*Annex No. 3*

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

# Accreditation Expert Group Draft Report on Higher Education Programme

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

## Bachelor's Educational Program in Computer Science, First Cycle

## LLC - Central University of Europe

Evaluation Date: 25.05.2026

Report Submission Date: 13.08.2026

Tbilisi

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## Information about a Higher Education Institution [1]

| | |
|---|---|
| Name of Institution Indicating its Organizational Legal Form | LLC - Central University of Europe |
| Identification Code of Institution | 212677094 |
| Type of the Institution | University |

## Expert Panel Members

| | |
|---|---|
| **Chair** (Name, Surname, HEI/Organisation, Country) | Sokratis Katsikas, Norwegian University of Science and Technology, Norway |
| **Member** (Name, Surname, HEI/Organisation, Country) | Nani Arabuli, Georgian Technical University, Georgia |
| **Member** (Name, Surname, HEI/Organisation, Country) | Mariam Razmadze, International Black Sea University, Georgia |
| **Member** (Name, Surname, HEI/Organisation, Country) | Nino Jojua, International Black Sea University, Georgia |
| **Member** (Name, Surname, HEI/Organisation, Country) | Tamar Tkhelidze, East European University, Georgia |

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

## I. Information on the education programme

| | |
|---|---|
| Name of Higher Education Programme (in Georgian) | კომპიუტერული მეცნიერება |
| Name of Higher Education Programme (in English) | Computer Science |
| Level of Higher Education/programme | Bachelor's Studies |
| Qualification to be Awarded[2] | Bachelor of Computer Science |
| Name and Code of the Detailed Field | 0613 Software and Applications Development and Analysis |
| Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3] | |
| Language of Instruction | Georgian |
| Number of ECTS credits | 180 ECTS credits |
| Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date) | Newly proposed |
| Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme) | |
| The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme) | |

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

[3] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

## II. Accreditation Report Executive Summary

- **General Information on Education Programme**

  The Bachelor Program in Computer Science is a newly developed first cycle higher education programme (NQF Level 6) to be implemented by the Central University of Europe (CUE). The program will be delivered in Georgian, will award the qualification Bachelor of Computer Science, and comprises 180 ECTS credits over three academic years (six semesters). Its detailed field classification is 0613 – Software and Applications Development and Analysis, aligned with both the Georgian Field Classifier and ISCED F 2013. The programme has been designed and approved in accordance with CUE's internal regulatory framework for planning, developing, and advancing educational programmes, as well as national legislation governing higher education. It is built on the principles of the European Credit Transfer and Accumulation System (ECTS) and is student-centred, with workload, sequencing, and assessment mechanisms structured to ensure the achievement of programme learning outcomes. The curriculum consists of 162 ECTS in the major field, including 152 ECTS compulsory courses, among them a 4-credit project in the major and a 10 credit Bachelor's Thesis; 10 ECTS elective courses in the major field of study; and 18 ECTS in compulsory free components, aimed at developing general and transferable skills. The programme integrates practical orientation, including laboratory-based coursework, project-based learning, and supervised practical components supported by cooperation agreements with external organizations. English language competence at B2.2 level is required for graduation; students who do not meet this level upon entry complete English language courses within or beyond the 180-credit framework, in accordance with institutional procedures. The programme development was informed by labor market research, stakeholder consultations, and comparative analysis of similar programmes in Georgia and internationally. External experts with local and international experience provided developmental evaluations, and their recommendations were incorporated into the final programme design. The programme is aligned with the Sectoral Characteristics of Higher Education in ICTs (Order MES 0 24 0001611893, 15 December 2024). The programme will be implemented by qualified academic and invited staff whose expertise covers core areas of computer science, software development, data analysis, artificial intelligence, and related fields. Teaching and learning take place in appropriately equipped auditoriums and computer laboratories, supported by a library with access to international electronic databases (eIFL, ScienceDirect, Scopus, etc.). Administrative, academic, and student support services, including the Quality Assurance Service, Student and Alumni Service Center, International Relations Service, and the Training Center for Innovative Teaching Methods, ensure effective programme delivery and student support. The programme has a dedicated budget for the 2026–2027 academic year, covering staff development, scientific activities, laboratory resources, library enrichment, and student support initiatives.

- **Overview of the Accreditation Site Visit**

  The site visit started on the morning of 25.05.2026 with the panel visiting the site of the Central University of Europe 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 newly proposed Bachelor of Computer Science program at the Central University of Europe with the accreditation 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 Bachelor of Computer Science program at the Central University of Europe has been found to be compliant with requirements as regards all standards, with the exception of substandards 1.2, 1.4, 1.5, 4.4, and 4.5, to which it has been found to be substantially compliant.

- **Recommendations**
  - R1.2.1: Either revise Objective 1 of the programme by removing the reference to hardware or revise the curriculum by including at least one of:
    - A dedicated hardware-oriented course;
    - A sequence of courses covering hardware foundations and architecture;
  - R1.4.1: Reconsider the following elements of the structure and the syllabi provided:
    - MS Office: Move the course "Office Applications" to the elective component.
    - Graphic Software Packages: Clarify the role and position of the course within the core curriculum of the program, as it is taught in the first semester and its connection to other core program components is not clearly identified.
    - Neural Networks and Machine Learning: Define appropriate prerequisites for the courses related to Neural Networks and Machine Learning.
    - Database Management Systems 1: Reconsider the prerequisites for this course.
  - R1.5.1: It is recommended that, in certain syllabi, the assessment instruments be further specified and strengthened, in order to clearly reflect the evaluation of teamwork competence and its alignment with the program's ninth learning outcome.
  - R1.5.2: Computer Networks course: Revise the sequence of topics in accordance with the logical structure of the OSI model, from the first to the seventh layer.
  - R4.4.1: The literature for the following courses should be updated: Cybersecurity, Computer Architecture, Information Security and Software Engineering.
  - R4.5.1: Increase the program budget, particularly in support of student academic and extracurricular activities. Enhanced financial support in this direction would contribute to increasing student participation in local and international conferences, competitions, and scientific events; improving the visibility and reputation of the program at regional and international levels; encouraging student research, innovation, and professional networking; enhancing the overall competitiveness and attractiveness of the program.

- **Suggestions**
  - S1.1.1: Clarify the term "technical support" in the first program objective and in the program description, specifying whether it refers to IT support, system administration, or technical infrastructure support.
  - S1.5.1: Enrich the suggested compulsory and additional literature in the syllabi, by including more recent textbooks and sources.
  - S2.2.1: Expand the network of practice sites in the core fields of Computer Science.
  - S2.2.2: Strengthen the research/scientific component within the program.
  - S3.1.1: Strengthen awareness-raising and motivational initiatives aimed at encouraging student engagement in research activities, in order to increase student participation in scientific conferences, research projects, and other academic activities.
  - S4.4.1: The program infrastructure should be further enhanced in consideration of the expected annual enrollment growth of approximately 30 students per year. In the coming years, the current infrastructure may face challenges in effectively supporting high-

performance software applications such as AutoCAD and ArchiCAD, particularly given the limited availability of only 15 high-performance computers.

- S4.4.2: Additionally, further development of laboratory resources will be necessary to successfully integrate practical components into courses such as Cybersecurity and Computer Networks. At present, the remaining laboratories are shared among students from all university programs, which may limit accessibility and the effective delivery of hands-on learning activities.

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

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

  The institution concurs with the panel of experts' position regarding Recommendation R1.2.1; most part of Recommendation R1.4.1 (except for the course "MS Office"); Recommendation R1.5.1; part of Recommendation R4.4.1 (except for the course "Computer Organization and Architecture"). The institution does not agree with Recommendation 1.5.2 and with Recommendation 4.5.1. It argues that the latter should be turned to a suggestion. The panel has considered the argumentative position of the institution and has decided to make no changes to the report.

- **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 table below (also appearing and discussed in the section on substandard 4.1 shows the number of staff involved in the implementation of the program.

| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with sectoral expertise | Including the staff holding PhD degree in the sectoral direction | Among them, the affiliated staff |
|---|---|---|---|---|
| Total number of academic staff | 24 | 13 | 9 | 5 |
| - Professor | 3 | - | 3 | 1 |
| - Associate Professor | 5 | 1 | 4 | 4 |
| - Assistant-Professor | 1 | - | 1 | - |
| - Assistant | - | - | - | - |
| Visiting Staff | 15 | 12 | 1 | _ |

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

| | | | | |
|---|---|---|---|---|
| Scientific Staff | - | - | - | _ |
| Including International Stuff | - | - | - | - |

The Bachelor's Educational Program in Computer Science is implemented by qualified academic and invited personnel with relevant academic, research, and practical experience. The program involves 24 academic and invited personnel, including 9 academic staff members and 15 invited specialists. Among the academic personnel are 3 Professors, 5 Associate Professors, and 1 Assistant Professor. The ratio of academic/scientific staff (24) to invited staff (15) demonstrates that the program possesses adequate academic and human resources to ensure its initial implementation.

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

  The following table summarizes the provided data on the scientific/research output of the staff involved in the implementation of the programme.

| Scientific/research rate of persons involved in the program (during the last 5 years) [1] | 165 |
|---|---|
| Papers published in local journals | - |
| Papers published in international journals | 56 |
| Reports made at local conferences | 1 |
| Reports made in international conferences | 96 |
| Other scientific/research indicators | 12 |

- **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 that has not been offered before.

- **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 University and Faculty budget for the current academic year and the programme budget for the next academic year are shown in the tables below. These are also discussed in the section on substandard 4.5.

The university and faculty budgets include allocations for academic and administrative staff development, scientific conferences, research activities, scholarships, laboratory resources, library development, technological infrastructure, and unforeseen expenses. These allocations clearly reflect the institution's commitment to ensuring the sustainable and effective implementation of the educational program and supporting its continuous development.

However, it will be beneficial to further strengthen the financial support allocated to student-centered scientific and academic activities. In particular, additional funding for student conferences, competitions, olympiads, and related academic engagement initiatives would contribute to enhancing the program's regional competitiveness and encouraging broader student participation in national and international academic activities.

- **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 | **Substantially** |
| 1.3 | Evaluation Mechanism of the Programme Learning Outcomes | **Complies** |
| 1.4 | Structure and Content of Educational Programme | **Substantially** |
| 1.5 | Academic Course/Subject | **Substantially** |
| **2.** | **Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering** | **Complies** |
| 2.1 | Programme Admission Preconditions | **Complies** |
| 2.2 | The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills | **Complies** |
| 2.3 | Teaching and Learning Methods | **Complies** |
| 2.4 | Student Evaluation | **Complies** |
| **3.** | **Student Achievements and Individual Work with Them** | **Complies** |
| 3.1 | Student Consulting and Support Services | **Complies** |
| 3.2 | Master's Student Supervision | **Select Appropriate** |
| **4** | **Providing Teaching Resources** | **Substantially** |
| 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 | **Substantially** |
| 4.5 | Programme/Faculty/School Budget and Programme Financial Sustainability | **Substantially** |
| **5** | **5. Teaching Quality Enhancement Opportunities** | **Complies** |
| 5.1 | Internal Quality Evaluation | **Complies** |
| 5.2 | External Quality Evaluation | **Complies** |
| 5.3 | Programme Monitoring and Periodic Review | **Complies** |

**Guidelines and Standards** (See link)

Accreditation Standards for Higher Education Programmes

Guideline for Assessment of Accreditation Standards of Higher Education Programmes

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

Assessment criteria

**Definitions:**

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

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

## IV. Compliance of the Programme with Accreditation Standards

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

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

#### 1.1 Programme Objectives

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

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

The objectives of the Bachelor's Educational Programme in Computer Science are clearly formulated, aligned with the specificity of the ICT field, and appropriate for a first cycle (NQF Level 6) academic degree. The programme integrates theoretical foundations, practical competencies, and transferable skills that reflect both the nature of computer science as a rapidly evolving discipline and the expectations for bachelor level graduates entering professional or academic pathways.

The programme objectives are grounded in an understanding of the computer science domain, encompassing software development, algorithms and data structures, computer architecture, operating systems, networks, databases, artificial intelligence, cybersecurity, and applied programming. The objectives articulate the development of broad theoretical and practical knowledge in contemporary areas of computer science; competencies in technology evaluation and algorithmic problem solving, enabling graduates to select, justify, or design technological solutions appropriate to professional tasks; communication skills, including the ability to formulate well-reasoned positions and conduct effective written and oral business communication; and autonomy and responsibility, including independent professional development, teamwork, and adherence to ethical and professional standards. These objectives correspond to the NQF Level 6 descriptors, which require graduates to demonstrate broad knowledge of a field, the ability to apply methods to solve complex problems, and the capacity for autonomous learning and responsibility in professional contexts. The mapping in Appendix 1 confirms that programme objectives are operationalized through specific learning outcomes. The detailed mappings of learning outcomes to courses (Appendix 2), teaching learning methods (Appendix 3), and assessment indicators (Appendix 4) demonstrate that the programme objectives are embedded in curriculum design and delivery.

The programme objectives were developed through a structured process involving labor market research and analysis of employer needs in ICT; consultations with potential employers including companies and municipal institutions; and feedback from academic staff, invited lecturers, students, graduates, and external experts. The employers that the panel met confirmed high demand for specialists with strong programming, analytical, and problem-solving skills, as well as communication

and teamwork abilities. The programme objectives reflect these requirements, and several refinements were made based on employer recommendations.

The programme contributes to the advancement of the ICT field and to societal development, because it prepares graduates capable of supporting Georgia's digital transformation and cybersecurity priorities, aligning with national and regional labor market needs; it strengthens the local academic community by fostering knowledge generation, dissemination, and the development of applied research skills; it promotes ethical, socially responsible professional practice, ensuring that graduates contribute positively to the technological, economic, and social environment; and, through its emphasis on English language competence (B2.2), it enhances graduates' competitiveness in international labor markets and supports Georgia's integration into global ICT ecosystems.

**Evidences/Indicators**

- Self-Evaluation Report;
- Interviews results;
- Bachelor's Educational Program in Computer Science and program appendices;
- Employer survey results, results analysis, and report on the use of results;
- Central University of Europe website: https://cue.edu.ge/.

**Recommendations:**

N/A

**Suggestions for the Programme Development**

- S1.1.1: Clarify the term "technical support" in the first program objective and in the program description, specifying whether it refers to IT support, system administration, or technical infrastructure support.

**Evaluation**

| 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**

The programme objectives emphasize four core aims, namely broad theoretical and practical knowledge in computer science; competencies in technology evaluation and algorithmic problem solving; effective communication and argumentation; and autonomy, teamwork, and adherence to ethical standards.

The programme defines a set of learning outcomes that reflect the knowledge, skills, and competences required in the field. These include knowledge and understanding of information processing technologies, computer architecture, networks, operating systems, data structures, and algorithms (see Appendix 1; Appendix 2); practical and analytical skills, such as selecting technologies, designing and implementing algorithms, debugging systems, and developing software solutions (see Appendix 1; Appendix 4); communication and teamwork competences, including effective presentation, argumentation, and collaborative problem solving (see Appendix 1; Appendix 3); and autonomy and professional responsibility, including ethical conduct and independent planning of professional development (see Appendix 1).

The learning outcomes operationalize the programme aims. Appendix 1 provides a detailed mapping showing that each learning outcome contributes to one or more programme objectives. For example, the outcomes describing information processing technologies, computer architecture, networks, algorithms, and data structures correspond to the objective of developing broad theoretical and practical knowledge; outcomes related to task analysis, technology selection, and algorithm design support the objective of developing competencies in evaluating and applying technologies; outcomes on business communication and presentation of argued positions align with the objective of developing clear and effective communication skills; and outcomes on teamwork, ethical behavior, and independent professional development correspond to the objective of fostering responsibility, autonomy, and professional integrity. This alignment ensures that the learning outcomes are not isolated statements but are integral to achieving the programme's overarching purpose.

The learning outcomes reflect the essential domains of computer science and the competencies expected of graduates entering the ICT sector. They cover core theoretical knowledge (algorithms, data structures, computer architecture, networks, operating systems); applied and practical skills (programming in multiple paradigms and languages, database design, web development, AI and machine learning fundamentals, cybersecurity); analytical and problem solving abilities (task decomposition, technology evaluation, algorithmic design); and professional competences (communication, teamwork, ethical decision making, independent learning).

The curriculum mapping in Appendix 2 demonstrates that these outcomes are introduced, reinforced, and enhanced across the programme's progression, ensuring depth and increasing complexity consistent with the field's requirements.

The programme learning outcomes are structured around the three domains of the National Qualifications Framework, namely Knowledge and Understanding; Skills; and Responsibility and

Autonomy. The outcomes reflect a theoretical foundation and understanding of the core components of computer science, the skills correspond to the practical and analytical capabilities required for professional practice in ICT, and the outcomes ensure that graduates can function responsibly in dynamic professional environments.

The programme ensures the achievement of learning outcomes through a curriculum structure that progressively builds competencies (Appendix 2); teaching and learning methods aligned with outcome types, including lectures, laboratory work, problem based learning, case studies, and project based activities (Appendix 3); and assessment mechanisms that evaluate each outcome through theoretical exams, practical tasks, projects, and the bachelor's thesis (Appendix 4).

However, a structural gap exists regarding the hardware dimension of Programme Objective 1, which states that graduates should have: "Broad theoretical and practical knowledge in contemporary directions of computer science, both in terms of software and hardware." Based on the curriculum provided, only one dedicated hardware-focused course (Computer Architecture) is included. Furthermore, no other existing course explicitly lists hardware-related learning outcomes and no laboratory components or practical activities related explicitly to hardware are evident. Additionally, the mapping between course-level and programme-level learning outcomes maps hardware competencies to courses that are either irrelevant to hardware or only indirectly may relate to it. As a result, the hardware component of the programme learning outcomes is insufficiently supported by the current course portfolio. This misalignment affects the programme's ability to fully achieve Objective 1. and should be addressed either by curriculum revision or by providing evidence of embedded hardware content not currently visible in the documentation.

**Evidences/Indicators**

- Self Evaluation Report;
- Interviews results;
- Syllabi;
- Bachelor's Educational Program in Computer Science and program appendices.

**Recommendations:**

- R1.2.1: Either revise Objective 1 of the programme by removing the reference to hardware or revise the curriculum by including at least one of:
  - A dedicated hardware-oriented course;
  - A sequence of courses covering hardware foundations and architecture.

**Suggestions for the Programme Development**

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 1.2 Programme Learning Outcomes | Substantially |

### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

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

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

The programme learning outcomes are formulated and operationalized through evaluation indicators and rubrics presented in Appendix 4. For each learning outcome, the programme defines indicators; five level performance rubrics ranging from "Does not meet criteria at all" to "Fully meets criteria."; and correspondence between indicators, academic courses, and assessment methods.

Data collection occurs through multiple, complementary assessment methods embedded across the curriculum. As shown in Appendix 4, these include midterm and final examinations (closed-ended questions, open-ended questions, theoretical questions, practical tasks); laboratory and practical assignments (e.g., programming tasks, debugging, system configuration); projects and field specific assignments (e.g., "Project in Specialty," "Bachelor's Thesis"); presentations, written work, and communication tasks assessing argumentation and professional communication skills; and course level continuous assessment (seminars, homework, case studies, problem-based learning activities). Each course syllabus specifies the assessment methods and their alignment with the relevant learning outcomes.

The Quality Assurance Service, programme heads, and academic staff jointly analyze the collected data. The analysis includes aggregated performance results for each learning outcome and indicator; identification of outcomes where students consistently underperform; comparison of achievement levels across cohorts and semesters; review of assessment validity and alignment with learning outcomes; and integration of qualitative feedback from students, academic staff, and external stakeholders. The evaluation process is cyclical and documented, forming part of the institution's internal quality assurance system.

The programme demonstrates a culture of using learning outcomes assessment results to enhance programme quality. According to the Self Evaluation Report, the assessment results inform curriculum revision, as programme leaders and the Quality Assurance Service use learning outcomes data to adjust course content and sequencing; strengthen areas where learning outcomes were insufficiently achieved (e.g., reinforcing algorithmic thinking, enhancing practical programming components); update syllabi to improve alignment between teaching methods, assessments, and learning outcomes; and introduce or modify practical components, laboratory work, or project based learning activities.

Further, according to the Self Evaluation Report, stakeholder feedback drives improvement by integrating feedback from employers, who evaluated the programme and recommended enhancements to better reflect labor market needs; academic and invited staff, who review learning outcomes achievement and propose pedagogical or structural adjustments; students and graduates, whose feedback informs improvements in teaching methods, course difficulty, and workload distribution; and external experts, whose evaluations contributed to refining programme objectives, outcomes, and curriculum structure. These inputs are analyzed and incorporated into programme revisions.

**Evidences/Indicators**

- Self Evaluation Report;
- Interviews results;
- Bachelor's Educational Program in Computer Science and program appendices;
- Central University of Europe Educational Program Learning Outcomes Assessment Methodology.

**Recommendations:**

N/A

**Suggestions for the Programme Development**

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 1.3 Evaluation Mechanism of the Programme Learning Outcomes | Complies |

### 1.4. Structure and Content of Education Programme

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

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

The programme is designed according to the institution's established methodology, which requires clear mapping of courses to Programme Learning Outcomes; vertical and horizontal coherence across semesters; integration of theoretical, practical, and project-based learning; progressive development of competencies from introductory to advanced levels; use of diverse assessment methods aligned with

learning outcomes; and stakeholder involvement (faculty, employers, QA units). The syllabi provided show that the courses follow a standardized structure mandated by the HEI, including course objectives, learning outcomes, teaching methods, assessment criteria, weekly content, and compulsory literature.

The programme is structured across six semesters, progressing from the Foundational Stage (Semesters 1–2), when students acquire essential mathematical, programming, and systems knowledge; to the Core Computer Science Stage (Semesters 3–4), when students deepen their understanding of algorithms, data structures, programming paradigms, and system level concepts, and finally to the Advanced and Applied Stage (Semesters 5–6), when students transition to advanced topics and applied computing.

The content of the programme supports the achievement of the Learning Outcomes. Knowledge and Understanding outcomes are supported by courses such as Algorithms and Data Structures 1–3, Computer Networks, Databases 1–2, and Machine Learning that provide comprehensive theoretical foundations; each syllabus includes theoretical components (e.g., dynamic programming, graph theory, relational algebra, TCP/IP, supervised learning). The Practical and Analytical Skills outcomes are supported by all programming-related courses, which include extensive practical sessions (30–50 hours per course), weekly assignments, and project based assessments; courses such as Web Programming (Client/Server Side), Linux OS Environment, Python, JVM, .NET, and Machine Learning require students to build functioning systems, scripts, or models. The Responsibility and Autonomy outcomes are supported by almost all syllabi, that include explicit learning outcomes related to independent problem solving, ethical conduct, and autonomous development of algorithms or systems. Additionally, project-based assessments (e.g., in Machine Learning, Web Programming, .NET, JVM) require students to plan, implement, and defend their work.

The programme demonstrates vertical progression from basic programming to object-oriented programming to multi-paradigm programming (Python, Java, C#); from simple algorithms to advanced data structures to graph algorithms to machine learning; from basic web technologies to full stack development (HTML/CSS/JS + PHP + databases); from operating systems basics to Linux scripting to system level programming. Progression is logical and cumulative. Foundational courses (e.g., Calculus 1, Introduction to Programming, Computer Organization and Architecture) introduce core concepts aligned with learning outcomes related to information processing technologies, computer architecture, and algorithmic thinking. Intermediate courses (e.g., Algorithms and Data Structures 1–3, Linux Operating System Environment, Databases and Management Systems 1–2) reinforce and deepen competencies in algorithm design, data management, and operating systems, directly supporting programme learning outcomes on selecting and implementing technologies and algorithms. Advanced and applied courses (e.g., Machine Learning, Software Engineering, Cybersecurity, Applied Programming, Field Project, Bachelor's Thesis) enhance higher order skills such as independent problem solving, system design, research, and professional communication, aligned with programme learning outcomes on autonomy, teamwork, and ethical practice.

However, some elements of the structure and the syllabi provided need to be reconsidered:

- MS Office: It is recommended to transfer the course "Office Applications" to the elective component, as the basic digital skills covered by this course have already been acquired by a significant number of modern students through general education as well as through practical experience gained during the period of distance learning. Therefore, these competencies do not represent a universal learning need for all students and can be offered within the elective component of the program. Therefore, the program is focused on information technologies, programming, networks, databases, artificial intelligence, and cybersecurity, against the background of which the mandatory course in office programs creates little added value for the development of the program's professional competencies.
- Graphic Software Packages: Clarify the role and position of the course within the core curriculum of the program, as it is taught in the first semester and its connection to other core program components is not clearly identified.
- Neural Networks and Machine Learning: It is recommended to review the prerequisites for the courses "Introduction to Artificial Intelligence" and "Machine Learning". According to the presented syllabus, the course includes neural networks, learning algorithms, genetic algorithms, classification problems and search methods, which require the student to have the appropriate mathematical and algorithmic foundations. According to the program director, these topics are taught at a superficial level and do not take into account deep mathematical apparatus; however, it is important that the course content meets the modern academic and sectoral requirements of artificial intelligence and machine learning during the program accreditation period. In addition, according to the ICT sectoral characteristic, artificial intelligence belongs to the fourth (analysis) level, which means that it cannot be discussed only at a review level. Accordingly, it is advisable that the prerequisites reflect at least knowledge of linear algebra, probability theory and the basics of programming.
- Database Management Systems 1: It is recommended to revise the prerequisites for the course "Databases and Management Systems". It is advisable to define "Algorithms and Data Structures" as a prerequisite, which will be more consistent with the course content and the required competencies of students. The author of the syllabus also noted that he wanted to address data structures issues.

The Bachelor of Computer Science qualification is consistent with the programme content, as the curriculum covers most internationally recognized CS domains. Additionally, the programme learning outcomes emphasize theoretical knowledge; practical implementation skills; problem solving and algorithmic thinking; ethical and responsible practice; and ability to design, implement, and evaluate computing solutions. The course content and assessments support these outcomes. Finally, the programme meets the NQF Level 6 descriptors.

Across all syllabi, different teaching and learning methods as well as assessment methods are used.

**Evidences/Indicators**

- Central University of Europe Procedures for Planning, Developing, Approving, Advancing, Making Changes, and Canceling Educational Programs;
- Central University of Europe Student Language Competence Determination Procedures;

- Self Evaluation Report;
- Bachelor's Educational Program in Computer Science and program appendices;
- Syllabi of the Bachelor's Educational Program in Computer Science;
- Interviews results.

Recommendations:

- R1.4.1: Reconsider the following elements of the structure and the syllabi provided:
  - MS Office: Move the course "Office Applications" to the elective component.
  - Graphic Software Packages: Clarify the role and position of the course within the core curriculum of the program, as it is taught in the first semester and its connection to other core program components is not clearly identified.
  - Neural Networks and Machine Learning: Define appropriate prerequisites for the courses related to Neural Networks and Machine Learning.
  - Database Management Systems 1: Reconsider the prerequisites for this course.

Suggestions for the Programme Development

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 1.4 Structure and Content of Educational Programme | Substantially |

### 1.5. Academic Course/Subject

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

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

The structure, content, and credit allocation of the academic courses within the Bachelor's Educational Program in Computer Science are designed to ensure that students achieve the learning outcomes defined at the course level. Each syllabus specifies learning outcomes, expressed in terms of knowledge, skills, and responsibility/autonomy; ECTS allocation, applying the institutional rule of 1 ECTS = 25 hours; distribution of contact and independent work hours, with contact hours typically ranging from 48–80 hours for 5 credit courses and 50 hours for 4 credit courses; and assessment systems that measure the stated learning outcomes through a combination of theoretical questions, practical assignments,

midterm exams, final exams, and project work. Across the curriculum, the volume and complexity of content correspond to the credit load, and the assessment criteria are detailed, transparent, and competency based.

The programme demonstrates vertical and horizontal alignment between course level learning outcomes and the overarching programme Learning Outcomes. This alignment is documented in Appendix 2 – Map of learning outcomes, which shows how each compulsory course introduces (I), reinforces (R), or enhances (E) specific learning outcomes and in Appendix 4 – Assessment of learning outcomes, which maps course indicators to assessment methods and academic courses. The mapping demonstrates that the programme learning outcomes are covered by multiple courses. No learning outcome is left unsupported, and no course contains outcomes that fall outside the programme's scope.

The study materials listed in the syllabi are appropriate for achieving both course level and programme level learning outcomes. The materials are aligned with the competencies required in modern computer science education. They adequately support both theoretical understanding and practical application. Furthermore, the institution ensures access to these materials through its library, electronic resources, and laboratory environments. However, the suggested compulsory and additional literature should be revisited, to include more recent textbooks and sources.

It is recommended to review and clarify the mechanisms for reflecting and assessing the 9th learning outcome of the program in the syllabi of training courses. At the program level, this learning outcome is covered by a number of courses, however, in the case of a number of syllabi, its reflection in learning activities and assessment mechanisms is not sufficiently clearly presented. For example, in the courses "Databases and Management Systems 1 and 2", "Programming on the .NET platform", "Web Programming (Server Side)", "Programming on the JVM platform" there are no mechanisms for assessing teamwork and the criteria for assessing individual contribution.

It is also recommended to revise the sequence of topics of the Computer Networks course in accordance with the logical structure of the OSI model, so that teaching follows a sequential layered approach from the lower (Layer 1) to the upper (Layer 7) layers (from the Physical to the Application layer). This approach will support students in developing a more systematic and coherent understanding of networking processes. In addition, it should be noted that the main literature in this course is also structured according to the same principle, following the OSI model's layered and sequential organization, which further reinforces a logical and step-by-step teaching approach.

**Evidences/Indicators**

- Bachelor's Educational Program in Computer Science and program appendices;
- Syllabi of the Bachelor's Educational Program in Computer Science;
- Self Evaluation Report;
- Interviews results.

**Recommendations:**

- R1.5.1: It is recommended that, in certain syllabi, the assessment instruments be further specified and strengthened, in order to clearly reflect the evaluation of teamwork competence and its alignment with the program's ninth learning outcome.
- R1.5.2: Computer Networks course: Revise the sequence of topics in accordance with the logical structure of the OSI model, from the first to the seventh layer.

Suggestions for the Programme Development

- S1.5.1: Enrich the suggested compulsory and additional literature in the syllabi, by including more recent textbooks and sources.

**Evaluation**

| Component | Evaluation |
|---|---|
| 1.5. Academic Course/Subject | Substantially |

## 2. Methodology and Organisation of Teaching, Adecuacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

### 2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

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

Regarding admission to the proposed Bachelor's Degree Program, the university follows generally accepted admission procedures. The admission requirements are aligned with the legislation of Georgia, reflect the specific characteristics of the program, and ensure the enrollment of applicants who possess the knowledge, skills, and competencies necessary for successful completion of the program. These requirements are accessible to all interested stakeholders.

The admission prerequisites and procedures are clearly specified in the program documentation and will be published on the university's official website following accreditation. The Bachelor's Educational Program in Computer Science admits individuals who have a complete general education certificate or equivalent document, who obtain the right to study at Central University of Europe based on the ranking of score coefficients received at the Unified National Examinations.

For enrollment in the program, applicants must pass the following subjects at the Unified National Examinations:

a) Georgian Language and Literature;

b) Foreign Language (English, Russian, French, German);

c) Mathematics/Physics (the number of places allocated for each subject should not be less than 10% of the places announced for the program. The exact percentage distribution is determined by the program directors before announcing the places).

The minimum competency threshold at the Unified National Examinations is overcoming the minimum barrier defined by legislation.

The right to enroll without taking the Unified National Examinations is granted to individuals in accordance with Order No. 224/N of the Minister of Education and Science of Georgia dated December 29, 2011. Such applicants are required to demonstrate proficiency in the Georgian language at the B2 level in accordance with the "Regulation for Determining the Language Competence of Students of Central European University."

The program also admits students through mobility procedures in accordance with Order No. 10/N of the Minister of Education and Science of Georgia dated February 4, 2010, on the approval of the rules and fees governing transfers between higher education institutions.

The admission requirements appropriately reflect the specific nature of the program and ensure that enrolled students possess the necessary academic background, competencies, and skills required for successful completion of the program.

As the program is newly established, information obtained during interviews and from documents submitted by the HEI indicates that the university plans to admit 30 students during the initial stage of implementation. To determine the appropriate number of students for each academic program, the university has developed a document entitled "Methodology for Student Enrollment Planning." In planning student admissions, the university considers the availability of human, financial, and material resources required for the effective delivery of educational programs. The planning process also incorporates quantitative indicators, including demand trends for the program, enrollment patterns across academic programs, and other relevant factors.

The admission requirements, procedures, and enrollment planning mechanisms are clearly defined, transparent, and consistent with both national regulations and the university's capacity to ensure the effective implementation of the program.

**Evidences/Indicators**

- Educational program;
- University Regulations;

- University Webpage;
- Self-evaluation report;
- Interview results.

Recommendations:

N/A

Suggestions for the Programme Development

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 2.1 Programme Admission Preconditions | Complies |

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

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

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

The Bachelor's educational program, in accordance with the level of study and intended learning outcomes, largely ensures the development of students' practical, scientific/research, and transferable skills, as well as their involvement in research projects.

The practical component of the program is designed in alignment with the intended learning outcomes and corresponds to the appropriate level of study. It is implemented both within individual courses through group work, practical exercises, and laboratory sessions, as well as through a compulsory final-semester course, "Project in Specialty." The aim of this course is to strengthen and further develop students' ability to apply the knowledge acquired within the program in practical contexts, by solving complex problems and implementing real-world projects.

The course includes both supervised consultation hours with an academic advisor and visits to practice sites. Since the program is new, experts were unable to review the practice projects and the forms for assessing student activity at the practice facility.

The university has concluded agreements with practice sites. These agreements define the number of students, as well as the objectives, expected outcomes, and duration of the practical training. Interviews with employers revealed that they maintain close cooperation with the university, are familiar with the program, and were involved in its development process.

Based on their recommendations, the practical components were strengthened, including the addition of data statistical analysis within elective courses and other relevant improvements. Of the five employers interviewed, two indicated their ability to accept students for practical training, particularly in the areas of systems and network engineering.

Since the program is in computer science, it is advisable for the university to expand its network of employers in order to provide students with broader employment opportunities, especially in the areas of software engineering, artificial intelligence, cybersecurity and data analysis.

The university implements a student initiative competition, within the framework of which three projects have been funded in the current year.

In terms of the development of scientific/research skills, the program includes the course "Academic Writing." The course is primarily oriented toward developing academic writing skills, text structuring, argumentation, critical thinking, and the principles of academic integrity.

Although the course contributes to strengthening academic writing and analytical skills, its content only partially covers the full cycle of research methodology and independent scientific research. The syllabus gives limited attention to research design, the application of empirical research methods, and data analysis components, which are essential for the systematic development of research competencies.

In terms of the development of scientific/research skills, the program also includes the completion of a mandatory Bachelor's thesis within the compulsory curriculum. However, according to a head of the program, its implementation is primarily based on a student project format, which is subsequently reflected in a descriptive report.

In order to ensure the full coverage of research competencies, it is advisable to strengthen the components of research methodology and applied research within the program.

During the evaluation process, a bachelor's thesis from another discipline was requested by the experts, which was completed in full compliance with the requirements specified in the syllabus and the institutional regulations of the HEI.

With the aim of involving students in research activities, the university annually organizes both local and international student conferences, where students are able to present their scientific papers. In addition, the university organizes various student competitions and summer schools, which are fully funded. The university also implements internal grant projects for academic staff, where the involvement of students is a mandatory requirement.

**Evidences/Indicators**

- Educational program and Syllabi;
- University Regulations;
- University Webpage;

- Self-evaluation report;
- Memorandums;
- Interview results.

Recommendations:

N/A

Suggestions for the Programme Development

- S2.2.1: Expand the network of practice sites in the core fields of Computer Science.
- S2.2.2: Strengthen the research/scientific component within the program.

**Evaluation**

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

## 2.3. Teaching and Learning Methods

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

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

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

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

The educational program integrates a variety of teaching methods designed to support continuous skill development and practical experience acquisition. The program employs active learning methods, such

as lectures, group work, electronic resource-based learning, analysis, synthesis, practical exercises, collaborative learning, action-oriented learning, demonstrations, and others. The program also includes both group and individual project assignments.

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

**Evidences/Indicators**

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

Recommendations:

N/A

Suggestions for the Programme Development

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 2.3. Teaching and learning methods | Complies |

## 2.4. Student Evaluation

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

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

According to the Bachelor's Educational Programme in Computer Science presented by the Central European University and the Regulation Governing the Educational Process, student assessment is carried out in accordance with established rules and regulations and is linked to the programme learning outcomes.

The level of achievement of learning outcomes is assessed through assessment components, continuous assessment, and final assessment, the sum of which constitutes the final grade. The maximum final grade for a course is 100 points.

The grading system provides for:

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 types of negative grades:

- (FX) Fail – 41–50 points, which means that the student requires additional work in order to pass and is granted the right to take a supplementary examination once after independent study;
- (F) Fail – 40 points or less, which means that the work performed by the student is insufficient and the student is required to retake the course/subject.

In the event of receiving a negative grade (FX) in a component of the educational programme, the student is granted the right to take a supplementary examination. A student is also entitled to take a supplementary examination if he/she has accumulated 51 points or more in the final assessment but has failed to overcome the minimum competence threshold established for the final examination. The supplementary examination shall be scheduled no earlier than five days after the announcement of the final examination results.

The score obtained by the student in the supplementary examination shall not be added to the score received in the final assessment. The grade received in the supplementary examination constitutes the final grade and is reflected in the final assessment of the educational programme component.

Continuous assessment consists of several components, the content and weighting of which are determined by the academic staff delivering the course in accordance with the syllabus.

In order to be admitted to the final examination, it is necessary to overcome the minimum threshold established for continuous assessment, while successful completion of the examination requires achievement of the minimum threshold established for the final examination.

The minimum thresholds are:

- 42% of the continuous assessment score;
- 50% + 1 of the final examination score.

Where necessary, taking into account the specific nature of the course, a higher threshold may also be established in the syllabus.

A credit shall be awarded if, after overcoming the minimum thresholds of both the continuous assessment and the final examination, the cumulative score amounts to 51 points or more.

The Regulation Governing the Educational Process is available on the University website. In addition, students have access through their electronic portal to the syllabus of each course, where the assessment criteria applicable within a specific course are described in detail.

The syllabi of the courses included in the Bachelor's Educational Programme in Computer Science presented by the University contain diverse assessment components and methods intended for the evaluation of learning outcomes.

The following assessment methods are used within the educational programme:

- Written assignment;
- Test;
- Open question / theoretical issue / essay;
- Listening comprehension;
- Oral / written examination / monologue;
- Retelling / analysis of a foreign-language text;
- Discussion / debate;
- Case study / situational analysis;
- Completion of a practical assignment / exercise / practical work;
- Quiz;
- Homework assignment;
- Summative assignment;
- Preparation and presentation of a project / paper / report;
- "Live Coding" (demonstration of coding skills).

Each course syllabus specifies the assessment methods relevant to the particular course and includes a detailed description of the assessment criteria and their quantitative distribution.

The programme includes the preparation of a Bachelor's Thesis. The University has developed the "Regulation on the Preparation of the Bachelor's Thesis," which provides information on the procedures for thesis preparation, selection of a supervisor, reviewing, defence procedures, and assessment forms. This document is available on the University's website and is accessible to students.

Assessment components, methods, and criteria are transparent, accessible, and known to students in advance. All significant regulatory documents that may be of interest to students are available on the University's website. During the site visit, we also thoroughly reviewed the platform used for the administration of the students' educational process, where course syllabi containing assessment methods and criteria are uploaded and accessible to students.

During interviews with students and graduates, it was noted that they continuously receive both oral and written feedback regarding their strengths and areas requiring improvement.

The University has a Research Ethics and Plagiarism Prevention Policy. The institution promotes a culture of academic writing; it conducts information sessions for academic, invited, and research staff, as well as students, in order to raise awareness regarding plagiarism and familiarise them with procedures and mechanisms for plagiarism detection, prevention, and response. To ensure ethical conduct of teaching and research activities, the institution uses the electronic software StrikePlagiarism.com.

The University has established mechanisms for appealing assessment results. According to the University Examination Regulations, students are entitled to appeal the results of both written and oral examinations. Within two working days of the publication of examination results, a student may apply to the Examination Centre in order to review his/her examination paper and may contact the lecturer responsible for the course for discussion of the examination paper.

If, after reviewing the examination paper (which is made available by the Examination Centre) and discussing it with the lecturer, the student considers that the work has been assessed unfairly, he/she is entitled to appeal the grade on the same day by submitting a written application.

A student is also entitled to appeal to a grade received in an oral examination within one working day after being informed of the result by submitting a written application.

In the event of an appeal, an appeals Committee is established. The Committee is obliged to review the student's work within two working days. If the result is changed or remains unchanged, the Appeals Committee submits a reasoned conclusion to the Examination Centre.

Since the programme has not yet been implemented at the Central European University, the institution has developed mechanisms and indicators for assessing learning outcomes. The institution also presented the assessment of learning outcome achievement and an academic performance analysis of the bachelor's Educational Programme in Economics from the previous academic year.

The bachelor's Programme in Computer Science does not include distance-learning components. However, should the need arise, the University has developed the "Regulation on the Administration of the Examination Process During the Period of Distance Learning."

Based on the analysis of the documentation submitted by the University and the interviews conducted during the site visit, it should be noted that student assessment is carried out in accordance with established procedures, is applied fairly to all students, is transparent, reliable, and compliant with the applicable legislation. The assessment system used within the programme is fully aligned with the requirements established by Order No. 3 of January 5, 2007, of the Minister of Education and Science of Georgia.

The assessment criteria and methods presented in the course syllabi demonstrate that they are consistent with the programme learning outcomes. They are comprehensively described and readily accessible to students. During the interviews, students and graduates noted that they continuously receive information regarding the educational process, assessment criteria, and all other important issues. They also indicated that they have access to the syllabi through the electronic portal and independently review them whenever necessary.

It was further noted that students regularly receive feedback regarding their strengths and areas requiring improvement. They are informed in advance about the requirements related to the preparation of the bachelor's Thesis. During the interviews, it was confirmed that students are familiar with these requirements. Familiarisation with bachelor's Theses completed within other programmes also confirmed the consistent application of the established requirements.

Students are informed about the procedures and opportunities for appealing examination results and are familiar with the relevant mechanisms. They are also aware of the principles of academic integrity and plagiarism prevention mechanisms, which were confirmed during the interviews.

The learning outcomes assessment plan and academic performance analysis presented by the University demonstrate that the institution pays significant attention to these issues.

In conclusion, it can be stated that the assessment system developed for the bachelor's Programme in Computer Science includes established procedures, is transparent, reliable, and compliant with applicable legislation.

**Evidences/Indicators**

- Bachelor's Educational Programme in Computer Science and Programme Appendices;
- Regulation Governing the Educational Process of Central European University LLC;
- Course Syllabi of the Bachelor's Educational Programme in Computer Science;
- Regulation on the Administration of the Examination Process at Central European University;
- Regulation on the Implementation and Assessment of the Practical Component of Educational Programmes at Central European University;
- Regulation on the Preparation of the Bachelor's Thesis at Central European University;
- Procedures and Mechanisms for the Detection, Prevention, and Response to Cases of Plagiarism;
- Quality Assurance Mechanisms and Approaches for Distance Learning;
- Regulation on the Administration of the Examination Process During the Period of Distance Learning;
- Interview Results.

**Recommendations:**

N/A

**Suggestions for the Programme Development**

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 2.4. Student evaluation | Complies |

## 3. Student Achievements, Individual Work with Them

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

### 3.1 Student Consulting and Support Services

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

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

Central European University offers a diverse range of student support and counselling services. The institution has established structural units dedicated to supporting students' professional and personal development. At the beginning of each academic year, the University administration and faculty representatives hold meetings with students to provide them with essential information regarding the administration of the educational process and available student services.

The University operates an educational process administration platform (eunsis.unik.edu.ge), through which students receive all important information related to their studies. In addition, important announcements and updates are published on the University's website, enabling students to remain informed about ongoing activities and opportunities. Each course syllabus includes designated consultation hours during which students may receive academic guidance from course instructors regarding academic performance, learning outcomes, and other issues of interest.

The University also operates a Student and Alumni Services Centre, which focuses on creating career development services aimed at supporting students' professional growth. The Centre actively seeks new employer partnerships and facilitates students' adaptation to the educational environment. To achieve these objectives, the Centre implements a variety of activities. Students noted during interviews that they regularly receive information about vacancies and employment opportunities. Furthermore, meetings and training sessions on career development, job interviews, CV preparation, and presentation skills are conducted on a regular basis. The University also organizes employment

forums. For example, in April of the previous year, a job fair was held at the University, bringing together 35 companies and offering approximately 350 vacancies.

It should also be noted that students have access to individual career counselling services and receive personalized support tailored to their individual needs and career aspirations.

The University actively promotes students' cultural and social engagement through the organization of various intercultural, educational, and awareness-raising activities. These initiatives include the promotion of cultural diversity, raising awareness of human rights issues, and encouraging student participation in educational excursions, all of which contribute to personal development, intercultural communication, and active civic engagement.

Central European University actively develops international cooperation and partnerships with universities around the world. Its international network provides students and academic staff with opportunities to participate in exchange programmes, joint research projects, international conferences, and educational events. The University is also actively involved in Erasmus+ programmes, thereby expanding opportunities for international mobility and integration into the global academic community.

Among the University's notable international partners are the University of Santiago de Compostela (Spain), the University of Málaga (Spain), Vytautas Magnus University (Lithuania), the University of Pannonia (Hungary), the West University of Timişoara (Romania), Klaipėda University (Lithuania), California Baptist University (USA), PXL University of Applied Sciences and Arts (Belgium), Istanbul Gelisim University (Türkiye), and the International Balkan University (North Macedonia).

Students benefit from both semester-long exchange programmes and short-term mobility opportunities. During the interviews, students and graduates indicated that they actively participate in these opportunities. Given the University's intention to implement the bachelor's Programme in Computer Science, it actively cooperates with partner universities participating in the Erasmus+ KA171 International Credit Mobility Programme. In 2025, the programme involved 41 foreign higher education institutions, the majority of which offer educational programmes in Computer Science, Information Technology, and Computer Engineering.

The University organizes annual scientific conferences in which students have the opportunity to participate across various thematic areas. Conference programmes demonstrate that students are actively involved and regularly participate in these events.

The University also operates a Student Initiative Support Scheme. Information regarding calls for proposals is regularly published on the University's website. In 2026, three student projects were selected for funding through this competition. The Student Initiative Competition aims to support students' ideas and activities. Eligible project categories include social, cultural, educational, innovative, research, and technological initiatives, providing students with opportunities to implement their ideas in practice.

Interviews conducted with students and graduates revealed a high level of awareness regarding the services offered by the University. They are actively involved in career development activities as well as initiatives related to international mobility. A comparatively lower level of participation was observed in relation to scientific conferences; therefore, it is recommended that the institution intensify its efforts to raise students' awareness and engagement in this area.

The information presented confirms that Central European University fully complies with this standard. The University provides students with a wide range of counselling and support services related to academic progress, effective planning of the educational process, and career development. Furthermore, students are offered opportunities to engage in diverse educational, research, international, and extracurricular activities, about which they systematically receive relevant information and recommendations from both academic staff involved in the programme and the University's respective structural units. These practices contribute significantly to students' academic success, professional development, and active participation in university life.

**Evidences/Indicators**

- Job Descriptions;
- Cooperation Agreements and Memoranda of Understanding;
- Regulation on Student Initiative Support;
- Scientific Conference Programmes;
- University-Funded Projects;
- Student Participation Statistics in Exchange Programmes;
- Regulation on Participation in the International Mobility Programme of Central European University;
- Moodle Electronic Learning Platform Used for Educational Materials: http://unikmoodle.ge/;
- University Website;
- Interview Results.

**Recommendations:**

N/A

**Suggestions for the Programme Development**

- S3.1.1: Strengthen awareness-raising and motivational initiatives aimed at encouraging student engagement in research activities, in order to increase student participation in scientific conferences, research projects, and other academic activities.

**Evaluation**

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

| | |
|---|---|
| 3.1 Student Consulting and Support Services | Complies |

### 3.2. Master's Student Supervision

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

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

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

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

**Evidences/Indicators**

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

**Recommendations:**

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

**Suggestions for the Programme Development**

- Non-binding suggestions for programme development

**Evaluation**

**Please, evaluate the compliance of the programme with the component**

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

| | |
|---|---|
| 3.2. Master's Students Supervision | Select Appropriate |

## 4. Providing Teaching Resources

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

### 4.1 Human Resources

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

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

The Bachelor's Educational Program in Computer Science is implemented by qualified academic and invited personnel with relevant academic, research, and practical experience. The program involves 24 academic and invited personnel, including 9 academic staff members and 15 invited specialists. Among the academic personnel are 3 Professors, 5 Associate Professors, and 1 Assistant Professor. The qualifications of academic and invited personnel are confirmed by relevant diplomas, certificates, scientific publications, research activities, and practical professional experience. Personnel selection and recruitment are conducted in accordance with the university's established regulations and qualification requirements.

The university has developed and operates the "Methodology for Determining the Number of Academic and Invited Personnel," which ensures the sustainable implementation of educational programs. According to the methodology, at least 51% of the teaching hours in compulsory courses of the program's main field of study must be delivered by academic personnel. This requirement is fully satisfied within the framework of the Bachelor's Educational Program in Computer Science, ensuring the stable and effective delivery of the educational process.

Quantitative indicators, including the number of academic and invited personnel, workload distribution, and staff involvement in the educational process, demonstrate that the program possesses sufficient academic and human resources for effective implementation. The workload distribution of academic and invited personnel is carried out according to the university's approved methodology, which defines the maximum academic workload for each academic position and also includes

consultation hours with students. In addition to teaching responsibilities, academic and invited personnel actively participate in program development processes, including curriculum planning, determination of course prerequisites, development of course topics and learning outcomes, and selection of teaching and learning resources.

The academic and invited personnel involved in the program implementation are actively engaged in the continuous development and evaluation of the program. Their involvement includes participation in committee meetings, program discussions, and evaluation processes related to the program's goals, learning outcomes, and curriculum structure. Feedback collected through personnel surveys is analyzed and used for further program improvement, ensuring continuous quality enhancement and active staff participation in program development activities.

The Bachelor's Educational Program in Computer Science is headed by Central University of Europe Affiliated Associate Professor Mikheil Gagoshidze and Professor Besik Tabatadze. Both program heads possess appropriate academic qualifications, extensive teaching experience, significant research achievements, and substantial practical experience in the fields of computer science, applied mathematics, programming, artificial intelligence, and information technologies. Their academic and professional activities demonstrate their ability to effectively lead the implementation and continuous development of the program.

The Program Heads actively participate in the development, implementation, administration, and monitoring of the educational process. In cooperation with the faculty administration, they supervise the implementation of academic activities, support students through academic consultations and extracurricular activities, and contribute to the effective management and continuous enhancement of the program.

Bachelor-level students are supported by a sufficient number of competent administrative and support personnel whose qualifications, experience, and competencies correspond to their responsibilities. The implementation of the program is supported by the faculty dean, academic process management representatives, student and alumni service staff, examination center personnel, international relations service employees, library staff, human resources management personnel, and information technology service representatives. Administrative and support personnel provide effective academic and organizational assistance, ensuring the smooth operation and successful implementation of the educational program.

| Number of the staff involved in the programme (including academic, scientific, and invited staff) | Number of Programme Staff | Including the staff with sectoral expertise | Including the staff holding PhD degree in the sectoral direction | Among them, the affiliated staff |
|---|---|---|---|---|
| Total number of academic staff | 24 | 13 | 9 | 5 |
| - Professor | 3 | - | 3 | 1 |
| - Associate Professor | 5 | 1 | 4 | 4 |

| | | | | |
|---|---|---|---|---|
| - Assistant-Professor | 1 | - | 1 | - |
| - Assistant | - | - | - | - |
| Visiting Staff | 15 | 12 | 1 | _ |
| Scientific Staff | - | - | - | _ |
| Including International Stuff | - | - | - | - |

**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

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 4.1 Human Resources | Complies |

## 4.2 Qualification of Supervisors of Master's Students

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

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

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

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

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

**Evidences/Indicators**

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

**Recommendations:**

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

**Suggestions for the Programme Development**

- Non-binding suggestions for programme development

**Evaluation**

Please, evaluate the compliance of the programme with the component

| Component | Evaluation |
|---|---|
| 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 interviews conducted with the academic and invited staff demonstrated that the Central University of Europe has established effective institutional mechanisms for supporting the professional, academic, and scientific development of the personnel involved in the implementation of the Bachelor's Educational Program in Computer Science. The analysis of the interviews and supporting documentation indicates that the university 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.

The analysis revealed that academic personnel are evaluated according to established scientific-research criteria and receive financial incentives for achieving the required research outcomes. Furthermore, the university allocates dedicated financial resources for supporting scientific activities, research projects, and qualification enhancement of academic staff. The Research Activity Promotion Center actively supports academic and invited personnel through consultations, trainings, workshops, and dissemination of information related to international scientific conferences, grant competitions, scholarships, scientific publishing, academic integrity, and research methodologies. According to the interviewed staff members, the university actively encourages participation in local and international scientific conferences and supports the development of research proposals and publication activities, which contributes to strengthening the research potential and academic productivity of the personnel.

The analysis further demonstrated that the personnel evaluation system implemented by the university is comprehensive and effectively linked to professional development, motivation, and continuous quality enhancement. Academic and invited staff confirmed that the evaluation process includes assessment of teaching activities, scientific-research performance, classroom activities, and academic responsibilities. The evaluation process involves students, program heads, faculty administration representatives, and quality assurance personnel. Evaluation results are used for identifying professional development needs, planning response activities, and implementing various financial and non-financial incentive mechanisms. Furthermore, classroom observation procedures support the identification and dissemination of best teaching practices and contribute to the continuous improvement of teaching quality.

The interviews and reviewed evidence also confirmed that the university actively supports the integration of modern teaching, learning, and assessment approaches through continuous professional development initiatives organized by the Innovative Teaching Methods Training Center. Academic and invited personnel participate in regular trainings and workshops related to contemporary teaching and assessment methods, student-centered learning, digital technologies, online teaching platforms, artificial intelligence in education, media literacy, emotional intelligence, interactive teaching strategies, and academic integrity. The training modules are continuously updated based on annual staff needs assessments and current trends in higher education development.

Special attention should also be given to the university's strong internationalization and cooperation activities, which significantly contribute to the professional and academic development of program-implementing personnel. The university actively cooperates with international partner institutions within the framework of Erasmus+ and other international initiatives. Academic and administrative staff regularly participate in international exchange activities, conferences, trainings, and collaborative meetings with representatives of partner universities. Furthermore, international experts and professors frequently conduct lectures, workshops, and professional development activities for the university staff. Such initiatives contribute to the sharing of international best practices, strengthening international academic cooperation, and enhancing the quality of teaching and research activities.

The reviewed evidence further demonstrated that the university actively supports participation in international research and innovation projects. In particular, participation in Erasmus+ initiatives, Jean Monnet activities, international conferences, and institutional cooperation projects contributes to strengthening institutional research capacity and promotes the internationalization of academic and scientific activities.

Conducted interviews and reviewed evidence demonstrate the university's strong institutional commitment to ensuring continuous professional, academic, and scientific development of the personnel involved in program implementation.

**Evidences/Indicators**

- Interview results;
- Academic and invited staff evaluation regulation;
- Academic and invited staff evaluation results;
- Number of conducted trainings and workshops for Academic and Invited Staff.

Recommendations:

N/A

Suggestions for the Programme Development

N/A

**Evaluation**

| 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**

During the physical visit to the Central University of Europe, it was observed that the institution possesses a renewed and generally well-developed educational, scientific, and material-technical infrastructure that supports the implementation of the Bachelor's Educational Program in Computer Science and contributes to the achievement of the intended learning outcomes. The university's

educational environment, technical facilities, and learning resources were found to be largely aligned with the requirements of contemporary higher education and the needs of the program.

The visit confirmed the availability of renewed and appropriately equipped lecture halls, computer classrooms, conference spaces, library facilities, student group work areas, and working spaces for academic and invited staff involved in the implementation of the program. The auditoriums and computer laboratories are equipped with modern technologies, computer equipment, projectors, and other necessary teaching and learning tools required for the effective delivery of both theoretical and practical components of the educational process.

Particular attention was paid to the university's technological infrastructure and practical learning environment. It was confirmed that the university has established a new computer laboratory specifically designed to support the practical component of the Bachelor's Educational Program in Computer Science. The laboratory is equipped with modern technologies and specialized software necessary for the development of practical skills in programming, data analysis, and artificial intelligence. The available infrastructure enables students to work on practical assignments and projects in an environment closely aligned with real working conditions and contemporary labor market requirements.

At the same time, considering the planned annual admission of approximately 30 students, it would be advisable for the university to further strengthen and expand the existing infrastructure during the implementation process of the program. In particular, the current availability of 15 high-performance computers may present challenges in the future for the effective implementation of resource-intensive software and practical components related to subjects such as AutoCAD, ArchiCAD, Cybersecurity, and Computer Networks. It should also be taken into consideration that the remaining computer laboratories are shared among students from various university programs. Therefore, further development of specialized laboratory infrastructure, technological resources, and dedicated practical learning spaces would contribute to the long-term sustainability and effective practical implementation of the program.

The visit additionally confirmed the effective functioning of the university's examination center, which supports the implementation of transparent and organized assessment processes. It was also observed that the university provides appropriate working conditions for academic and invited personnel, while dedicated student group work spaces create a supportive environment for collaborative learning, teamwork, project-based activities, and academic discussions.

During the library visit, it was confirmed that the library infrastructure and learning resources are comprehensive and accessible to students and academic staff. The library provides predominantly electronic versions of the compulsory literature indicated in the syllabi of the Bachelor's Educational Program in Computer Science. The visit further demonstrated that the university operates an electronic library catalog system, which allows users to search available literature, access information regarding available copies, and identify the format of library resources.

In addition, the university provides access to various international electronic scientific databases and academic resources, including Cambridge Core, The Royal Society Journals, SAGE Journals, ScienceDirect, Scopus, and Web of Science. The availability of international scientific databases significantly supports students and academic personnel in conducting educational and scientific-research activities. It was also confirmed that students and academic staff receive continuous informational and consultation support regarding the effective use of library resources and scientific databases through trainings, meetings, and individual consultations provided by qualified library personnel.

At the same time, the analysis of the syllabi and library resources indicates that, for several courses within the program, it would be advisable to further update and strengthen the literature component by incorporating more recent editions of field-specific textbooks, contemporary scientific publications, and updated international academic resources. Considering the dynamic nature of the field of computer science and rapidly evolving technological developments, the periodic renewal of learning materials and recommended literature would further enhance the relevance and quality of the educational process.

The physical visit confirmed that the Central University of Europe provides a modern, generally well-equipped, and student-oriented educational environment that supports the implementation of the Bachelor's Educational Program in Computer Science. The available material-technical, library, digital, and informational resources support the effective implementation of the program; however, further enhancement of specialized technological infrastructure, laboratory resources, and updated academic literature would contribute to ensuring the long-term sustainability, relevance, and effective practical delivery of the program as student enrollment increases.

**Evidences/Indicators**

- Site visit;
- Interview results;
- Library resources;
- Library electronic catalog: https://biblio.unik.edu.ge/biblio/opac/index.php on the university's website: https://cue.edu.ge/chvens-shesaxeb/biblioteka/?playlist=4345406&video=94eecc7;
- International electronic scientific databases.

**Recommendations:**

- R4.4.1: The literature for the following courses should be updated: Cybersecurity, Computer Architecture, Information Security and Software Engineering.

**Suggestions for the Programme Development**

- S4.4.1: The program infrastructure should be further enhanced in consideration of the expected annual enrollment growth of approximately 30 students per year. In the coming years, the current infrastructure may face challenges in effectively supporting high-performance software

applications such as AutoCAD and ArchiCAD, particularly given the limited availability of only 15 high-performance computers.

- S4.4.2: Additionally, further development of laboratory resources will be necessary to successfully integrate practical components into courses such as Cybersecurity and Computer Networks. At present, the remaining laboratories are shared among students from all university programs, which may limit accessibility and the effective delivery of hands-on learning activities.

**Evaluation**

| Component | Evaluation |
|---|---|
| 4.4 Material Resources | Substantially |

## 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 budgeting process at the Central University of Europe is conducted in accordance with the university's "Budgeting Policy and Procedures" approved by the Governing Council Resolution No. 5 of November 12, 2020. The process is decentralized and enables faculties and structural units to independently identify and prioritize their financial needs within predetermined limits. This approach ensures that academic programs, faculties, and administrative units are actively involved in budget planning and resource allocation.

The Faculty of Social Sciences, Business and Law, together with program directors and faculty administration, participates in the preparation of the program budget by assessing program needs, identifying priority expenditures, and ensuring alignment between projected revenues and planned expenses. The budgeting process for both the 2025–2026 academic year and the projected 2026–2027 academic year of the Bachelor's Educational Program in Computer Science was implemented in accordance with the established institutional procedures.

The university and faculty budgets include allocations for academic and administrative staff development, scientific conferences, research activities, scholarships, laboratory resources, library development, technological infrastructure, and unforeseen expenses. These allocations clearly reflect the institution's commitment to ensuring the sustainable and effective implementation of the educational program and supporting its continuous development.

However, it will be beneficial to further strengthen the financial support allocated to student-centered scientific and academic activities. In particular, additional funding for student conferences,

competitions, olympiads, and related academic engagement initiatives would contribute to enhancing the program's regional competitiveness and encouraging broader student participation in national and international academic activities.

For instance, within the projected 2026–2027 budget of the Bachelor's Program in Computer Science, 500 GEL is allocated for student conferences and olympiads, while the faculty-wide allocation for student conferences in the 2025–2026 budget amounts to 2,700 GEL. Considering the dynamic and rapidly evolving nature of the Computer Science field, further expansion of these financial resources could create additional opportunities for students to participate in conferences, hackathons, academic exchange activities, research presentations, and regional or international competitions.

**Evidences/Indicators**

- HEI budget;
- Educational program budget;
- Interview results.

Recommendations:

- R4.5.1: Increase the program budget, particularly in support of student academic and extracurricular activities. Enhanced financial support in this direction would contribute to increasing student participation in local and international conferences, competitions, and scientific events; improving the visibility and reputation of the program at regional and international levels; encouraging student research, innovation, and professional networking; enhancing the overall competitiveness and attractiveness of the program.

Suggestions for the Programme Development

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability | Substantially |

## 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 activities of the Quality Assurance Service of the Central University of Europe are defined by the "Quality Assurance Policy" (approved by the university's Governing Council resolution No. 2 of October 2, 2020). The goal of the document is to create a unified policy and guiding standards at the university, develop effective internal and external quality assurance mechanisms, and promote the establishment of student-centered, quality educational programs, process planning, evaluation, continuous development, and a quality culture.

According to the policy document, Quality Assurance at the Central University of Europe (CUE) is based on the following main approaches:

- **Transparency and Publicity** — Openness of processes and results to the public.
- **Objectivity and Reliability** — Impartial assessments and solid data.
- **Continuity and Validity** — Continuous monitoring of educational quality.

The Service performs its activities in accordance with the "Quality Assurance Mechanisms and Procedures for Using Assessment Results" (approved by the university rector's order No. 36 of March 24, 2021).

The Quality Assurance Service's policy and procedures are based on the "Plan, Do, Check, Act (PDCA) cycle" principle.

The personnel involved in the program actively cooperate with the internal Quality Assurance Service in the process of planning the program's quality assessment, developing assessment instruments, and conducting the assessment:

- The personnel involved in the program, students, and graduates confirmed their involvement in the process of planning the quality assessment of the educational program, developing assessment instruments, and conducting the assessment in collaboration with the Quality Assurance Service.
- The accreditation package presents the results of quality assurance surveys conducted by the Quality Assurance Service, analysis of the results, and response reports.
- It was confirmed by participants in the interviews that the recommendations of the Quality Assurance Service were considered during the program development process.

Personnel involved in the program consider the results of quality assessment when making decisions related to the program — they are informed about the results obtained from the quality assurance surveys, which are used for program development.

The preparation of the program's self-evaluation report was a collaborative process, involving program heads, program committee members, academic and guest staff implementing the program, representatives of the quality assurance service and other structural units. The working version of the program's goals, learning outcomes, and curriculum was evaluated by stakeholders — potential employers, graduates, students, and personnel. In the case of students and graduates, the program was sent for evaluation to students and graduates of the Computer Science Bachelor's program at another higher education institution, as the educational program submitted for accreditation is new at the Central University of Europe and, consequently, the program does not have students and graduates.

During the accreditation visit, participants of the self-assessment group, academic and invited staff, and employers confirmed their involvement in the development of the program in terms of field and thematic issues, as well as defining the program's goals, learning outcomes, and structure. The demands of the local and international labor market were studied, and an analysis of similar programs operating in higher education institutions in Georgia was conducted. Participants in the sessions confirmed that their opinions were considered during the program development period, and they also named their suggestions that were considered during the educational program development.

Taking their recommendations into account, appropriate changes were implemented during the development process: In accordance with the recommendations, the following courses were added to the educational program as mandatory courses: "Professional Ethics" (3ECTS), "Cybersecurity" (5ECTS), and "Machine Learning" (5ECTS). Prior to the stakeholder assessment, the issues covered by the aforementioned training courses were to some extent covered within the framework of various training courses, however, taking into account the specifics of the field, employer recommendations, and the document of sectoral characteristics of higher education in Information and Communication Technologies (ICTs), these courses were developed as independent study courses;

Based on student recommendations, the course "Linear Algebra and Analytic Geometry" was defined as a prerequisite for the course "Foundations of Cryptography".

For the purpose of monitoring and evaluating the electronic/distance learning process, the HEI ensures the adaptation of internal quality assurance mechanisms and their proper implementation. The HEI regulations developed are: Mechanisms and Approaches for Quality Assurance of Distance Learning and Rules for Administering the Examination Process during Distance Learning.

The HEI's regulatory documentation, including the Quality Assurance Policy and Procedures for the educational program, is publicly available on the university's website.

**Evidences/Indicators**

- Quality Assurance Policy;
- Quality Assurance Mechanisms and Procedures for Using Assessment Results;
- Program and Syllabi;
- Interview results;
- HEI website.

Recommendations:

N/A

Suggestions for the Programme Development

N/A

**Evaluation**

| 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**

According to the "Mechanisms of Quality Assurance and Procedures for the Use of Assessment Results" of LLC "Central University of Europe", external quality assessment includes:

a) Evaluation received as a result of authorization, accreditation, and monitoring carried out by the National Center for Educational Quality Enhancement;

b) Evaluation carried out as a result of international institutional and program accreditation;

c) Evaluation carried out by local or international invited experts.

According to the self-assessment group, when developing the program submitted for accreditation, they also took into account the recommendations issued by the Educational Program Accreditation Council and accreditation experts during the accreditation of other educational programs/clusters, which were relevant to this educational program.

The HEI uses developmental peer assessment for the purpose of program development when creating an educational program. The program was assessed by three external field specialists: Associate Professor R. G. from Sokhumi State University, Head of the Information Technology Service of the Shota Rustaveli National Science Foundation of Georgia (LEPL), Professor N. A., and Software Engineer B. G. from Meta.

During the program development process, the program heads and committee members considered the experts' opinions and recommendations: reviewing the content of the courses "Programming on the .NET Platform," "Introduction to Programming using C/C++," and "Programming on the JVM Platform" to avoid thematic duplication between courses; changing the objectives, results, and content

of the course "Programming on the .NET Platform" and adding new topics to the course: other capabilities of the C# language: date, time, and time intervals; other classes of the basic library: globalization, graphics; and content review of the courses "Python Programming Language," "Introduction to Programming using C/C++," and "Programming on the JVM Platform" to exclude content duplication in the courses.

**Evidences/Indicators**

- Assessment of external experts;
- Interview results.

**Recommendations:**

N/A

**Suggestions for the Programme Development**

N/A

**Evaluation**

| 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**

Based on the Self-Assessment Report (SER), the documentation submitted for accreditation, and interviews conducted with relevant stakeholders was confirmed that the educational programs are subject to regular monitoring and periodic review. These processes involve the participation of academic and invited personnel, students, and potential employers. Information related to the program's implementation is systematically collected and analyzed, and the results are used for the continuous improvement and modernization of the program and its study courses.

To effectively implement the processes of planning, development, and improvement of educational programs, a Program Committee is established at the university. The Quality Assurance Service works closely with the Program Committee. The parties responsible for the development of the educational program are the Program Head, the Program Committee, and the Faculty Dean. Accordingly, the initiator of changes to the program can be any of the aforementioned parties responsible for the

development of the educational program. (LLC "Central University of Europe" Procedures for the Planning, Development, Approval, Improvement, Modification, and Cancellation of Educational Programs. Article 4. Development and Modification of the Educational Program.

The HEI regulation "Mechanisms of Quality Assurance and Procedures for the Use of Assessment Results" defines the aspects covered by internal quality assessment, specifies the internal quality assurance mechanisms and assessment tools used for internal quality assurance, with the aim of refining and improving the implementation of educational programs. Along with the "Mechanisms of Quality Assurance and Procedures for the Use of Assessment Results" regulation, the accreditation package (Annex 11 Program Quality Assurance) presents the "Guidelines for Conducting Satisfaction Surveys" of LLC "Central University of Europe". Additionally, documentation confirming surveys conducted by the HEI is presented, including student, staff satisfaction surveys, staff, thesis supervisor, exam process evaluation surveys, and documentation and analysis of learning outcomes assessment, stakeholder engagement, and study of similar programs. Information on staff development activities is also provided.

For the purpose of developing the quality of the educational process, the HEI has developed Auditory (classroom) Work Assessment Procedures and an Auditory (classroom) Work evaluation form. This assessment serves to facilitate the development of individuals involved in the teaching process, identify needs and areas for improvement, and define best practices among colleagues. The evaluation of auditory work is regular.

The period and frequency of attendance are divided into two main forms:

- **Scheduled attendance:** Carried out according to a pre-arranged schedule during each semester. As a rule, it is agreed upon with the lecturer in advance to assess the standard process of the study course.
- **Unscheduled (needs-based) attendance:** Such cases include:
    - Dissatisfaction or complaint expressed by students;
    - Low scores from student evaluation;
    - Initial monitoring of new, newly invited personnel;
    - Verification of the implementation of recommendations given during previous assessments (monitoring).

The monitoring and attendance of classroom work (lectures) are carried out by the following individuals:

- Representatives of the Quality Assurance Service;
- The dean of the relevant faculty or the deputy dean;
- Field specialists (colleagues invited to assess subject-specific competence);
- The Head of the educational program.

Based on the analysis of the results, ways for improvement are outlined, and opportunities and steps for support are planned. Repeat evaluation of classroom activities may be carried out. This contributes to the continuous improvement of the teaching process.

During interviews with students, graduates, academic and invited personnel, and the Quality Assurance Service, it was revealed that the university regularly conducts satisfaction surveys for students, academic and invited personnel, student evaluation of the study course and lecturer, student evaluation of exam processes, etc. In addition, graduate's surveys are conducted to refine educational programs. The Quality Assurance Service regularly studies the academic performance of educational program students and analyzes it against the data of the student ranking scale developed by the European Credit Transfer and Accumulation System (ECTS).

The data from conducted research and surveys are used for the development of educational programs, teaching-learning and examination processes, support for scientific activities, and the development of organizational management mechanisms. Responses to survey results are made by the relevant structural unit. Control over the implementation of implemented and planned measures/processes is carried out by the Quality Assurance Service in coordination with the relevant curator Vice-Rector.

For the development and refinement of educational programs, the HEI periodically compares the program with local and international universities with similar programs. Participants in the self-assessment group confirmed that they studied similar programs during the development and improvement process of the educational program and used their experience when developing the program presented.

The evaluation of academic and invited personnel is carried out in accordance with the Rule for the Evaluation of Academic and Invited Personnel. The scientific-research activities, professional development, and academic activities of the academic personnel are evaluated, as well as the professional development and academic activities of the invited personnel.

The evaluation is carried out according to the criteria defined in the relevant assessment instrument, which are also known to the assessed persons in advance. The assessment results are used to determine personnel development needs, plan support opportunities, and encourage personnel.

**Evidences/Indicators**

- Procedures for the Planning, Development, Approval, Improvement, Modification, and Cancellation of Educational Programs;
- Mechanisms of Quality Assurance and Procedures for the Use of Assessment Results;
- Guidelines for Conducting Satisfaction Surveys;
- Rule for the Evaluation of Academic and Invited Personnel;
- Conducted surveys;
- Interview results.

**Recommendations:**

N/A

Suggestions for the Programme Development

N/A

**Evaluation**

| Component | Evaluation |
|---|---|
| 5.3. Programme monitoring and periodic review | Complies |

Attached documentation (if applicable):

Signatures:

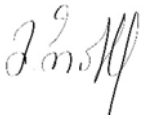
Chair of Accreditation Expert Panel

Sokratis Katsikas

Accreditation Expert Panel Members

Nani Arabuli

Mariam Razmadze



Nino Jojua

Tamar Tkhelidze