



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Software Engineering – Drone Technologies and Agrosystems, First Cycle

LEPL – Sokhumi State University

Evaluation Date: May 15, 2026

Report Submission Date: July 5, 2026

Tbilisi

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LEPL - Sokhumi State University
Identification Code of Institution	205224700
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Dr. Gulbakhyt Sultanova, Center for Pedagogical Measurements, Nazarbayev Intellectual Schools, Kazakhstan
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Member (Name, Surname, HEI/Organisation, Country)	Tamari Khutsishvili, East European University, Georgia

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)	პროგრამული ინჟინერია – დრონების ტექნოლოგიები და აგროსისტემები
Name of Higher Education Programme (in English)	Software Engineering – Drone Technologies and Agrosystems
Level of Higher Education/programme	Bachelor's Degree
Qualification to be Awarded ²	Bachelor of Computer Science
Name and Code of the Detailed Field	0613 – Software and Applications Development and Analysis
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	Georgian
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 Bachelor's educational programme "Software Engineering – Drone Technologies and Agrosystems" is a newly developed undergraduate programme implemented at Sokhumi State University within the Faculty of Natural Sciences, Mathematics, Technologies, and Pharmacy. The programme was approved by the Academic Council of the university on 13 February 2026 (Resolution №05/01-340) and is planned to be implemented from the 2026 academic year. As a newly established programme, it has not previously undergone accreditation and has not yet completed a full implementation cycle.

The programme leads to the qualification of Bachelor of Computer Science and comprises 180 ECTS credits. The language of instruction is Georgian. The programme is led by Professor N. G. of Sokhumi State University and Associate Professor L. M. of Ivane Javakhishvili Tbilisi State University.

The programme combines software engineering education with interdisciplinary components related to drone technologies and agrosystems, aiming to respond to emerging technological and labour market needs in the fields of information technologies, automation, and smart agricultural systems. The curriculum includes theoretical and practical components designed to develop competences in software engineering, programming, data processing, intelligent systems, drone technologies, and their application in agrosystems.

The programme documentation demonstrates that the curriculum has been developed in accordance with Georgian higher education legislation, the National Qualifications Framework, accreditation standards, and the institutional methodology for planning and developing educational programmes. Programme objectives, learning outcomes, curriculum maps, and course-level learning outcomes are formally integrated into the programme structure. The programme also includes practical, research-oriented, and applied learning components intended to support graduate employability and further academic progression.

As the programme is newly established, no previous accreditation recommendations or programme modification history are available. Nevertheless, the self-evaluation process indicates that the programme was developed through collaboration among academic staff, quality assurance representatives, administrative personnel, and external stakeholders, including employer representatives. Benchmarking, peer review, and consideration of labor market needs were reportedly incorporated during programme development.

The programme reflects an attempt to introduce an innovative and interdisciplinary educational offering within the university context. At the same time, due to the programme's early stage of implementation, the effectiveness of the curriculum, learning outcomes assessment mechanisms, stakeholder involvement practices, and labor market alignment will need to be further demonstrated through future implementation and quality assurance cycles.

- **Overview of the Accreditation Site Visit**

The accreditation site visit at LEPL Sokhumi State University was carried out on 15 May 2026 in line with the agreed agenda. The process commenced with a meeting with the university administration, during which the panel was briefed on the institution's governance framework, strategic directions, and the broader institutional context relevant to the accreditation process.

This was followed by a meeting with the self-evaluation team, where the panel examined the institutional self-assessment report and discussed internal quality assurance arrangements as well as the institution's preparedness for accreditation. The panel then met with the heads of academic programmes to discuss programme structure, intended learning outcomes, and implementation processes.

A further meeting was held with academic staff members, focusing on teaching methodologies, curriculum implementation, staff involvement in programme development, and academic support practices. This was followed by a meeting with invited (visiting) academic staff, which addressed their role in teaching delivery and their cooperation within the programme framework.

The panel subsequently met with representatives of the Quality Assurance Office, where institutional quality assurance systems, monitoring procedures, and continuous enhancement practices were considered in detail. Afterwards, the panel carried out a facility observation to review the university's physical infrastructure, learning environment, and resources supporting teaching and learning activities.

This was followed by a meeting with students enrolled in the programme, who shared their perspectives on academic delivery, student support services, and the availability of learning resources. The panel then met with programme alumni, focusing on graduate outcomes, employability prospects, and the relevance of the programme to their professional trajectories. This was followed by a meeting with employers, who provided feedback on graduates' competencies and the extent to which the programme aligns with labor market requirements.

The panel subsequently consolidated the key findings based on the evidence collected throughout the day. The visit concluded with the presentation of preliminary findings to the university.

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

The accreditation expert panel evaluated the Bachelor's programme "Software Engineering – Drone Technologies and Agrosystems" at Sokhumi State University in accordance with the national accreditation standards for higher education programmes. The evaluation was based on the self-evaluation report, supporting documentation, additional materials provided during the accreditation process, and information obtained during the site visit and interviews with stakeholders.

Regarding Standard 1 "Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme", the panel concluded that the programme substantially complies with the requirements of the standard. The programme objectives and learning outcomes are generally clearly formulated, logically interconnected, and aligned with the programme level, qualification, and field of

study. The programme structure, curriculum mapping, and course design support the achievement of the intended learning outcomes. The university has established formal mechanisms for programme development, learning outcomes assessment, and programme monitoring. At the same time, as the programme is newly established, the effectiveness and sustainability of several mechanisms, particularly those related to learning outcomes assessment, stakeholder involvement, and evidence-based programme enhancement, will need to be further demonstrated through future implementation cycles.

In relation to Standard 2 “Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering”, the programme complies with the requirements of the standard. Admission prerequisites, teaching and learning methods, student assessment approaches, and mechanisms supporting the development of practical and transferable skills are generally appropriate and consistent with programme objectives and learning outcomes. The programme includes practical, interdisciplinary, and technology-oriented components relevant to the field of software engineering and drone technologies.

Cobcining Standard 3 “Student Achievements and Individual Work with Them”, the programme substantially complies with the requirements of the standard. The university provides student support and consulting mechanisms; however, given the early stage of programme implementation, the practical effectiveness and sustainability of certain student support and monitoring mechanisms will require further demonstration during subsequent stages of programme delivery.

As for Standard 4 “Providing Teaching Resources, the programme complies with the requirements of the standard”, the programme is supported by qualified academic and invited staff, relevant material and technical resources, and an institutional framework for staff professional development. The university also demonstrates financial and organizational capacity to support programme implementation.

Turning to Standard 5 “Teaching Quality Enhancement Opportunities, the programme substantially complies with the requirements of the standard”, the university has established internal and external quality assurance mechanisms, programme monitoring procedures, and evaluation tools. Nevertheless, as the programme is newly developed, further evidence from future implementation cycles will be necessary to fully demonstrate the effectiveness of programme monitoring, periodic review processes, and the practical use of evaluation results for continuous quality enhancement.

In general, the expert panel considers that the programme has a solid institutional and methodological foundation and demonstrates significant potential for successful implementation and future development. The panel also notes the university’s efforts to develop an innovative and interdisciplinary programme oriented toward technological development, practical application, and labour market relevance. At the same time, continued attention should be given to strengthening evidence-based quality assurance practices, stakeholder engagement, systematic monitoring mechanisms, and the practical implementation of programme evaluation and improvement processes.

▪ Recommendations

1. It is recommended to ensure the planned involvement of external stakeholders (employers, students, professional representatives, and future graduates/alumni) in the implementation, periodic review, and future updating of programme objectives is systematic and properly documented upon programme implementation (**Substandard 1.1**).
2. It is recommended to further develop and operationalize evidence-based labor market analysis mechanisms to support the future review and updating of programme objectives in line with evolving local and international labor market needs (**Substandard 1.1**).
3. It is recommended to ensure that stakeholder participation mechanisms involving employers, students, professional representatives, and future graduates/alumni are implemented systematically and appropriately documented during the future review and updating of programme learning outcomes (**Substandard 1.2**).
4. It is recommended to develop and consistently apply evidence-based monitoring mechanisms for programme learning outcomes, including documentation of benchmark analyses, assessment results, and improvement actions following programme implementation (**Substandard 1.2**).
5. It is recommended to further strengthen analytical reporting mechanisms that will demonstrate, as evidence becomes available, how programme learning outcomes assessment results contribute to programme enhancement, curriculum development, and quality assurance processes (**Substandard 1.2**).
6. It is recommended to develop and implement a programme-specific learning outcomes assessment system that ensures regular monitoring, documentation, archiving, and evidence-based use of assessment results for continuous programme improvement following programme implementation (**Substandard 1.3**).
7. It is recommended to review and correct the technical structure of the curriculum to ensure consistency between the total number of credits, course distribution, and workload allocation, particularly in relation to the compulsory component and the course “Statistical Models of Data Processing” (**Substandard 1.4**).
8. It is recommended to revise several prerequisite arrangements and semester distributions to ensure logical sequencing of courses and the proper acquisition of prerequisite knowledge before students proceed to advanced subjects (**Substandard 1.4**).
9. It is recommended to strengthen the curriculum by integrating additional topics related to Discrete Mathematics, artificial intelligence tools, and the ethical use of digital technologies to better support modern technological and professional competencies (**Substandard 1.4**).
10. It is recommended to complete and update the mandatory literature in all syllabi, including publication years and, where possible, relevant Georgian-language resources, prior to programme implementation (**Substandard 1.5**).

11. It is recommended to add basic C# programming topics to the course “Sensor Analysis” to help students better understand and complete the practical assignments (**Substandard 1.5**).
12. It is recommended that the university develops and implements a structured student communication strategy that ensures all students are proactively and consistently informed about available services, support mechanisms, and opportunities through formal and diversified channels, reducing reliance on social media as the primary information source, once the programme is launched (**Substandard 3.1**).
13. It is recommended that the Quality Assurance Office and the program head review the learning outcomes assessment document and develop a mechanism that ensures the analytical processing of the obtained results, as well as the preparation and sharing of an action plan for responding to those results with relevant stakeholders, following the first assessment cycle (**Substandard 5.1**).
14. It is recommended that the Quality Assurance Service and the program head, within the framework of further monitoring for program improvement, develop a detailed action plan and planned activities to be implemented as the programme progresses. This plan should ensure an in-depth study of the attitudes and opinions of students and graduates not only regarding the program content and its theoretical and practical components, but also regarding program implementation, teaching methods, and assessment methods. In addition, appropriate channels should be established to ensure feedback with relevant stakeholders (**Substandard 5.3**).

▪ **Suggestions**

1. It is suggested to enhance the visibility of programme objectives and their linkage to career pathways and societal contribution through programme webpages and promotional materials (**Substandard 1.1**).
2. It is suggested to introduce periodic formal reviews specifically dedicated to assessing the continued relevance and achievement of programme objectives (**Substandard 1.1**).
3. It is suggested to consider establishing advisory boards involving employers, alumni, and external experts to support continuous programme development and review (**Substandard 1.1**).
4. It is suggested to strengthen the implementation of the internationalization dimension of the programme through broader integration of international academic resources and international cooperation activities during programme delivery (**Substandard 1.1**).
5. It is suggested to consider introducing more detailed performance indicators and target benchmarks for individual programme learning outcomes after the first programme implementation cycle (**Substandard 1.2**).
6. It is suggested to further enhance communication of programme learning outcomes and their relevance to employability, professional development, and

further study opportunities through programme information materials and the university website (**Substandard 1.2**).

7. It is suggested, following programme implementation, to strengthen the use of indirect assessment methods, including employer feedback, graduate tracking, and student surveys, in the periodic review of programme learning outcomes (**Substandard 1.2**).
8. It is suggested to introduce standardized templates and reporting formats for programme learning outcomes assessment, benchmark analysis, and corrective action planning to support consistency and transparency (**Substandard 1.3**).
9. It is suggested to further strengthen professional development activities for academic and invited staff related to learning outcomes assessment methodologies, benchmark analysis, and evidence-based quality enhancement practices (**Substandard 1.3**).
10. It is suggested, as the programme develops, to consider integrating additional performance indicators, such as student progression, retention, graduate employability, and continuation to further study, into programme evaluation processes (**Substandard 1.3**).
11. It is suggested to enhance dissemination and discussion of learning outcomes assessment findings among academic staff and stakeholders in order to strengthen institutional quality culture and shared responsibility for programme improvement (**Substandard 1.3**).
12. It is suggested that in the courses “Introduction to Software Architecture” and “Sensor Analysis,” the author’s position at Sokhumi State University should also be mentioned, because currently only another university is indicated in the author information (**Substandard 1.5**).
13. It is suggested to review the syllabi and add project-based learning components to the courses to strengthen students’ practical and analytical skills (**Substandard 2.3**).
14. It is suggested to review the syllabi and add project-based learning components to the courses to strengthen students’ practical and analytical skills (**Substandard 4.1**).
15. It is suggested, on the one hand, to involve an international expert in the external evaluation process, and on the other hand, to improve the existing evaluation form used by external reviewers by diversifying the list of evaluation issues and assessment criteria. This will help the academic team better identify important findings and areas for improvement within the program (**Substandard 5.2**).

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

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

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

- **University Statement 1**

University's position

The university accepts Recommendations 1–6 and 12–14 and notes that some issues could not yet be fully demonstrated because the programme is newly established.

Panel response

The panel acknowledges the university's acceptance of these recommendations and agrees that, given the newness of the programme, certain mechanisms have not yet completed a full implementation cycle. Nevertheless, the recommendations are maintained because they are intended to support the effective implementation, monitoring, and continuous improvement of the programme during its initial years of operation. Where appropriate, the wording of several recommendations has been slightly refined to better reflect the programme's current stage of development.

- **University Statement 2**

University's position

Recommendations 7, 8 and 9 have been implemented through correction of the curriculum, revision of course sequencing, inclusion of the course Discrete Structures in Computer Science, redistribution of credits, and integration of topics related to artificial intelligence and ethics.

Panel response

The panel welcomes these improvements and appreciates the university's prompt response to the draft report. However, these modifications were introduced after the accreditation site visit and therefore could not be verified during the evaluation process. Since the accreditation assessment is based on the evidence available at the time of the site visit, the recommendations are retained in the final report while acknowledging the university's subsequent corrective actions.

University's position

Recommendation 10 has been addressed through updating syllabi, adding recent literature and preparing Georgian-language teaching materials.

Panel response

The panel appreciates the actions undertaken to strengthen the recommended literature. As these changes were implemented after the site visit and were not subject to verification during the evaluation, the recommendation is maintained. The panel notes positively that the university has already initiated implementation.

University's position

Recommendation 11 has been addressed by introducing basic C# programming topics into the course Sensor Analysis.

Panel response

The panel welcomes this curriculum enhancement and considers it an appropriate response to the recommendation. Nevertheless, since the modification was made after the site visit and could not be evaluated as part of the accreditation process, the recommendation remains in the report while acknowledging that the university has taken corrective action.

- **Summary of the Panel Response**

The expert panel highly appreciates the university's constructive attitude and its prompt consideration of the observations contained in the draft accreditation report. The panel acknowledges that several curriculum improvements and technical corrections have already been introduced following receipt of the draft report.

However, the accreditation evaluation is based on the evidence available at the time of the site visit. Consequently, the recommendations are retained in the final report, as they reflect the panel's evaluation of the programme during the accreditation process. Where appropriate, the wording of several recommendations has been refined to better reflect the fact that the programme is newly established and that many quality assurance mechanisms will be demonstrated through future implementation.

The panel welcomes the university's commitment to implementing the recommendations and considers the undertaken actions a positive indication of its capacity for continuous quality enhancement.

- **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 Bachelor's programme "Software Engineering – Drone Technologies and Agrosystems" is implemented with the involvement of academic and invited personnel from Sokhumi State University and partner institutions. The programme team includes professors, associate professors, assistant professors, and invited specialists with qualifications relevant to software engineering, information technologies, mathematics, and applied technological fields. The programme leadership is exercised by Professor Nana Gulua (Sokhumi State University) and Associate Professor Lela Mirtskhulava (Ivane Javakhishvili Tbilisi State University), ensuring both institutional and external academic involvement.

The majority of academic personnel involved in programme delivery hold doctoral degrees in relevant fields and possess teaching and research experience corresponding to the programme profile. The programme additionally involves employer representatives and invited specialists from industry, including representatives of technological companies, which supports the practice-oriented nature of the programme.

As the programme is newly established and student admission has not yet commenced, quantitative indicators related to staff-to-student ratios, supervision workload, ratios of affiliated and invited staff, and student supervision schemes are not yet fully applicable. Nevertheless, the university has demonstrated sufficient human resource capacity for programme implementation at the initial stage.

- **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;

Academic personnel involved in the programme demonstrate active participation in scientific and research activities. According to the submitted CVs and supporting documentation, staff members have published scientific papers in local and international peer-reviewed journals and have participated in local and international scientific conferences, training activities, and professional development events during the last five years.

Research activities of academic personnel are generally aligned with the programme profile and include areas related to computer science, software engineering, information technologies, applied mathematics, and technological systems. The programme also envisages the integration of research-oriented and practical components within the teaching process, particularly through project-based learning and applied technological activities connected to drone technologies and agro-systems.

The university additionally supports staff participation in professional development activities, conferences, scientific missions, and qualification enhancement initiatives, which contributes to maintaining academic and professional competence relevant to programme implementation.

- **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.);

Based on the submitted documentation and interview results, the turnover of academic personnel involved in the programme has been low during recent years. The university demonstrates relative stability of academic staffing within the Faculty of Natural Sciences, Mathematics, Technologies, and Pharmacy. New staff and invited specialists have been involved primarily in the development of new programmes and emerging technological directions.

As the programme is newly established, no significant programme-specific turnover data are yet available. However, the institution appears capable of maintaining the human resources necessary for sustainable programme implementation.

- **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;

The Bachelor's programme "Software Engineering – Drone Technologies and Agrosystems" was approved by the Academic Council of Sokhumi State University on February 13, 2026, and represents a newly established educational programme. Consequently, student enrolment has not yet commenced, and quantitative data related to admissions, student progression, retention, mobility, graduation rates, and employment outcomes are not yet available.

The programme is designed as a 180 ECTS undergraduate programme delivered in the Georgian language. Admission prerequisites are defined in accordance with Georgian

legislation and include successful completion of the Unified National Examinations with mandatory subjects relevant to the field of study, including mathematics and foreign language competencies.

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

The programme documentation demonstrates that the university has established institutional mechanisms for programme monitoring, learning outcomes assessment, quality assurance, and stakeholder involvement. Programme development included benchmarking processes, employer surveys, and consultations with academic and administrative personnel.

The programme additionally benefits from the existing infrastructure of the Faculty of Natural Sciences, Mathematics, Technologies, and Pharmacy, including library resources, teaching facilities, and institutional quality assurance mechanisms. At the current stage, however, the effectiveness of programme implementation, learning outcomes achievement, graduate employability, and stakeholder satisfaction can only be fully assessed after the programme completes initial implementation cycles and enrolls students.

Overall, the submitted quantitative and qualitative information indicates that the university has established the foundational human, academic, and organizational resources necessary for launching and implementing the programme. Given the programme's newness, the long-term effectiveness of programme delivery, sustainability indicators, and student-centred outcomes will need to be evaluated during future monitoring and accreditation processes.

- **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
1.1	Programme Objectives	Substantially
1.2	Programme Learning Outcomes	Substantially
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Substantially
1.4	Structure and Content of Educational Programme	Substantially
1.5	Academic Course/Subject	Substantially
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies
2.1	Programme Admission Preconditions	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	Substantially
3.1	Student Consulting and Support Services	Substantially
3.2	Master's Student Supervision	Select Appropriate
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	Select Appropriate
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	Substantially
5.1	Internal Quality Evaluation	Substantially
5.2	External Quality Evaluation	Complies
5.3	Programme Monitoring and Periodic Review	Substantially

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 clearly formulated and correspond to the field of study, programme level, and qualification to be awarded. As a newly established programme, the objectives define the key knowledge, skills, competences, and elements of responsibility/autonomy that the programme intends to develop in future graduates and are broadly aligned with the National Qualifications Framework requirements and accreditation standards applicable in Georgia.

The institutional methodology formally regulates programme planning, development, approval, and modification procedures. According to the methodology, programme documentation must include programme aims, learning outcomes, curriculum maps, mappings between programme and course learning outcomes, employment fields, teaching and assessment methods, and evidence of stakeholder participation. The programme development process involves review by academic staff, faculty quality assurance services, university quality assurance services, faculty councils, and final approval by the Academic Council. The methodology also defines the responsibilities of programme heads in relation to programme compliance, stakeholder engagement, and programme development.

The reviewed programme documentation demonstrates logical consistency between programme objectives, programme learning outcomes, and programme structure. The inclusion of curriculum maps and mappings of course learning outcomes to programme learning outcomes indicates a structured approach to aligning educational objectives with curriculum content and expected graduate competences. The programme documentation includes mappings between programme learning outcomes and individual study courses using progressive levels of achievement (“Introduction”, “Deepening”, and “Reinforcement”), which supports the coherent development of competences throughout the programme.

The programme objectives demonstrate an orientation toward labour market relevance and graduate employability. Institutional regulations require labour market

analysis and consideration of employer demands during programme development and accreditation processes. Programme documentation additionally identifies potential employment fields and envisages practical and research components where appropriate. However, given that the programme is newly established, limited evidence is currently available regarding the practical application of labor market analysis findings in programme revision processes or the continuous involvement of employers, graduates, and students in programme evaluation and development activities.

The methodology also incorporates elements related to internationalization, including benchmarking with foreign programmes, use of foreign-language literature, international collaboration, and mobility opportunities. Nevertheless, based on the reviewed syllabi and programme documentation, the integration of international perspectives and international learning resources appears to vary across courses and will require consistent implementation during programme delivery.

Programme objectives and programme-related information are publicly accessible through institutional documentation and the university website. Internal quality assurance procedures, programme evaluation forms, and programme review mechanisms indicate that the programme objectives and structure are intended to undergo periodic evaluation and modification following programme implementation.

Overall, the programme substantially complies with the requirements of the standard component. The university has established a comprehensive and formally regulated framework for programme design, approval, and objective formulation. At the same time, as the programme is new, the effectiveness of stakeholder engagement mechanisms, labor market responsiveness, and implementation of internationalization practices will need to be demonstrated further during programme implementation and future evaluation cycles.

Evidences/Indicators

- Educational programme documentation;
- Programme learning outcomes;
- Curriculum maps and matrices of programme and course learning outcomes;
- Mapping of study course learning outcomes and programme learning outcomes;
- Syllabuses of study courses;
- Sokhumi State University “Mechanism for Evaluating Learning Outcomes of Programs”;
- Assessment plans and benchmark framework;
- Student, alumni, and employer survey instruments;
- Internal quality assurance documentation;
- Interview results with programme heads, academic staff, quality assurance representatives, students, graduates, and employers.

Recommendations:

1. It is recommended to ensure the planned involvement of external stakeholders (employers, students, professional representatives, and future graduates/alumni) in the implementation, periodic review, and future updating of programme objectives is systematic and properly documented upon programme implementation.
2. It is recommended to further develop and operationalize evidence-based labor market analysis mechanisms to support the future review and updating of programme objectives in line with evolving local and international labor market needs.

Suggestions for the Programme Development

- It is suggested to enhance the visibility of programme objectives and their linkage to career pathways and societal contribution through programme webpages and promotional materials.
- It is suggested to introduce periodic formal reviews specifically dedicated to assessing the continued relevance and achievement of programme objectives.
- It is suggested to consider establishing advisory boards involving employers, alumni, and external experts to support continuous programme development and review.
- It is suggested to strengthen the implementation of the internationalization dimension of the programme through broader integration of international academic resources and international cooperation activities during programme delivery.

Evaluation

Component	Evaluation
<u>1.1 Programme Objectives</u>	Substantially

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

Based on the analysed materials, the programme learning outcomes are generally logically connected to the programme objectives and correspond to the specificity, complexity, and level of the field of study. As the programme is newly established, the learning outcomes define the knowledge, practical skills, analytical abilities, professional competences, and levels of responsibility and autonomy that students are

expected to acquire upon completion of the programme. The outcomes are formulated in a measurable and achievable manner and are broadly aligned with the qualification to be awarded, the relevant level descriptors of the National Qualifications Framework, and the requirements established by Georgian accreditation standards.

The reviewed programme documentation includes curriculum maps and matrices demonstrating the relationship between programme learning outcomes and individual study courses. The mapping systems applied within the programmes (“Introduction – Deepening – Reinforcement” or “Introduction – Practice – Mastery”) indicate a structured and progressive approach to competence development across the curriculum. The reviewed syllabuses further indicate that course learning outcomes are formally linked to programme learning outcomes and integrated into planned teaching and assessment processes.

The institutional methodology for programme planning and development requires programmes to include mappings between programme objectives, programme learning outcomes, and course learning outcomes, thereby supporting coherence, transparency, and consistency in programme design. The methodology additionally requires the inclusion of teaching–learning methods and assessment methods aligned with intended learning outcomes.

The university has also established a formal mechanism for programme learning outcomes assessment through the document “Mechanism for Evaluating Learning Outcomes of Programs”. The mechanism defines periodic assessment procedures, direct and indirect assessment methods, benchmarks, responsible persons, and monitoring and review procedures. According to the mechanism, programme learning outcomes are intended to be measured annually through assessment plans, student achievement analysis, surveys, benchmark comparisons, and both direct and indirect assessment methods. The mechanism further specifies that assessment results should be used for programme improvement through curriculum modification, revision of assessment methods, adjustment of credits and contact hours, or revision of course sequencing and prerequisites.

The reviewed documentation demonstrates that the university has established a structured institutional framework for learning outcomes assessment and programme monitoring. However, given that the programme is new and has not yet completed a full implementation cycle, limited evidence is currently available regarding the practical application of the assessment mechanisms, completed analyses of programme learning outcome achievement, benchmark comparisons, trend analyses, or programme modifications introduced on the basis of assessment findings.

The programme learning outcomes appear to reflect labor market needs and employability expectations, particularly through emphasis on practical competences, applied skills, and professional autonomy. Institutional regulations also formally require stakeholder participation in programme development and review processes. Nevertheless, as the programme is newly established, limited evidence is currently available regarding the systematic and continuous involvement of employers, students, graduates/alumni, and other external stakeholders in the evaluation and revision of programme learning outcomes.

The programme substantially complies with the requirements of the component. Programme learning outcomes are appropriately formulated, logically connected to programme objectives, and supported by formal institutional quality assurance and assessment mechanisms. At the same time, the effectiveness of the assessment system, stakeholder participation mechanisms, and evidence-based use of assessment results for programme enhancement will need to be demonstrated during future implementation and review cycles.

Evidences/Indicators

- Educational programme documentation;
- Programme learning outcomes;
- Curriculum maps and matrices of programme and course learning outcomes;
- Mapping of study course learning outcomes and programme learning outcomes;
- Syllabuses of study courses;
- Sokhumi State University “Mechanism for Evaluating Learning Outcomes of Programs”;
- Assessment plans and benchmark framework;
- Student, alumni, and employer survey instruments;
- Internal quality assurance documentation;
- Interview results with programme heads, academic staff, quality assurance representatives, students, graduates, and employers.

Recommendations:

1. It is recommended to ensure that stakeholder participation mechanisms involving employers, students, professional representatives, and future graduates/alumni are implemented systematically and appropriately documented during the future review and updating of programme learning outcomes.
2. It is recommended to develop and consistently apply evidence-based monitoring mechanisms for programme learning outcomes, including documentation of benchmark analyses, assessment results, and improvement actions following programme implementation.
3. It is recommended to further strengthen analytical reporting mechanisms that will demonstrate, as evidence becomes available, demonstrate how programme learning outcomes assessment results contribute to programme enhancement, curriculum development, and quality assurance processes.

Suggestions for the Programme Development

- It is suggested to consider introducing more detailed performance indicators and target benchmarks for individual programme learning outcomes after the first programme implementation cycle.
- It is suggested to further enhance communication of programme learning outcomes and their relevance to employability, professional development, and

further study opportunities through programme information materials and the university website.

- It is suggested, following programme implementation, to strengthen the use of indirect assessment methods, including employer feedback, graduate tracking, and student surveys, in the periodic review of programme learning outcomes.

Evaluation

Component	Evaluation
1.2 Programme Learning Outcomes	Substantially

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 “Mechanism for Evaluating Learning Outcomes of Programs” defines the procedures, periodicity, methods, responsible persons, benchmarks, and tools for assessing programme learning outcomes. The mechanism establishes an annual assessment cycle and identifies both direct and indirect assessment methods. Direct methods include examinations, essays, presentations, practical assignments, projects, qualifying papers, and other forms of student performance assessment, while indirect methods include surveys of students, graduates, and employers.

The mechanism also defines the roles and responsibilities of programme heads, course instructors, supervisors, and quality assurance representatives in the implementation of learning outcomes assessment and monitoring processes. Assessment plans, benchmark frameworks, and evaluation tools are formally integrated into the institutional quality assurance system. The documentation indicates that programme learning outcomes are assessed through curriculum-based instruments, and benchmark comparisons are expected to be conducted using a standardized statistical approach, including the Gaussian normal distribution principle.

The institutional framework further provides that the results of learning outcomes assessment should be analysed and used for programme improvement. The regulations outline possible corrective actions, including revision of programme content, learning outcomes, credit allocation, course sequencing, teaching and assessment methods, as well as updating benchmarking approaches and incorporating

labour market analysis. The quality assurance service is also responsible for supporting academic and invited staff through methodological guidance and professional development activities related to learning outcomes assessment.

The university has additionally developed programme evaluation forms and internal/external review templates that assess the consistency between programme objectives, learning outcomes, assessment methods, programme structure, and curriculum design. These instruments demonstrate the existence of a structured internal quality assurance framework supporting programme monitoring and review.

However, although the institutional framework is formally established, the programme is newly developed and has not yet completed a full implementation and evaluation cycle. Consequently, the panel was not able to verify the effective operation of the learning outcomes assessment system in practice. At the time of evaluation, limited evidence was available regarding completed learning outcomes assessment reports, benchmark analyses, systematic trend analysis, or documented programme improvements implemented on the basis of assessment findings.

In addition, while stakeholder participation is envisaged within the institutional regulations, the submitted evidence did not sufficiently demonstrate established practices for the regular and meaningful involvement of employers, students, graduates, and other external stakeholders in programme learning outcomes evaluation and programme enhancement processes. Given the newness of the programme, graduate feedback and labour market tracking mechanisms have not yet generated sufficient evidence of effectiveness.

The reviewed materials also indicate that academic staff are expected to participate in professional development activities related to learning outcomes assessment methodologies and data analysis. Nevertheless, the panel identified limited evidence regarding the systematic implementation, regularity, and practical outcomes of such activities at programme level.

Overall, the programme substantially complies with the requirements of the component. While the university has established a formally regulated framework for the evaluation and monitoring of programme learning outcomes, the practical implementation, effectiveness, and sustainability of these mechanisms require further demonstration through subsequent cycles of programme implementation and review due to the early stage of programme development. Further evidence from future assessment cycles will be necessary to confirm the effectiveness of the system and its contribution to continuous programme improvement.

Evidences/Indicators

- Educational programme documentation;
- Programme learning outcomes;
- Curriculum maps and matrices of programme and course learning outcomes;
- Mapping of study course learning outcomes and programme learning outcomes;
- Syllabuses of study courses;

- Sokhumi State University “Mechanism for Evaluating Learning Outcomes of Programs”;
- Assessment plans and benchmark framework;
- Student, alumni, and employer survey instruments;
- Internal quality assurance documentation;
- Interview results with programme heads, academic staff, quality assurance representatives, students, graduates, and employers.

Recommendations:

- It is recommended to develop and implement a programme-specific learning outcomes assessment system that ensures regular monitoring, documentation, archiving, and evidence-based use of assessment results for continuous programme improvement following programme implementation.

Suggestions for the Programme Development

- It is suggested to introduce standardized templates and reporting formats for programme learning outcomes assessment, benchmark analysis, and corrective action planning to support consistency and transparency.
- It is suggested to further strengthen professional development activities for academic and invited staff related to learning outcomes assessment methodologies, benchmark analysis, and evidence-based quality enhancement practices.
- It is suggested, as the programme develops, to consider integrating additional performance indicators, such as student progression, retention, graduate employability, and continuation to further study, into programme evaluation processes.
- It is suggested to enhance dissemination and discussion of learning outcomes assessment findings among academic staff and stakeholders in order to strengthen institutional quality culture and shared responsibility for programme improvement.

Evaluation

Component	Evaluation
<u>1.3 Evaluation Mechanism of the Programme Learning Outcomes</u>	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 educational program has been developed in accordance with the methodology used by the university for the planning and development of academic programs. The program content, structure, and level correspond to the requirements of bachelor level and comply with the legislation of Georgia as well as the principles of the ECTS system. The curriculum is distinguished by its interdisciplinary and modern character, as it combines computer science, drone technologies, and agroengineering. The program structure is generally logical and consistent, and the sequence of courses supports the development of both theoretical knowledge and practical skills. The learning outcomes are aligned with the ICT sectoral standard and the curriculum includes courses that respond to current technological and labor market demands, including programming, machine learning, cybersecurity, environmental sciences, and smart systems. At the same time, several technical issues in the curriculum require additional revision. In the program structure, the total number of credits is indicated as 177 instead of 180, since the mandatory component should amount to 135 credits rather than 132. In addition, the course “Statistical Models of Data Processing” is presented as a 6-credit course in the syllabus and semester distribution, although it is reflected as 3 credits in the summary table. The workload distribution of this course should also be reviewed to ensure consistency between contact hours, independent work, and assigned credits.

Certain prerequisite-related issues also need clarification. For example, the course “Algorithms of Numerical Analysis” has “Calculus for Drone Systems II” as a prerequisite, however according to the semester distribution, both courses are taught in the same semester. This creates inconsistency in the logical progression of the curriculum and may affect the proper acquisition of prerequisite knowledge. Therefore, it would be appropriate to review the prerequisite system and semester allocation of courses to ensure better coherence within the program structure. It would be beneficial to include more topics related to Discrete Mathematics within the mathematics block, while the course “Computer Literacy” could be updated by integrating issues related to artificial intelligence tools, their practical application, and ethical use. Overall, the program creates a good foundation for preparing specialists in the field and reflects current developments in technology and digital transformation.

Evidences/Indicators

- Self-evaluation report;
- Educational program;
- Course syllabi;
- Interview Results.

Recommendations:

1. It is recommended to review and correct the technical structure of the curriculum to ensure consistency between the total number of credits, course distribution, and workload allocation, particularly in relation to the compulsory component and the course “Statistical Models of Data Processing”;
2. It is recommended to revise several prerequisite arrangements and semester distributions to ensure logical sequencing of courses and the proper acquisition of prerequisite knowledge before students proceed to advanced subjects;
3. It is recommended to strengthen the curriculum by integrating additional topics related to Discrete Mathematics, artificial intelligence tools, and the ethical use of digital technologies to better support modern technological and professional competencies.

Suggestions for the Programme Development

- None

Evaluation

Component	Evaluation
1.4 Structure and Content of Educational Programme	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 syllabi of the program is generally prepared well and follows the goals and learning outcomes of the educational program. The course content, teaching methods, assessment system, and topics are clearly described and help students develop both theoretical knowledge and practical skills. The program includes modern courses such as “Introduction to Machine Learning,” “Cybersecurity in Drone Systems,” “Drone Simulation and Flight Control Systems,” “Sensor Analysis,” “Mobile Computing,” “Embedded Systems,” and “GIS Analysis for Drone Technologies.” These courses are important today because modern industries increasingly use artificial intelligence,

drone technologies, data analysis, cybersecurity, and smart systems in different fields, including agriculture, environmental protection, and transportation.

At the same time, several issues need improvement. In some syllabi, the mandatory literature is not fully indicated. For example, the course “Drone Simulation and Flight Control Systems” does not include compulsory literature in the syllabus. In addition, in several courses the year of publication of the mandatory literature is not specified, which makes it difficult to evaluate how updated the materials are. In the course “Drone Architecture,” only English-language literature is provided, so it would be useful to add Georgian-language resources as well. Another issue is related to the course “Sensor Analysis.” Students work on practical tasks using the C# programming language, but a C# course is not included in the main curriculum. Because of this, students may have difficulties when starting practical assignments. Therefore, it would be better to include basic C# topics within the course or provide students with introductory materials before practical work begins. Overall, the syllabi are prepared correctly, and the goals, learning outcomes, teaching methods, assessment components, and course topics are generally presented clearly and consistently.

Evidences/Indicators

- Self-evaluation report;
- Course syllabi;
- Interview Results.

Recommendations:

1. It is recommended to complete and update the mandatory literature in all syllabi, including publication years and, where possible, relevant Georgian-language resources, prior to programme implementation;
2. It is recommended to add basic C# programming topics to the course “Sensor Analysis” to help students better understand and complete the practical assignments.

Suggestions for the Programme Development

- It is suggested that in the courses “Introduction to Software Architecture” and “Sensor Analysis,” the author’s position at Sokhumi State University should also be mentioned, because currently only another university is indicated in the author information.

Evaluation

Component	Evaluation
1.5. Academic Course/Subject	Substantially

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.

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

The admission and recognition procedures of the program are organized according to the legislation of Georgia and the internal regulations of the university. The program follows transparent and clearly defined rules for student admission, mobility, recognition of credits, and awarding of qualifications. Students are admitted to the program through the Unified National Examinations in accordance with the requirements established at the national level. Applicants take examinations in different subjects, including Mathematics and foreign languages such as English, German, and other languages, depending on the admission requirements and their chosen field of study.

The university also has regulated procedures for internal and external mobility, which allow students to continue their studies in accordance with national rules and ECTS principles. The recognition of learning outcomes and credits earned at other higher education institutions is carried out according to the existing legal framework and university regulations. Information related to admission requirements, mobility procedures, student status, and qualification awarding is available to students and is communicated in a clear manner. The processes related to student admission and recognition are well organized and comply with the current legislation of Georgia. The existing procedures support transparency, fairness, and equal access for students, while also ensuring that academic and administrative processes are managed effectively. Information about the admission procedures and examination requirements is public and accessible to all interested persons through the university and relevant official platforms.

Evidences/Indicators

- Self-evaluation report;
- Program;
- Web-page;
- Interview Results.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Component	Evaluation
2.1 Programme Admission Preconditions	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 university actively supports the professional development of academic, scientific, and invited staff through different trainings, workshops, seminars, and international projects. Academic staff involved in the program regularly participate in activities related to teaching methods, online learning, assessment systems, internationalization, career development, inclusive education, and curriculum improvement. These activities are carried out both at the national and international levels and involve cooperation with foreign universities and international organizations.

The university also supports students through different academic and professional support mechanisms. Students are encouraged to participate in projects, academic activities, and student conferences, where they can present their work, improve research and presentation skills, and gain practical experience. Such activities help students become more involved in academic life and support the development of communication and professional skills.

The presented activities show that the university pays attention to both staff development and student support. The existing activities and support mechanisms contribute to improving the quality of education, teaching methods, research activities, and international cooperation within the university. Information about these activities, opportunities, and support mechanisms is publicly available and accessible to all interested stakeholders, ensuring transparency and facilitating active engagement with the university community.

Evidences/Indicators

- Self-evaluation report;
- Program;
- Web-page;
- Personnel Development Activities;
- Interview Results.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/per forming 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 teaching and learning methods used in the program are generally appropriate and correspond to the content and learning outcomes of the courses. Different methods are used in the teaching process, including lectures, practical work, discussions, presentations, independent assignments, and case analysis. These methods help students develop both theoretical knowledge and practical skills. The assessment system is also described clearly in most syllabi and includes different forms of evaluation such as exams, assignments, presentations, practical tasks, and class participation. Overall, the teaching and assessment methods support the achievement of the program learning outcomes and create a student-centered learning environment.

At the same time, several syllabi require further improvement regarding teaching and assessment methods. In some courses, certain methods should be added or described more clearly. For example, in the course “Physics for Drone Systems,” it would be

useful to include more practical or project-based activities that relate to real technological applications. In the course “Introduction to Operating Systems,” it is suggested to add a project component, since project-based learning would help students better develop practical and analytical skills related to operating systems and software environments. No significant problems were identified in relation to teaching and learning methods. The existing approaches are appropriate for the program level and content; however, several minor improvements would further strengthen the practical and student-oriented aspects of the learning process.

Evidences/Indicators

- Self-evaluation report;
- Program;
- Interview Results.

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested to review the syllabi and add project-based learning components to the courses to strengthen students’ practical and analytical skills.

Evaluation

Component	Evaluation
<u>2.3. Teaching and learning methods</u>	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

Student evaluation at Sokhumi State University is regulated by the Educational Process Regulatory Rules, which are publicly available on the university website. The system is applied equally to all students and is consistent with Georgian legislation.

Each course includes mid-term and final assessment components. Mid-term assessments carry up to 60 points and the final exam up to 40 points. The final exam is mandatory for all students. A minimum competence threshold is set for each

assessment form. Assessment methods are chosen based on the specifics of each course and its learning outcomes, and are described in the course syllabi. Students are informed of assessment criteria before the course begins. During the site visit, students confirmed that instructors explain the assessment criteria at the start of each course.

The grading scale includes five positive grades (A to E, ranging from 91–100 down to 51–60 points) and two negative grades (FX: 41–50, and F: 40 and below). Students who receive an FX grade have the right to take one additional exam. The appeal procedure is handled by the Unified Examination Center, which sets up appeal commissions based on student requests. Students confirmed during the site visit that they are aware of their right to appeal and that the procedure works in practice.

Assessment results are regularly analyzed by the Faculty Quality Assurance Service and used to improve teaching. The electronic system Studlab is used to record and monitor student assessments across the programme.

The university uses the Gauss method to monitor assessment results, analyzing the distribution of grades to identify courses with a high proportion of low or average scores. This analysis is carried out by the Quality Assurance Service and used to inform improvements to the teaching process.

Academic integrity mechanisms, including plagiarism prevention and detection, are applied during student evaluation. The relevant norms and procedures are defined in the university's regulatory documents.

The administration of the written components of mid-term and final exams is handled by the Unified Examination Center, which ensures standardized and reliable exam conditions across all courses.

Regarding the Bachelor's thesis, the student must receive a positive conclusion from the supervisor and an evaluation from a reviewer before being admitted to the defense. The defense is conducted before a commission, ensuring a collegial and transparent evaluation process. Formatting and assessment criteria for the thesis are publicly available on the university website.

Evidences/Indicators

- Evaluation system regulatory document;
- Evaluation components, and methods presented in syllabi enclosed with the educational programme;
- The procedure for appealing evaluation results;
- Website;
- SER;
- Interviews.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

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

Sokhumi State University provides students with consulting and support services through several dedicated units: the Student Practice and Career Management Service, the International Relations and Intercultural Communications Service, the Sports, Culture, and Youth Affairs Service, and the Foreign Language Center. The Career Management Service informs students about job vacancies and internship opportunities, helps with application documents, and maintains a graduate employment database. Faculty administration is in regular contact with students to ensure they are aware of available procedures and services.

The university has a flexible tuition fee payment system, allowing students to pay in four installments. Since 2012, the Student Self-Governance has been running a student support programme that provides fee concessions based on pre-defined criteria, covering students of high academic achievement, internally displaced persons, socially vulnerable students, students from large families, and students from high-mountainous regions. Concessions are approved by the Representative Council.

The university conducts regular student surveys at the end of each semester. Students evaluate all completed courses and the instructors who delivered them through dedicated questionnaires. The results are processed by the Quality Assurance Service,

communicated to students and staff, and used to modify and improve the educational programmes and teaching process. The university supports student integration through clubs, cultural and sports groups, and thematic schools organized by the Student Self-Governance. Special support is provided for socially vulnerable students, students with disabilities, and students from ethnic minorities, including financial concessions on tuition fees.

Students have the opportunity to take part in annual scientific conferences at the faculty, international mobility programmes such as Erasmus+ and Jean Monnet, grant competitions, and various cultural and sports events both locally and internationally.

However, during the site visit, students consistently stated that social media, mainly Facebook, is their primary source of information about university events, services, and opportunities. Students were often unaware of available support services and activities until they came across them on social media, rather than being informed through structured institutional channels. This indicates that the university's current approach to student communication is not sufficiently systematic.

It is recommended that the university develops and implements a structured student communication strategy that ensures all students are proactively and consistently informed about available services, support mechanisms, and opportunities through formal and diversified channels, reducing reliance on social media as the primary information source.

Evidences/Indicators

- SER;
- Interviews results;
- Planned and implemented consulting services;
- Information of student involvement in local and international activities;
- University Website.

Recommendations:

1. It is recommended that the university develops and implements a structured student communication strategy that ensures all students are proactively and consistently informed about available services, support mechanisms, and opportunities through formal and diversified channels, reducing reliance on social media as the primary information source, once the programme is launched.

Suggestions for the Programme Development

- None

Evaluation

Component	Evaluation
3.1 Student Consulting and Support Services	Substantially

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 bachelor's educational program "Software Engineering - Drone Technologies and AgroSystems," implemented at the Faculty of Natural Sciences, Mathematics and Technologies of SSU, is developed in accordance with the legislation and internal regulations of SSU. The selection and appointment process for academic, scientific, and visiting staff is transparent, fair, objective, and meets established criteria.

Academic/visiting staff have the competencies necessary to achieve learning outcomes, as evidenced by their teaching experience and participation in various scientific activities. It should also be noted that the change in the profile of the university has created a new problem associated with the availability of qualified drone specialists. A certain number of academic, scientific and visiting staff of the university have relevant experience in this field, which will be more than enough at the initial stage. In order to solve the existing problem, it would be desirable to conduct appropriate training of personnel.

The qualifications of the staff implementing the Bachelor's program mainly correspond to the qualification requirements and functions defined by law. Their qualifications are supported by their activities over the past 5 years (monograph, textbook, scientific article published in a peer-reviewed journal, etc.), and/or a practical project in the relevant field.

The Academic Council of the university has approved a regulation on the workload of academic and visiting staff and an individual workload scheme, which includes teaching, research and other responsibilities in accordance with the functions assigned to them. The workload of academic/scientific/visiting staff involved in the implementation of the program is planned on a semester-by-semester basis and includes teaching and/or research and other responsibilities depending on the roles and responsibilities assigned to them. In the case of invited personnel, the workload takes into account the workload of a person working in another university.

The workload schedule provides a consistent workload for affiliated academic staff and a workload for invited staff in the form to ensure the smooth implementation of the educational program and proper performance of the responsibilities assigned to the program's implementing staff. The workload schedule includes time for student consultations (2 hours), which are scheduled weekly.

A balance is maintained between staff implementing the Bachelor program, which ensures the sustainability of the program (19 academic/8 invited). Number of personnel involved in the program:

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Program me Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated staff
Total number of academic staff	27	25	20	9
- Professor	4	4	4	4
- Associate Professor	12	10	10	12
- Assistant-Professor	2	2	2	2
- Assistant	1	1	0	1
Invited Staff	8	8	4	-
Visiting Staff	-	-	-	-
Scientific Staff	-	-	-	-
Including International Stuff	-	-	-	-

The leaders of the bachelor's program "Software Engineering-Drone Technologies and Agro-Systems" have the necessary knowledge and experience to develop programs. They have appropriate qualifications/competence in the field of program training and are directly involved in the implementation of the program and the learning process, have many years of experience in leading programs at the Bachelor, Master and Doctoral levels.

Program leaders are directly involved in program evaluation and development, as well as in the implementation of the program. At regular intervals, they carry out relevant activities, which may be aimed at student advising, program promotion, and/or program development.

The Faculty of Science, Mathematics, Technology and Pharmacy of SSU implements the bachelor's program "Software Engineering - Drone Technologies and Agrosystems." The program is supported by administrative staff (faculty and university level): Dean, Associate Dean, Head of Quality Assurance, Lead Quality Assurance Specialist, Head of Academic Affairs and others.

Students of the program are provided with a sufficient number of competent administrative and support staff.

Evidences/Indicators

- The staff management policy and procedures at HEI;
- Personnel qualification requirements;
- Personal files of the staff;
- Personnel Contest materials;
- The rules and conditions of affiliation, as well as a sample contract for affiliated staff;
- Information on publications in peer-reviewed journals, including international peer-reviewed journals, / creative / performing projects;
- Academic, scientific, invited staff workload scheme, which envisages staff workload in other HEIs;
- Methodology for determining the number of academic, scientific and visiting staff of the programme;
- The ratio of academic/scientific/invited staff to the number of students enrolled in the programme;
- Functions of the Head of Programme, his/her personal file;
- Number of administrative and support personnel;
- Job description of administrative and support staff;
- Interview results.

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested to review the syllabi and add project-based learning components to the courses to strengthen students' practical and analytical skills.

Evaluation

Component	Evaluation
4.1 Human Resources	Complies

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
<u>4.2 Qualification of Supervisors of Master's Students</u>	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

HEI regularly evaluates academic and visiting staff participating in the program. Surveys are conducted, the educational process is assessed, the material and human resources necessary for the implementation of educational programs are assessed, the results are analyzed, recommendations are made, and they are used to improve the educational process.

The university takes care of the professional development of the teaching staff. Academic/research/visiting staff involved in the implementation of the program may participate in HEI sponsored trainings, seminars and conferences. Academic/scientific/visiting staff can receive financial support (full or partial funding) for local or international conferences/for participation in congresses, scientific forums and others, which is provided in the budget of the university.

In case of necessity, the higher education institution ensures the use of electronic and distance learning methods that are relevant to the field of study and do not change the objectives or learning outcomes of the programme.

Evidences/Indicators

- The results of the staff evaluation and also the results of staff satisfaction surveys (including the quality of research and teaching, international mobility data, etc.) and their utilization in staff management and development;
- Events for professional development of academic, scientific and invited staff planned/implemented by the HEI (trainings, scientific missions, qualification courses, conferences, exchange local and/or international projects, which serve to develop the professional skills and/or skills of teaching / e-learning / distance teaching-learning-assessment/assessment methods);
- Supporting mechanisms for fostering scientific and research work;
- Data on staff involvement in international and/or scientific/research projects, conferences, research and events organized by HEI;
- Documents for certifying international cooperation (international research, published papers via affiliation with the HEI, international mobility, exchange and/or joint programmes, bilateral agreements, memoranda, etc.).
- Interview results.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Component	Evaluation
<u>4.3 Professional development of academic, scientific and invited staff</u>	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

HEI has a library resource of up to 50,000 printed books and electronic resources. The library also introduced curricula for each subject, lecture courses, readers, and more. Library resources are represented in two buildings owned by HEI. The physical and digital resources of the library are physically sufficient to achieve the goals and results of the program. The bachelor's program "Software Engineering - Drone Technologies

and Agro-Systems" is new to the university, and at the time of visiting the site, textbooks on courses related to drones were not in the library. As stated during the field mission, the process of acquiring textbooks has already begun, and once they are added to the library, they will be sufficient to fully achieve the goals and results of the program.

Updating library, material and digital resources is carried out on a semester basis. The course instructor applies for new books. After completing the relevant procedures, the process of purchasing corresponding materials begins.

In both HEI-owned buildings, students have access to a reading room where, along with the course program, a lecture course, essential literature, a reader, and more are available. In addition, for students registered in the library, an electronic textbook is available remotely from the university's website. In addition, students have access to state-of-the-art science periodicals, digital resources, and international electronic library databases (e.g., Thomson Reuters electronic science databases) that allow them to access current science data in the relevant field to achieve program learning outcomes;

Students are informed about the use of library resources from the first week of study. In addition, through seminars and training sessions, the university periodically informs students about the use of library resources and scientific databases. Relevant information is periodically sent to students by e-mail.

To meet the requirements of the bachelor's program "Software Engineering - Drone Technologies and Agrosystems," the university is equipped with modern computers. In particular, 1 laboratory was purchased consisting of 15 high-performance computers (i7-14, RAM 64GB, M2 512GB), on which it will be possible to simulate drone control, and several laboratories consisting of 25 computers (i5-14, RAM 16GB, SSD 512GB). In addition to the above, the university decided to purchase the "Drone Laboratory," in which it will be possible to carry out physical activities on drones (assembly, disassembly, modification, etc.). At the initial stage, a similar laboratory will be available to students of the Ilya Vekua Sokhumi Institute of Physics and Technology, with whom the university signed a memorandum of cooperation.

Modern technological solutions available to higher education institutions (computers, wired/wireless devices, etc.) allow, if necessary, to use and implement electronic/distance learning/assessment methods.

Evidences/Indicators

- Library, material, information and digital resources and documents confirming the purchase of their ownership / license;
- Ratio of technical devices to the number of students;
- Access to international electronic library databases and relevant certificates;
- Compliance of library books with core literature indicated in educational programmes;
- Indicators of access to international electronic library databases;
- Interview results.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

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 budget of the educational program is developed considering the Law of Georgia "On Higher Education," the Law of the Sokhumi State University, as well as the "Rules for drawing up the budget of the SSU" approved by the Senate of the University.

Its main source of funding is student fees. Every year, taking into account the estimated expenses and income, the faculty develops an annual budget, which is submitted for approval by the Council of Representatives of the SSU.

The program is financially stable, and its budget (67500 GEL) covers the necessary funding for resources, staff salaries, literature updates, and other related needs associated with program implementation and program development (11.6%).

Additionally, the faculty budget includes funds for the needs of the program (Such as purchasing equipment and/or new textbooks, funding for participation in local and international conferences, and more).

Within the framework of the education system reform, Sokhumi State University has full state support in accordance with the declared policy.

Evidences/Indicators

- Educational programme funding sources;
- Budget of the educational programme/educational programmes cluster /faculty/school;

- Interview results.

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Component	Evaluation
<u>4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability</u>	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

At Sokhumi State University, quality assurance processes are led by the Quality Assurance Office, one of the university's governing bodies, which plans and participates in the evaluation of educational programs, teaching and research processes, as well as university services. The mechanisms and procedures for ensuring and evaluating the quality of educational programs are described in the document "Mechanisms for Assessing Opportunities for the Development of Teaching Quality." According to this document, the university operates a continuous quality assurance system based on the PDCA ("Plan–Do–Check–Act") cycle principle. The procedures for planning bachelor's educational programs and introducing changes are regulated by the "Methodology for Planning, Developing and Improving Bachelor's Programs."

According to the presented document, the program is developed by the program head and the academic team. Within their competence, the Quality Assurance Office, the Faculty Council, and the Academic Council are involved in the process. Regarding the preparation of the accreditation package, university regulations ensure the involvement of stakeholders through identifying labor market demands, determining employer needs, and considering the opinions and satisfaction of graduates and students.

Based on the self-evaluation report, attached documents, and interview results, it is evident that stakeholder participation in the development, planning, and evaluation of the bachelor's program was mainly ensured through surveys of students, graduates, and employers. However, no analytical document reflecting the survey results or follow-up actions was provided. It should also be noted that interviews with students and graduates revealed limited involvement in the program evaluation process. Therefore, it is desirable for the program head and the Quality Assurance Office to develop more effective tools and mechanisms beyond surveys to ensure meaningful stakeholder participation in program evaluation.

The submitted documentation and interview results indicate that the program development and revision process involved a self-evaluation group composed of administrative staff, academic staff, a student, and an employer. The self-evaluation group held several meetings during which they discussed the program objectives, learning outcomes, data necessary for preparing the self-evaluation report, and other related issues.

To assess the achievement of the bachelor's program learning outcomes, a learning outcomes alignment map has been developed. Direct and indirect assessment methods have been defined, and learning outcomes should be evaluated based on the analysis of quantitative and qualitative data collected through these methods. It should be noted that the curriculum map, which identifies the core compulsory courses contributing to specific learning outcomes with indicated levels (1 – Introduction; 2 – Development; 3 – Reinforcement), requires certain modifications for further improvement. We believe that the courses contributing to the learning outcomes should be reviewed and all three levels appropriately indicated, since reinforcement of any learning outcome should be preceded by its development through relevant courses. It is recommended that the Quality Assurance Office intensify its cooperation with the academic team in developing mechanisms for assessing program learning outcomes. In addition, the description of target benchmarks is also important.

It is important to note that, in accordance with the “Methodology for Planning, Developing and Improving Bachelor's Programs” operating at the university, in addition to the evaluation conducted by the Quality Assurance Office staff, the presented program also underwent internal evaluation by a professor of Sokhumi State University. Following the review and analysis of the internal evaluation documents, we believe it would be desirable to modify the internal evaluation forms, specifically by diversifying their content and assessment indicators in line with the updated accreditation standards for higher education programs and giving them a more analytical character.

Evidences/Indicators

- “Methodology for Planning, Elaboration and Development of the Educational Program” approved by the Academic Council of Sokhumi State University (Resolution No. 05/01 – 20, 20.04.2012);
- Results of the survey of students and other interested persons conducted by the University;
- Protocols of the Self-Assessment Commission;
- Educational program and syllabi.
- Meeting with the senior management of the university.

Recommendations:

- It is recommended that the Quality Assurance Office and the program head review the learning outcomes assessment document and develop a mechanism that ensures the analytical processing of the obtained results, as well as the preparation and sharing of an action plan for responding to those results with relevant stakeholders, following the first assessment cycle.

Suggestions for the Programme Development

- None

Evaluation

Component	Evaluation
5.1 Internal quality evaluation	Substantially

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

Based on the self-evaluation report, the attached documentation, and the results of the interviews, it is confirmed that the program utilizes external quality assurance mechanisms, including the authorization and accreditation standards developed by the LEPL – National Center for Educational Quality Enhancement, as well as the relevant procedures and the recommendations and advice provided by experts within these processes for further development purposes. Field-specific experts are also involved in the external evaluation of the program.

In accordance with university regulations, employers should also be involved in the external evaluation process. For the presented program, employer involvement was ensured through participation in the work of the self-evaluation group and through survey participation.

The program was submitted to external reviewers for external evaluation. The external evaluation was conducted by a leading engineering doctor from the Georgian Technical University. The Georgian expert evaluated the program positively. However, it should be noted that the provided evaluation is general in nature and does not allow for in-depth analysis or well-substantiated conclusions regarding the program, its objectives, learning outcomes, and courses.

It is advisable for the university to develop a specific methodology for external evaluation, which would assist the academic team in better identifying significant findings and areas for improvement. It is also recommended that, on the one hand, a foreign expert be involved in the external evaluation process, and on the other hand, that the existing evaluation form for external reviewers be refined by diversifying the list of assessment areas and evaluation criteria.

Evidences/Indicators

- External expert evaluations of the educational program.
- Internal expert evaluations of the educational program.
- Quality assessment document.
- Meeting with the senior management of the university.
- Self-Evaluation Report.

Recommendations:

- None

Suggestions for the Programme Development

- It is suggested, on the one hand, to involve an international expert in the external evaluation process, and on the other hand, to improve the existing evaluation form used by external reviewers by diversifying the list of evaluation issues and assessment criteria. This will help the academic team better identify important findings and areas for improvement within the program.

Evaluation

Component	Evaluation
<u>5.2. External Quality Evaluation</u>	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

At Sokhumi State University, the periodic evaluation of educational programs is carried out in accordance with the rules and procedures established by the university, which are described in the document “Mechanisms for Assessing Opportunities for the Development of Teaching Quality.” The purpose of the periodic evaluation of the educational program is to assess the quality of program implementation, including the evaluation of the teaching and research processes, human resources, material resources, library resources, and student and staff support services, with the participation of students, academic and invited staff, graduates, and employers.

Based on the attached documents and interview results, it is confirmed that the institution conducts surveys every semester with the involvement of relevant stakeholders. Within the process of program development and improvement, labor market demands were identified, and surveys were conducted among students, academic and invited staff, graduates, and employers in order to identify both positive and negative findings related to the program. However, an analytical document reflecting the analysis of the collected information and documentation confirming feedback on the identified needs was not provided. During the development of the bachelor’s program, the program head compared the program with similar programs; however, the corresponding analytical document is also not available.

It is recommended that, within the framework of further monitoring and for the purpose of program improvement, the Quality Assurance Service and the program head conduct a more in-depth study of the attitudes and opinions of students and graduates. This should address not only the program content and its theoretical and practical components, but also aspects related to program implementation, teaching methods, and assessment methods.

Evidences/Indicators

- “Methodology for Planning, Elaboration and Development of the Educational Program” approved by the Academic Council of Sokhumi State University (Resolution No. 05/01 – 20, 20.04.2012).
- Results of the survey of students and other interested persons conducted by the University.
- Educational program and syllabi.
- Meeting with the senior management of the university.

Recommendations:

- It is recommended that the Quality Assurance Service and the program head, within the framework of further monitoring for program improvement, develop a detailed action plan and planned activities to be implemented as the programme progresses. This plan should ensure an in-depth study of the attitudes and opinions of students and graduates not only regarding the program content and its theoretical and practical components, but also regarding program implementation, teaching methods, and assessment methods. In addition, appropriate channels should be established to ensure feedback with relevant stakeholders.

Suggestions for the Programme Development

- None

Evaluation

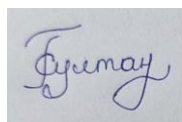
Component	Evaluation
<u>5.3. Programme monitoring and periodic review</u>	Substantially

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel

Gulbakhyt Sultanova

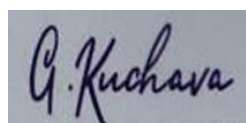


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