



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

Media Arts joint Bachelor's program (with New Jersey City University, NJCU USA)

Name of Higher Education Institution

LLC Caucasus University
New Jersey City University

Evaluation Date(s)

16 April 2026

Report Submission Date

02 June 2026

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	1. Caucasus University LLC New Jersey City University (USA)
Identification Code of Institution	1. Caucasus University LLC - 205050567 New Jersey City University - 185129
Type of the Institution	University

Expert Panel Members

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	მედიახელოვნება
Name of Higher Education Programme (in English)	Media Arts
Level of Higher Education/programme	Bachelor's Studies
Qualification to be Awarded ²	Caucasus University - Bachelor of Media Arts New Jersey City University - Bachelor of Arts in Media Arts
Name and Code of the Detailed Field	0211- Audio -Visual Techniques and Media Production
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	200
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 3-year Joint Program in Media Arts (in partnership with New Jersey City University – NJCU, USA) is an undergraduate program designed to meet the evolving demands of today's fast-changing job market. In areas such as media arts and digital communication, there is an increasing need for professionals who possess a diverse and adaptable skill set. At the same time, greater mobility across roles within the field means specialists must have both a deep understanding of the industry and a broad range of knowledge and abilities that enable them to transition between different subfields.

In response to these trends, the English-language joint bachelor's program at the Caucasus School of Media provides students with a comprehensive, multidisciplinary education. It integrates arts, digital communication, film production, and management, preparing graduates who are well-rounded and equipped with the knowledge, skills, independence, and sense of responsibility required in the industry.

The objectives of this program are closely aligned with the mission of Caucasus University, the strategic direction of the Media School, and the needs of both local and global labor markets.

Since 2006, the Caucasus School of Media has offered a range of programs in media and communication, including bachelor's degrees in Journalism and Communication and in PR and Communication, as well as a master's program in Strategic Communication. In 2025, it also introduced a new BA program in Digital Communication and Media Art. The school's established infrastructure, experienced faculty, and strong background in curriculum development provide a solid foundation for the effective delivery of this new program.

■ Overview of the Accreditation Site Visit

The site visit took place on 16 April 2026 and began with a facilities tour including studios, classrooms, auditoriums, IT services, and the library, followed by discussions with students (similar programme), graduates (similar programme), the Programme Heads, employers, the team responsible for preparing the SER, the Management, QA team and academic and visiting staff.

While the team observed a generally supportive attitude from senior management and staff towards the new Bachelor program in Media Arts, this support at times appeared more aspirational than fully substantiated by clear implementation strategies. Although there are indications of a student-centered environment, further evidence would be needed to confirm how consistently this translates into practice and measurable outcomes. The Quality Assurance team seemed aligned with the academic units, yet it remains somewhat unclear how effectively this alignment is operationalized in continuous monitoring and improvement processes. The facilities are established and functional, though in some areas they may require ongoing updates to fully meet the evolving demands of the discipline.

The program emphasizes a process-oriented philosophy, presents a potentially strong and diverse curriculum aligned with current trends in the creative industry. It covers a broad spectrum of topics, offering a balance between traditional and contemporary practices. However, the scope of the curriculum may risk being overly ambitious without careful prioritization. The interdisciplinary approach is promising in terms of developing versatile graduates, but its success will depend on clear structuring, coherence across modules, and sustained evaluation to ensure that learning outcomes are effectively achieved.

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

- **STANDARD 1: Compliant**
- **STANDARD 2: Compliant**
- **STANDARD 3: Compliant**
- **STANDARD 4: Compliant**
- **STANDARD 5: Compliant**

- **Recommendations**

N/A

- **Suggestions**

1. It is suggested that the program further specify how its stated objectives are operationalized in practice by establishing clear links between objectives, curriculum content, teaching methods, and assessment strategies. In addition, the program should define measurable indicators (e.g. specific competencies, performance benchmarks, graduate outcomes) that allow for systematic evaluation of the extent to which these objectives are achieved. Strengthening internal coherence - by ensuring consistent alignment across courses, learning outcomes, and assessment practices - would also enhance the transparency and overall credibility of the program's objectives; (1.1)
2. To keep evaluating the focus of the BA program by elaborating on the structure and its courses and by providing a clear central research focus in Media Arts with concentration on the contemporary audio-visual arts and culture; (1.4)
3. It is suggested to keep monitoring the sequencing and progression of foundational courses in the first two years, so that to ensure a clearer pedagogical progression, with introductory-level courses concentrated in the first year and more advanced, conceptually or technically demanding courses in the second year. This would create a more logical learning pathway, strengthen knowledge accumulation, and better prepare students for their final year; (1.5)
4. It is suggested for the institution to further strengthen student motivation and interest in order to increase their engagement in scientific and research activities. (3.1)

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

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

Having gone through the arguments by the Caucasus University the team of experts appreciates the comprehensive clarification and additional evidence provided by the HEI.

1. **For the 1st argument** concerning the sequencing of prerequisite courses and the overall pedagogical progression within the BA Programme in Media Arts, the panel acknowledges that the HEI has demonstrated several well-structured examples of sequential learning pathways, supported by prerequisite relationships between courses and aligned with programme learning outcomes. In particular, the examples related to visual arts, performance studies, and multimedia production illustrate a coherent progression from introductory to more advanced theoretical, practical, and technical competencies. The panel also recognizes the quantitative information presented regarding the proportion of courses containing prerequisite requirements within both mandatory and elective programme components.

At the same time, the panel would like to clarify that Recommendation N1 was formulated not because progression mechanisms were entirely absent, but because, during the evaluation process, the articulation of prerequisite logic and the visibility of progression pathways across the curriculum were not always sufficiently explicit or systematically reflected throughout all programme components. The recommendation therefore aimed to encourage clearer and more comprehensive curricular transparency, particularly regarding the consistency of prerequisite structures and the research component.

In light of the additional explanations and examples now provided, the panel considers that the HEI has substantially clarified the intended pedagogical progression and prerequisite sequencing embedded within the programme. The response adequately addresses a significant part of the concerns raised in the recommendation. Therefore, Recommendation N1 is considered **largely addressed**, and it is taken out.

2. **For the 2nd argument** the panel acknowledges the HEI's explanation that the programme is intentionally designed as a multidisciplinary, practice-oriented model responding to the evolving demands of the contemporary media arts and digital communication sectors. The rationale provided regarding the need for flexible professionals with competencies spanning audio-visual arts, digital communication, media production, and management is well articulated and consistent with current trends in the field. The panel also recognizes that the programme's interdisciplinary identity constitutes a core conceptual element of the curriculum developed in cooperation with New Jersey City University.

Furthermore, the panel notes the examples provided regarding the integration of research and analytical components across several mandatory and elective courses, including "Academic Writing," "Media Literacy," "Film Aesthetics," and "Art Research." These examples

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

demonstrate that research-related competencies are embedded within the curriculum and linked to programme learning outcomes.

The additional explanations provided by the HEI substantially clarify the intended balance between practice-oriented learning and research-related competency development. The panel therefore considers that the programme's approach to research integration is now more clearly presented and aligned with its stated objectives and interdisciplinary profile.

Accordingly, the recommendation is considered **largely addressed**. Nevertheless, the panel encourages the HEI to further strengthen the explicit mapping of research-related learning activities, methodologies, and progression pathways within programme documentation to enhance transparency and academic coherence for students and external stakeholders. The recommendation is shifted into a suggestion.

3. **For the 3rd argumentative comment.** The expert panel appreciates the additional clarification and detailed examples provided by the HEI regarding the representation of Media Studies, Visual Communication, and Art and Design Fundamentals within the BA Programme in Media Arts.

The panel acknowledges that the HEI has presented a broader overview of the curriculum structure and demonstrated that courses related to media studies, visual communication, art and design, film, and media history are integrated throughout the programme. The examples provided — including “Media Literacy,” “Film Aesthetics,” “Art Timeline,” “Digital Storytelling and Multimedia Communication,” “3D Modeling and Design,” and “Video Production I” — confirm that the programme includes both theoretical/contextual and practice-oriented components aligned with its interdisciplinary profile.

The panel also recognizes the HEI's explanation that the programme is intentionally designed as a multidisciplinary and professionally oriented model developed in cooperation with New Jersey City University, with the objective of preparing adaptable practitioners for the contemporary Media Arts field. The panel agrees that an appropriate balance between theoretical, analytical, and practical components is important within such a programme structure.

The additional information provided by the HEI demonstrates that these elements are more substantially represented within the programme than was initially evident during the evaluation process. The panel therefore acknowledges that the programme incorporates a wider range of relevant courses and progression mechanisms connected to these areas.

Accordingly, Recommendation N3 is considered **largely addressed**, and the recommendation is taken out.

4. **For the 4th argumentative comment** The panel acknowledges the additional clarification provided by the HEI and recognizes that the programme demonstrates elements of pedagogical progression and knowledge accumulation. The examples presented — such as the progression from “Communication Lab” to “Advanced Communication Lab,” and from “Representational Drawing” to “Digital Drawing and Animation” and subsequently to “3D Modeling and Design” — illustrate intentional sequencing within the curriculum.

The panel also notes that the programme structure has been developed in cooperation with New Jersey City University and includes a gradual development of theoretical and practical competencies.

However, the recommendation was intended not only to confirm the existence of progression, but also to encourage a clearer concentration of introductory-level courses during the first year and a more systematic placement of conceptually and technically demanding courses in the second year. While the HEI has demonstrated that progression exists, the panel maintains that certain elements of the curriculum could benefit from further refinement to enhance transparency and consistency of progression across all study components.

Therefore, the recommendation is considered **mostly addressed**, nevertheless the panel suggests and encourages the HEI to continue reviewing the sequencing of first- and second-year courses in future curriculum development processes to ensure the clearest possible learning pathway for students.

- **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 program is led by two academics.

A total of 34 individuals participate in the implementation of the 3-year Joint Bachelor's Academic Program in Media Arts: 16 academic staff members, 5 of whom are professors from New Jersey City University, and 18 invited lecturers:

- 9 affiliated professors: 4 (CU), 5 (NJCU)
- 3 affiliated associate professors
- 4 assistant professors (3 of whom are affiliated)
- 18 invited lecturers
- staff holding PhD degree in the sectoral direction -**8**
- ratio of the academic/scientific staff and invited staff: **17:9**.
- ratio of the affiliated and academic staff; **9:34**
- ratio of Master's students to supervisors; **N/A**
- supervisors' workload scheme;

- **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;

This is a new program therefore this information is not yet available.

- **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.);

This is a new program therefore this information is not yet available.

- **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 therefore this information is not yet available.

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

none

- 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	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	Select Appropriate
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	Select Appropriate
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies
4.4	Material Resources	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies
5	5. Teaching Quality Enhancement Opportunities	Complies
5.1	Internal Quality Evaluation	Complies
5.2	External Quality Evaluation	Complies
5.3	Programme Monitoring and Periodic Review	Complies

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

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

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

[Assessment criteria](#)

Definitions:

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

Suggestions - non-binding suggestions for the programme development

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

Based on the information presented in the Self-Evaluation Report (SER), which was circulated prior to the visit, as well as on the discussions held with various stakeholders during the site visit (including the Rectorship, Head of Administration, Dean, SER preparation team, Program Heads, academic and visiting staff, students, graduates, stakeholders, and Quality Assurance representatives), it can be observed that the program's objectives broadly reflect both the specificities of the discipline and the overarching aims of the University's mission. In particular, the program aspires to produce graduates capable of operating as highly qualified professionals in the field of art history and theory at both local and national levels. However, while this alignment is evident at a conceptual level, the extent to which these ambitions are consistently translated into practice remains somewhat unclear.

The objectives of the BA program are articulated in a clear manner and appear, in principle, to be realistic and attainable. Nevertheless, their formulation tends to remain rather general, and in some cases lacks sufficient operational detail to demonstrate how these aims are effectively implemented or assessed.

The program aims to foster the development of professional values, critical awareness of contemporary media art, and an understanding of the role of theoretical and practical positioning within contemporary media arts. Although these objectives are relevant and commendable, their breadth raises questions regarding prioritization and the depth of coverage within the curriculum.

The SER indicates that the program's objectives have been developed with reference to practices at reputable international institutions offering similar program as well as with the partner University in New Jersey. While these objectives are appropriate and academically relevant, further clarification on their implementation, coherence, and measurable outcomes would strengthen the overall credibility of them.

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi

- Educational programme and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs

Recommendations: None

Suggestions for the Programme Development

- It is suggested that the program further specify how its stated objectives are operationalized in practice by establishing clear links between objectives, curriculum content, teaching methods, and assessment strategies. In addition, the program should define measurable indicators (e.g. specific competencies, performance benchmarks, graduate outcomes) that allow for systematic evaluation of the extent to which these objectives are achieved. Strengthening internal coherence—by ensuring consistent alignment across courses, learning outcomes, and assessment practices—would also enhance the transparency and overall credibility of the program's objectives.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	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

Based on the information provided in the Self-Evaluation Report (SER), circulated prior to the visit, as well as on the findings emerging from discussions with various stakeholders during the site visit, it can be concluded that the Learning Outcomes of the program are generally structured in a logical manner

and show alignment with the requirements of the field of Media Art. However, this alignment appears largely conceptual, and the extent to which it is consistently operationalized across the program could be further substantiated.

The formulation of the Learning Outcomes is described as the result of a thorough, step-by-step process that takes into account the specific characteristics of the discipline. This process reportedly included input from a range of stakeholders, including academic and visiting staff, faculty and university administration, as well as employers and external evaluators at local and international level in Georgia and the US. While this inclusive approach is commendable, the evidence provided offers limited insight into the depth and impact of these contributions, making it difficult to fully assess how stakeholder feedback has shaped the final outcomes.

The Learning Outcomes are said to correspond to the aims and content of the program and to be consistent with the bachelor's level qualification. They are also presented as reflecting both the specific nature of the discipline and the demands of the labor market. Strengthening and systematizing employer engagement and related survey data needs to be continuous and more thorough as this would enhance the credibility of this alignment.

Furthermore, the Learning Outcomes of the Bachelor program contribute to fostering a sense of responsibility for lifelong learning and encourage graduates to continuously develop their knowledge, skills, and professional competencies in response to evolving academic and industry demands.

The outcomes are generally well-articulated, and serve the broad essence of the program. Overall, the Learning Outcomes address key competencies required for professional engagement in areas such as art media, communication, and critical thinking, but would benefit from greater specificity and clearer linkage to assessment and program delivery.

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programme and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	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

Since this is a new program all the evidence describe below rely on the activity and process of similar programs within the school. The evaluation of the programme's learning outcomes is conducted on a regular and systematic basis. At the level of individual courses, learning outcomes are reviewed each semester, supported by the ongoing collection and processing of statistical data for analytical purposes. The assessment process relies on evidence derived from multiple sources, with findings used to determine the extent to which intended outcomes are being achieved.

Responsibility for monitoring learning outcomes lies jointly with the Quality Assurance service and the program leadership. Oversight of the educational process is ensured through collaboration between faculty-level quality assurance units and the central University quality assurance service. This monitoring framework includes the continuous review of both teaching and research components.

The evaluation approach incorporates both direct methods (such as the analysis of students' academic performance) and indirect methods (including surveys of students, graduates, and employers), allowing for a more comprehensive understanding of program effectiveness.

The evaluation process itself is structured into four main stages:

- Definition and formulation of program learning outcomes;
- Analysis of the curriculum to assess whether it adequately supports the achievement of these outcomes;
- Systematic evaluation of learning outcomes through data collection, analysis, and interpretation, aimed at measuring the level of student attainment;
- Application of evaluation findings to inform and support programme enhancement.

Feedback mechanisms appear to be appropriately designed, and benchmarks have been established for each learning outcome. The Bachelor programme in Media Arts demonstrates a structured approach to monitoring results and comparing them against these benchmarks, as well as to using the findings to guide program improvements. The evaluation framework also considers the alignment between programme learning outcomes, core courses, and available specializations. In this context, the program team has developed a detailed curriculum mapping system that illustrates the relationship between individual courses and the overall learning outcomes.

Support is provided to academic staff in developing the necessary competencies for defining, measuring, and analyzing learning outcomes. Evaluation of the alignment between course-level and program-level outcomes is conducted upon completion of courses and compulsory components, taking into account issues of consistency, periodicity, and the specific characteristics of the program.

Finally, the University ensures that relevant stakeholders are informed about the results of learning outcome evaluations, contributing to transparency and ongoing quality enhancement.

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programme and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies

1.4. Structure and Content of Education Programme

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

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

Drawing on the information presented in the Self-Evaluation Report (SER), circulated prior to the visit, as well as on discussions held with a wide range of stakeholders during the site visit (including the Rectorship, Head of Administration, Dean, SER preparation team, Program Heads, academic and visiting staff, students, graduates, stakeholders, and Quality Assurance representatives), it can be observed that the three-year BA program in Media Art is organized within a defined structural framework. This framework has the potential to support the development of well-rounded and competent professionals for the creative sector in Georgia and internationally.

According to the SER, the program has been designed in alignment with the institutional framework set out by both institutions – Caucasus University and New Jersey City University. This policy aims to support the development of outcome-oriented programs that meet high academic standards. While this alignment is formally evident, the practical implementation and continuous enhancement of these standards could be more clearly demonstrated.

In establishing the program structure, efforts have been made to ensure compliance with national regulations and legislation in Georgia. Furthermore, the program is aligned with the principles of the Bologna Process and the European Credit Transfer and Accumulation System as well as the norms of US institutions. The program comprises 200 ECTS credits delivered over three years (six semesters), with a standard distribution of 75 credits per year for the first two years of the cycle and 50 credits on the final year, where one credit corresponds to 25 hours of student workload. The qualification awarded is consistent with the program's stated content and intended learning outcomes.

The overall structure of the BA in Media Arts is organized as follows:

- Mandatory component of the main field of study: 150 ECTS
- Elective component of the main field of study: 15 ECTS
- Free component: 35 ECTS

The sequencing of courses across semesters follows a logical approach to the teaching of media art, which provides a coherent academic progression. However, this structure would benefit from further critical review. Notably, the absence of prerequisite requirements across courses may pose challenges for student progression and the gradual development of subject-specific competencies throughout the three-year cycle especially during the first two years of the cycle.

In terms of academic orientation, the program identifies Media Arts as its primary focus; however, this orientation is not yet sufficiently or consistently reflected in the curriculum. The intended interdisciplinary approach is potentially a strong feature, but in its current form it appears overly broad and may be difficult to implement effectively. At present, although the curriculum includes a variety of relevant and interdisciplinary components, the overall identity of the program could be

communicated more effectively through a more clearly defined conceptual framework. A well-articulated focus would help ensure greater coherence among courses, improve the logical progression of learning outcomes across different years of study, and strengthen the alignment between theoretical, practical, and research-based components of the curriculum.

A more clearly defined academic direction is therefore advisable. Refining the program's vision to situate interdisciplinarity more explicitly within the domain of Media Arts and especially towards the Audio-Visual field, could enhance coherence. The current inclusion of a wide range of fields—such as art, design, communication, cinema, acting and theatre—may risk diluting the program's focus. A more targeted emphasis on areas such as modern and contemporary media art, visual arts, and visual culture would likely strengthen both the academic depth and the overall clarity of the program.

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programme and Syllabi;
- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs

Recommendations:

None

Suggestions for the Programme Development

- To keep evaluating the focus of the BA program by elaborating on the structure and its courses and by providing a clear central research focus in Media Arts with concentration on the contemporary audio-visual arts and culture.

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

Based on the information presented in the Self-Evaluation Report (SER), circulated prior to the visit, as well as on the findings from discussions held during the site visit, it can be observed that the three-year BA program in Media Arts is generally structured in a way that aligns course content and credit allocation with the intended learning outcomes. The course syllabi are clearly presented and provide detailed descriptions of teaching and learning activities. They also include key elements such as bibliographies, assessment methods, and supporting learning materials, which contributes to overall transparency.

The program's alignment with the Bologna Process further supports the relationship between course content and learning outcomes. The allocation of 200 ECTS credits appropriately reflects both contact hours and the expected independent study time required of students, with 1 ECTS corresponding to 25 hours of workload. While this structure is consistent with European standards, the emphasis remains largely on formal compliance rather than on demonstrating the effectiveness of this workload distribution in practice.

At the course level, learning outcomes are mapped to the overarching program learning outcomes, and their achievement is assessed through defined components and criteria, as outlined in the syllabi. The assessment framework appears systematic and is well documented in the materials provided in the SER appendices. However, while alignment is clearly demonstrated on paper, further evidence of how this translates into measurable student achievement would strengthen the evaluation.

The courses included in the program appear to be academically grounded and reflect both Georgian and international developments in media art. The recommended literature and learning resources are relevant and, in many cases, up to date, supporting the attainment of program learning outcomes. The incorporation of local perspectives is a notable strength, contributing to contextual relevance in teaching and learning.

That said, there are areas where the program could be further strengthened. In particular, the deepening and expansion of courses such as contextual and critical studies (Media Arts / Media Studies, Visual Communication / Visual Literacy, Art and Design Fundamentals, History of Art, Film, and Media) would enhance students' analytical depth and critical engagement across the fields of media arts. Additionally, the current organization of courses in the first two years of the cycle may be reconsidered allowing introductory courses on the first year and progressing courses on the second year.

Evidences/Indicators

- Self Evaluation Report including Educational programme and Syllabi
- Educational programme and Syllabi;

- Site visit including Interviews with students, staff, employers
- Question and Answer sessions with Rectorship, Head of Administration and Dean, the team responsible with preparing the SER, Heads of the Programme, Academic and Visiting Staff, Students, Graduates, Stake holders and the Quality Assurance
- University's website and other digital platforms (e learning etc)
- Analysis of labour market and employers needs

Recommendations:

None

Suggestions for the Programme Development

- It is suggested to keep monitoring the sequencing and progression of foundational courses in the first two years, so that to ensure a clearer pedagogical progression, with introductory-level courses concentrated in the first year and more advanced, conceptually or technically demanding courses in the second year. This would create a more logical learning pathway, strengthen knowledge accumulation, and better prepare students for their final year.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	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

Admission to the three-year Joint Bachelor's Program in Media Arts is open to individuals holding a complete general education certificate. Standard admission is based on the successful completion of the Unified National Examinations, administered by the Legal Entity of Public Law – the National Assessment and Examinations Center, in accordance with national legislation.

Applicants eligible for admission without undertaking the Unified National Examinations are required to demonstrate English language proficiency at a minimum B2 level, evidenced by internationally recognized certificates (e.g., IELTS score of 6.0, TOEFL score of 78, or equivalent). Alternatively, applicants may fulfill this requirement by successfully passing a university-administered B2-level English language examination.

The defined admission requirements are consistent with the program's academic profile and support the selection of candidates capable of engaging effectively in both theoretical and practice-based components of media arts education.

Evidences/Indicators

- Educational Program
- Self-Evaluation Report
- Interview results
- Law of Georgia on Higher Education

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 <u>Programme Admission Preconditions</u>	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 three-year Joint Bachelor's Program in Media Arts is structured to ensure the systematic development of students' practical competencies alongside their theoretical knowledge. A significant portion of the curriculum is practice-oriented, with field-specific courses designed to engage students in individual and collaborative projects that simulate real professional environments.

Students are provided with both material-technical and intellectual support throughout their studies. To facilitate this, the university operates a media school studio. These resources enable students to experiment, produce, and refine their work using contemporary tools and methodologies.

Based on the conducted interviews, it can be observed that a core principle of the Caucasus School of Media is the integration of academic teaching, research, and practice. This is further evidenced by institutional mechanisms that actively support student research. In particular, the school regularly announces an open call for student research topics and projects, fostering a competitive and merit-based selection process. Selected students receive continuous guidance and support from the research department in the development of their thesis projects and research trajectories. This structured approach contributes to the cultivation of analytical, creative, and research-oriented competencies, ensuring that theoretical knowledge is effectively translated into practice.

The third year of the program is delivered in New Jersey, where the core technical courses are concentrated. This phase of study takes place in a fully equipped learning environment, providing students with access to industry-standard facilities and technologies necessary for advanced audiovisual production.

Evidences/Indicators

- Educational Program
- Self-Evaluation Report
- Interview results

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

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

Teaching and learning methods of visual communication (advertising and communication design) undergraduate courses correspond to the level of education and take into account international standards. To implement the educational component of the bachelor's program, the university uses different methods of teaching and learning: verbal method of teaching; method of working on literature and publications; method of written work; team work; problem-based teaching method; demonstration method; inductive method; deductive method; method of analysis, synthesis method; practical methods; explanatory method; interactive method; comparative method; action-oriented learning; cooperative learning; discussion/debate; mental attack.

In addition, the lecturer is authorized to use such a method in the educational process, which is not specified in the program. If a different method is used, the information is indicated in the syllabus.

The program documentation and SER describe different teaching methods that correspond to the objectives of the courses, the course syllabi are clear, compiled with the necessary theoretical information, necessary literature and practical tasks in the form of seminars. The syllabi also include a do-it-yourself method of learning, which helps the learner to experiment more and observe mistakes. Teaching and learning methods are flexible and take into account the individual needs of students.

Evidences/Indicators

- Educational Program
- Self-Evaluation Report
- Interview results
- Site-visit

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
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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 assessment of students in the three-year Bachelor's program in Media Arts jointly implemented by Caucasus University and New Jersey City University (NJCU) complies with Order No. 3 issued on January 5, 2007, by the Minister of Education and Science of Georgia. In both universities, student assessment procedures and criteria are developed in accordance with established regulations, and are transparent, reliable, and compliant with national legislation.

Given that the Media Arts program is newly established, interviews were conducted with students from related programs. The students indicated that they have not encountered any issues regarding the transparency of assessment criteria during the learning process.

The syllabus of each course includes a detailed description of assessment criteria, employing appropriate methods that ensure the evaluation of learning outcomes. During interviews, students noted that at the beginning of each course they received detailed information from course instructors regarding assessment criteria and course implementation. It was also emphasized that, when necessary, consultations with lecturers were consistently available regarding these matters. Accordingly, it can be concluded that assessment components, methods, and criteria are transparent, accessible, and known to students in advance.

Students are assessed using both summative and formative evaluation approaches. The aim of summative assessment is to accurately evaluate student performance, monitor the quality of learning, and determine the level of achievement in relation to course objectives. Formative assessment is development-oriented and provides students with appropriate feedback on their progress.

The evaluation system is based on a 100-point scale and includes:

a) Five types of positive grades:

- (A) Excellent – 91–100 points
- (B) Very Good – 81–90 points
- (C) Good – 71–80 points
- (D) Satisfactory – 61–70 points
- (E) Sufficient – 51–60 points

b) Two negative grades:

- (FX) Fail – 41–50 points, indicating that the student requires additional work and is allowed to retake the examination after independent preparation
- (F) Fail – 40 points or less, indicating insufficient performance and the necessity to retake the course

Credits are awarded based on the final evaluation, which combines interim and final assessment

results.

The achievement of learning outcomes is determined through both interim and final assessments, with defined weight distribution and minimum competency thresholds. Specifically, 70 points are allocated to interim assessments and 30 points to the final examination. A minimum of 59% must be achieved in interim assessment components to be eligible for the final exam. Interim assessment includes various evaluation methods totaling 70 points, each based on predefined learning outcomes, task-oriented criteria, and corresponding rubrics. The student must obtain at least 59% of the 70 interim points to qualify for the final examination. The final exam is considered passed if the student achieves at least 51% of the 30 points at the first stage and 60% at subsequent stages.

During interviews with students and graduates, feedback was also highlighted. Respondents stated that they consistently received both oral and written feedback regarding their strengths and areas for improvement.

As demonstrated by institutional regulations and interview findings, student assessment is supported by mechanisms ensuring academic and research ethics, academic integrity, and plagiarism prevention, detection, and response. The university has developed an Academic Integrity Code regulating these issues. Students and graduates confirmed that they are continuously informed about academic integrity through academic writing courses. Additionally, meetings and public lectures on academic integrity are regularly organized.

Interviews also addressed the appeals procedure for assessment results. Students confirmed their awareness of the procedure and reported having used it. According to institutional regulations, in case of appeal, the student submits a written application to the Vice President for Administration and Monitoring, clearly stating the grounds for disagreement with the lecturer's evaluation. Within two working days, the application undergoes an admissibility review to verify compliance with relevant regulatory provisions. If the application is deemed admissible, it is forwarded together with the examination paper to the lecturer within three working days. The lecturer prepares a written report within three working days, providing a reasoned response and, if necessary, revising the grade. The decision is communicated to the student by the department on the same day.

The university continuously evaluates learning outcomes and uses the results to improve the educational process. This is evidenced by the learning outcome assessment mechanism of the three-year joint Media Arts program (in cooperation with New Jersey City University, USA) and the CSM annual report.

Based on the reviewed documentation and interview results, it can be concluded that student assessment is implemented in accordance with established procedures and is transparent, reliable, and compliant with legislation.

Evidences/Indicators

- Educational program;
- Course syllabi;
- Student status regulations;
- Examination procedure regulations;

- Caucasus University Academic Integrity Code;
- Learning outcome assessment mechanism of the joint Media Arts program (with NJCU, USA);
- CSM annual report;
- Interviews.

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

Caucasus University offers students a wide range of support and advisory services. As students noted, they continuously receive information regarding academic planning, improvement of academic performance, employment opportunities, and career development. Various institutional services operate at the university, creating a highly supportive and informative environment for students.

Interviews indicated that at the beginning of studies, introductory meetings are held for first-semester students, during which they are introduced to the program structure, meet university representatives, and receive all necessary information for effective engagement in the learning process. University staff, including program personnel and structural units, ensure that students are adequately informed

about available consultation services. Each course syllabus includes designated consultation hours, during which students may consult lecturers on any relevant academic matters.

The university offers various services to support student integration into campus life. Students and graduates reported participation in a range of sports, cultural, and educational activities, including football championships, theatrical activities, quiz competitions (“What? Where? When?”), student excursions, and others.

Students and graduates also noted that they regularly receive information via email and SMS regarding ongoing projects, exchange programs, and various activities. The advising of students on the learning process is conducted by Caucasus university staff for those studying on the 1st and 2nd year and by the New Jersey City University faculty for those students who are on the 3rd year. The university has an extensive international cooperation network and offers student exchange opportunities in different directions. If the program is accredited, students will have the opportunity to study for one year at New Jersey City University in the United States. Students also emphasized that they receive regular information about conferences; however, their participation in such activities is relatively limited. The institution provided data on student participation in conferences, which indicates that CSM students are involved in such activities; however, it is recommended that the university further enhance efforts to increase student engagement and motivation in scientific activities.

For CSM students, the university operates a media studio, providing opportunities to gain practical experience and engage in various applied activities. Graduates also noted that the university actively supports their professional development. One graduate reported being employed at Caucasus University’s Marketing Department after completing the bachelor’s program. It was also noted that, based on university recommendations, students completed internships and subsequently obtained employment in their professional fields in leading television companies, media organizations, and non-governmental organizations. In this regard, the Career Development and Employment Support Service plays a significant role.

The university also operates an Ombudsman Office, allowing students to address concerns regarding their rights and interests and receive appropriate consultation.

In conclusion, students are provided with comprehensive consultation and support regarding academic planning, academic progress, and career development. They also have access to diverse learning opportunities and receive relevant information and guidance from program staff.

Evidences/Indicators

- Educational program;
- International Relations Department regulations;
- Career Development and Employment Support Service regulations;
- Academic Process Management and Student Registration Service regulations;
- Academic Monitoring and Student Services Department regulations;
- Student Ombudsman regulations;
- Student participation in exchange programs and scientific activities;
- Partner organizations;

- International partner universities;
- Website;
- Interviews.

Recommendations:

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

Suggestions for the Programme Development

- It is suggested for the institution to further strengthen student motivation and interest in order to increase their engagement in scientific and research activities.

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

N/A

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Select Appropriate

4. Providing Teaching Resources

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

4.1 Human Resources

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

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

The documentation presented by Caucasus University — including personal files of academic and invited staff (34 individuals in total) — confirms that the qualifications of those involved in the 3-year Joint Bachelor's Academic Program in Media Arts correspond to established qualification requirements, assigned functions, and applicable legislation. Academic staff selection is conducted in accordance with the "Unified Rules for Recruitment and Competitive Selection of Academic Staff." As noted by the administrative staff, the program's development and implementation involved professionals with diverse practical and theoretical experience who work in leading companies in the field, participate in public discussions and scientific conferences, and carry out local and international projects. This approach has been consistently highlighted by alumni of the PR and Communication BA Program and Journalism and Mass Communication BA Program as a significant asset for their future integration into the profession, and employability.

The number of academic staff is appropriate to the program's limited student intake, and the distribution of workloads indicates that staff are able to fulfill their assigned duties effectively.

The personal files of the program heads, Professor Ana Mgaloblishvili (PhD) and Assistant Professor Giorgi Salukvadze, demonstrate a high level of competence in the fields of fine and performing arts. Areas where specific Media Art expertise is less represented within the CU team are effectively supplemented through the involvement of professionals from NJCU, ensuring a well-rounded and balanced academic profile for the program. Moreover, the Dean of the Faculty, Nino Zhizhilashvili — an established journalist with both theoretical and practical expertise and strong industry connections in the fields of Media and Journalism — was repeatedly mentioned during interviews by alumni of the Journalism and Mass Communication BA Program and PR and Communication BA Program as a key figure in supporting their employment prospects and the cultivation of professional industry contacts. All interviewed students from the Digital Communication and Media Art program expressed satisfaction with the quality of communication and responsiveness of administrative and support staff at the institution.

In light of the above, the educational program is considered to be in compliance with the requirements of this standard component.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁵	Including the staff holding PhD degree in the sectoral direction⁶	Among them, the affiliated staff
Total number of academic staff	34	29	8	9 4 (CU) 5 (NJCU)
- Professor	9	8	3	5
- Associate Professor	3	3	1	1
- Assistant-Professor	4	4	-	3
- Assistant	-	-	-	-
Visiting Staff	18	14	4	—
Scientific Staff	-	-	-	—

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

Evidences/Indicators

- Self -Evaluation Report
- Program and syllabi
- List of academic Staff and CVs of academic and invited personnel
- The Document of the Workload of academic and invited personnel
- Interviews with Students (Digital Communication and Media Art)
- Interviews with Alumni (PR and Communication BA Program and Journalism and Mass Communication BA Program)

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

N/A

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

- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			–
Scientific Staff			–

Evidences/Indicators

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

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Select Appropriate

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

The documentation submitted by Caucasus University, alongside interviews conducted with academic and invited staff, confirm that the institution operates a well-structured and systematic approach to evaluating program staff and reviewing outcomes on a regular basis, as governed by the "Internal

Mechanisms of Quality Assurance and their Efficiency Evaluation." Staff evaluations are carried out against a defined set of criteria encompassing pedagogical competence, subject management, and professional and research activity. Interview with both the Quality Assurance team and academic and invited staff further confirmed that student surveys are conducted on a regular basis to assess the quality of the teaching process; the findings are subsequently reviewed and drawn upon to refine teaching methods and introduce meaningful improvements to the curriculum or assigned staff where needed.

The institution has established a dedicated body — the Research Support Department — tasked with facilitating staff and student engagement in scientific activities, promoting awareness of available grant opportunities, and ensuring the timely dissemination of relevant information. With this aim, an internal call for project proposals is issued twice annually. Submitted projects are evaluated and selected by an award jury composed of Caucasus University school deans and external experts, after which approved projects are subject to dual oversight — programmatic monitoring by the Research Support Department and financial monitoring by the Finance Department. These support structures and funding mechanisms were confirmed through interviews with both administrative representatives and academic and invited staff, who confirmed their awareness of and access to the available opportunities.

In January 2019, Caucasus School of Media established a Scientific-Research Center with the purpose of organizing and overseeing scientific and research activities, as well as developing and implementing the institution's scientific policy. The Center's principal functions encompass conducting and supporting scientific grant projects, coordinating the editing and publication of academic staff articles and scholarly papers in Caucasus University's journal and collections of publications, facilitating student participation in international academic activities, and organizing and hosting student scientific conferences.

Academic staff research costs - 46,941 GEL are specifically allocated for the Joint Media Arts Program in the budget as evidenced by Order N100/01-08, signed by the President of Caucasus University on November 15th, 2025.

Academic staff of the School of Media regularly participate in Erasmus+ mobility programs. Academic and invited staff also noted the institution's support in funding their participation in international conferences, in providing necessary literature upon request, enabling them to update and enrich their teaching and research materials. Access to a broader range of professional literature is further facilitated through international library databases available to staff from university facilities.

The joint nature of the program, delivered in collaboration with New Jersey City University (USA), in turn supports the internationalization of research and scientific activity by providing academic and invited staff with access to knowledge exchange and collaboration opportunities through the partner university network.

Evidences/Indicators

- Self -Evaluation Report
- Interviews with academic, scientific and invited staff and QA Office
- Academic Staff Personnel Files;
- QA Mechanisms and evaluation documents
- List of International Partners
- Document of the personnel development activities

- The budget for the Joint Media Arts Program (with New Jersey City University - USA) of Caucasus university, Caucasus School of Media

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	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

Caucasus University provides contemporary infrastructure with facilities fully equipped with the necessary technical equipment — including computers, projectors, and other supporting resources — as well as shared spaces such as a library, cafeteria, and outdoor green areas. In addition to well-equipped classrooms, the Media School Studio benefits from a dedicated studio fitted with specialist equipment appropriate to the discipline, including:

- 8 video cameras
- 44 photo/video cameras
- 40 tripods
- 40 wireless and clip-on microphones
- 3 professional lighting systems and 1 soft lighting unit
- Audio system: boom microphone set with stand, boom pole, windscreen, sound mixer, flip camera, and 7 audio recorders
- 7 editing computers

All computers are installed with the software required for the program, including Adobe Premier pro 2022, Audition 2021. As confirmed through interviews with both staff and students, the Media School Studio remains open and accessible until 20:00, allowing students and staff to make use of the facilities outside of scheduled teaching hours — an arrangement that was particularly appreciated by those

interviewed. The studio has to be pre booked, as well as the technical equipment for the outdoor shootings.

Furthermore, during their third academic year at New Jersey City University's campus, students will have the opportunity to access NJCU's extensive facilities. The Media Arts Department, housed in Fries Hall, features a full-color broadcast-quality television studio, digital media labs, radio and audio production facilities, and 16mm film production facilities. The department is further equipped with a studio/classroom for multimedia production, two large projection and seminar rooms for weekly screenings, AVID and Final Cut Pro video editing suites linked by a fiber-channel server, two Mac labs for digital media production, Pro-Tools sound editing, and 16mm Steenbeck editing suites. Adjacent to Fries Hall, the George Karnoutsos Arts and Sciences Hall houses the Media Arts Department's 2,000 square foot audio studios. This state-of-the-art facility includes a live recording studio, radio control rooms, and a multi-track post-production suite.

The program is supported by adequate library, informational, and digital resources. Core literature referenced in syllabi has been digitalized and is regularly updated by library staff, and major professional periodicals are procured on a permanent basis. Nevertheless, the availability of professional literature in hard copy remains limited and represents an area for further development. This gap is partially offset by access to international library databases, which are available both on university premises and remotely, enabling staff and students to access digital resources beyond the institution. Library staff also provide training sessions on the use of these digital databases for academic and invited personnel. Special literature costs at 6600 GEL are specifically allocated for the Media Art Joint program in the budget as evidenced by Order N 100/01-08, signed by the President of Caucasus University on November 15th, 2025.

During their third year of studies at New Jersey City University, students will have access to the Congressman Frank J. Guarini Library — a valuable resource to support the scientific research and project work undertaken during this stage of the program.

The infrastructure and information resources available to students across both universities fully comply with the requirements for achieving the program's learning outcomes.

Evidences/Indicators

- Self-Evaluation report
- Interviews with students, academic and library staff;
- Actual state of University's infrastructure, documentation proving ownership of material resources;
- Electronic catalog of the library;
- Tour to facilities
- Presentation of NJCU Media Arts facilities
- The budget for the Joint Media Arts Program (with New Jersey City University - USA) of Caucasus university, Caucasus School of Media

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 Material Resources	Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The financial sustainability of the Joint Bachelor's Program in Media Arts (with New Jersey City University – USA) is supported by a formally approved budget, as evidenced by Order №100/01-08, signed by the President of Caucasus University on November 15th, 2025. The program is designed for a cohort of 20 students, with an annual tuition fee of 21,500 GEL, resulting in a total program tuition fee of 64,500 GEL per student over the three-year duration.

The total program cost is calculated at 876,316 GEL, which includes the fixed fee payable to the partner university (486,000 GEL) alongside a broad range of further expenditure categories. Notably, dedicated allocations for academic staff research costs (46,941 GEL) and professional literature (6,600 GEL) reflect the institution's commitment to supporting staff development and ensuring adequate resource provision for the program.

The program generates a total revenue of 1,290,000 GEL, resulting in a total profit of 413,684 GEL. The University Reserve Fund, to which 315,000 GEL has already been allocated, ensures program continuity should student intake fall below projections. The revenue-to-cost ratio demonstrates a sound and sustainable financial model. Overall, the approved budget reflects a well-planned financial framework that adequately supports the program's educational objectives, staffing requirements, international partnership commitments, and quality assurance activities.

Evidences/Indicators

- Self Evaluation Report
- The budget for the Joint Bachelor's Program in Media Arts (with New Jersey City University – USA)
- Interviews with Head of Program and Financial Manager

Recommendations:

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

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

Internal Quality Assurance mechanisms at CU are defined by the regulation of the Quality Assurance Office. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on semester and annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring and identify development tendencies. In accordance with the evaluation of the submitted documents and accreditation site visit findings, programme evaluation is consistent and assessment results are utilized for programme improvement. Programme quality assurance is based on the PDCA - “plan –do – check - act” principle. Programme evaluation ensures inclusiveness of programme staff that collaborate with the internal QA and share

the principles and mechanisms to ensure proper internal quality evaluation of the programme. The QA office cooperates and encourages the involvement of all stakeholders to ensure the constructive evaluation process, therefore, a self-evaluation report of the programme is jointly prepared especially with the active involvement of academic and administrative staff.

The Quality Assurance Office coordinates identifying the weaknesses and challenges while working on the self-evaluation report with the staff involved in the programme. Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposely identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify the necessities, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the programme and availability of services. As the program does not have students and alumni yet, it can be confirmed that students and alumni from related programs have been involved in the self-evaluation process.

The cooperating institutions apply joint internal quality assurance processes within their predefined roles in the cooperation agreement. At the end of each academic year, HEIs introduce findings and results of internal quality assessment loops, discuss the reports from each institution and extend recommendations if relevant. Quality assurance policy is flexible to the new realities and tendencies, ensuring fast and effective adaptation of the evaluation and monitoring tools for joint administration of the process.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Regulation of the Quality Assurance Department
- Rule for implementing educational programmes
- Agreement concerning implementation of the programme
- Survey forms and results
- 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
5.1 Internal quality evaluation	Complies

5.2 External Quality Evaluation

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

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

External quality assurance at CU is carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University reviews the recommendations and suggestions and the findings are introduced to the schools. The QA office ensures compliance of the developments with the received recommendations; the results of the formative evaluation are taken into account.

The educational programs of the university are periodically evaluated by external experts, including international experts. The Media Arts Programme was prepared with the active consideration of the local experts' experiences and positions, therefore ensuring compliance with the standards and sectoral benchmark requirements.

Professors from Inholland University for Applied Sciences, the Netherlands and Ilia State University evaluated the programme positively despite minor recommendations; as well as underlined its perspectives and importance for preparing qualified professionals in the field, the right balance between theoretical knowledge accumulation and attainment of practical skills, programme staff and teaching methods.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Regulation of the Quality Assurance Department
- Rule for implementing educational programmes
- Agreement concerning implementation of the programme
- External Evaluations

- Survey forms and results
- 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
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

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

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

The programme development and service improvement, the QA Office at CU ensures constant monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with academic and administrative staff, students, graduates, and employers are central tools for implementing strategic visions of the university. The monitoring process is based on the principles of transparency and sharing, participation, continuity, academic integrity and freedom, and accountability. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, if the student response is too low to get representative results, focus groups are used for ensuring validity. Necessity-based and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and segregated data according to schools are reviewed by the school councils. Master students evaluate the services offered by the University, the implementation of the research components, as well as overall implementation of the program. The evaluation results are used to assess the programme efficiency and if necessary, to modify and improve it.

The University ensures benchmarking for the best available practices to develop a competitive programme. The Programme shares the experiences of 8 Georgian and 7 International Universities, as well as the expertise of the partner institution - The New Jersey City University. Therefore, tendencies that have been observed affected the elaboration process of the programme and incorporates both, international and local practices and requirements.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Regulation of the Quality Assurance Department
- Rule for implementing educational programmes
- Agreement concerning implementation of the programme
- External Evaluations
- Analysis of Analogue Programs
- 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
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel



Costas Mantzalos,

Accreditation Expert Panel Members

Full name, signature

Elene Asatiani



Full name, signature



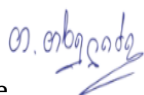
Ana Shanshiasvili

Full name, signature



Tamta Tskhovrebadze

Full name, signature



Tamar Tkhelidze