



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

## Accreditation Expert Group Report on Higher Education Programme

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

Cyberspace Operations and Information Security Bachelor's Degree Program, First Cycle

LEPL - David Agmashenebeli National Defence Academy of Georgia

Evaluation Date: 04.05.2026

Report Submission Date: 11.06.2026

Tbilisi

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

|                                                              |                                                                |
|--------------------------------------------------------------|----------------------------------------------------------------|
| Name of Institution Indicating its Organizational Legal Form | LEPL - David Agmashenebeli National Defence Academy of Georgia |
| Identification Code of Institution                           | 218083222                                                      |
| Type of the Institution                                      | University                                                     |

### Expert Panel Members

|                                                          |                                                                                  |
|----------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Chair</b> (Name, Surname, HEI/Organisation, Country)  | Sokratis Katsikas, Norwegian University of Science and Technology – NTNU, Norway |
| <b>Member</b> (Name, Surname, HEI/Organisation, Country) | Mariam Razmadze, International Black Sea University, Georgia                     |
| <b>Member</b> (Name, Surname, HEI/Organisation, Country) | Nino Patariaia, European University, Georgia                                     |
| <b>Member</b> (Name, Surname, HEI/Organisation, Country) | Giorgi Mkheidze, Caucasus International University, Georgia                      |

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

## I. Information on the education programme

|                                                                                                                                                                                                                                                                                                   |                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Name of Higher Education Programme (in Georgian)                                                                                                                                                                                                                                                  | კიბერსივრცის ოპერაციები და ინფორმაციის უსაფრთხოება                       |
| Name of Higher Education Programme (in English)                                                                                                                                                                                                                                                   | Cyberspace Operations and Information Security Bachelor's Degree Program |
| Level of Higher Education/programme                                                                                                                                                                                                                                                               | Bachelor's Studies                                                       |
| Qualification to be Awarded <sup>2</sup>                                                                                                                                                                                                                                                          | Bachelor of Cybersecurity                                                |
| Name and Code of the Detailed Field                                                                                                                                                                                                                                                               | 0613 Software and application development and analysis                   |
| Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>                                                                                                                                                 |                                                                          |
| Language of Instruction                                                                                                                                                                                                                                                                           | Georgian                                                                 |
| Number of ECTS credits                                                                                                                                                                                                                                                                            | 240                                                                      |
| Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)                                                                                                                                   | 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)                                                                                                                                                                                    |                                                                          |

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

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

## II. Accreditation Report Executive Summary

### ▪ General Information on Education Programme

The Cyberspace Operations and Information Security Bachelor's Degree Program developed by LEPL - David Aghmashenebeli National Defence Academy of Georgia is a new program. The program was developed based on the list of educational programs (curricula) defined by the Government of Georgia, which the LEPL David Aghmashenebeli National Defence Academy of Georgia is authorized to implement (pursuant to Decree No. 55 of the Government of Georgia, dated February 12, 2026, 'On the Approval of the Number of Students to be Admitted to State-Established Higher Education Institutions for the 2026-2027 Academic Year, by Institution and Educational Program (Curriculum), through Unified National Exams/Master's Exams and Without Passing Unified National Exams/Master's Exams"). The Ministry of Defence of Georgia is the primary stakeholder of the bachelor's programs at the LEPL David Aghmashenebeli National Defence Academy of Georgia and the principal employer of its graduates. The educational program is designed to align with the requirements, interests, and priorities of the Ministry, which serves as the fundamental basis for offering this curriculum. The contemporary challenges facing the Defence Forces of Georgia necessitate the training of officers equipped with extensive knowledge of modern information and communication technologies, who possess both theoretical expertise and fundamental practical skills in cyber and information security. As a standard practice, the employer is regularly involved in every stage of the program's design and development. Upon finalizing the curriculum and prior to its approval by the Academic Council, the Academy presents the final version to the stakeholders for a final review. The program is developed in alignment with the mission and strategic development priorities of the National Defence Academy of Georgia." In alignment with the Academy's mission, the program will contribute to bolstering national security against modern technological threats, particularly in the context of increasing risks in cyberspace. The program addresses strategic objectives focused on fostering innovative knowledge in the defence sector, enhancing technological capabilities, and ensuring alignment with international standards. The program is aligned with the Academy's core objective: to prepare qualified, competitive, and responsible specialists for the national defence and security system, capable of effectively addressing contemporary challenges in information security. Furthermore, the curriculum responds to the escalating demands of both national and international labor markets. The program emphasizes continuous development and iterative updates, ensuring its alignment with the Academy's strategic vision and the rapidly evolving security landscape. At the bachelor's level, the program offers a broad range of knowledge and skills, fostering an in-depth understanding of cybersecurity fundamentals, including frameworks, theories, and principles. Furthermore, the bachelor's program prepares students for pursuing advanced studies at the master's degree.

### ▪ Overview of the Accreditation Site Visit

The site visit started on the morning of 04.05.2026 with the panel visiting the site of David Aghmashenebeli National Defence Academy of Georgia and continued with meetings for interviews of the panel with the University leadership, management, staff, students and representatives of employers. The chair of the panel joined all meetings online. All interviews and the site tour were conducted in the same day and were followed by deliberation of the expert panel, during which the experts agreed on their assessment of the extent of compliance of the David Aghmashenebeli National Defence Academy of Georgia with the standards and substandards. The chair of the panel delivered a brief overview of the panel findings to the University's leadership.

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

The Cyberspace Operations and Information Security Bachelor's Degree Program at the David Aghmashenebeli National Defence Academy of Georgia has been found to be compliant with requirements as regards all standards.

- **Recommendations**

N/A

- **Suggestions**

S1.5.1: It is suggested to strengthen the learning resources by incorporating cybersecurity two textbooks officially available on the Georgian-language market as the main study materials. Additionally, the use of readers and supplementary resources is encouraged in order to further support students' learning process and provide access to diverse practical and theoretical materials.”

List of textbooks:

1. “კიბერ უსაფრთხოებისა და ინფორმაციული უსაფრთხოების საფუძვლები” - დაჩი კეთილაძე, ბებო ფიფია- 2025წ.
2. კიბერუსაფრთხოების გამოწვევები, კონცეფციები და პრაქტიკა“ - ნანი არაბული, ლადო ადამია,ზაზა ცირამუა - 2024წ.

S4.1.1: It is suggested that, in relation to the second, third, and fourth semesters, the institution consider further strengthening the proportion of field-specific, PhD-qualified personnel among the invited and research staff, particularly in Cyberspace Operations, Cybersecurity, Information Security, and closely related disciplines.

S4.1.2: It is also suggested that, following the first semester of implementation, a structured review of academic staff workload distribution be conducted, with particular attention to external teaching and professional commitments across other higher education institutions, to ensure balanced workload allocation and support the long-term sustainability and quality assurance of the program.

S4.4.1: At the stage when the program commences implementation, it is suggested to have high-quality textbooks in cybersecurity officially available on the Georgian-language market.

- **Brief Overview of the Best Practices (if applicable)<sup>4</sup>**

N/A

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

The institution has agreed with the report and the report remains unchanged.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**

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

- **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master's students to supervisors; supervisors' workload scheme;

The programme is implemented by 18 staff members, including 6 academic staff, 7 invited staff, and 5 scientific staff, among whom 1 international staff member is involved. A total of 6 staff members hold a PhD degree in the relevant sectoral direction, including 3 academic staff, 2 invited staff, and 1 scientific staff member. The programme is mainly supported by affiliated academic personnel, as all 6 academic staff members are affiliated with the institution. The ratio of academic/scientific staff (11) to invited staff (7) demonstrates that the program possesses adequate academic and human resources to ensure its initial implementation. The involvement of academic, scientific, invited, and international personnel contributes to the efficient initial implementation of the programme.

- **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;

Insufficient information has been provided on these indicators.

- **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.);

Insufficient information has been provided on these indicators.

- **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;

This is a new program that has not been offered before.

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

The program budget for the next four years is shown in the table below.

The budget of the educational programme demonstrates the support of the programme by the Academy. Allocation of financial resources for the programme from the budget is financially feasible and ensures the sustainability of the programme.

- **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.**

N/A

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

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

**Guidelines and Standards** (See link)

[Accreditation Standards for Higher Education Programmes](#)

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

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

[Assessment criteria](#)

**Definitions:**

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

**Suggestions** - non-binding suggestions for the programme development

## IV. Compliance of the Programme with Accreditation Standards

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

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

#### 1.1 Programme Objectives

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

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

The programme objectives demonstrate strong coherence with the Academy's mandate as the country's sole higher military education institution. The programme contributes to national security by preparing officers capable of addressing "modern technological threats, particularly in the context of increasing risks in cyberspace". This aligns directly with the Academy's strategic development plan and the Ministry of Defence's operational needs.

The objectives reflect the specificity of the cybersecurity and cyberspace operations field, addressing both theoretical and applied dimensions. The programme aims to:

- Equip graduates with "comprehensive theoretical knowledge and practical skills in cyber and information security"
- Teach "modern methods for the design, development, and security of computer systems and computing environments"
- Develop analytical, problem solving, and communication skills
- Cultivate professional responsibility and ethical decision making

These objectives define the knowledge, skills, and competences the programme aims to develop.

The programme is explicitly designed in response to the needs of the Georgian Defence Forces, the primary employer of graduates. As such, the programme objectives consider local labour market demands and international trends.

The programme objectives incorporate internationalization by means of alignment with NATO DEEP methodologies, emphasis on competitiveness in both local and international labor markets, and integration of international standards and practices in cybersecurity education.

The programme objectives are public and shared by persons involved in the programme.

#### Evidences/Indicators

- Educational Program
- Self-Assessment Report
- Academy Website: [www.eta.edu.ge](http://www.eta.edu.ge)
- Interviews

#### Recommendations:

- N/A

### Suggestions for the Programme Development

- N/A

### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

### **1.2 Programme Learning Outcomes**

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

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

The Learning Outcomes clearly operationalize the programme's objectives. For example, outcomes such as the ability to:

- "Identify key issues within the fundamental knowledge areas of ICT"
- "Apply security principles and practices to maintain and support operations within high-risk and threat environments"
- "Communicate effectively across various professional cybersecurity contexts"
- "Demonstrate effective performance as both a team member and a leader"

directly support the programme's stated aims of preparing officers with strong theoretical grounding, practical cybersecurity skills, leadership capacity, and ethical responsibility.

The Learning Outcomes cover knowledge, skills, responsibility, and autonomy.

The Learning Outcomes demonstrate the expected Level 6 characteristics, namely Knowledge (ICT fundamentals, cybersecurity principles, operational planning), Skills (analysis, problem solving, system development, communication), and Autonomy and responsibility (ethical decision making, leadership,

independent learning). Thus, the Learning Outcomes are measurable, achievable, realistic, and consistent with the qualification descriptor.

The Learning Outcomes reflect the dual nature of the programme: cybersecurity education and military officer preparation. Outcomes such as “Explain the principles of platoon-level command, including the fundamentals of operational planning and execution” and “Plan and execute various types of land-based operations at the platoon level” demonstrate alignment with the Defence Forces’ operational needs. At the same time, outcomes related to ICT, cybersecurity, and system development ensure relevance to the broader cybersecurity labor market.

The Learning Outcomes have been produced with extensive stakeholder participation, including academic staff, visiting faculty, employers (Ministry of Defence, Defence Forces), and graduates currently serving in administrative roles.

The Learning Outcomes are communicated through the Academy’s website, information sessions, and the E-mod electronic document management system.

#### **Evidences/Indicators**

- Educational Program
- Program Objectives and Learning Outcomes Mapping Matrix
- Self-Assessment Report
- Academy Website: [www.eta.edu.ge](http://www.eta.edu.ge)
- Interviews

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

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

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
  - Programme learning outcomes assessment results are utilized for the improvement of the programme.
- 

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

The programme follows a four-year evaluation cycle:

- Year I: Define Learning Outcomes, develop curriculum map and assessment plan
- Year II: Collect data
- Year III: Evaluate outcomes and plan improvements
- Year IV: Implement improvements and continue data collection

The Academy employs a balanced combination of direct methods (written exams, presentations, essays, practical assessments, performance observation) and indirect methods (employer surveys, graduate surveys, student surveys, external evaluations, programme analysis).

The Learning Outcomes are formulated using active verbs from Bloom's Taxonomy, to ensure measurability. A distinctive strength is the use of the Kirkpatrick Model, adopted through NATO DEEP cooperation, to align Learning activities, Assessment tasks, and Programme learning outcomes. This exceeds typical national practice and demonstrates methodological rigor.

The Academy analyses grade distributions, assessment difficulty, validity of assessment methods, and student performance trends. The Gaussian distribution is used as a monitoring tool, noting that deviations of more than 20% trigger a review of assessment methods and learning outcomes.

The programme has target benchmarks for each learning outcome, and results are compared against these benchmarks annually.

The evaluation process includes employers (Ministry of Defence, Defence Forces), graduates, academic and visiting staff, students (Junkers), and external evaluators from other HEIs.

According to the SAR, multiple examples of how evaluation results lead to improvements exist:

- Revision of assessment thresholds (e.g., raising midterm competency requirements)
- Updating syllabi and assessment rubrics
- Modifying teaching methods
- Implementing new training modules (e.g., "Effective Teaching", ToT)
- Enhancing distance learning assessment reliability

The evaluation mechanisms are documented in the Quality Assurance Manual, the Methodology for Planning, Designing, and Developing Educational Programs, the Learning Outcomes Assessment Plan, and the Program Mapping Matrices. These mechanisms are accessible to stakeholders.

#### **Evidences/Indicators**

- Educational Program
- Methodology for Planning, Design, Development, and Evaluation of Educational Programs
- Self-Assessment Report
- Interviews

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

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

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

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

The programme was designed using NQF Level 6 descriptors, detailed field descriptors for Software and Applications Development and Analysis (0613), ECTS principles, and the internal HEI methodology for programme design, in accordance with the Regulations for the Analysis, Planning, Design, Development, Implementation, Evaluation, and Approval of Academic Educational Programs.

The programme demonstrates a clear and logical structure, combining core cybersecurity and ICT courses, elective courses in the major field, military training components, and a substantial practical component (3+1 model). This structure supports progressive development of knowledge and skills, integration of theoretical and practical learning, alignment between course level outcomes and programme level outcomes, and adequate sequencing and prerequisites.

The awarded qualification (Bachelor of Cybersecurity) is fully aligned with the programme's content and learning outcomes. The curriculum includes both ICT/cybersecurity academic components and military leadership components, reflecting the dual nature of the qualification within a defence academy context.

A distinctive feature of the programme is its dual compliance with the Ministry of Education and Science requirements (academic requirements) on one hand and the Ministry of Defence requirements (military officer preparation requirements) on the other. This dual alignment ensures relevance to national defence needs, integration of military training (tactics, topography, communications, leadership), and compliance with academic standards for a first cycle degree.

The programme incorporates contemporary cybersecurity topics, modern ICT tools and methods, NATO aligned pedagogical and training practices, international literature and resources, and benchmarking with foreign programmes.

The programme development involved academic staff, visiting faculty, the Quality Assurance Service, employers (Defence Forces), graduates, and administrative staff.

Programme information, including structure, content, and syllabi, is published on the Academy's website and accessible to stakeholders.

#### **Evidences/Indicators**

- Educational Program
- Course Syllabi
- Program Mapping Matrices
- Self-Assessment Report
- Methodology for Planning, Design, Development, and Evaluation of Educational Programs
- Academy Website: <https://eta.edu.ge/>
- Interviews

#### **Recommendations:**

- N/A

## Suggestions for the Programme Development

- N/A

### **Evaluation**

Please, evaluate the compliance of the programme with the component

| Component                                                          | Evaluation |
|--------------------------------------------------------------------|------------|
| <a href="#">1.4 Structure and Content of Educational Programme</a> | 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 programme uses a Mapping Matrix (Program Map) to demonstrate the alignment between course learning outcomes, programme learning outcomes, and teaching and assessment methods. This ensures that each course contributes meaningfully to the overall programme aims, that redundancy and gaps are avoided, and that progression from foundational to advanced competencies is clear.

The programme consists of 240 ECTS, consistent with national requirements for a first cycle degree. Credit allocation reflects the volume, complexity, and workload of each course. Contact hours and independent work hours are balanced appropriately, and practical and theoretical components are proportionate to course objectives

Every course includes assessment components aligned with its learning outcomes. The assessment methods include written exams, practical assignments, presentations, essays, and performance observation, whilst assessment rubrics are used to classify student achievement. The students receive feedback through Moodle and instructor consultations.

The syllabi include compulsory and supplementary literature. International electronic databases are available through the Academy library. Course materials reflect current scientific achievements in cybersecurity and ICT, and NATO aligned training materials are used in military related courses

All syllabi follow a standardized institutional template, including course description, learning outcomes, teaching and learning methods, assessment components and criteria, and literature and resources.

#### Evidences/Indicators

- Educational program
- Course syllabi
- Self-Assessment Report
- Interviews

#### Recommendations:

- N/A

#### Suggestions for the Programme Development

S1.5.1 It is suggested to strengthen the learning resources by incorporating cybersecurity two textbooks officially available on the Georgian-language market as the main study materials. Additionally, the use of readers and supplementary resources is encouraged in order to further support students' learning process and provide access to diverse practical and theoretical materials.”

List of textbooks:

1. “კიბერ უსაფრთხოებისა და ინფორმაციული უსაფრთხოების საფუძვლები” - დავი კეთილაძე, ბებოთა ფიფია- 2025წ.
2. კიბერუსაფრთხოების გამოწვევები, კონცეფციები და პრაქტიკა“ - ნანი არაბული, ლადო ადამია,ზაზა ცირამუა - 2024წ.

#### Evaluation

Please, evaluate the compliance of the programme with the component

| Component                                    | Evaluation |
|----------------------------------------------|------------|
| <a href="#">1.5. Academic Course/Subject</a> | 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.

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

The programme has clear, transparent, and accessible admission requirements that are aligned with the programme objectives and the specific nature of military education. Admission procedures are publicly available through the Academy website and other communication channels, which ensures equal access to information for all applicants. The programme combines national examination requirements with internal selection procedures, including medical examination, physical fitness testing, interviews, and successful completion of basic combat training. These procedures help the Academy select motivated and qualified candidates who are able to successfully continue their studies and achieve programme learning outcomes.

The Academy also carries out active communication and outreach activities, including meetings at schools, participation in educational fairs, social media communication, and summer school activities. These initiatives increase programme visibility and support fair and informed student recruitment.

The Academy has established a methodology for planning the number of students (Junkers) in the educational programme, which takes into account the specific nature of the military programme, the operational needs of the Georgian Defence Forces, and the institutional resources required for effective programme implementation. Student body planning is carried out in accordance with the quotas approved by the Government of Georgia and ensures the smooth administration of educational processes, including the availability of academic, human, and material resources. Admission of students to the programme is conducted in compliance with the established student body planning methodology.

Overall, the programme admission requirements are well-organized, fair, transparent, and fully aligned with the programme content and expected learning outcomes.

The programme has clear and transparent admission requirements that are fully aligned with the goals of the programme and the needs of the Defence Academy. Admission procedures are public and accessible through the Academy website and other communication channels. Applicants are selected through the Unified National Examinations and additional internal selection procedures, including medical checks, physical fitness tests, interviews, and basic combat training. The programme admission requirements ensure that students admitted to the programme have the necessary knowledge, skills, and motivation to successfully achieve the learning outcomes.

### **Evidences/Indicators**

- Educational Program
- Methodology for Planning the Number of Junkers
- Academy Website [www.eta.edu.ge](http://www.eta.edu.ge)
- Interviews during the Site visit

#### Recommendations:

- N/A

#### Suggestions for the Programme Development

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

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

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

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

The programme includes extensive practical training embedded in cybersecurity laboratories, ICT systems configuration and administration exercises, network security and penetration testing modules, simulation based learning environments, and military field training and platoon level operational exercises. The practical components are aligned with Defence Forces operational needs. Practical components are supervised by academic staff, visiting cybersecurity specialists, military instructors, and field officers from the Defence Forces.

Although this is a first cycle programme, the Academy integrates research related competencies through coursework requiring analytical essays, case studies, and technical reports, exposure to cybersecurity research methodologies, participation in Academy organized seminars and academic events, engagement with international literature and databases, and opportunities to contribute to small scale research or applied projects.

The programme systematically develops transferable skills essential for both military and civilian cybersecurity careers, including communication skills (written, oral, technical), teamwork and leadership, including platoon level command competencies, ethical decision making and professional responsibility, critical and analytical thinking, problem solving and decision making under pressure, and time management and self-directed learning.

The Academy maintains strong institutional links with the Ministry of Defence and Defence Forces, which serve as the primary practice environment. The programme was developed “in close cooperation with the Defence Forces” and employer involvement is continuous and systematic.

Students (Junkers) participate in military exercises and field operations, cybersecurity competitions and simulations, internal Academy events and seminars, and training activities aligned with NATO DEEP methodologies. These activities contribute to the development of both practical and transferable skills.

#### **Evidences/Indicators**

- Self-Assessment Report
- Interviews

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

| Component                                                                                                                 | Evaluation |
|---------------------------------------------------------------------------------------------------------------------------|------------|
| <a href="#"><u>2.2. The Development of practical, scientific/research/creative/performing and transferable skills</u></a> | Complies   |

#### **2.3. Teaching and Learning Methods**

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

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

The Academy aligns program learning outcomes, teaching and learning activities, and assessment methods through the Kirkpatrick Model, which reinforces student centred design and constructive alignment. The programme demonstrates a clear commitment to student centred learning through active learning strategies, practical and simulation-based exercises, problem based learning, collaborative group work, and individual learning pathways where necessary.

Teaching methods are varied and tailored to the nature of each course. These include lectures and interactive seminars for theoretical foundations, laboratory work for cybersecurity tools, network configuration, and system administration, case studies and scenario based learning for cyber incident analysis, simulations and field exercises for military and operational components, workshops and demonstrations for applied ICT skills, peer learning and group projects to develop teamwork and communication, and independent study supported by Moodle and digital resources.

The Academy makes extensive use of digital platforms and tools, including Moodle for course materials, assignments, and feedback; cybersecurity labs and virtualized environments; E mod electronic document management system; and NATO aligned simulation tools for operational training.

The programme demonstrates flexibility in addressing individual student needs. Students receive regular consultations, individual learning support is provided when needed, and teaching methods are adapted to student readiness and performance.

Although the programme is delivered in Georgian and primarily serves national defence personnel, international literature and resources are used; NATO aligned methodologies are integrated; and the programme aims to prepare graduates for both local and international labor markets.

#### **Evidences/Indicators**

- Educational Program
- Course Syllabi
- Self-Assessment Report
- Interviews

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

## 2.4. Student Evaluation

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

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

The evaluation system is governed by institutional regulatory documents, including the Assessment System and Examination Regulations; the Indicators and Rules for Evaluating the Implementation of Educational Programs; and the Methodology for Planning, Designing, and Developing Educational Programs. These documents ensure “transparent, fair, and objective procedures”. All assessment components are communicated to students in advance.

Each course syllabus includes course level learning outcomes; assessment components and weightings; assessment criteria and rubrics; and methods appropriate to the course content and level. The assessment methods include written examinations; practical laboratory assessments; presentations and oral examinations; essays and analytical reports; performance observation in military and field exercises; and continuous assessment through quizzes and assignments.

The programme provides structured feedback mechanisms. Instructors provide written and oral feedback on assignments. Moodle is used to communicate grades, comments, and improvement suggestions. Students receive guidance on how to improve performance. Consultations are available for academic support.

The Academy has a formal and transparent appeal mechanism. Students may request clarification of grades, submit formal appeals, or have their work reviewed by another evaluator if necessary. The process is transparent and objective.

The Academy systematically analyses assessment results to improve teaching and programme quality. This includes grade distribution analysis, monitoring of assessment validity and reliability, identification of deviations from expected performance patterns, and review of assessment methods when anomalies occur. The Gaussian distribution is used as a monitoring tool: deviations of more than 20% trigger a review of learning outcomes and assessment methods.

The Academy has mechanisms and supporting tools for plagiarism detection, academic integrity enforcement, and ethical norms for scientific and academic work.

Moodle and other digital tools support online assessments, submission of assignments, and monitoring of student progress. Thus, online assessments maintain reliability and validity.

## Evidences/Indicators

- Educational program
- Syllabi of training courses
- Educational program catalog
- Self-Assessment Report
- Academy website; [www.eta.edu.ge](http://www.eta.edu.ge)
- Interviews.

## Recommendations:

- N/A

## Suggestions for the Programme Development

- N/A

## Evaluation

Please, evaluate the compliance of the programme with the component

| Component                               | Evaluation |
|-----------------------------------------|------------|
| <a href="#">2.4. Student evaluation</a> | Complies   |

## 3. Student Achievements, Individual Work with Them

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

### 1.3 Student Consulting and Support Services

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

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

Based on the documentation submitted by the LEPL - David Aghmashenebeli National Defence Academy of Georgia and the information obtained during the site visit, it is evident that the university provides comprehensive information regarding the educational process and curriculum. The institution has established support mechanisms for cadets.

The university supports the integration and adaptation of cadets into the institutional environment. The rights and legal interests of cadets are fully protected and safeguarded within the institution. Cadets are aware of their rights, as well as the university's academic and ethics codes.

Both administrative and academic staff provide cadets with complete and detailed information regarding the study plan, the educational process, and other important academic matters. When necessary, consultations with lecturers are conducted during working hours, as defined in the course syllabi. According to cadets, there is close and direct communication with the program head, course lecturers, and administrative staff.

The institution maintains very close cooperation with employers. It is noted that all graduates are employed in various fields, resulting in a 100% employment rate. The university actively organizes various events, public lectures, and training sessions, which support cadets' education and career development. According to cadets, public lectures and trainings are frequently delivered by high-ranking invited foreign military and civilian experts.

David Aghmashenebeli National Defence Academy supports cadet participation in both local and international projects within the framework of the educational process. The academy has a research center that supports cadets' involvement in scientific and research activities and ensures that they are informed about such opportunities. Cadets stated that both local and international student conferences are regularly held at the academy, and after the conferences, proceedings are published. Information about these opportunities is actively disseminated to cadets through the website, social media platforms, and direct communication.

The institution is involved in the Erasmus+ program and maintains numerous partner universities at the international level. This provides additional opportunities for program development and cadet skill enhancement.

The institution supports student activities and promotes a diverse student life. Although there is no formal student self-government at the university, a wide range of student activities and events are organized within the academy, including cultural, sports, and educational events. According to cadets, these activities are fully aligned with their interests.

It is also noted that cadets with high academic performance receive a semester-based scholarship - financial support, which serves as an additional incentive and support mechanism.

In summary, the Academy demonstrates a well-structured system of academic support, effective communication between staff and cadets, strong employer engagement, and active involvement in both local and international

academic and research activities. It also provides various mechanisms for cadet development, including scholarships and extracurricular opportunities, contributing to their overall academic and professional growth.

#### **Evidences/Indicators**

- Ethics Code;
- Syllabi of the program courses;
- Workload, functions, and responsibilities of personnel involved in cadet advisory services, including their job descriptions; N6.3; N6.4; N6.5.
- Documentation/information on student involvement in local and international activities; N9
- Self-assessment report;
- On-site interview results;
- Webpage.

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

#### **3.2. Master's Student Supervision**

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

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

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

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

#### Evidences/Indicators

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

#### Recommendations:

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

#### Suggestions for the Programme Development

- Non-binding suggestions for programme development

#### Evaluation

Please, evaluate the compliance of the programme with the component

| Component                                          | Evaluation         |
|----------------------------------------------------|--------------------|
| <a href="#">3.2. Master's Students Supervision</a> | Select Appropriate |

## 4. Providing Teaching Resources

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

### 4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

The Bachelor's program in Cyberspace Operations and Information Security is implemented by academic, invited, and research personnel consisting of 6 academic staff members, 7 invited specialists, and 5 research personnel. The program benefits from the involvement of professionals with practical and research experience. At the same time, the analysis of personnel qualifications indicates that, prior to the commencement of the program, it would be advisable to further strengthen the field-specific academic component of the staff. In particular, among the invited and research personnel, only 3 individuals possess a PhD degree directly related to Cyberspace Operations and Information Security or closely associated disciplines relevant to cybersecurity and information security.

Quantitative indicators, including staff-to-student ratios, workload distribution, and staff turnover analysis, demonstrate that the program possesses adequate academic and human resources to ensure its initial implementation. As the academy applies a semester-based workload allocation model covering teaching, research, consultations, and other institutional responsibilities, which supports the effective delivery of the educational process, it is suggested that, after at least one semester of implementation, a more in-depth review of the workload distribution of academic staff of brand new program in "Cyberspace Operations and Information Security" be conducted, particularly with regard to their commitments at other higher education institutions, to ensure long-term sustainability and balanced workload management.

The Program Head possesses appropriate academic and professional qualifications fully aligned with the program requirements. The Program Head actively participates in the evaluation, development, and implementation of the program, as well as in student advising and extracurricular activities. Furthermore, the Program Head is directly involved in the administration and coordination of the educational process, contributing to the effective management and continuous development of the program.

Bachelor-level students are supported by a sufficient number of competent administrative and support personnel whose qualifications, experience, and competencies are fully aligned with their respective responsibilities. Administrative and support staff provide effective academic and organizational assistance, ensuring the smooth operation and successful implementation of the program.

| Number of the staff involved in the programme (including | Number of Programme Staff | Including the staff with sectoral expertise <sup>5</sup> | Including the staff holding PhD | Among them, the affiliated staff |
|----------------------------------------------------------|---------------------------|----------------------------------------------------------|---------------------------------|----------------------------------|
|----------------------------------------------------------|---------------------------|----------------------------------------------------------|---------------------------------|----------------------------------|

---

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

| academic, scientific, and invited staff) |   |   | degree in the sectoral direction <sup>6</sup> |   |
|------------------------------------------|---|---|-----------------------------------------------|---|
| Total number of academic staff           | 6 | 1 | 3                                             | 6 |
| - Professor                              | 1 | - | 1                                             | 1 |
| - Associate Professor                    | 3 | - | 2                                             | 3 |
| - Assistant-Professor                    | 2 | 1 | -                                             | 2 |
| - Assistant                              | 0 |   |                                               | 0 |
| Visiting Staff                           | 7 | - | 2                                             | – |
| Scientific Staff                         | 5 | - | 1                                             | – |
| Including International Staff            | 1 | - | -                                             | - |

### Evidences/Indicators

- Results of the interview;
- Self-assessment document;
- Personal files of personnel;
- Staff workload scheme;
- Program implementation personnel

### Recommendations:

- N/A

### Suggestions for the Programme Development

S4.1.1: It is suggested that, in relation to the second, third, and fourth semesters, the institution consider further strengthening the proportion of field-specific, PhD-qualified personnel among the invited and research staff, particularly in Cyberspace Operations, Cybersecurity, Information Security, and closely related disciplines.

S4.1.2: It is also suggested that, following the first semester of implementation, a structured review of academic staff workload distribution be conducted, with particular attention to external teaching and professional commitments across other higher education institutions, to ensure balanced workload allocation and support the long-term sustainability and quality assurance of the program.

### Evaluation

Please, evaluate the compliance of the programme with the component

| Component                           | Evaluation |
|-------------------------------------|------------|
| <a href="#">4.1 Human Resources</a> | Complies   |

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

## 4.2 Qualification of Supervisors of Master's Students

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

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

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

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

### Evidences/Indicators

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

### Recommendations:

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

### Suggestions for the Programme Development

- Non-binding suggestions for programme development

### Evaluation

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|-----------|------------|
|-----------|------------|

#### 4.3 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 interviews conducted with the academic and invited staff demonstrated that the Academy has established effective institutional mechanisms for supporting the professional, academic, and scientific development of the personnel involved in the implementation of the program. The analysis of the interviews indicates that the Academy promotes a supportive academic and research environment that encourages active participation in scientific research activities, international cooperation projects, conferences, exchange programs, and various professional development initiatives.

Particular emphasis should be placed on the strong institutional and financial support provided by the Academy for scientific and research activities. According to the interviewed staff members, the Academy actively supports participation in international and local scientific conferences through the coverage of conference-related and tuition fees. In addition, the institution provides support for scientific publications and research dissemination activities, which significantly contributes to strengthening the research potential, academic productivity, and internationalization of the academic personnel.

The analysis further revealed that the personnel evaluation system implemented by the Academy is comprehensive and effectively linked to professional development, motivation, and continuous quality enhancement. Academic and invited staff confirmed that the evaluation process includes the assessment of teaching activities, scientific-research performance, and workload implementation. The obtained evaluation results are utilized for career development, professional growth, and various incentive mechanisms, including financial and non-financial forms of encouragement.

The interviews also confirmed that the Academy provides adequate institutional, informational, financial, and library resources necessary for the effective implementation of educational and scientific-research activities. Furthermore, the Academy actively supports the integration of modern teaching, learning, and assessment approaches through continuous professional development initiatives and training programs, including “Effective Teaching” and “Training of Trainers (ToT).”

Conducted interviews and the reviewed evidence demonstrate the Academy's strong institutional commitment to ensuring continuous professional and scientific development of the program implementation personnel. The existing support mechanisms contribute to the enhancement of teaching quality, research productivity, and the establishment of a sustainable quality culture within the institution.

#### **Evidences/Indicators**

- Interview results;
- Document - Internal Regulations of the Academy (under Annex 7);
- Document describing scientific and research activities (under Annex 9);
- Documents describing international cooperations (under Annex 9).

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

During the physical visit to the National Defence Academy, it was observed that the institution possesses a well-developed educational, scientific, and material-technical infrastructure that effectively supports the implementation of the program and ensures the achievement of the intended learning outcomes. The Academy's infrastructure, educational facilities, and technological environment were found to comply with modern educational and NATO standards.

The visit confirmed the availability of modern lecture halls, as well as quite modern and well-equipped laboratories, computer resource centers, simulation facilities, examination infrastructure, library facilities, and

sports and recreational areas. The condition and functionality of the learning spaces were assessed positively, with all facilities equipped with up-to-date technologies, including smartboards, projectors, computers, and other necessary teaching and learning tools.

Particular attention was paid to the Academy's digital and technological infrastructure. The implementation of the ILIAS e-learning platform and the operation of a modern, technology-based examination center were confirmed, contributing to improved quality, efficiency, and objectivity in the assessment process. The institutional readiness to support distance and hybrid learning was also clearly demonstrated.

The visit further confirmed that significant infrastructure modernization has been undertaken in recent years, including the renovation of academic buildings, development of laboratory and innovation spaces, upgrading of sports and recreational facilities, and establishment of cognitive and museum spaces. These developments collectively create a modern educational environment aligned with the institution's strategic objectives.

During the library visit, it was confirmed that the library infrastructure is comprehensive, modern, and fully accessible to students and academic staff. The library provides extensive print and electronic collections, study and IT spaces, digital catalog systems, wireless internet access, and subscriptions to international scientific databases. It was observed that all readers provided in the syllabus are available electronically.

It was additionally observed that students and academic staff are provided with adequate technological and informational support services, including access to electronic learning platforms, Office 365 services, and institutional digital systems. The provision of laptops to students further ensures accessibility and continuity of the educational process.

The physical visit confirmed that the National Defence Academy provides a modern, well-equipped, and student-oriented educational and scientific environment. The available material, technical, library, and digital resources fully support the effective implementation of the program and demonstrate a strong institutional commitment to continuous improvement and quality enhancement.

#### **Evidences/Indicators**

- Site visit;
- Virtual Tour: <https://eta.edu.ge/360/>
- Interview results;
- Library resources.

#### **Recommendations:**

- N/A

### Suggestions for the Programme Development

S4.4.1: At the stage when the program commences implementation, it is suggested to have high-quality textbooks in cybersecurity officially available on the Georgian-language market.

### **Evaluation**

Please, evaluate the compliance of the programme with the component

| Component                              | Evaluation |
|----------------------------------------|------------|
| <a href="#">4.4 Material Resources</a> | 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 programme is financially sustainable and supported by the Academy's budget and institutional resources. Financial planning considers the programme's academic, technical, and practical needs. Resources are allocated for teaching activities, learning materials, technological infrastructure, practical military training, and student support services.

The Academy provides modern educational resources, including computer equipment, digital learning systems, specialized software, and practical training opportunities. Financial support also ensures the continuous development of teaching and learning resources and the effective implementation of the programme.

In conclusion, the programme has adequate financial support and resources that ensure stable, continuous, and effective programme implementation.

#### **Evidences/Indicators**

- HEI budget
- Educational program budget
- Interview results

#### **Recommendations:**

- N/A

### Suggestions for the Programme Development

- N/A

## Evaluation

Please, evaluate the compliance of the programme with the component

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

## 5. Teaching Quality Enhancement Opportunities

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

### 5.1 Internal Quality Evaluation

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

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

The programme staff actively cooperates with the Academy's Quality Assurance Service in all stages of programme quality assurance, including programme planning, development of evaluation tools, and analysis of assessment results. Different stakeholders, such as academic staff, Junkers, graduates, employers, programme managers, and administrative personnel, are involved in the quality assurance process, which supports effective communication and programme development.

The Quality Assurance Service regularly conducts surveys, programme evaluations, and comparative analyses with similar local and international programmes. The results of these evaluations are discussed and used for improving the programme and making programme-related decisions. Programme staff takes the evaluation results into consideration when planning further development activities.

The Academy's quality assurance system is based on the PDCA (Plan–Do–Check–Act) principle, which ensures continuous monitoring, evaluation, and improvement of educational processes. The Academy also has a Quality Assurance Manual that guides quality assurance activities and is aligned with national legislation, international standards.

Overall, the programme has a well-organized and effective internal quality assurance system. The cooperation between programme staff and the Quality Assurance Service supports continuous programme improvement and ensures that the programme remains aligned with educational standards and stakeholder needs.

#### **Evidences/Indicators**

- Program Analysis Document
- Results of the Cadet Survey conducted by the UAS
- Interview results

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

| Component                                       | Evaluation |
|-------------------------------------------------|------------|
| <a href="#">5.1 Internal quality evaluation</a> | 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 Academy actively uses external quality assurance mechanisms to improve its educational programmes. Recommendations received during authorization, accreditation, and reaccreditation processes are carefully reviewed and considered in programme development and improvement activities. The Academy plans follow-up actions based on these recommendations and works continuously on identified areas for improvement.

The Academy has significant experience with external evaluation processes, including authorization, cluster accreditation, and reaccreditation of bachelor's and master's programmes. The successful accreditation of the Informatics programme and the introduction of a new master's programme in International Relations and Diplomacy demonstrate the institution's active engagement in quality enhancement processes.

The Academy also uses SWOT analysis and the PDCA (Plan–Do–Check–Act) model to identify strengths, weaknesses, opportunities, and challenges, and to improve programme quality systematically. This approach supports continuous programme development and preparation for future accreditation processes.

In addition to formal accreditation mechanisms, the Academy receives feedback from other universities and external experts. Programme materials are shared with relevant institutions, and received recommendations are discussed and incorporated into programme improvement activities when necessary.

The Academy also cooperates closely with NATO DEEP experts, who support programme development and educational quality enhancement. Furthermore, the Ministry of Defense, including the J7 Military Education and Combat Training Department and representatives of the Defence Forces, actively participates in programme evaluation and development processes. This cooperation helps ensure that the programme remains aligned with defence sector needs and current professional standards.

Overall, the programme effectively uses external quality evaluation mechanisms and recommendations for continuous improvement. Cooperation with external experts, universities, NATO DEEP, and the Ministry of Defense positively supports programme quality and development.

#### **Evidences/Indicators**

- External evaluation of the program
- Formative peer review
- Interview results

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

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

### **5.3 Programme Monitoring and Periodic Review**

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

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

The programme monitoring and periodic review process is well-organized and involves academic staff, invited lecturers, administrative personnel, Junkers, graduates, employers, and other stakeholders. Information is collected regularly through surveys, classroom observations, programme analysis, monitoring activities, and external evaluations. The collected data is processed and analysed to improve the quality of the programme and educational process.

The Academy uses several quality assurance mechanisms for programme monitoring, including peer review, collegial evaluations, classroom observation, performance monitoring, and surveys. Academic staff attend and evaluate each other's lectures using pre-approved observation forms, which help identify both strengths and areas that need improvement. The Quality Assurance Service, programme managers, and other authorised personnel are actively involved in this process.

Students also participate actively in programme evaluation. Junkers evaluate academic courses, teaching quality, and educational resources through questionnaires and meetings. Graduates and employers are also involved in evaluating programme effectiveness and the relevance of learning outcomes to labour market requirements. Feedback received from these groups is discussed and used for programme improvement.

The Academy regularly compares the programme with similar local and international programmes to ensure that it remains modern and aligned with international educational standards. Cooperation with experienced academic staff, programme coordinators, and administrative personnel supports continuous programme development and modernization.

Monitoring of academic performance is another important component of programme review. The Academy analyses students' academic results to evaluate the difficulty level of courses, the effectiveness of assessment methods, the quality of teaching, and students' preparedness. Based on these analyses, improvements and corrective actions are planned when necessary.

The Academy also has established evaluation systems for academic, scientific, military, and civilian personnel. Staff evaluations are conducted according to approved regulations and manuals, which support the improvement of teaching and administrative processes.

The Quality Assurance Manual plays an important role in programme monitoring and quality enhancement. The Academy follows the PDCA (Plan–Do–Check–Act) principle, which supports continuous evaluation,

improvement, and effective response to identified challenges. Research results and monitoring reports are reviewed by the Academy leadership and relevant structural units, which then plan and implement improvement activities.

Overall, the programme monitoring and periodic review system is comprehensive and effective. The active involvement of stakeholders, regular data collection and analysis, classroom observation, and continuous feedback mechanisms support programme improvement and help ensure that the programme remains modern, relevant, and aligned with educational and labour market needs.

#### **Evidences/Indicators**

- Results of the evaluation of academic/scientific and visiting staff of the Academy
- Results of the student survey conducted by the Academy
- Activities carried out for the purpose of evaluating the course/subject, as well as for the development of the scientific-research component
- Interview results

#### **Recommendations:**

- N/A

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

- N/A

#### **Evaluation**

Please, evaluate the compliance of the programme with the component

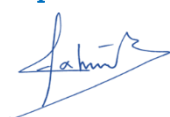
| Component                                                     | Evaluation |
|---------------------------------------------------------------|------------|
| <a href="#">5.3. Programme monitoring and periodic review</a> | Complies   |

Attached documentation (if applicable): N/A

#### **Signatures:**

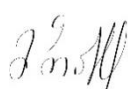
##### **Chair of Accreditation Expert Panel**

Sokratis Katsikas



##### **Accreditation Expert Panel Members**

Mariam Razmadze



Nino Patariaia

5. 30.10.2015

Giorgi Mkheidze

3. 20.10.2015