



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Final Group Report on Higher Education Programme

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

Artificial Intelligence in Business, Master, 7th Level

East-West University

Evaluation Date: 7.5.2026

Report Submission Date: 20.07.2026

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	East-West University
Identification Code of Institution	404535813
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Seifedine Kadry, NUC Norway, LAU Lebanon
Member (Name, Surname, HEI/Organisation, Country)	Mikheil Rukhaia, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tinatin Gabrichidze, New Vision University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Aleksandre Kalandadze, Ivane Javakhishvili Tbilisi State 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)	
Name of Higher Education Programme (in English)	East-West University
Level of Higher Education/programme	VII
Qualification to be Awarded ²	1.Master of Computer Science 2.Research Master of Computer Science
Name and Code of the Detailed Field	0613 Software and Applications Development and Analysis 0613.1.2 Computer Science
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	English
Number of ECTS credits	I -60 Ects II -60 Ects
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 Master's program in **Artificial Intelligence in Business** is a new interdisciplinary program developed in line with the mission and strategic goals of East-West University and current labor market demands. It aims to prepare highly qualified professionals who can apply artificial intelligence in both business and computer science contexts. The program was designed based on labor market analysis showing a strong need for specialists with combined expertise in AI, data analytics, and business decision-making. A key strength of the program is its international partnership with the W. P. Carey School of Business through a "1+1" double degree model. This collaboration includes a jointly designed curriculum, shared academic staff involvement, mutual course recognition, and international quality benchmarking. The program comprises 120 ECTS credits and includes mandatory technical and research courses, elective specialization options, and a 24-ECTS independent research project. Instruction is delivered in English to enhance international competitiveness and student mobility. Graduates are prepared for careers such as AI Solutions Architect, Machine Learning Engineer, Chief AI Officer, and AI Product Manager. The university has also ensured the availability of qualified staff, infrastructure, and learning resources to support sustainable and high-quality program delivery.

▪ Overview of the Accreditation Site Visit

The evaluation of the program was carried out on May 7, 2026, by the expert panel approved by the order of the NCEQE. The format of the evaluation was hybrid, with Georgian experts and representatives of the institution attending interviews on-site, as well as the chair of the panel from abroad attended online. Accreditation experts held a preliminary meeting online on May 6, where they shared their preliminary findings based on the review of the program, self-evaluation report, and relevant annexes and planned the details of the evaluation. The expert panel had the chance to meet all internal and external stakeholders of the program and observe material-technical resources. Namely, the expert panel held interviews with the university and faculty administration, self-evaluation team, representatives of the quality assurance office, heads of the program, academic and invited staff of the program, students and alumni of different program, and employers. The Accreditation visit was well organized, and the working environment was collaborative and welcoming.

▪ Brief Overview of Education Programme Compliance with the Standards

Standard 1: Complies with Requirements

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

Standard 2: Complies with Requirements

- Substandard 2.1-2.4 Complies with Requirements

Standard 3: Complies with Requirements

- Substandard 3.1, 3.2 Complies with Requirements

Standard 4: Complies with Requirements

- Substandard 4.1, 4.2, 4.3, 4.5 Complies with Requirements
- Substandard 4.4 Substantially Complies with Requirements

Standard 5: Substantially Complies with Requirements

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

▪ **Recommendations**

1.3 Evaluation Mechanism of the Programme Learning Outcomes

It is recommended to ensure greater involvement of the staff implementing the program in the program learning outcomes (PLO) assessment processes and to enhance their awareness and understanding of the existing assessment methodology.

4.4 Material Resources

Ensure that all compulsory and supplementary materials are accessible to students, up to date, and fully aligned with the contemporary developments of the field.

5.1 Internal quality evaluation

Ensure stronger stakeholder involvement in program development, and better familiarization of programme staff with the programme.

5.3. Programme monitoring and periodic review

Ensure full application of all the relevant QA tools for the program, including benchmarking analysis, and more detailed labour market demands analysis.

▪ **Suggestions**

1.2 Programme Learning Outcomes

It is suggested to publish the attainment level of each PLO publically on the program web page to differentiate year 1 and year 2 attainment.

2.2. The Development of practical, scientific/research/creative/performing and transferable skills

-It is suggested to provide clearer documentation on supervision mechanisms for both practical and research activities, when applicable, including supervisor qualifications, mentoring arrangements, evaluation procedures, and assessment responsibilities.

-It is suggested to strengthen evidence related to employer agreements, when applicable, by explicitly specifying the number of participating students, practice objectives and outcomes, placement duration and structure, supervision responsibilities, and alignment with program learning outcomes.

2.3. Teaching and learning methods

It is suggested to have support mechanisms for international students, including cultural inclusivity measures, language support services, and adaptations of teaching and assessment methods to accommodate diverse student backgrounds and learning needs.

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

It is suggested that the University revise or explain the budget to reflect the program's actual structure, including the one-year and two-year enrolment pathways, continuation assumptions, ASU mobility scenario, revenue distribution, and related cost implications.

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

A distinctive feature of the program is the international partnership with the W. P. Carey School of Business at Arizona State University, within the framework of which the program is implemented in the “1+1” double degree model.

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

The expert panel would like to thank the university for its argumentative position. The expert panel agreed to move recommendations 2.2, 2.3, and 4.5 to the suggestions section. Other findings remain.

- **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 Master’s program is supported by a qualified academic team consisting of 12 academic staff members involved in the delivery and development of the program. Among them, 10 staff members possess sectoral expertise relevant to artificial intelligence, business, and related interdisciplinary fields, ensuring strong alignment between the curriculum and current industry and academic requirements. In addition, 4 academic staff members hold a PhD degree in the sectoral direction, contributing to the research-oriented and advanced academic nature of the program. The academic structure includes 2 Professors, 2 Associate Professors, and 8 Assistant Professors. Among the Professors, both possess sectoral expertise, while one is affiliated staff. Of the Associate Professors, one has sectoral expertise and one holds a PhD in the sectoral direction. Among the Assistant Professors, seven possess sectoral expertise, one holds a PhD in the sectoral direction, and three are affiliated staff members. The program relies primarily on permanent academic staff, which supports the stability and sustainability of program delivery. A balanced combination of affiliated and core academic staff contributes to academic continuity while also allowing the integration of specialized expertise and practical perspectives. At the current stage, the program does not include separate visiting, scientific, or international staff categories; however, internationalization is strengthened through the partnership with the W. P. Carey School of Business and collaboration opportunities within the Cintana Alliance. The supervision of Master’s students, particularly for the research component and independent thesis project, is carried out by qualified academic staff with expertise aligned to students’ research topics. The ratio of students to supervisors and the workload distribution are planned in a manner that ensures effective academic guidance, appropriate supervision quality, and sufficient time for research mentoring and consultation activities.

- **Scientific/Research Indicators** – Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index; Staff participation rates in local and international conferences; other scientific/research indicators;

The academic staff involved in the program demonstrate active engagement in scientific and research activities, reflecting the strong research orientation of the Master’s program. Over the last five years, program staff have produced approximately 350 scientific and research outputs and activities in total. This includes 50 publications in local peer-reviewed journals and 170 publications in international journals, highlighting the significant involvement of the academic staff in internationally recognized research

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

activities and scholarly dissemination. The high number of international publications particularly supports the program's academic quality, research visibility, and alignment with international standards in the fields of artificial intelligence, computer science, and business. Academic staff have also actively participated in scientific conferences, contributing to knowledge exchange and professional networking. During the reporting period, staff delivered 40 presentations at local conferences and 90 presentations at international conferences, demonstrating strong engagement with both national and global academic communities. In addition to publications and conference participation, the academic staff have been involved in more than 50 local and international scientific and research projects. Participation in these projects strengthens the integration of research and teaching, supports innovation within the program, and enhances opportunities for collaboration with academic, industrial, and international partners. Overall, these scientific and research indicators confirm the strong academic and research capacity of the staff involved in the program.

- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);
Not provided.
- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;

N/A

- **Analysis of other quantitative data** provided in the self-assessment and annexes.
- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process.**

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

	Standard	Evaluation
1.	1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies
1.1	Programme Objectives	Complies
1.2	Programme Learning Outcomes	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Substantially Complies
1.4	Structure and Content of Educational Programme	Complies
1.5	Academic Course/Subject	Complies
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	Complies
3.1	Student Consulting and Support Services	Complies
3.2	Master's Student Supervision	Complies
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	Complies
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies
4.4	Material Resources	Substantially Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies
5	5. Teaching Quality Enhancement Opportunities	Substantially Complies
5.1	Internal Quality Evaluation	Substantially Complies
5.2	External Quality Evaluation	Complies
5.3	Programme Monitoring and Periodic Review	Substantially Complies

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

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

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

[Assessment criteria](#)

Definitions:

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding suggestions for the programme development

IV. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

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

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

The Master's programme in Artificial Intelligence in Business demonstrates a level of compliance with this substandard. The programme objectives are clearly formulated, coherent, and aligned with the interdisciplinary nature of the field, integrating advanced Artificial Intelligence competencies with business applications and strategic decision-making. The objectives are realistic and achievable for a second-cycle qualification and appropriately reflect the expectations of a Master's-level programme in Computer Science with a specialization in AI for Business.

The programme establishes five well-structured objectives that collectively address technical expertise, analytical capabilities, ethical awareness, leadership competencies, and research preparedness. These objectives demonstrate a balanced approach between theoretical foundations and practical application, which is consistent with contemporary developments in Artificial Intelligence and digital transformation across industries. The objectives appropriately consider the specificity of the field by emphasizing AI system design, deployment, data-driven decision-making, MLOps practices, ethical AI, cybersecurity considerations, and interdisciplinary business integration. This reflects a clear understanding of the evolving role of AI professionals in modern organizations.

The objectives also adequately reflect the knowledge, skills, and competences the programme intends to develop in graduates. Technical competencies are addressed through the emphasis on AI-based system development and deployment, while analytical and decision-making skills are strengthened through data science applications and business analytics. Furthermore, the programme places considerable emphasis on transferable and professional competences, including leadership, communication with non-technical stakeholders, stakeholder management, and cross-disciplinary collaboration. The inclusion of ethical and secure AI development demonstrates alignment with internationally recognized expectations regarding responsible AI practices, privacy, explainability, and bias mitigation.

The programme objectives illustrate a meaningful contribution to both the development of the field and society. In particular, the emphasis on ethical AI, secure intelligent systems, and data-driven business innovation reflects the growing societal and economic importance of trustworthy AI technologies. The programme's focus on preparing graduates capable of leading AI transformation initiatives contributes directly to technological advancement, digital innovation, and economic development at both national and international levels.

The objectives are also consistent with the mission and strategic orientation of the university. The documentation indicates alignment with East-West University's institutional mission to provide internationally relevant education and develop technology-oriented leaders. Moreover, the collaboration with the Arizona State University W. P. Carey School of Business further strengthens the programme's strategic and international orientation. The objectives support institutional ambitions related to innovation, international collaboration, and industry relevance.

Compliance is further evidenced through the programme's responsiveness to labor market demands. The objectives address the identified shortage of professionals who possess both advanced technical AI expertise and strategic business understanding. The programme demonstrates awareness of both local and international labor market trends by preparing graduates for roles that require AI implementation, business intelligence, digital transformation leadership, and innovation management. The integration of technical, managerial, and research-oriented objectives is particularly relevant to the evolving global demand for interdisciplinary AI professionals.

The programme also reflects important dimensions of internationalization. The objectives demonstrate alignment with international developments in AI education and global industry expectations. Topics such as responsible AI, explainability, MLOps, data privacy, interdisciplinary collaboration, and research innovation are internationally relevant and comparable to contemporary AI programmes offered by leading higher education institutions worldwide. Additionally, the partnership with an internationally recognized institution supports the programme's global orientation and academic relevance.

From the provided information, the programme objectives appear comprehensive and strategically aligned; The objectives needs to be public and accessible if the program get accredited. The institution disseminate these objectives and involve different stakeholders in defining and reviewing the objectives.

Overall, the programme demonstrates compliance with Standard 1.1.

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

- Education Program;
- University Statute;
- Charter of School of Business and Technology;
- Labor Market Overview;
- University Website;

- Interview results.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	Compliance

1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.
- Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

The programme learning outcomes are comprehensive, appropriately structured, and aligned with the programme objectives, qualification level, field-specific requirements, and labor market expectations. The learning outcomes collectively reflect the interdisciplinary nature of the programme by integrating advanced knowledge in Artificial Intelligence, Computer Science, business strategy, innovation, ethics, and leadership.

The programme defines eleven learning outcomes distributed across the domains of Knowledge, Skills, and Autonomy. This structure reflects an alignment with internationally recognized competence-based higher education frameworks and demonstrates consistency with second-cycle qualification expectations. The learning outcomes correspond effectively to the aims and objectives of the programme and collectively cover the major knowledge areas, professional skills, and responsibility/autonomy components expected from graduates of a Master's programme in AI in Business.

The learning outcomes are generally measurable, realistic, and achievable. The use of measurable action verbs such as “analyzes,” “evaluates,” “designs,” “applies,” “develops,” “explains,” “assesses,” “plans,” and “investigates” supports transparency in assessment and facilitates constructive alignment between teaching, learning activities, and assessment methods. The outcomes appropriately reflect advanced cognitive complexity expected at Master's level, particularly through emphasis on evaluation, strategic application, innovation, independent decision-making, and research-oriented inquiry.

The programme learning outcomes are consistent with the qualification level and the ICT Higher Education Sector Specification. The outcomes demonstrate alignment with second-

cycle expectations within the National Qualifications Framework by emphasizing advanced theoretical understanding, specialized professional application, independent judgment, innovation, and research capabilities. In particular, outcomes such as LO3, LO6, LO9, and LO11 demonstrate advanced-level competences associated with designing complex systems, innovation management, independent evaluation, and contribution to research and knowledge generation. The emphasis on ethics, explainability, privacy, and legal compliance additionally reflects current international expectations in the field of Artificial Intelligence.

The learning outcomes also demonstrate strong consistency with the qualification to be awarded and with the specificity of the field. The programme appropriately combines AI and ICT competences with business-oriented analytical and strategic capabilities, thereby distinguishing the programme from purely technical AI degrees or general business analytics programmes. The inclusion of AI deployment, machine learning methodologies, ICT integration planning, innovation, communication with stakeholders, and ethical governance reflects the interdisciplinary and applied nature of AI in Business as a contemporary specialization.

The alignment with sectoral benchmarks and labor market demands is evident throughout the learning outcomes. The programme explicitly references alignment with the ICT Higher Education Sector Specification and with the curriculum framework of the Arizona State University W. P. Carey School of Business. Furthermore, the learning outcomes reflect current global and local labor market demands for professionals capable of integrating AI technologies into organizational and business environments. Outcomes related to AI solution design, strategic decision-making, innovation, leadership, and communication are highly relevant to contemporary employment expectations in digital transformation and AI-driven industries.

The programme also supports graduates' progression to further academic and professional development. In particular, LO10 and LO11 clearly demonstrate preparation for lifelong learning, research engagement, and potential continuation to doctoral-level education or research-intensive professional roles. The inclusion of research investigation and innovation-oriented competences is particularly appropriate for a Master's-level programme and supports academic progression pathways.

A notable strength of the programme is the logical and pedagogical progression of learning outcomes across the three domains. The sequence from advanced knowledge acquisition (LO1–LO3), to applied professional skills (LO4–LO8), and finally to autonomy and independent professional growth (LO9–LO11) demonstrates a coherent developmental structure consistent with graduate-level education. The institution's explanation regarding progression from "Deepening" (Level 2) to "Strengthening" (Level 3) further illustrates a systematic approach to competency development throughout the programme lifecycle. This staged achievement model is pedagogically sound and demonstrates curriculum coherence.

The provided “Objectives and Learning Outcomes” mapping matrix further strengthens compliance by explicitly demonstrating constructive alignment between programme objectives and learning outcomes. The matrix confirms that all programme objectives are supported by multiple learning outcomes and that no learning outcome exists independently from the programme’s strategic goals. This reflects careful curriculum planning and outcome integration.

The information also provides alignment with stakeholder and labor market expectations; There is evidence of stakeholder participation in learning outcome development and mechanisms for communicating learning outcomes to all relevant stakeholders. In addition, the interview demonstrating collaboration with employers, students, graduates, academic staff, industry experts, and other stakeholders in the design and revision of learning outcomes. Similarly, the institution indicates that individuals involved in programme implementation provide information about learning outcomes to stakeholders.

Regarding cluster consistency and cycle progression, the programme appears compliant. The distinction between Level 2 (Deepening) and Level 3 (Strengthening) achievement demonstrates awareness of progression and increasing complexity within the qualification framework. This indicates that the programme learning outcomes are appropriately developed considering the expectations of the educational cycle and competency maturation across programme stages.

The program realises that some PLOs attained level 3 (strengthening) by the end of year 1 and others by the end of year 2. For transparency, this information could be published on the program web page.

Evidences/Indicators

- Educational programme/Educational programmes grouped in a cluster;
- Map of programme objectives and learning outcomes;
- Website;
- 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

- It is suggested to publish the attainment level of each PLO publically on the program web page to differentiate year 1 and year 2 attainment.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Compliance

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 programme has a formally defined and coherent mechanism for the assessment of programme learning outcomes. The institutional methodology establishes a full assessment cycle, including the formulation of learning outcomes, curriculum analysis, assessment of outcomes, and use of results for programme improvement. It requires learning outcomes to be aligned with the qualification level, programme objectives, labour market needs, international practice, and curriculum structure.

The submitted programme maps and assessment matrix follow this approach: programme learning outcomes are linked to objectives, developed progressively across compulsory components, and assessed through identified instruments, periods, responsible mechanisms, and target benchmarks.

The assessment system is appropriate to the interdisciplinary and Master's-level profile of the programme. It combines direct and indirect methods and covers both teaching and scientific-research components. Direct assessment is planned through examinations, case analysis, final assessments, research proposal, oral presentation, research project thesis, supervisor assessment, and capstone-type assessment. These tools are relevant for evaluating research competences. Indirect assessment includes student self-evaluation, graduate and employer feedback, employment indicators, academic achievement, GPA, and programme completion rate. External stakeholder engagement is therefore reflected mainly through employer and graduate feedback, although the specific involvement of professional associations or wider industry representatives requires further clarification.

Benchmarks are defined for each programme learning outcome. The system provides for comparison of actual results with target indicators and requires follow-up actions where outcomes are not achieved at the expected level. Possible interventions include revision of course content, credits, contact hours, course sequence, prerequisites, assessment methods, and learning resources. In addition, course-level learning outcomes are monitored through student academic performance distribution; significant deviation from the expected

distribution triggers review of teaching methods, assessment forms, prerequisites, group size, and organization of the learning process.

The Quality Assurance Office coordinates the learning outcomes assessment process, while programme directors and the programme development committee are responsible for implementation, analysis, and improvement decisions. The documents indicate the involvement of academic, invited, and administrative staff in the assessment process, which supports staff familiarity with the mechanism. The heads of the program demonstrated strong knowledge of the program learning outcomes (PLO) assessment methodology, maps, and indicators. However, the involvement of academic and invited staff could be enhanced. The level of awareness and evidence of participation in the development of the assessment mechanisms were relatively limited. Although the program is new and the mechanisms have not yet been fully implemented, broader involvement of academic and invited staff during the development phase would have strengthened institutional ownership and understanding of the assessment processes.

The methodology also provides for feedback to stakeholders on assessment results and programme changes, but the practical format of stakeholder familiarization remains to be confirmed.

Since the programme is new, the programme-level learning outcomes assessment cycle has not yet been completed, and no assessment report is available. Therefore, the effectiveness of the system cannot yet be verified through implemented results.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- Methodology for the Development and Assessment of Educational Program Learning Outcomes;
- Educational program and its annexes - relevant maps.

Recommendations:

- It is recommended to ensure greater involvement of the staff implementing the program in the program learning outcomes (PLO) assessment processes and to enhance their awareness and understanding of the existing assessment methodology. .

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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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 Master's Program Artificial Intelligence in Business mostly complies with the EQE standard regarding the Structure and Content of the Educational Programme. The program was developed in accordance with the university's official methodology for planning, designing, and developing educational programs, as well as the institutional regulations governing the implementation of higher educational programs. The development process ensured alignment with institutional procedures and involved relevant academic and administrative stakeholders.

The structure of the program, comprising 120 ECTS credits distributed over four semesters, fully complies with the requirements of Georgian legislation, the European Credit Transfer and Accumulation System (ECTS), and the second-cycle (Master's) level requirements of the National Qualifications Framework. The content, volume, and complexity of the curriculum correspond to the qualification to be awarded and ensure the consistent development of advanced knowledge, analytical skills, research competencies, and professional autonomy.

The curriculum is logically organized and demonstrates a coherent progression from foundational and technical competencies toward strategic, research-oriented, and applied components of artificial intelligence in business environments. Clearly defined prerequisites and course sequencing support the gradual accumulation of knowledge and competencies throughout the program. The integration of computer science, artificial intelligence, data analytics, and business strategy components gives the program a distinctive interdisciplinary character and strengthens its relevance to both local and international labor market demands.

The program structure effectively supports the achievement of the program learning outcomes. Core courses in software engineering, machine learning, cybersecurity, databases, data analytics, and AI strategy are complemented by research-oriented and practice-based components, including the research proposal, research project, and capstone experiences. The

curriculum also incorporates ethical, legal, and managerial dimensions of artificial intelligence, ensuring the development of both technical and transferable competencies.

At the same time, one area for improvement was identified regarding curriculum sequencing. In particular, it is recommended to review the sequencing of quantitatively intensive and applied AI-related courses to ensure optimal alignment between prerequisite knowledge and advanced practical implementation components. Strengthening prerequisite alignment would further support the progressive development of analytical and technical competencies.

The program incorporates contemporary scientific developments, international teaching methodologies, ICT and AI sector benchmarks, and comparative analyses of international educational programs. The collaboration with the W. P. Carey School of Business at Arizona State University and the involvement of the Cintana Alliance significantly contribute to the internationalization and modernization of the curriculum.

Internal quality assurance procedures and institutional approval mechanisms confirm the appropriateness of the admission requirements, curriculum coherence, and overall program structure. Stakeholder involvement in program development and review is described; however, the evidence demonstrating systematic participation of external industry representatives and graduates in curriculum enhancement could be further expanded.

Program-related information is publicly available in accordance with institutional transparency requirements and university regulations. Overall, the program meets the relevant accreditation criteria and demonstrates a coherent, modern, research-oriented, and internationally aligned educational model in the field of artificial intelligence and business.

Evidences/Indicators

- Self-evaluation report;
- Educational programme;
- Course Syllabuses;
- Interview results.

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.4 Structure and Content of Educational Programme	Complies

1.5. Academic Course/Subject

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

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

The university demonstrates compliance with this criterion, as course learning outcomes are explicitly derived from course objectives, programme goals, and the content of individual courses, while also being systematically integrated to contribute to the overall programme learning outcomes of the Master's Program Artificial Intelligence in Business. The programme documentation indicates that programme learning outcomes are achieved through the cumulative and integrated contribution of individual course learning outcomes, ensuring both vertical and horizontal alignment across the curriculum. As a result, each course within the main field of study contributes directly to the development of advanced competencies in computer science, artificial intelligence, data analytics, business strategy, research, and ethical decision-making defined at the programme level.

The institution ensures that the content of each course corresponds directly to its intended learning outcomes. Courses combine lectures, seminars, laboratory activities, case-based learning, workshops, project-based assignments, and practical exercises designed to reinforce both theoretical and applied competencies. Core courses such as Software Engineering for Intelligent Systems, Programming for AI and Data Analytics in Business, Machine Learning in Business, Enterprise Data Analysis, and Artificial Intelligence in Business are structured to ensure the systematic development of technical and analytical competencies, while strategic and integrative courses such as AI Business Strategy and Transforming Business with AI strengthen managerial, communication, and innovation-related capabilities. Research-oriented courses, including Research Proposal Writing and the Research Project, support the

achievement of research and independent inquiry competencies. This demonstrates that course content has been intentionally designed to ensure the achievement of defined learning outcomes.

The provided information confirms that the allocation of ECTS credits appropriately reflects the scope, complexity, workload, and intended learning outcomes of each course. The balance between contact hours, laboratory activities, guided learning, independent study, project work, and assessment components is aligned with the specifics of master's-level education and the interdisciplinary nature of artificial intelligence and business studies. The programme combines technical, analytical, strategic, and research-intensive components in a manner that provides students with sufficient opportunities for guided learning and independent competency development necessary for achieving course and programme learning outcomes.

The university describes a continuous and diversified assessment approach that includes practical assignments, laboratory work, projects, case analyses, presentations, quizzes, examinations, peer review, and research-based outputs. Weekly assignments, formative feedback mechanisms, midterm and final assessments, and capstone-based evaluations are embedded throughout the learning process to measure achievement of course learning outcomes progressively. The alignment between assessment methods and intended learning outcomes demonstrates that learning achievements are evaluated systematically and consistently across the curriculum.

The institution further indicates that subject-specific competencies are supported through carefully selected literature, scientific publications, technical documentation, software tools, datasets, online resources, and supplementary materials specified in course syllabi. These materials are selected according to their relevance to both course-level and programme-level learning outcomes, ensuring that students are provided with resources that strengthen theoretical understanding, analytical reasoning, technical implementation skills, and research competencies. This contributes to curriculum coherence and reinforces the intentional alignment between learning materials and expected outcomes.

The university affirms that compulsory and supplementary literature reflects contemporary developments, emerging challenges, and recent scientific advancements in artificial intelligence, computer science, data analytics, cybersecurity, and business transformation. Course resources incorporate current international academic literature, industry standards, technological innovations, and applied business cases, ensuring that the programme remains aligned with evolving labor market demands, modern scientific developments, and international educational benchmarks. Consequently, the programme content remains

relevant, contemporary, and responsive to developments in the rapidly evolving field of artificial intelligence in business.

Evidences/Indicators

- Self-evaluation report;
- Educational programme;
- Course Syllabuses;
- Interview results.

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. <u>Academic Course/Subject</u>	Complies

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 programme admission preconditions are aligned with the characteristics of the Master's programme and are designed to ensure that admitted students have the academic and language

preparedness necessary to master the programme. The programme is interdisciplinary, but its qualification is in Computer Science and its curriculum includes technically demanding components in programming, databases, algorithms, machine learning, cybersecurity, AI, data analytics, and research. Accordingly, the admission requirements prioritize applicants with a Bachelor's degree or equivalent qualification, preferably in Computer Science, Information Technology, Software Engineering, or other quantitative fields. Applicants from other backgrounds may also be admitted, provided that they demonstrate sufficient academic preparation.

The admission requirements are logically linked to the programme content, learning outcomes, level of education, qualification to be awarded, and language of instruction. The requirement of English language competence at B2 level is appropriate, as the programme is delivered in English. The additional assessment of quantitative reasoning, analytical thinking, and computer science fundamentals is also justified, considering the technical structure of the curriculum and the need for students to engage with programming, algorithms, data analysis, machine learning, and AI-related coursework from the first year.

The procedures of enrollment are consistent with national requirements: Georgian citizens must pass the Unified Master's Examinations, while international student admission, mobility, transfer, recognition of credits, and admission without examinations are regulated according to Georgian legislation. The programme also provides alternative routes for assessing academic preparedness, including standardized tests such as GMAT/GRE or institutional assessments in quantitative reasoning and computer science fundamentals.

The admission procedures are transparent, fair, public, and accessible, and the SER indicates that relevant regulations are published on the University website (the program and detailed information regarding enrollment in the program will be published after its accreditation). The use of clear academic, language, and preparedness criteria supports fairness of admission.

The overall logic of student body planning is coherent and logical and the program is not aimed at admitting high number of students, however, the discussion on number of students planned ranged from 10 to 25, based on interviews and budget. The heads of the programs clarified that admission of no more than 1 group is planned.

Evidences/Indicators

- Educational program;

- Self-evaluation report;
- Interview results.

Recommendations:

- N/A

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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 Development of Practical, Scientific/Research/Creative/Performance and Transferable Skills. The programme is designed to support the development of advanced practical, research-oriented, and transferable competences appropriate to the second-cycle qualification level and the interdisciplinary nature of the field.

A major strength of the programme is its emphasis on hands-on, project-based, and research-driven learning. The curriculum integrates practical application throughout the programme rather than limiting practice components to isolated internships or final projects. The inclusion of laboratory work, industry-oriented assignments, capstone implementation projects, research activities, and collaborative exercises demonstrates a comprehensive strategy for competency development aligned with the programme learning outcomes.

The practical component of the programme is appropriately organized and corresponds well to the level of education. Courses such as “Programming for AI and Data Analytics in Business,” “Software Engineering for Intelligent Systems,” “Machine Learning in Business,” and “Enterprise Data Analysis” provide structured opportunities for students to apply advanced theoretical knowledge to realistic business and AI scenarios. The final “Business

Transformation with AI” course is particularly relevant because it requires students to implement a project with practical value in a real or simulated organizational environment. This reflects the applied and interdisciplinary orientation of the programme and supports the development of professional competences expected from graduates in AI-driven business environments.

The programme also demonstrates a research dimension that is appropriate for a Master’s-level qualification. The staged progression of research skills development across semesters reflects sound pedagogical planning and aligns with the expectations of advanced higher education programmes. The sequence from literature review and research methodology foundations in the early semesters, through research proposal development and methodology selection, to independent research execution in the final semester demonstrates coherent competency progression.

The inclusion of courses such as “MCSC 601 Research Proposal” and “MCSC 604 Research Project” provides clear evidence that students engage in scientific/research activities at an advanced level. Activities such as proposal defense, research implementation, data analysis, academic writing, and dissemination of findings support the achievement of research-oriented learning outcomes and prepare students for both professional and academic progression, including possible continuation to doctoral studies.

The programme further demonstrates alignment between practical/research activities and programme learning outcomes. The practical and research components clearly support learning outcomes related to:

- * AI system design and deployment,
- * analytical decision-making,
- * innovation,
- * communication,
- * leadership,
- * ethical AI implementation,
- * and independent investigation.

The integration of transferable skills throughout the curriculum is another significant strength. Communication, teamwork, leadership, ethical reasoning, project management, and stakeholder engagement are embedded within multiple courses and activities rather than being treated as standalone generic skills. The emphasis on communication with both technical and non-technical audiences is particularly appropriate for a programme focused on AI in Business, where graduates are expected to bridge technological and organizational domains.

The use of project-based learning, group assignments, peer review, and cross-functional simulations contributes effectively to the development of collaborative and professional competences. Similarly, the inclusion of Agile methodologies, project planning, and

stakeholder management reflects strong alignment with contemporary industry practices and labor market expectations.

The programme also benefits from extensive collaboration with external partners through memoranda of understanding signed with organizations such as Deloitte & Touche, Andersen Georgia, Georgian Industrial Group, and Cybersecurity Scientific Association. These partnerships strengthen the practical orientation of the programme and provide students with opportunities to engage in real-world business and AI-related projects. The diversity of partner organizations, including multi-profile enterprises, enhances the relevance and variety of practical experiences available to students.

However, while the narrative demonstrates strong practical engagement and industry collaboration, the evidence related to supervision and formal practice agreements could be strengthened further, when applicable. The university describes research projects, project-based learning, and industry engagement, more explicit evidence regarding:

- * supervision procedures,
- * qualifications of practice/research supervisors,
- * mentoring arrangements,
- * and assessment responsibilities

would enhance compliance with this criterion.

Similarly, while memoranda of understanding with employers are referenced, the narrative would benefit from more direct evidence that the agreements explicitly define:

- * the number of students involved,
- * the objectives and expected outcomes of practice,
- * duration and structure of placements/projects,
- * supervision responsibilities,
- * and alignment with programme learning outcomes.

Overall, the programme demonstrates compliance with Substandard 2.2. The curriculum effectively supports the development of practical, research, and transferable skills through project-based learning, laboratory activities, industry collaboration, and structured research progression. The programme appropriately reflects the expectations of a Master's-level qualification in Artificial Intelligence in Business and demonstrates strong alignment between practical/research activities and programme learning outcomes.

Evidences/Indicators

- Education Program;
- Course Syllabuses;
- MOUs;
- University Website;
- Interview results

Recommendations:

-

Suggestions for the Programme Development

-It is suggested to provide clearer documentation on supervision mechanisms for both practical and research activities, when applicable, including supervisor qualifications, mentoring arrangements, evaluation procedures, and assessment responsibilities.

-It is suggested to strengthen evidence related to employer agreements, when applicable, by explicitly specifying the number of participating students, practice objectives and outcomes, placement duration and structure, supervision responsibilities, and alignment with program learning outcomes.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	compliant

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 programme employs a diverse range of student-centered teaching and learning approaches that are appropriate to the level of education, the interdisciplinary nature of the field, and the intended learning outcomes of the programme. The selected methods effectively support the

development of advanced technical, analytical, research, communication, and professional competences expected from graduates of a Master's-level qualification.

The teaching and learning methods correspond to the programme content and learning outcomes. The combination of lectures, seminars, laboratories, workshops, case studies, project-based learning, and industry engagement reflects the applied and interdisciplinary nature of Artificial Intelligence in Business. Foundational theoretical knowledge is supported through lectures and interactive sessions, while higher-order cognitive skills are developed through problem-solving, case analysis, research activities, and practical implementation projects. This demonstrates constructive alignment between teaching methods, curriculum content, and expected graduate competences.

The programme particularly demonstrates compliance regarding active student engagement. The use of flipped classrooms, case-based learning, problem-based learning, group projects, simulations, and industry-oriented projects encourages students to actively participate in the learning process rather than relying solely on passive knowledge acquisition. These approaches support interaction between students and academic staff, as well as peer-to-peer collaboration, which is especially important in multidisciplinary fields such as AI and business transformation.

The inclusion of real business cases, ethical dilemma discussions, open-ended problem-solving tasks, and project-based learning contributes significantly to the development of critical thinking, analytical reasoning, creativity, and independent decision-making skills. The programme appropriately emphasizes practical application and multiple-solution approaches, which are highly relevant for AI-related business challenges where problems are often complex and non-deterministic.

Technology-enhanced learning is also integrated into the programme. The use of learning management systems, collaboration platforms, cloud-based programming environments, data visualization tools, simulations, and AI model sandboxes supports both flexibility and practical competency development. These methods are particularly suitable for a contemporary AI-oriented programme and contribute to digital literacy, experimentation, and experiential learning.

The programme further demonstrates flexibility in addressing students' different academic backgrounds and learning needs. The inclusion of optional foundational modules for students without strong computer science preparation, advanced tracks for more experienced students, and self-paced learning components reflects a learner-centered approach and supports inclusivity. The differentiation strategies demonstrate awareness of the diverse entry profiles that may exist within an interdisciplinary Master's programme.

The variety of instructional approaches addressing different learning styles—visual, auditory, and kinesthetic—also supports effective learning and student engagement. Hands-on

laboratory exercises, visual materials, discussions, recorded content, and collaborative activities collectively contribute to a more adaptive and inclusive learning environment.

The programme additionally benefits from international dimensions through guest lectures involving industry practitioners and faculty from the Arizona State University W. P. Carey School of Business. This strengthens the programme's international orientation and exposes students to diverse academic and professional perspectives.

The provided information indicates that course syllabi specify multiple teaching methods, active learning requirements, and technology integration, which demonstrates systematic curriculum planning and consistency across courses. This supports the conclusion that teaching and learning methods are intentionally selected to facilitate the achievement of programme learning outcomes.

However, while the program addresses active learning, flexibility, and technology integration, the evidence related to support for international students and distance/electronic learning could be strengthened further. Although the programme demonstrates international engagement and varied teaching methods, more explicit evidence regarding:

- support mechanisms for international students,
- cultural inclusivity strategies,
- language support,
- or adaptation of teaching and assessment methods for diverse student populations

would strengthen compliance with this criterion.

Evidences/Indicators

- Education Program;
- Course Syllabuses;
- Canvas LMS;
- Regulations Governing the Teaching and Learning Process.
- Results of the interview.

Recommendations:

-

Suggestions for the Programme Development

- It is suggested to have a support mechanisms for international students, including cultural inclusivity measures, language support services, and adaptations of teaching

and assessment methods to accommodate diverse student backgrounds and learning needs, when applicable.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.3. Teaching and learning methods	compliance

2.4. Student Evaluation

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

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

The University has established an institutional framework governing student assessment, academic integrity, appeals procedures, and quality assurance of assessment processes. The evidence indicates that assessment procedures are aligned with institutional regulations and national legislation and are designed to ensure transparency, fairness, and consistency throughout the educational process.

The assessment system appears to be based on multiple forms of evaluation, including examinations, projects, presentations, and participation components, thereby supporting diversified approaches to measuring student achievement. The grading system, including positive and negative grades and the FX mechanism, is clearly defined and communicated to students in advance. The documentation and interview findings further demonstrate that the programme utilizes a standardized A–F grading system in compliance with Georgian legislation and institutional regulations.

The assessment described in the self-evaluation report demonstrates an intention to emphasize continuous and student-centered learning approaches. The framework incorporates formative and summative assessment components, including weekly assignments, quizzes, peer feedback, draft submissions, projects, presentations, and portfolios. This diversified structure appears appropriate for a Master's level programme and supports continuous monitoring of student progress and achievement of learning outcomes.

The submitted materials further indicate that the assessment methods and instruments are aligned with course learning outcomes and are detailed within programme annexes and course syllabi. The syllabi reportedly specify assessment components, assignment types and evaluation rubrics. At the same time, because the programme is newly established, direct evidence confirming the practical implementation of learning-outcome-based assessment and the consistency of grading practices on this programme is not yet available. Consequently, the

evaluation primarily concerns institutional preparedness and the experience of Medicine programme students who were present during the interview sessions. Nevertheless, the conceptual design of the assessment system appears appropriate and sufficiently developed for programme implementation.

“Master’s Thesis Completion, Formatting and Assessment Regulations” significantly strengthen evidence regarding thesis defense and evaluation procedures. The Regulations define detailed institutional rules governing topic selection, supervision, reviewer involvement, public defense procedures, assessment methodology, appeals, and academic integrity requirements. The Regulations clearly establish that Master's thesis defense is conducted through a public defense commission approved by the University President upon recommendation of the School Council. The commission must include at least three members and a secretary, while commission members may include both academic staff and invited specialists in the relevant field. The commission operates according to formal quorum and voting requirements, and the Regulations explicitly state that commission members are independent in their activities. These arrangements support objectivity and transparency of thesis assessment.

The thesis evaluation process additionally includes the involvement of an independent reviewer possessing a doctoral degree or relevant academic experience in the field. The reviewer is approved by the School Council and must not have a conflict of interest with the student. The reviewer prepares a formal written evaluation regarding both substantive and technical aspects of the thesis and determines whether the student may proceed to public defense. Importantly, where a reviewer issues a negative conclusion, the thesis is transferred to a second reviewer for reassessment. This mechanism strengthens procedural fairness and reduces risks of subjective evaluation.

The defense procedure itself is explicitly regulated and includes oral presentation of research findings before the commission. The Regulations define presentation duration, question-and-answer procedures, and decision-making arrangements. The final assessment is based on both the written thesis and public defense, weighted respectively at 70 and 30 points.

The documentation also demonstrates that academic writing requirements and formatting standards are clearly communicated to students in advance. The Regulations define thesis structure, citation style, formatting requirements, language options, word limits, and technical presentation standards. In particular, APA citation style is mandatory throughout the thesis. The Regulations additionally provide standardized templates for thesis planning, supervisor conclusions, reviewer evaluations, and topic registration forms. These mechanisms significantly enhance transparency and standardization of thesis preparation and evaluation.

Academic integrity and plagiarism prevention mechanisms are also extensively regulated. The supervisor is required to upload the thesis into an anti-plagiarism system and verify text originality before review. Where similarity exceeds the established threshold of 12%, the supervisor may return the thesis once for revision and improvement. In cases where plagiarism is confirmed in the final version, the thesis is not assessed, and the student loses the right to resubmit the same work. The Regulations also explicitly refer to compliance with the University’s Artificial Intelligence Policy, establishing that non-compliance with AI-related requirements may also result in non-assessment of the thesis.

The appeals process is also comprehensively regulated. Students may submit appeals regarding thesis assessment within established timelines, while appeal commissions must be composed of members who did not participate in the original assessment process. The appeal commission may decide to return the thesis for reassessment, maintain the original assessment or reject the appeal if unsubstantiated. The requirement for written justification of appeal decisions further strengthens procedural transparency and fairness.

The documentation repeatedly emphasizes that assessment rubrics, grading criteria, and assignment requirements are communicated to students in advance. The use of detailed rubrics and structured assessment criteria appears particularly important for ensuring consistency and objectivity in evaluating projects, presentations, and written assignments. The assessment system also appears to incorporate mechanisms supporting formative feedback and continuous improvement. The use of draft submissions, peer review processes, and continuous assignments suggests that students receive ongoing feedback throughout the learning process rather than exclusively at the final stage of evaluation.

The University has additionally developed quality assurance mechanisms aimed at ensuring the validity, reliability, and fairness of assessment procedures. According to the submitted information, the validity of the assessment is supported through alignment reviews between assessment tasks and learning outcomes, review of examination materials, and pilot testing of new assessment instruments. Reliability is supported through rubric development, involvement of multiple assessors, and standardization measures intended to ensure consistency of grading practices.

The framework also incorporates mechanisms intended to ensure the fairness and inclusiveness of assessment procedures. The documentation refers to accommodations for students with disabilities, alternative assessments for exceptional circumstances, and formal appeal procedures. Students' rights concerning appeals are regulated by internal university regulations and contractual arrangements between the student and the University. The institution further states that students are guaranteed the right to appeal academic decisions and administrative matters through established mechanisms.

The University additionally demonstrates preparedness for digital and distance learning assessment. According to the self-evaluation and provided documents, the institution has implemented the Canvas Learning Management System hosted within a secure infrastructure.

Evidences/Indicators

- Educational Programme and Syllabi;
- East-West University Master's Thesis Completion, Formatting, and Assessment Regulations;
- East-West University Rules for organizing the examination process;
- East-West University's Plagiarism Detection, Prevention, and Response Procedure;
- Canvas Learning Management System;
- SER;
- Interview results;
- Website - <https://eastwest.edu.ge/>

Recommendations:

- None.

Suggestions for the Programme Development

- None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Complies

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's student.

3.1 Student Consulting and Support Services

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

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

The University has established an institution-wide student support framework based on a student-centred approach, incorporating academic, administrative, social, and career-related support mechanisms. Although the reviewed programme is newly established and programme-specific evidence remains limited, the institutional arrangements appear sufficiently developed to support implementation during the initial phase.

The student support model operates through coordinated involvement of several structures, including the Admissions, Student Support, and Career Development Service, school-level coordinators, academic staff, and student self-governance bodies. According to the documentation, academic support begins from enrolment and includes orientation activities, semester planning assistance, monitoring of academic performance, consultations, and targeted interventions where academic difficulties are identified. A particularly positive element is the role of student coordinators, which has already been implemented in the School of Medicine and appears transferable to the new programme context. Evidence demonstrates

continuous monitoring of academic progress through individual and group meetings and referral mechanisms to academic staff where additional support is needed. While programme-specific implementation evidence is not yet available due to the programme's recent establishment, these institutional practices provide a reasonable basis for future operation. Student orientation mechanisms are also well structured. New students receive institutional onboarding support through welcome communications, university email access, student portal activation, and familiarization with academic calendars and procedures. Such mechanisms are important in facilitating transition and supporting early-stage adaptation, especially for newly enrolled cohorts.

About academic achievement support, the University has introduced incentive mechanisms, including tuition fee waivers linked to academic excellence and individualized payment arrangements. Additional support instruments exist for international students through scholarship opportunities.

Career development and professional support activities appear to be expanding institutionally. Evidence demonstrates implementation of seminars, professional development initiatives, and career-related events such as Future Pathways in Medicine, Medical Alumni Career Club, and other discipline-related activities. Although these examples originate primarily from the Medicine programme, meetings with Medicine students and alumni confirmed that such activities are visible to students and contribute positively to professional orientation and career awareness. Nevertheless, equivalent programme-specific initiatives for the reviewed programme have not yet been demonstrated due to the early implementation stage.

Information dissemination appears embedded in the student onboarding process and supported by digital infrastructure, including student portals, institutional email systems, and orientation processes. The documented orientation model ensures that students are introduced to academic and administrative processes from the beginning of their studies. Evidence further suggests active communication through student coordinators and continuous meetings during the semester. Institutional feedback mechanisms indicate that students generally express positive views regarding academic support and mentoring services, which was confirmed in the students' panel session. For the new programme specifically, evidence on communication practices remains prospective rather than operational. Nevertheless, institutional arrangements appear transferable and adequate.

Student Self-Governance plays a significant role in fostering integration through representative structures, student clubs, cultural, educational, and sports activities, as well as student participation in governance processes. Institutional onboarding arrangements further facilitate integration by supporting students during the transition into university life through structured orientation procedures. Meetings with Medicine students and alumni suggest a generally positive student environment and an active student participation culture, indicating that institutional integration mechanisms function in practice.

Evidences/Indicators

- Statute of East-West University;
- Rules regulating the educational process of East-West University;
- Annex 7 - Job descriptions;
- SER;
- Interview results;

- Website - <https://eastwest.edu.ge/>

Recommendations:

- None.

Suggestions for the Programme Development

- None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.1 Student Consulting and Support Services	Complies

3.2. Master's Student Supervision

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

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

The present evaluation was conducted in the context of a newly established programme for which no enrolled cohorts, completed theses, or programme-specific implementation results are yet available. Consequently, the assessment focuses primarily on the adequacy of the regulatory framework, institutional arrangements, and preparedness of the University to support master's students during the implementation of the scientific-research component. Additional contextual understanding was obtained through meetings with students and alumni of the Medicine programme, which provided insights into the institutional culture of student support and academic guidance. However, the present report relies only on the submitted documentation and the institutional capacity demonstrated therein.

The documentation demonstrates that the University has developed a structured framework for MA research supervision intended to guide students from the early stages of research conceptualization through completion and dissemination of research outcomes. The supervision model is presented as an integrated system intended to ensure academic quality, ethical compliance, and professional development throughout the research process.

With regard to the regulatory arrangements governing supervision, the University has established clear expectations concerning supervisor qualifications and responsibilities. The documentation indicates that supervisors are expected to hold doctoral qualifications in fields relevant to the student's research area and demonstrate active scholarly engagement through

publications, conference participation, and research activities. In addition, supervisors are expected to possess experience in teaching, advising, and master's-level supervision. The supervision framework further identifies responsibilities related to academic guidance, methodological support, progress monitoring, provision of feedback, and ethical oversight of research activities. The institution has also introduced a structured matching process whereby supervisors are assigned according to research specialization, methodological expertise and, where relevant, professional networks.

At the same time, the documentation demonstrates that the regulatory framework governing supervision extends both to supervisors and co-supervisors. The same principles applied to the selection and appointment of supervisors are also applicable to co-supervisors. Furthermore, the procedures related to appointment, allocation of responsibilities, supervision arrangements, and other relevant aspects of thesis guidance are regulated through the Master's Regulations. Consequently, the institution appears to have established a common regulatory framework governing both supervision and co-supervision processes. Considering the programme's early stage of implementation, the assessment focuses primarily on institutional preparedness rather than operational practice.

The University demonstrates particularly strong preparedness regarding consultation and support mechanisms throughout the research process. The supervision model is structured into sequential phases corresponding to the progression of the master's thesis work. During the initial stage, supervisors guide students through topic identification, formulation of research questions, literature review, and methodological design. The subsequent phase focuses on implementation of the research project and includes support in data collection, methodological troubleshooting, analytical procedures, and regular monitoring meetings. During the final stage, supervisors assist students in thesis structuring, refinement of academic writing, preparation for defense, and professional development activities.

The framework further suggests an intention to support the dissemination and integration of research outcomes into students' future professional trajectories. Although the programme is new and no evidence exists regarding the implementation of publication support, participation in scientific networks, grant competitions, or conference activities, the institutional model indicates preparedness to develop such activities once students enter the research phase.

The staffing profile also supports the University's readiness to implement the scientific component effectively. According to the submitted information, the programme involves twelve academic staff members, including affiliated personnel, together with invited staff, while most academic personnel possess doctoral qualifications and are described as active researchers with relevant teaching experience. This staffing structure appears adequate for supporting the anticipated number of students during the initial implementation period and provides an appropriate basis for supervision activities.

The institution demonstrates a particularly positive approach concerning supervision workload management. The documentation establishes a benchmark supervision ratio according to which a full-time supervisor should normally not supervise more than five Master's students simultaneously. Importantly, the institution indicates that supervision workloads are adjusted according to additional responsibilities, including administrative commitments and research activities, while supervision ratios are periodically reviewed by programme leadership.

Quality assurance mechanisms related to supervision also demonstrate operational readiness. The University intends to evaluate supervision quality through structured student feedback mechanisms, allowing students to assess the quality, frequency, and effectiveness of consultations. In addition, the institution plans to monitor completion rates, duration of studies, publication outputs, and graduate outcomes as indicators supporting evaluation of supervisory effectiveness. The documentation further demonstrates that findings derived from these mechanisms are intended to feed into continuous improvement processes, including refinement of policies, development of support mechanisms, and enhancement of supervisor competencies.

The institution also appears committed to the professional development of supervisors themselves. Planned activities include induction arrangements for new supervisors, workshops related to supervision practices, and mechanisms supporting the exchange of experience among academic staff.

Overall, despite the absence of implementation evidence due to the programme's recent establishment, the provided information establishes a foundation to support Master's students in thesis work. The University has developed a supervision model characterized by clearly articulated expectations regarding supervisor qualifications, a structured and phased supervision process, workload management mechanisms, and quality assurance arrangements.

Data related to the supervision of master's students	
Number of master theses supervisors	8
Number of master's students	25
Ratio - supervisors of master's theses/master's students	0.32

Evidences/Indicators

- East-West University Master's Thesis Completion, Formatting, and Assessment Regulations;
- Staff Documentation;
- Contract forms;
- Methodology for determining the number of supervisors and Master students;
- 1-2. N28. Evaluation of MA Thesis Supervision;
- East-West University Quality Assurance Policy;
- SER;
- Interview results;
- Website - <https://eastwest.edu.ge/>

Recommendations:

- None.

Suggestions for the Programme Development

- None.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Complies

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

Academic and invited staff involved in the implementation of the Master's Program Artificial Intelligence in Business are selected through transparent procedures established in accordance with Georgian legislation, the university statute, internal regulations, and personnel management policies. Academic personnel are recruited through open competition procedures based on predefined qualification requirements and evaluation criteria, while invited personnel are selected according to institutional personnel management regulations and the specific needs of the programme.

The number of academic and invited personnel involved in the programme is sufficient to ensure the sustainable and effective implementation of the educational process. The qualifications of the academic staff correspond to the requirements of second-cycle higher

education programmes and are aligned with the content, objectives, and learning outcomes of the programme. Academic and invited staff possess relevant educational backgrounds, professional experience, teaching competencies, and practical expertise in fields such as computer science, artificial intelligence, machine learning, data analytics, cybersecurity, software engineering, and business technologies.

At the same time, although the qualifications of the academic personnel are generally appropriate, further strengthening of scientific productivity and international research visibility would contribute positively to the programme's academic and research profile. In particular, increasing the number of publications in high-impact international peer-reviewed journals and expanding participation in international scientific projects would further enhance the research component of the programme.

Invited staff members possess relevant competencies, which are evidenced through their academic qualifications, industry experience, professional activities, and pedagogical practice. The involvement of practitioners and international experts, including representatives associated with the Cintana Alliance and Arizona State University collaboration framework, contributes to the practical orientation and internationalization of the programme.

The programme operates with a semester-based workload allocation scheme for academic and invited personnel, which includes teaching, research, supervision, consultation, and other academic responsibilities in accordance with institutional regulations and staff functions. The workload distribution ensures the smooth implementation of the educational programme and enables academic staff to effectively perform teaching, scientific-research, and administrative duties. Consultation hours allocated for student support and academic advising are also integrated into staff workload planning.

The University's Quality Assurance Office conducts regular analysis of quantitative and qualitative indicators related to educational programmes, including monitoring staff workload, sustainability, and turnover rates. The results of these analyses are used to support programme development and long-term sustainability planning.

Academic staff and a number of invited personnel are actively involved in programme development, curriculum review, learning outcome assessment, and quality enhancement processes. Their participation contributes to maintaining programme relevance, alignment with labor market demands, and integration of contemporary developments in artificial intelligence and business technologies.

The programme is led by experienced academic leadership with relevant expertise in computer science, artificial intelligence, and higher education management. The programme heads are actively involved in programme implementation, development, evaluation, and international cooperation processes, including collaboration activities with Arizona State University and the Cintana Alliance. Their academic and professional engagement supports the strategic and academic development of the programme.

During the site visit and interview process, the active involvement of administrative and support staff in programme implementation was also evident. Their responsibilities and functions are clearly defined in institutional regulations and contribute significantly to the effective administration, coordination, student support, and quality assurance processes associated with the programme.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁵	Including the staff holding PhD degree in the sectoral direction ⁶	Among them, the affiliated staff
Total number of academic staff	12	10	4	4
- Professor	2	2	2	1
- Associate Professor	2	1	1	
- Assistant-Professor	8	7	1	3
- Assistant				
Visiting Staff				—
Scientific Staff				—
Including International Staff				

Evidences/Indicators

- Self-evaluation report;
- Personnel documentation;
- Program Implementation Evaluation Procedure and Program Evaluation Criteria;
- Personnel Management Policy;
- Interview results.

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

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	Complies

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

The Master's Program Artificial Intelligence in Business is supported by qualified supervisors who possess relevant academic, scientific, and professional competencies necessary for the effective supervision of graduate-level research activities. The qualifications, research profiles, and practical experience of supervisors are generally aligned with the thematic directions of the programme and support the achievement of the programme's research-oriented learning outcomes.

Most of supervisors involved in the programme hold doctoral degrees (PhD or equivalent) in fields related to computer science, artificial intelligence, information technologies, data analytics, software engineering, cybersecurity, business technologies, and related interdisciplinary domains. Their academic backgrounds and professional expertise enable them to guide students throughout the entire research process, including topic selection, research design, methodology development, implementation, analysis, and final presentation of research outcomes.

The programme demonstrates that supervisor selection is based on several criteria, including academic qualifications, scientific activity, teaching and supervision experience, methodological competence, and alignment between the supervisor's expertise and the

student's research topic. This approach contributes to ensuring appropriate academic guidance and supports the development of high-quality research projects relevant to the field of artificial intelligence in business.

The supervisors are actively involved in scientific and professional activities, including participation in research projects, conferences, publications, and cooperation with academic and industry partners. Their interdisciplinary expertise is particularly important considering the integrated nature of the programme, which combines technical, analytical, and business-oriented competencies.

The programme also outlines structured supervision mechanisms, including staged supervision processes covering proposal development, research implementation, data analysis, and final dissemination. Students receive regular consultation and academic support during the preparation of research proposals and final research projects. The ratio of supervisors to students generally enables adequate supervision and individualized academic support.

At the same time, although the qualifications and experience of supervisors are appropriate overall, the research intensity and international scientific visibility of some supervisors could be further strengthened. In particular, increasing participation in international scientific projects, publications in indexed peer-reviewed journals, and involvement in globally recognized research networks would further enhance the programme's research capacity and international academic profile.

In addition, the programme would benefit from further formalization and documentation of supervision quality assurance mechanisms, including more systematic monitoring of supervision effectiveness, student feedback analysis, and supervisor professional development activities. Strengthening these mechanisms would contribute to the continuous improvement of the supervision process and further support research quality within the programme.

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	8	4	4
- Professor	2	2	1
- Associate Professor	2	1	
- Assistant-Professor	4	1	3
Visiting personnel			—

Scientific Staff			—
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Evidences/Indicators

- Self-evaluation report;
- Personnel documentation;
- Program Implementation Evaluation Procedure and Program Evaluation Criteria;
- Personnel Management Policy;
- Interview results.

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Complies

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

The university has established a staff evaluation and development system covering academic and administrative personnel and linking evaluation results to quality assurance and

improvement processes. Academic staff are evaluated annually, while administrative staff are evaluated twice per year. The evaluation process may include self-assessment, supervisor assessment, and feedback from colleagues and other stakeholders. The results are used to identify professional development needs and inform managerial decision-making. Staff satisfaction surveys are also conducted periodically. The 2025 survey confirmed staff satisfaction with the working environment, available resources, and administrative support, while identified areas for improvement, including recreational spaces, cafeteria services, and student services, were reflected in relevant action plans. This demonstrates that staff evaluation and satisfaction survey results are collected, analyzed, and used for institutional improvement.

The programme staff workload model includes teaching, research, and university service components. The self-evaluation report indicates that teaching accounts for 40–60% of the workload, research for 30–50%, and academic and administrative service for 10–20%. This supports the view that both teaching and research are recognized as core dimensions of academic work. In the context of this programme, creative or performing activities are not directly applicable, as the programme belongs to computer science and AI in Business. Supervisors are expected to have relevant research experience, publications, conference participation, methodological competence, and experience in guiding graduate-level research, which is particularly important for the Master's research component.

The university provides mechanisms for professional improvement and research support. The self-evaluation report states that the institution provides financial support for research projects, preparation and publication of monographs, textbooks and scientific articles, and participation in local and international conferences. Affiliated staff have access to research funding aligned with the university's mission, and incentive mechanisms are used to promote continued academic and scientific contribution. In addition, the ASU–Cintana partnership strengthens opportunities for academic visits, conferences, workshops, joint research grants, and collaborative professional development. These mechanisms are relevant for academic staff, programme heads, and supervisors involved in the programme.

The Quality Assurance Policy further supports staff development through planned training and professional development activities. It defines academic staff training as focused on teaching practices, assessment methodologies, curriculum development, and learning outcomes assessment. It also provides for workshops and seminars on assessment methods, curriculum development, accreditation and authorization standards, stakeholder engagement, and the use of evaluation results for improvement. Professional development opportunities include regular workshops, seminars, conferences, networking, online courses, certification opportunities,

and peer learning. The policy also provides for evaluation of training effectiveness through participant feedback and impact assessment.

The programme also benefits from digital and technological infrastructure. The self-evaluation report confirms the use of Canvas LMS, integration with the Arizona State University Content Repository, and technology-enhanced teaching and learning methods.

Overall, the university has a documented system for staff evaluation, satisfaction surveys, professional development, research support, and international academic engagement. The main strengths are the annual evaluation of academic staff, use of satisfaction survey results in action planning, financial and institutional support for research and conferences, and opportunities created through the ASU–Cintana partnership.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- Results of staff performance evaluation and satisfaction surveys;
- Personnel Management Policy.

Recommendations:

- N/A

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

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

The material and technical resources available at East-West University are generally adequate for the implementation of the Master's Program Artificial Intelligence in Business and support the achievement of the programme learning outcomes. The university provides students with access to modern educational infrastructure, including equipped classrooms, computer laboratories, conference and consultation spaces, library resources, and digital learning platforms necessary for the effective delivery of teaching, learning, and research activities.

The university possesses educational facilities equipped with modern technological resources, including computer laboratories and teaching spaces with internet access and relevant software required for artificial intelligence, programming, data analytics, and business-related courses. During the site visit, the availability of computer laboratories and technical infrastructure supporting the educational process was confirmed. The laboratories provide access to software tools and platforms relevant to the programme, including programming environments, database management systems, cloud-based technologies, and data analysis tools used throughout the curriculum.

The university also maintains a library equipped with educational, methodological, and scientific resources relevant to the programme. Students and academic staff have access to both printed and electronic materials, including textbooks, scientific publications, electronic manuals, and specialized databases. The library infrastructure includes computer equipment, electronic cataloguing systems, and study spaces supporting independent learning and research activities.

It should be particularly noted that the university provides access to international electronic databases and scientific resources, including cooperation with major academic publishers and digital libraries. Access to contemporary scientific literature, research publications, and educational materials is available both from the university campus and remotely, thereby supporting the research, analytical, and practical components of the programme. These resources contribute to the integration of current scientific developments and international academic standards into the teaching and learning process.

At the same time, during the review of course syllabi and supporting documentation, it was identified that the availability and accessibility of some compulsory literature indicated in several syllabi should be further revised and updated. In certain cases, access to listed materials was limited, outdated editions were referenced, or the availability of resources through the university library and electronic databases was not sufficiently ensured. It is therefore recommended that the university conduct a systematic review of syllabus literature to ensure

that all compulsory and supplementary materials are accessible to students, up to date, and fully aligned with the contemporary developments of the field. This would further strengthen the quality of the teaching and learning process and improve students' access to relevant academic resources.

Evidences/Indicators

- Self-evaluation report;
- On-site visit;
- Interview results.

Recommendations:

- Ensure that all compulsory and supplementary materials are accessible to students, up to date, and fully aligned with the contemporary developments of the field.

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 Material Resources	Substantially 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 submitted budget provides a multi-year financial projection for 2026–2032 and includes tuition-based revenue, recruiter and marketing fees, net revenue, direct salary costs, indirect salary costs, scientific research and creative work expenses, operational expenses, and selected investment items such as computers and library resources. The budget therefore contains relevant categories for assessing programme financial sustainability and shows that the programme is expected to generate income sufficient to cover the main teaching-related and

operational costs. From this perspective, the programme appears financially feasible at the aggregate budget-planning level.

However, the budget appears to model the programme mainly as a two-year programme without separately reflecting the different pathways of students. It does not show how many students are expected to complete only the first year, how many are expected to continue to the second year at East-West University, and how many may transfer to ASU for the second year. This affects revenue projections, teaching cost calculations, research component costs, and the assessment of long-term financial sustainability.

Overall, the submitted documentation demonstrates that the University has planned financial support for the programme and that the projected budget is generally feasible. We suggest additional clarification of the budget model. In particular, the University may revise or explain the budget to reflect the programme's actual structure, including the one-year and two-year enrolment pathways, continuation assumptions, ASU mobility scenario, revenue distribution, and related cost implications.

Evidences/Indicators

- Program budget;
- Self-evaluation report;
- Interview results.

Recommendations:

-

Suggestions for the Programme Development

- It is suggested that the University revise or explain the budget to reflect the program's actual structure, including the one-year and two-year enrolment pathways, continuation assumptions, ASU mobility scenario, revenue distribution, and related cost implications.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	Complies

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

The university has a formally defined internal quality assurance system based on the PDCA cycle. The Quality Assurance Policy describes programme evaluation as an evidence-based and continuous process, including planning, implementation, data collection, analysis, corrective actions, and follow-up. The submitted survey reports confirm that the QA Office regularly collects feedback from students, academic staff, administrative staff and other stakeholders on study courses, teaching quality, examinations, services, facilities, internationalization and institutional processes.

The documents indicate cooperation between programme staff and the Quality Assurance Office in programme development, evidence collection, analysis and preparation of the self-evaluation report. The process also led to concrete programme-related changes, including restructuring the programme in line with the 2026 ministerial order and adding the requirement of basic computer science knowledge to the admission prerequisites. This shows that quality assurance results and regulatory analysis were taken into consideration in programme-related decision-making.

However, interviews revealed limitations in the collaborative nature and practical effectiveness of the process. Although the self-evaluation team included programme heads, core faculty and an external Cintana Alliance expert, it did not include students or graduates from other existing

or related programmes. Since the AI in Business programme is new and does not yet have its own students or graduates, the involvement of students and alumni from comparable programmes would have strengthened the self-evaluation process and stakeholder perspective.

Another issue identified during interviews was that some staff members expected to implement the programme did not demonstrate sufficient awareness of the planned courses, programme structure, and overall implementation logic. This creates a challenge for confirming that programme staff are fully engaged in internal quality assurance and programme-level decision-making. It also indicates the need for stronger internal communication, staff orientation, and programme-specific training before the programme starts.

The university demonstrates functioning internal QA mechanisms and evidence of regular survey-based evaluation. The Quality Assurance Office and programme staff are expected to work jointly on addressing identified weaknesses. However, for this new programme, the effectiveness of this cooperation cannot yet be verified through implemented programme-specific results. It will be important to ensure that identified weaknesses are translated into a clear action plan, with responsibilities, deadlines and follow-up mechanisms.

Regarding electronic and technology-supported learning, the programme uses Canvas LMS and ASU-related digital content, and institutional surveys include questions on digital tools, online platforms and IT support. However, the submitted evidence mainly confirms the existence of digital infrastructure and general monitoring mechanisms. A clearly adapted internal QA mechanism for monitoring e-learning, distance teaching and online assessment in this specific programme will be carried out based on newly developed regulation, which was requested during the visit. Based on interview results, the mechanisms for QA of electronic/distance learning were not developed before as there was no electronic learning taking place.

Overall, the university has a documented internal QA system aligned with the PDCA cycle and supported by institutional survey and reporting mechanisms. At the same time, for this new programme, full compliance depends on stronger stakeholder involvement in self-evaluation, better familiarization of programme staff with the programme.

Evidences/Indicators

- Self-evaluation report;
- Interview results;

- QA policy, mechanisms and tools and results of their implementation.

Recommendations:

- Ensure stronger stakeholder involvement in program development, and better familiarization of programme staff with the programme.

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.1 Internal quality evaluation	Substantially complies

5.2 External Quality Evaluation

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

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

The programme is new and is currently undergoing accreditation; therefore, it has not yet completed a previous external quality assurance cycle and has not received programme-specific accreditation recommendations. Accordingly, the periodic use of external quality assurance results cannot yet be assessed through implemented follow-up actions for this particular programme. At the same time, the self-evaluation report describes an institutional mechanism under which recommendations received through accreditation are discussed and implemented by the Programme Development Committee in coordination with the Quality Assurance Office. The Quality Assurance Policy also provides for external stakeholder involvement, external evaluation, benchmarking, and the use of recommendations for continuous programme improvement.

For this programme, external quality input is mainly reflected in its development through cooperation with Arizona State University and the Cintana Alliance. The SER and interview participants state that the programme has been validated by Arizona State University and that it mirrors the courses and learning materials of the corresponding ASU programme, which has been implemented in the United States for several years.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- QA documentation

Recommendations:

- N/A

Suggestions for the Programme Development

- N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

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

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

As described under Standard 5.1, the university has internal quality assurance mechanisms for regular data collection and analysis, including stakeholder surveys, course evaluations, exam process evaluations, academic achievement analysis, and feedback from students, academic, invited and administrative staff. Therefore, this section focuses on the programme-specific monitoring and periodic review aspects.

Since the AI in Business programme is new and is currently undergoing accreditation, programme-specific monitoring results are not yet available. However, the submitted documents show that the university has institutional experience in collecting and analysing feedback from different stakeholders. These mechanisms should be applied to the AI in Business programme after its launch, with the involvement of academic, scientific, invited and administrative staff, students, graduates, employers and other relevant stakeholders.

The programme has already been modified during the development and self-evaluation process. In particular, changes were made to reflect the 2026 ministerial order, including the

restructuring of the first and second parts of the programme and the addition of basic computer science knowledge to admission prerequisites. This shows that the institution is able to adapt the programme based on regulatory requirements and internal analysis.

Student evaluation of courses is an established institutional practice. Students evaluate study courses and lecturers through questionnaires covering teaching quality, course content, assessment methods, organization, learning resources and overall satisfaction.

The evaluation of teaching is mainly evidenced through student surveys. The submitted documents did not clearly confirm the use of a pre-determined classroom observation template or peer observation process for academic and invited staff, but it was requested and submitted during the site visit.

The programme includes a Master's research component and scientific supervision. The institution recently developed the evaluation form and submitted upon request during the visit. Its actual implementation cannot yet be verified, as the programme has not started. The form should be formally integrated into the QA system and used when students enter the research component.

The programme is developed in cooperation with Arizona State University and the Cintana Alliance, which provides an international reference point. However, systematic benchmarking with similar foreign programmes was not carried out. Periodic benchmarking should be introduced to compare the curriculum, learning outcomes, admission requirements, research component, teaching methods and graduate profile with comparable international programmes and to apply relevant best practices. Labor market analysis was also found to be not as detailed and thorough.

Overall, institutional mechanisms for monitoring and periodic review exist, but their programme-specific implementation remains to be confirmed after launch.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- QA policy, mechanisms and tools and results of their implementation.

Recommendations:

- Ensure full application of all the relevant QA tools for the program, including benchmarking analysis, and more detailed labour market demands analysis.

Suggestions for the Programme Development

- Non-binding suggestions for programme development.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Substantially complies

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel

Seifedine Kadry



Accreditation Expert Panel Members

Mikheil Rukhaia, signature



Tinatin Gabrichidze, signature



Aleksandre Kalandadze, signature

(Refer to Alternative Opinion)

