- It is recommended to replace verbs of lower cognitive complexity (e.g., knowledge and understanding) with verbs that reflect higher-order cognitive skills.

Suggestions for the Programme Development

- It is suggested to increase the engagement of additional external stakeholders.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Substantially 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 evaluation of learning outcomes is conducted in a consistent and systematic manner, as it is governed by institutional documents such as the "Methodology for Planning, Implementation and Development of Educational Programs" and the "Quality Assurance Guide." The programme incorporates periodic evaluation mechanisms, including short-term (semester-based) and medium-term (cyclical) reviews, which align well with EQE expectations regarding regular monitoring. The use of both direct methods (assessment of student performance against learning outcomes) and indirect methods (feedback from students, alumni, and employers) reflects a comprehensive and balanced approach, suitable for the ICT and Artificial Intelligence field.

The assessment system appropriately considers the peculiarities of the field and level of education, particularly through the use of curriculum mapping, component-level assessment, and integration of learning outcomes across the programme. The inclusion of tools such as relevance maps and compatibility matrices is a strong practice, as it allows for clear identification of where and how each learning outcome is developed and assessed. Furthermore, the specification of evaluation frequency, responsible persons, assessment methods, and student cohorts demonstrates a structured and transparent system, which is positively aligned with EQE standards.

A notable strategy of the programme is the establishment of benchmarks for each learning outcome, operationalized through the use of target marks. The comparison of actual student performance with predefined targets, along with a defined acceptable deviation (5–10%), provides a quantitative basis for evaluating achievement. This approach is consistent with EQE

requirements for measurable outcomes and evidence-based monitoring. Additionally, the mechanism for identifying gaps and initiating corrective actions—such as curriculum adjustments, changes in teaching or assessment methods, or modification of programme structure—demonstrates a feedback loop for continuous improvement.

The programme also ensures the engagement of external stakeholders, including employers and industry representatives, in the evaluation process. Their involvement as evaluators and contributors to programme review aligns well with EQE expectations and strengthens the relevance of learning outcomes to labour market needs.

Academic and visiting staff appear to be familiar with evaluation methods, as these are embedded within institutional methodologies and programme design processes. The existence of structured tools (e.g., curriculum maps, evaluation frameworks) and the training provided by the quality assurance office suggest that staff are guided in the assessment process.

The institution ensures familiarization, transparency, and accessibility of the evaluation processes, as quality assurance regulations and methodologies are publicly available on the university's website, and trough meetings and survey to different stakeholders..

Importantly, the programme demonstrates a commitment to the use of evaluation results for programme improvement. The described processes clearly indicate that assessment outcomes are systematically analyzed and lead to informed decisions, including curriculum revisions, modification of teaching and assessment methods, adjustment of prerequisites, and enhancement of student support services. This reflects a mature quality assurance culture and aligns closely with EQE requirements for continuous improvement.

Evidences/Indicators

- Programme learning outcomes assessment mechanism which is accessible to the stakeholders;
- Plan of evaluation for learning outcomes of educational programme/educational programmes
- Curriculum map;
- Benchmarks;
- Educational programme
- 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
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies

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 is designed in accordance with the institutional methodology for planning, designing, and developing educational programmes. The douments explicitly references the internal methodological framework and describes key stages such as defining programme content and structure, ensuring alignment between objectives and learning outcomes, and selecting appropriate teaching and assessment methods. This reflects a structured and regulated approach, which is consistent with EQE expectations.

The content, volume, and complexity of the programme are appropriate for the learning cycle. The programme is structured as a 180 ECTS bachelor-level programme over six semesters, which aligns with the new Georgian legislation and the European Credit Transfer and Accumulation System (ECTS). The allocation of credits, inclusion of both contact and independent hours, and the definition of programme duration demonstrate compliance with formal regulatory requirements. Additionally, the presence of prerequisites and progression logic indicates alignment with the National Qualifications Framework (NQF) cycle descriptors.

The programme is also designed in compliance with Georgian legislation and ECTS principles, as evidenced by the clear structure of mandatory and elective components, credit distribution, and formal curriculum documentation. This constitutes a strong compliance point and is unlikely to raise concerns during accreditation review.

In terms of programme individuality, the structure incorporates elements that support differentiation, particularly through the inclusion of Artificial Intelligence, entrepreneurship, and innovation-oriented components, as well as the opportunity for students to develop an individual educational trajectory through elective courses.

The alignment between programme content, structure, qualification, and learning outcomes is well demonstrated. The use of a Programme Learning Outcomes Alignment Map ensures that all mandatory components contribute to the achievement of programme outcomes. The description confirms that all components participate in outcome formation at different levels (familiarization, deepening, strengthening), which reflects a coherent and competency-based design.

The programme structure is logical and coherent, with components organized progressively from basic to advanced levels, ensuring a smooth development of knowledge and competencies. The presence of prerequisites and recommended semesters supports appropriate academic progression. The integration of components into a unified system, rather than isolated courses, is an indicator of compliance with EQE requirements.

The programme demonstrates consideration of modern scientific achievements and research developments, as it is based on labour market analysis, international benchmarking, and input from field specialists.
The internationalization dimension is addressed through benchmarking against foreign programmes and the involvement of international experts.

Programme development is described as a collaborative process involving academic staff, field specialists, and external organizations, which aligns well with EQE expectations.

The programme ensures public availability and transparency, as the curriculum and programme description are published on the institutional website and include comprehensive information such as structure, learning outcomes, admission requirements, and contact details. This fully satisfies EQE requirements related to the accessibility of information.

In conclusion, the programme presents a well-structured, coherent, and regulation-compliant design, with strong alignment between content, learning outcomes, and qualification requirements. The use of curriculum mapping, logical progression, and flexible elective components reflects good practice.

Despite that, we recommend adding a security course or topics across the curriculum as required.

Evidences/Indicators

- Methodology and/or rule for planning, designing and developing educational programmes;
- Educational programme with the enclosed syllabi;
- Curriculum map;
- Website;
- Interview results.

Recommendations:

- It is recommended to add a security course or topics across the curriculum as required.

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.4 Structure and Content of Educational Programme	Substantially complies

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 alignment between course learning outcomes and programme learning outcomes will be addressed similarly to the Georgian existing program. The documents and interviews confirm that all mandatory components contribute to the formation of programme outcomes, and this

relationship is formalized through compatibility and alignment maps developed at the syllabus design stage. This reflects a systematic and outcome-based approach, which is consistent with EQE expectations.

The content of each academic course appears to be appropriately designed in relation to its learning outcomes. The university emphasizes that course content, teaching methods, and assessment approaches are mutually compatible and aligned with the intended outcomes. The structured syllabus format—covering objectives, learning outcomes, content topics, teaching methods, and assessment criteria—demonstrates a coherent and standardized approach. This is a strong point of compliance.

Regarding credit allocation and workload, the programme follows ECTS principles appropriately. The number of credits assigned to each course is based on the student workload required to achieve the intended learning outcomes, including both contact and independent hours. The use of a Student Workload Evaluation Form is particularly commendable, as it allows for empirical validation of workload assumptions and supports continuous improvement. This aligns with EQE expectations concerning the adequacy of credit distribution and workload balance.

The programme ensures that each course learning outcome is assessed, using a combination of intermediate and final assessments, as well as direct and indirect evaluation methods. The inclusion of clearly defined evaluation forms, criteria, and grading systems within the syllabi supports transparency and consistency.

The provision of teaching and learning resources, including compulsory literature, is embedded within the syllabus structure. The syllabi state that resources are based on modern achievements and innovations in the field, which suggests alignment with current disciplinary developments.

The programme demonstrates an internal quality assurance mechanism through the use of compatibility maps, workload analysis, and continuous monitoring of course effectiveness. The ability to revise course content, workload, and teaching methods based on evaluation results reflects a mature and responsive system.

The structure of each syllabus appears comprehensive and aligned with EQE requirements, including all necessary elements such as prerequisites, course objectives, learning outcomes, teaching methods, assessment system, and literature. The availability of syllabi through the institutional learning platform (BTUClass Rooms) ensures accessibility for students, while public access to programme-level information supports transparency.

Despite that, we recommend the following:

-Rename and adjust the topics of “Artificial intelligence and Machine Learning” to be pure “Machine Learning”, “Machine Learning (Deep Learning)” to be pure “Deep Learning”.

-The prerequisite of the Data Protection course seems to be inappropriate.

-Some topics in the syllabi are not found in the literature of the course, for example, in the "Artificial intelligence and Machine Learning", the topics on Blockchain and IOT are not found in the literature of the course.

Evidences/Indicators

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

Recommendations:

- Some topics in the syllabi are not found in the literature of the course, for example, in the "Artificial intelligence and Machine Learning", the topics on Blockchain and IOT are not found in the literature of the course. It is recommended to check the topics against the literature.

Suggestions for the Programme Development

- -It is advisable to rename and adjust the topics of "Artificial intelligence and Machine Learning" to be pure "Machine Learning", "Machine Learning (Deep Learning)" to be pure "Deep Learning".
- -It is advisable to change the prerequisite of the Data Protection course to a more appropriate one.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Substantially complies

2. Methodology and Organisation of Teaching, Adecuacy 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.

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

In terms of admission to the presented bachelor's educational program, the university follows generally accepted procedures. Admission requirements comply with Georgian legislation, reflect the specific nature of the program, and ensure the enrollment of individuals who possess the knowledge, skills, and competencies necessary for successful completion of the program. These requirements are accessible to all interested parties.

Admission prerequisites and procedures are outlined in the program and published on the university's website in draft form.

Admission to the first-cycle academic higher education program is carried out based on the results of the Unified National Examinations or in accordance with Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011. Applicants must demonstrate English language proficiency at no less than the B1 level for admission to the program.

It is desirable to establish a minimum passing threshold for English language proficiency. During interviews, it was revealed that this is the university's first English-language program, and the university plans to analyze students' English language proficiency levels in the future, based on which the minimum threshold will be determined.

To ensure transparency of the admission procedures defined by the standard, it would also be beneficial to include in the program the list of subjects that applicants are required to pass within the Unified National Examinations.

The admission prerequisites of the program generally reflect the program's specificity and ensure the enrollment of individuals who possess the knowledge, skills, and competencies necessary for successful completion.

To determine the number of students admitted to each program, the university has developed a document titled "Methodology and Mechanisms for Student Contingent Planning." When planning student intake, the university considers human and material resources, as well as financial, human, and material resources necessary for the implementation of educational programs. The planning process takes into account quantitative indicators such as program demand dynamics, enrollment trends by program, student mobility trends (incoming and

outgoing), suspension, restoration, and termination of student status, number of graduates, employment rate of program graduates, and other relevant indicators.

Evidences/Indicators

- Educational program;
- University Regulations;
- University Webpage;
- Self-evaluation report;
- Interview results.

Recommendations:

- It is recommended to include in the program the list of subjects that applicants are required to pass within the Unified National Examinations.

Suggestions for the Programme Development

- Establish a minimum passing threshold for English language proficiency

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 Programme Admission Preconditions	Substantially 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.

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

The educational program develops students' practical, scientific/research, and transferable skills in accordance with the level of study, expected learning outcomes, and their involvement in projects. The program's practical component is designed to align with the learning outcomes and corresponds to the level of study. The development of students' practical skills is supported by practical activities integrated across various educational components. The university provides teaching laboratories equipped with all necessary technical and software resources.

The university has signed memoranda of understanding with potential employers. During interviews, these employers expressed strong support for incorporating extensive practical components into the program.

To develop students' research competencies, the core courses include "Writing Techniques" and "Practical Project". Additionally, in free elective component "Academic Writing" is offered.

The practical project can be completed individually or in groups of up to three students per project. Each student is expected to prepare a project on a topic of interest within their main field of study and present it in the form of a presentation. This process allows students to deepen their existing theoretical knowledge and practical skills while acquiring new competencies. The presentation must include a "pilot" version of the project. All projects are subject to mandatory plagiarism checking using Turnitin. As this program is new, and the "practical project" component has recently been integrated into adjacent programs, experts were not given the opportunity to review previously completed projects.

The development of practical, research and transferable skills is structured through clearly defined objectives, workload and expected outcomes for each course. These components are formally integrated into the curriculum, following a progressive logic from foundational skills to applied research and project-based learning, ensuring alignment with the program's learning outcomes.

To engage students in research activities, the university organizes student conferences and startup projects, providing opportunities for participation. Academic staff actively support and mentor students throughout these initiatives.

Evidences/Indicators

- Educational program and Syllabi;
- University Regulations;
- University Webpage;
- Self-evaluation report;
- Memorandums;
- 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
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	Complies

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.

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

The presented educational program employs teaching and learning methods that correspond to the appropriate level of education, the course content, and the intended learning outcomes, ensuring their achievement. The combination of teaching and learning methods used across the program components guarantees the attainment of the learning outcomes defined by the program and is oriented toward the development of the corresponding competencies.

The academic and invited personnel implementing the program utilize modern, student-centered teaching and learning methods focused on a learner-oriented educational process, which takes into account students' interests and needs. The objective of instruction is the development of various skills and competencies. Course organization reflects the specific nature of each subject. Within each course, the planned teaching and learning methods and activities aim to engage students and foster the development of the required skills. Teaching methods are flexible and accommodate individual student needs and requirements.

The educational program integrates a variety of teaching methods designed to support continuous skill development and practical experience acquisition. The program employs active learning methods, such as lectures, group work, electronic resource-based learning, analysis, synthesis, practical exercises, collaborative learning, action-oriented learning, demonstrations, and others. The program also includes both group and individual project assignments.

When necessary, individualized learning programs and teaching and learning methods are adapted to students' interests and academic preparation levels to meet their specific needs. For international students, academic and invited personnel take into account their cultural and/or other specific requirements when designing teaching, learning, and assessment methods.

Evidences/Indicators

- Educational program;
- Course syllabi;
- Interview results;
- Methodology for Planning, Developing, Implementing, and Advancing Educational Programs;
- BTU website: https://btu.edu.ge/chven-shesakheb/maregulirebeli-dokument/;
- Methodology for planning, implementing, and developing educational programs;
- Regulations of the Bachelor's degree program;
- Regulations for the development and implementation of individualized study plans;
- Rules for the implementation of electronic learning and educational programs.

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
2.3. Teaching and learning methods	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

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

Assessment criteria are established in course syllabi, which students access through the university's online platforms and learning management systems. During interviews, students

noted that lecturers strictly follow the program outlined in the syllabus.

Based on student interviews, it was confirmed that assessment criteria and procedures are fully transparent. Students are satisfied with their interaction with lecturers, and when necessary, feedback is timely and constructive.

In addition, students reported that they are fully informed about their rights and academic regulations, which were introduced to them by administrative staff prior to the start of the learning process.

The interview process revealed that students are well aware of the procedures for appealing their grades. It was noted that there have been no cases of grade appeals that would raise concerns regarding transparency or fairness; however, students are informed about the appeal procedures. Furthermore, students stated that when they have questions about their tests, they consult with lecturers and review their results in detail together. This indicates that the assessment system is perceived as fair and transparent by students.

Within courses, students receive feedback on their learning outcomes at the end of the semester, including their strengths and weaknesses. Lecturers are fully prepared to provide such feedback.

After the semester ends, students evaluate the completed course and the professor through an electronic system. Students also noted that they maintain close communication with lecturers.

It is noteworthy that the institution has a well-established policy regarding plagiarism. In the student assessment process, the higher education institution ensures adherence to the principles of academic and research ethics, as well as academic integrity. The university has implemented mechanisms for the prevention, detection, and appropriate response to plagiarism, which include checking student work and taking relevant measures in case of violations.

Students are informed about academic integrity and are familiar with the relevant documents, as confirmed during interviews. This ensures the reliability, fairness, and high quality standards of the assessment process.

The higher education institution systematically analyzes assessment results, based on which

improvements are made to the teaching process and teaching methods, contributing to program

development. This practice ensures continuous quality enhancement and the effectiveness of

the learning process.

BTU ensures the effective and transparent organization of the student assessment process.

When necessary, electronic and remote assessment methods are used, taking into account the

specifics of the component. The composition of the commission is defined, and a clear procedure

for appealing assessment results is in place.

The program implements a transparent and fair student assessment system that complies with

standard higher education practices. Students are informed about assessment criteria and

procedures, receive timely feedback, and actively collaborate with lecturers. The principles of

academic integrity and ethics are upheld, and plagiarism prevention mechanisms are in place.

Assessment results are analyzed and used to improve the teaching process. Overall, the

assessment system ensures reliability, transparency, and effectiveness.

Evidences/Indicators

o Self-evaluation report;

o Results of on-site interviews;

o Website;

o Internal Regulations;

o Learning Management System;

o Code of Ethics and Academic Integrity;

o Regulations for the Implementation of E-learning and Educational Programs;

o Bachelor's Degree Regulations.

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
2.4. Student evaluation	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

Based on the documentation submitted by BTU and the information obtained during the on-site visit, it is evident that the university provides students with information regarding the learning process and study programs. The university has support mechanisms in place for students – it helps them integrate into the university environment. Both administrative and academic staff have close communication with students, which was confirmed through information received during direct interviews with students. In addition, it should be noted that students' rights and their legal interests are fully ensured and protected within the institution. Students have been informed about and are aware of their rights.

Students have comprehensive information regarding their studies, as well as other important issues related to the learning process – administrative and academic staff ensure that students are informed. If there is a need from the students' side, BTU supports the planning of an individual learning process.

Student consultations with lecturers are carried out within working hours, which are specifically defined in the syllabi. At the same time, students noted that they have quite close and direct communication with course coordinators.

Employment forums are actively organized at the institution. The university cooperates with employers and organizes their involvement. This fully serves students' career development. In addition, events and public lectures are actively held at BTU, which provide additional opportunities for students.

BTU supports student participation in both local and international projects within the framework of studies. The institution regularly offers students participation in conferences and various types of academic events. In turn, students are actively provided with information about these opportunities through the website, social media, and personal communication.

Furthermore, BTU is involved in the Erasmus+ program and has international partner universities, which provide students with additional opportunities and experience to benefit from exchange programs and receive education.

The institution promotes and supports student activities and a diverse student life. There is no student self-government at the university; however, students have active communication with the university administration, through which they plan specific social, cultural, and sports activities that align with their interests. During the interviews, students noted that the activities are diverse, and that the university supports student life.

BTU creates a student-centered environment where information, support, and the protection of rights are ensured. Close communication between students and staff contributes to the effective management of the learning process and the consideration of individual needs. The university also actively supports students' professional and personal development through various events, projects, and international opportunities. The university has created an environment that supports students' academic and social development.

Evidences/Indicators

o Self-evaluation report;
o Results of on-site interviews;
o Website;
o Syllabi of the courses included in the program;
o Methodology for Planning, Implementation, and Development of Educational Programs;
o Regulation on the Development and Implementation of an Individual Study Plan;
o Internal Regulations.

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
3.1 Student Consulting and Support Services	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.

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.

Data related to the supervision of master's students	
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

Component	Evaluation
3.2. Master's Students Supervision	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.

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

The implementation of the Bachelor's program in Computer Science and Artificial Intelligence involves personnel with the appropriate qualifications, encompassing both academic staff and invited experts. The alignment of the qualifications of the academic and invited personnel involved in the program with the competencies defined by the program's learning outcomes is evidenced by their personnel files maintained on the program, their published scientific

articles, and their participation in scientific-practical conferences, training sessions, and professional development activities.

The implementation of the undergraduate program involves both one international and local academic staff member. In total, the program is delivered by 31 academic and 26 invited personnel (see the detailed table below). The program's staff consists of highly qualified professionals who possess the necessary competencies to support students in achieving the program's learning outcomes. Their experience ensures high-quality instruction and effective guidance throughout the entire educational process.
Staff selection is carried out through transparent procedures based on the principle of competitive recruitment, in accordance with the university's human resources policy. Over the past five years, academic staff have actively participated in research, with approximately 76 publications in international peer-reviewed journals and around 200 articles in local journals. They also actively participate in both local and international conferences. Staff are involved in practical and scientific projects, ensuring the integration of research and applied activities into teaching (Erasmus+, Shota Rustaveli Georgian National Science Foundation, etc.).

The number and workload of academic and invited personnel ensure the sustainable functioning of the program. This structure allows for an appropriate balance between teaching and scholarly activities, as well as the fulfillment of other assigned responsibilities. Quantitative indicators related to the composition and engagement of the staff demonstrate the program's long-term sustainability and academic strength.

The hourly workload of academic and invited personnel complies with the university regulations and ensures the smooth implementation of the educational process.

The program is directly delivered by qualified personnel from the Faculty of Business and Technology, the Library, the Quality Assurance unit, and the International Relations office, which guarantees the program's sustainable and uninterrupted implementation.

The Head of Program, who is a professor at BTU, possesses the appropriate competence and practical experience to lead and coordinate the development and updating of the educational program, as evidenced by the personnel file maintained for the program. The Head of Program holds a doctoral degree in the field and has extensive scientific and professional experience.

Students enrolled in the program are supported by sufficient administrative and auxiliary personnel with the necessary qualifications and competencies. This ensures that students receive effective academic, technical, and organizational support throughout the entire duration of their studies.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[5]	Including the staff holding PhD degree in the sectoral direction[6]	Among them, the affiliated staff
Total number of academic staff	**31**	**14**	**6**	**5**
- Professor	11	8	5	2
- Associate Professor	13	3	1	1
- Assistant-Professor	7	3		2
- Assistant	-	-	-	-
Visiting Staff	26	13	2	_
Scientific Staff	-	-	-	_
Including International Stuff	1	1		

Evidences/Indicators

- Educational program;
- Self-Evaluation report;
- Workload of Academic and Invited personnel;
- Staff CVs;
- Data on scientific publications published by academic staff in the last five years;
- 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
4.1 Human Resources	Complies

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

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.

Number of supervisors of Master's theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
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

4.2 Qualification of Supervisors of Master's Students	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.

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

As revealed by the interviews conducted during the accreditation visit and the program-related documentation, one of the mechanisms for evaluating academic staff under the university's existing regulations is the review and analysis of the individual workload scheme, which encompasses activities in teaching-pedagogical, research, student support, and other areas. This evaluation is carried out by the faculty dean, and the resulting conclusions and recommendations are communicated to the academic staff to support the effective implementation of the program.

The interviews conducted during the accreditation visit also indicated that the university systematically supports the professional development of both academic and invited personnel. Staff are regularly informed about opportunities to participate in scientific conferences, research projects, mobility programs at foreign universities, and funding/co-funding for publishing articles in scientific journals.

A Research Center has been established at the university, providing students, graduates, and academic personnel with opportunities to participate in ongoing research projects, independently select research topics of interest, engage in planning, implementation, and result analysis, and enhance their knowledge and research skills. Additionally, on the initiative of the Research Center, an annual competition is organized for the university's academic staff to promote scientific research and the popularization of science. Laureates of this competition are awarded monetary prizes. An internal grant competition is also held, enabling academic staff to submit research proposals for funding. It is desirable to increase the budget so that more than one staff member can benefit from grant funding per year. Interviews indicated that the university is actively working in this direction and also aims to implement integrated grant projects in collaboration with other universities.

BTU actively provides training and professional development for academic and invited staff involved in the program, ensuring effective use of e-learning platforms, distance teaching

methodologies, and online assessment tools. These trainings are conducted through workshops, webinars, international exchange programs (e.g., Erasmus+, DAAD), and specialized courses, enabling staff to integrate digital teaching and assessment methods into their academic practice.

In terms of professional development, the university also demonstrates a high level of internationalization and cooperation in the fields of Artificial Intelligence and Digital Governance with the following foreign partner universities: Zwickau University of Applied Sciences, Germany; Vilnius University of Applied Sciences; Kaunas University of Technology; Aschaffenburg University of Applied Sciences, Germany; University of Beira Interior (Bragança) and others. This collaboration facilitates staff mobility and promotes the practice of sharing experience with international colleagues.

Evidences/Indicators

- Educational programs and Syllabi;
- University Regulations;
- University Webpage;
- Self-evaluation report;
- Memorandums;
- 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

- Increase the internal grant budget to allow more than one academic staff member to receive funding per year, which would boost motivation, expand research activities, and support long-term program development.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Complies

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 adequate material, laboratory, informational, and digital resources, including technologically equipped auditoriums, computer laboratories, and a robust IT infrastructure. The availability of centralized systems, high-speed internet connectivity, secure networks, and professional-grade software demonstrates that the institution provides an appropriate environment for delivering education in ICT and Artificial Intelligence. These resources are aligned with the needs of the field and are sufficient in both quantity and quality, which is a good point of compliance.

The institution also demonstrates a systematic approach to updating resources, particularly in relation to library collections and digital databases. The significant increase in library holdings, combined with continuous monitoring and acquisition of new electronic scientific databases, indicates an active effort to maintain up-to-date resources.

The availability of both printed and digital materials, supported by an electronic catalog and remote access system, ensures that students and staff can access required resources efficiently. Importantly, the library provides access to a wide range of internationally recognized scientific databases, including Scopus, ScienceDirect, EBSCO, Cambridge University Journals, SAGE, and others.

In addition, the integration of tools such as Turnitin for plagiarism detection and the Knowledge Bank platform for digital learning and project management reflects a forward-looking and innovative approach to resource provision. These tools enhance both academic integrity and student productivity, contributing positively to the learning process.

Material and digital resources are freely and equally accessible to students and staff, with institutional regulations ensuring non-discriminatory access. The availability of remote access to databases and digital platforms further strengthens this aspect, particularly in supporting flexible and independent learning.

The institution also demonstrates capacity in supporting electronic and distance learning methods, through platforms such as BTU Classroom, Google Classroom, and the ExamJet e-examination system. The requirement that syllabi specify minimum technical requirements ensures that students are adequately prepared to engage in digital learning environments.

Students are provided with access to information regarding available resources through institutional websites and systems.

Evidences/Indicators

- Library, material, information and digital resources
- Access to international electronic library databases and relevant Compliance of library books with core literature indicated in educational programmes;
- Indicators of access to international electronic library databases;
- 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
4.4 Material Resources	Complies

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 educational programme is supported by a clearly defined and structured budget, which ensures its financial sustainability and effective implementation.

The programme budget is based primarily on tuition fee revenues, calculated according to projected student intake and progression over the programme duration. The budget reflects realistic student number projections and corresponding income generation, ensuring financial feasibility.

The expenditure structure demonstrates that financial resources are directly allocated to programme implementation needs, including: remuneration of academic and invited staff, software and technological resources, library and learning resource development, programme development and staff research support, student support initiatives, and operational and administrative costs.

The budget also includes provisions for quality assurance-related costs (e.g., accreditation), staff development and research activities, and unforeseen expenses, which supports financial risk management and programme continuity.

The projected budget demonstrates positive balance between income and expenses and is based on programme-specific costs.

Evidences/Indicators

- Budget of the programme;
- Self-evaluation report.

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
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	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 program quality assurance at BTU is based on PDCA (Plan-Do-Check-Act) principle and the cycle of continuous development is implemented effectively, in accordance with the pre-determined schedule, procedures and policies. As the program submitted for accreditation is new, the full cycle has yet to be implemented and demonstrated, however, during the planning stage, all relevant mechanisms for improving the program quality were utilized (including internal evaluation of the program by QA and external review carried out by the industry representatives, job and educational market analysis).

The programme was developed through a structured, methodology-driven process, aligned with the institutional quality assurance framework. The Quality Assurance Service plays a central role by:

- providing methodological guidance;
- ensuring compliance with accreditation standards;
- evaluating programme design and outcomes;
- and contributing to the preparation of the self-evaluation report.

The programme is supported by institutional regulatory documents, including Quality Assurance Manual; Programme Development Methodology; relevant forms and tools, which provides a systematic and transparent framework for programme quality assurance.

The collaborative nature of quality assurance is clearly evidenced. The self-evaluation process involved all the relevant stakeholders. The involvement of the industry representatives/employers should also be mentioned as the positive finding, the interviews proved that the employers participated in the program development and planning, namely through labor market research participation and consultations.

This demonstrates that the preparation of the self-evaluation report is a participatory and multi-stakeholder process, ensuring diverse perspectives in programme development and evaluation. The participation of the stakeholders was also evident based on the interview results. It should be noted that the quality culture at the institution was demonstrated through the shared responsibility and involvement in the quality assurance processes, including those of the administrative units' representatives.

The results of programme evaluation are used for decision-making, including: modification of course content and structure, revision of teaching and assessment methods, adjustment of programme components and credit distribution, improvement of student support services. As mentioned, as the program is newly developed, the results of the implementation of the QA

tools have not yet been utilized, however, the interviews demonstrated the collaboration of the program implementers and QA service, for improvement of the program.

The institution ensures the implementation of electronic and distance learning through a regulated methodological framework, which includes defined teaching, assessment, and monitoring procedures adapted to the online environment. The quality of e-learning is supported by systematic monitoring of the teaching process, student progress, and stakeholder feedback, as well as the use of centralized digital platforms for content delivery, communication, and assessment.

Additionally, the institution applies specific quality assurance mechanisms for e-learning, including continuous observation by monitoring groups, analysis of learning outcomes in online settings, and comparison of results between traditional and distance learning formatsformats, ensuring consistency of learning outcomes and quality standards across delivery modes.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- External evaluation of the program;
- Internal QA evaluation of the program;
- Conducted Student/Alumni/Employer/Staff Survey Forms, Survey Results and Information on Their Use;
- Methodology of planning, implementation and development of educational programs;
- Job and Educational Market Analysis;
- Quality assurance manual.

Recommendations:

- N/A

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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

As the program is new and submitted to the accreditation for the first time, there are no recommendations from the previous accreditation process in order for the experts to evaluate their implementation. However, based on interviews, the program has utilized recommendations from the similar Georgian language program for the development of the program and it should be further noted that the program team was open and collaborative in the process of evaluation.

In accordance with the QA policy and mechanisms established at the university, the program has undergone external peer review during the planning phase. Namely, the program was evaluated by the industry representatives and the feedback was positive.

Evidences/Indicators

- Self-evaluation report;
- External evaluation results;
- 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
5.2. External Quality Evaluation	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 programme monitoring and periodic review process is conducted through a systematic and structured approach to data collection and analysis, supported by institutional quality assurance mechanisms. Monitoring covers all necessary areas and directions of the program implementation and includes the analysis of student academic performance and achievement of learning outcomes, stakeholder feedback (students, graduates, employers, programme implementers), labour market requirements and field trends, and the adequacy of programme resources and implementation conditions.

The process involves relevant stakeholders, including academic and invited staff, administrative units, students, graduates, and employers, whose opinions are collected and considered in programme evaluation and development.

Programme effectiveness is assessed using predefined indicators and target benchmarks, including comparison of achieved learning outcomes with planned targets and analysis of academic performance. The aggregated results of monitoring are used to evaluate programme performance and inform further development.

The programme is reviewed and, where necessary, modified based on analysis results, including: updating programme content and components, revising teaching, learning and assessment methods, and improving support mechanisms and resources.

Student involvement in monitoring is ensured through feedback mechanisms on the learning process and educational services, the results of which are analyzed and used as a basis for programme improvement.

The programme is also developed and periodically reviewed with consideration of international experience and best practices, including comparison with foreign higher education programmes and involvement of international partners and field specialists.

As the programme is newly established, full periodic review cycles and long-term monitoring results (e.g., graduate outcomes) are not yet available. However, the institution has defined appropriate procedures and mechanisms to ensure systematic monitoring and periodic review.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- External evaluation of the program;
- Internal QA evaluation of the program;
- Conducted Student/Alumni/Employer/Staff Survey Forms, Survey Results and Information on Their Use;
- Methodology of planning, implementation and development of educational programs;
- Job and Educational Market Analysis;
- Quality assurance manual.

Recommendations:

- N/A

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel
Seifedine Kadry,

Seifedine Kadry

Accreditation Expert Panel Members

Nani Arabuli,

Tinatin Gabrichidze,

Giorgi Mkheidze,