NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Program

Business Informatics, Master Program

St. Andrew the First-Called Georgian University of Patriarchate of Georgia

30 August, 2023

Report Submission Date

Tbilisi

Contents

Information about a Higher Education Institution [1]

Name of Institution Indicating its Organizational Legal Form	St. Andrew the First-Called Georgian University of the Patriarchate of Georgia
Identification Code of Institution	205233022
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Seifedine Kadry – Noroff University College, Norway
Member (Name, Surname, HEI/Organisation, Country)	Manana Khachidze – LEPL Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Maksim Iavich – LLC Caucasus University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Tamta Tskhovrebadze – LLC International Black Sea University, Georgia
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[1] In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education program

Name of Higher Education Programme (in Georgian)	ბიზნეს ინფორმატიკა
Name of Higher Education Programme (in English)	Business Informatics
Level of Higher Education	Master degree
Qualification to be Awarded[2]	SANGU: ინფორმატიკის მაგისტრი/Master of Science in Informatics Northern Kentucky University: ბიზნეს ინფორმატიკის მაგისტრი/Master of Science in Business Informatics
Name and Code of the Detailed Field	Software and Applications development and analysis 0613
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	----
Language of Instruction	English
Number of ECTS credits	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the program admission (in the case of an art-creative and/or sports educational program, passing a creative tour/internal competition, or in the case of another program, specific requirements for admission to the program/implementation of the program)	---

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[2] In case of implementing a joint higher education program 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 Program[4]**

The implementation of the Joint International Master Programme in Business Informatics is planned in collaboration with SANGU and the University of North Kentucky, which is one of the best and most successful centers in the United States in the field of Informatics. The study process will be conducted in English by Georgian and American professionals. American lecturers will visit SANGU during the study process and students of the program will undergo internship at University of North Kentucky. The program consists of 120 credits and its standard duration is 4 semesters (2 years). Programme Graduates will receive master's degrees from both universities (in the field of Informatics and Business Informatics).

▪ **Overview of the Accreditation Site Visit**

The Self-Evaluation Report and associated documents were sent to the expert panel on 3 July 2023. The panel met for a planning session (virtually) on 5th of July 2023, and the visit took place on 5th and 6th of July 2023. Four of the panel members were present physically in Georgia, one (Chair) attended virtually. The new master program at SANGU jointly with UNK was reviewed remotely on 5th of July and site visited by the same team on 6th of July.

Day 1: An intensive and comprehensive meeting was conducted with academic staff, administrative staff, and quality assurance offices from both universities. A meeting with the students, employers, and alumni was conducted for SANGU university.

Day 2: A visit was conducted to examine the SANGU university resources in terms of classrooms, computer labs, and library resources.

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

Standard 1:
Components 1.1 - 1.5 Substantially Complies with Requirements

Standard 2:
Components 2.1, 2.2, 2.4 Complies with Requirements
Components 2.3 Substantially Complies with Requirements

Standard 3:
Components 3.1 Complies with Requirements, 3.2 Substantially Complies with Requirements

Standard 4:
Components 4.1-4.5 Complies with Requirements

Standard 5:
Components 5.1-5.3 Complies with Requirements

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[4] When providing general information related to the program, it is appropriate to also present the quantitative data analysis of the educational program.

- **Recommendations**

Recommendation for standard 1.1.

1. The program needs to refine the wording in the PROGRAM GOALs to clearly reflect the specificity of the field of study, and level and educational program.
2. The program needs to unify their PROGRAM GOALs, as we found some discrepancies between the ones in the self-assessment report and the program description document, that need to be unified.
3. The objectives of the program and the qualifications awarded by the Georgian university should be in accordance with the national qualification framework of Georgia.

Recommendation for standard 1.3.

4. Improve the defined mechanism for evaluation of the PLOs.
5. Develop an assessment mechanism for PLOs to map out when (semester) and how (eg quiz, exam, homework…) PLOs will be assessed in core courses. Additionally, another table should be created that reflects the alignment of course learning outcomes and PLOs.. A list of actions to take when a PLO is not met must be defined.

Recommendation for standard 1.4.

6. Revise the qualification awarded by SANGU to "Master of Information Systems" or update the curriculum of the second year accordingly.
7. In order to meet the qualification requirement for the title MS in informatics, we suggest two possible scenarios, scenario 1: Keep the courses as the program describe them and change the title to "Master of Information Systems", scenario 2: replace three courses from the second-year core courses with the three courses from elective course 4 (see program description page 8) and keep the title as "Master in Informatics".
8. We suggest also adding the Business Analytics course as a pre-requisite for Data Science and Machine Learning for Business courses.

Recommendation for standard 1.5.

9. Some Syllabi are general without details of coverage and the link between the course learning outcomes and PLOs is unclear. We recommend updating the current syllabi accordingly.

Recommendation for standard 2.3

10. Develop a detailed protocol for all distance courses: delivery platform, assessments, counseling, grading…etc.

Recommendation for standard 3.2

11. Students must offer lectures on Research skills, and clear descriptions of the Master thesis must be developed. For the master thesis of other program, we notice they are short with couple of references which is below the standard of research master thesis. The rubric to assess the master thesis is not comprehensive and needs to be restructured.

12. SANGU university has to develop a mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of the master thesis, which ensure the effective implementation and development of the supervision/ co-supervision process.

- **Suggestions for Program Development**

    o The program needs to unify their PROGRAM GOALs, as the expert panel found certain discrepancies between the ones in the self-assessment report and the program description document, that needs to be unified.

    o The program identifies nine Program Learning Outcomes (SLO1-9) that describe knowledge, skills, responsibility, and autonomy that students gain upon completion of the program. We found a little discrepancies between the ones in the self-assessment report and the program description document, what needs to be corrected.

    o None of the measurable verbs from the top level of Bloom's Taxonomy were used and therefore, the suggesttion is to use at least one verb from that level to match the program level.

- **Brief Overview of the Best Practices (if applicable)⁵**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

Committee feedback on the "Argumentative Position" Regarding the Draft Report on Joint Master's Educational Program in Business Informatics:

The experts committee would like to thank the SANGU university for their feedback on our report. After consulting the CS2023 (ACM/IEEE-CS/AAAI Curricula), the committee reconfirmed that the current proposed curriculum for the new Master's degree belongs to the information systems; therefore the recommendation 2 remains unchanged:

Recommendation 2: In order to meet the qualification requirement for the title MS in informatics, we suggest two possible scenarios: Scenario 1: Keep the courses as the program describes them, and change the title to "Master of Information Systems." Scenario 2: Replace three courses in the second-year core courses with the three courses from elective course 4 (see program description page 8) and keep the title as "Master in Informatics."

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

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⁵ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

III. Compliance of the Programme with Accreditation Standards

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

A program 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 program. The content and consistent structure of the program ensures 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 program, and define the set of knowledge, skills and competences a program aims to develop in graduate students. They also illustrate the contribution of the program to the development of the field and society.

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

In collaboration with North Kentucky University (NKU), one of the top and most productive institutes for informatics in the United States, St. Andrew Georgian University (SANGU) plans to implement the Joint International Master Programme in Informatics.

In agreement with the National Center for Educational Quality Enhancement, the Ministry of Education and Science of Georgia granted a letter of consent for the implementation of the joint Master Programme in English. In collaboration with Northern Kentucky University (USA), an interdisciplinary curriculum called "Master of Science in Informatics" was created. As the field of information technology continues to evolve rapidly, students will receive contemporary instruction to develop highly skilled individuals. By providing professionals with practical experience and theoretical competencies in corporate information systems and management, system thinking, and information and communication technology decision-making, the program prepares them for the national and international labor markets need following the standards. Consequently, they can take part in international and interdisciplinary projects.

The program identifies four Program Objectives (PROGRAM GOAL1-4) that are consistent with the SANGU mission and envisages the awarding of two diplomas by Northern Kentucky University and SANGU. The qualifications to be awarded are different according to the legislation in place in each country. The degree awarded by the Georgian side is not in full compliance with the goals - usually, the objectives of the program corresponding to the Master of Informatics are more general and not very focused on specific field, i.e. Information Systems. The title and objectives of the program are in line, but it is necessary to bring the Georgian part of the diploma into line with the qualifications to be awarded.

Informatics is the study of computational systems. According to the ACM Europe Council and Informatics Europe, informatics is synonymous with computer science and computing as a profession, in which the central notion is transformation of information.

The field of **Business Informatics** explores the interplay between technology, business, and society. Business informatics utilizes information management tools for the processing, management, and analysis of data that relates to business.

Information Systems degree instructs students in how to apply technology to a business setting. BI shows similarities to information systems (IS), which is a well-established discipline originating in North America.

Master of Informatics is defined as the qualification awarded by the program for the Georgian University. In terms of content (according to the number and content of mandatory subjects – 7 subjects: **Information Systems**

in Organizations, Systems Analysis and Design, Information Technology Project Management, Business Analytics, Corporate IS Management, Strategic Business Management, Business Law), the qualification to be awarded corresponds to "Information Systems". According to the national qualification framework of Georgia, "Informatics" and "Information Systems" correspond to the same level. That is why the qualification should be chosen, which is more in line with the goals and content of the program).

Information about the objectives and overall features of the program are public and accessible through the institutional website. During the interviews, all the participant stakeholders reveal themselves to be aware of the institutional goals and comprehend their role in the general strategy.

Evidences/Indicators

- o SANGU Mission: https://sangu.edu.ge/geo/article/universitetis-misia;
- o SANGU Strategy: http://dl.sangu.edu.ge/pdf/debulebebi/strategia.pdf
- o Self-assessment report
- o Interviews with the management staff, the Quality Assurance units, the academic and invited staff, the students, the graduates, and the employers.

Recommendations:

- o The program needs to refine the wording in the PROGRAM GOALs to clearly reflect the specificity of the field of study, and level and educational program.
- o The program needs to unify their PROGRAM GOALs, as we found some discrepancies between the ones in the self-assessment report and the program description document, that needs to be unified.
- o The objectives of the program and the qualifications awarded by the Georgian university should be in accordance to the national qualification framework of Georgia.

Suggestions for the Programme Development

- o The program needs to unify their PROGRAM GOALs, as the expert panel found certain discrepancies between the ones in the self-assessment report and the program description document, that needs to be unified.

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	☐	X	☐	☐

1.2 Programme Learning Outcomes

➢The learning outcomes of the program are logically related to the program 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 program.

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

Most of the program learning outcomes [PLO] of the joint Master Programme describe the knowledge, skills, responsibility, and autonomy that a student should acquire upon completion of the program. They are logically related to the goals of the program and the features of the field of study. The program creates a clear map between the nine PLOs and the four PROGRAM GOALs.

According to the requirements of the Master's level of the Higher Education Qualifications Framework, the programme's scope, admission requirements, programme goals and outcomes, methods of achieving learning outcomes and the student knowledge assessment system, areas of employment for graduates, courses offered by the curriculum and their syllabi, and other additional information are prepared. Obtaining the required master's level yields results. The right assessment components, techniques, and criteria will be used to determine the degree of achievement of the programme's learning outcomes. The PLOs are aligned with the field of study and meet the labot market demand.

We found some discrepancies between the ones in the English version self-assessment report and the program description document. According to the University, this is a technical error in translation. When preparing bilingual documentation, a detailed comparison should be made to eliminate such misunderstandings.

Evidences/Indicators

- o   Self-assessment report
- o   Interviews with the management staff, the Quality Assurance units, the academic and invited staff, the students, the graduates, and the employers.
- o   The Syllabi
- o   Program descriptions document

Recommendations:

Suggestions for Programme Development

- • When preparing bilingual documentation, a detailed comparison should be made to eliminate such misunderstandings.

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➢ Evaluation mechanisms of the program learning outcomes are defined; the program 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 program.

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

The master's program description in Informatics provides a mechanism to assess the program's learning outcomes following the institution's guidelines for evaluating learning results. To evaluate learning outcomes, data is gathered, a special commission analyzes them, and learning outcomes are quantified. The two HEIs has appropriate mechanism for the evaluation of the learning outcomes, according to its regulations and standards for accreditation. The evaluation group is suitably organized with members with diverse roles to get comprehensive views. The methods, including direct and indirect mechanisms on a regular basis, are appropriate. Feedback schemes are sufficient and very well crafted. The program has appropriate benchmarks for each learning outcome. The two HEIs ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the program. The scheme of the evaluation includes the relationship between the program's learning outcomes, mandatory courses of the program and the research component. Besides, the following methods of information gathering are utilized for the assessment process: self-evaluation of graduates (how they will evaluate the outcomes they have achieved); assessment of the skills of graduates by employers; grade point average (GPA) of graduates; analysis of the final evaluation of bachelor theses; alumni employment rates.

The program staff gets assistance in the development of skills necessary for elaboration, measurement, and analysis of the learning outcomes; the evaluation of the learning outcomes of the program with the teaching course/research component is supposed to be performed after the completion of the teaching course and the research component. Therefore, consistency and periodicity, as well as the peculiarities of the study area and education level are properly considered. The two HEIs ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes.

However, it is necessary to improve the mechanism of evaluation of PLO. Most of the PLOs are defined using measurable verbs and that will help in their assessments, two PLOs (SLO6 and SLO9) need to be revised to include a measurable verbs. None of the measurable verbs from the top level of Bloom's Taxonomy were used and therefore, the recommendation is to use at least one verb from that level its math the program level.

The program defined a mechanism for evaluation of the PLOs, however a table would be useful to be built that map where (i.e., courses), when (i.e., semester), and how (i.e., quiz, exam, homework…) each PLO will be assessed with the core courses. Another table to map course learning outcomes and PLOs would be suggested to be created. A list of actions to take when a PLO is not met must be defined.

Evidences/Indicators

- o   Self-assessment report
- o   Interviews with the program directors, the Quality Assurance units, academic staff
- o   The Syllabi
- o   Program descriptions document
- o   Quality Assurance Mechanisms
- o   Survey reports and forms
- o   Program development group working minutes
- o   Curricula map

Recommendations:

- o   Improve the defined mechanism for evaluation of the PLOs.
- o   Develop an assessment mechanism for PLOs to map out when (semester) and how (eg quiz, exam, homework…) PLOs will be assessed in core courses. Additionally, another table should be created that reflects the alignment of course learning outcomes and PLOs.. A list of actions to take when a PLO is not met must be defined.

Suggestions for the Programme Development

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Evaluation

Please, evaluate the compliance of the program with the component.

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	☐	X	☐	☐

1.4. Structure and Content of Education Programme

➤ The Programme is designed according to HEI's methodology for planning, designing, and developing education programs.

➤ The Programme structure is consistent and logical. The content and structure of the program ensure the achievement of program learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the program.

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

The program is developed using the methodology of planning, elaboration, and development of SANGU educational programs. The informatics master's program is structured in compliance with Georgian legal regulations and the European credit transfer system, and it comprises 120 ECTS credits, which are distributed as follows: 66 credits - mandatory subjects of the specialty, 24 credits - optional subjects of the specialty, 30 credits - research project. The program's typical study period is two years. Students complete the compulsory and elective courses given by NKU in their first year of study, and the SANGU teaching and research component/research project is the only focus of their second year of study.

Although the structure and content of the program ensure that the objectives are achieved, there is a discrepancy with the qualification awarded by SANGU. Master of Informatics is defined as the qualification awarded. In terms of content (according to the number and content of mandatory subjects), the qualification to be awarded corresponds to "Information Systems". According to the national qualification framework of Georgia, "Informatics" and "Information Systems" correspond to the same level.

The program's typical study period is two years. Students complete the compulsory and elective courses given by NKU in their first year of study, and the SANGU teaching and research component/research project is the only focus of their second year of study. A wide range of stakeholders participated in the open, transparent process of creating the Business Informatics Master's program, and multiple mechanisms were used to assure the program's publicity and informational accessibility.

Evidences/Indicators

- o Methodology for planning, elaborating and development of educational programs, rules and procedures for approval, making amendment and cancellation of the program.
- o Review and evaluation of international practice;
- o Protocols of the working meetings for the development of the program.
- o Description of the educational program.
- o Syllabi.
- o Self-assessment report
- o Interview with the academic staff and program directors.

Recommendations:

- o Revise the qualification awarded by SANGU to "Master of Information Systems" or update the curriculum of the second year accordingly.
- o In order to meet the qualification requirement for the title MS in informatics, we suggest to possible scenarios, scenario 1: Keep the courses as the program describe them and change the title to "Master of Information Systems", scenario 2: replace three courses from the second-year core courses with the three courses from elective course 4 (see program description page 8) and keep the title as "Master in Informatics".

- We suggest also adding the Business Analytics course as a pre-requisite for Data Science and Machine Learning for Business courses.

Suggestions for the program development

- None of the measurable verbs from the top level of Bloom's Taxonomy were used and therefore, the suggesttion is to use at least one verb from that level to match the program level.

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	☐	X	☐	☐

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 program.
➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the program.

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

In developing the program's educational components, the informatics program learning outcomes served as the starting point, and the specific outcomes of the training courses were developed based on them, as evidenced by the map of correspondence between the program's learning outcomes and its components.

It facilitates the process of internal, external, and international mobility by giving each study course a multiple of six credits. This makes it easier for students to plan their studies, streamlines the technical aspects of implementing a joint international program, and simplifies the process. To ensure that the number of credits reflects the number of contact and independent work hours, the complexity, nature, specificity, and volume of the material that students must process are considered during course planning and syllabus development. When selecting material for processing, students are also considered. Some syllabi require more details about the topics/subtopics, like Data Science and Machine learning courses, and others.

The quality assurance and strategic development department will monitor the workload or distribution of contact and independent work hours following the start of the Informatics Master's program with questionnaires, student surveys, and focus groups.

Evidences/Indicators

- o Description of the educational program.
- o Syllabi.

Recommendations:

- o Some Syllabi are general without details of coverage and the link between the course learning outcomes and PLOs is unclear. We recommend updating the current syllabi accordingly.

Suggestions for the program development

- o Non-binding suggestions for program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	☐	X	☐	☐

Compliance of the Programme with the Standard

	Complies with requirements	☐
1. Educational programme objectives, learning outcomes and their compliance with the programme	Substantially complies with requirements	X
	Partially complies with requirements	☐
	Does not comply with requirements	☐

2. Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the program, 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 program.

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

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

Universities have experience in implementing joint programs. They already have a similar management program in place. Similarly, to the currently running program, there are clearly defined program admission procedures that are appropriate, transparent, fair, public, and accessible, and ensure that people with the appropriate knowledge and skills are included in the program to achieve the program's learning outcomes. The prerequisites for admission to the Master's program in Business Informatics were created in close collaboration with Northern Kentucky University and took into account the specificities and needs of Business Informatics at both partner universities. The conditions were decided upon through a series of online sessions, and the agreement's outcomes were reflected in the contract that the two institutions ultimately signed. Georgian citizens must meet the following requirements in order to enroll in the Business Informatics master's program: a bachelor's degree with a minimum GPA of 2.5 out of 4, the unified Master's exam, an internationally recognized certificate attesting to English language proficiency at the B2 level (IELTS, TOEFL, or Duolingo), or approval in a joint test administered by SANGU Examination and examination/interview by NKU in the specialty. The candidate must demonstrate their understanding of the fundamentals of programming and algorithms during the entrance exam or interview in order to ensure that the Master's program in Business Informatics' learning objectives are met.

Evidences/Indicators

- o Description of the educational program.
- o Self-evaluation report.
- o Interview results.

Recommendations:

- o N/A

Suggestions for the program development

- o Non-binding suggestions for the program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

2.1 Programme Admission Preconditions	X	☐	☐	☐

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 program learning outcomes.

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

The development of practical skills is provided for in separate training courses by performing specific practical projects/assignments, laboratory/practical works.

According to the requirements of the master's degree, the program's framework strikes a balance between theoretical and practical instruction, as well as educational elements that foster practical and research skills. The development of this strategy was influenced by two factors: the current legal requirements for the master's degree in relation to the research component and the advice of the program's sectoral council members.

The following training programs are designed to help students in the Business Informatics program

strengthen their practical abilities: Database Management Systems, Information Technology Project Management, Blockchain for Business, Information Security and Management, Corporate Information Systems Management, Network Science (or Data Communication and Network Security), Enhanced Basic Computing Technologies Course and Intensive Python for Business Informatics. Other courses in the program contain practical elements that aid in the development of practical and research abilities, such as practical classes, laboratory work, and group projects, presentations, and papers.

Despite the lack of an independent practice component in the program's structure, Sangu maintains tight ties

with a number of potential employers, making it possible to hire program graduates who have applied for

certification in a variety of ways.

The institution has a "research funding rule" that encourages participation in international events and scientific research.

The presented program is new, therefore experts interviewed students and graduates of other programs. From the interview, it became clear that students are given the opportunity to participate in student conferences and various events of the institution.

Evidences/Indicators

- Description of the educational program.
- Self-evaluation report
- Interview results
- Syllabi

Recommendations:

- N/A

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Suggestions for the program development

- o Non-binding suggestions for the program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	X	☐	☐	☐

2.3. Teaching and Learning Methods

The program is implemented by using 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 Program's Compliance with the Requirements of the Component of the Standard

The teaching-learning methods used in most training courses in the program are diverse and are selected considering the specifics of these training courses. Verbal, book work, written work, demonstration, practical case analysis, problem-based teaching, inductive, deductive, analysis, synthesis, group work, collaborative, heuristic, action-oriented, comparative methods are used in the learning process in accordance with a specific educational task.

The study of each training course involves the use of several methods - taking into account the specificity of the content of the training course, the goals and results of the training course. Due to the field specificity of the program, practical case analysis and problem-based teaching methods are widely used, which are reflected in the syllabi of specific training courses. The following factors were considered when choosing the teaching and learning techniques: the uniqueness of the master's degree level, the emphasis on the growth of research and practical skills, suggestions that corresponded to the sectoral characteristics of higher education in information and communication technologies, the uniqueness of the direction of business informatics, and the best international practices, which the partnership with NKU provided.

The program includes the use of e-learning. In addition, for the most part, involvement in the educational process with the participation of the US partner university involves distance (online) learning. In the program and in the presented material, the specific procedure in what form (scenario) the distance learning will be carried out, is not presented. It is necessary to describe the procedures for conducting such training courses at the initial stage - the software platform that will be used for teaching, the procedure for providing information, the procedure for evaluations, etc.

SANGU offers student-centered education by involve and consider of students opinions during program development and updating, flexible curriculum (choice of subjects, mobility, and opportunity to receive prior education), interactivity of the teaching process and effective.

The ability to create an individual curriculum tailored to the needs of the student and other necessary issues, as well as the various demands, needs, and academics of the student, makes it especially simple to take into account the unique needs of each student.

Evidences/Indicators

- o Description of the educational program.
- o Syllabi.
- o Self-assessment report

Recommendations:

- o Develop a detailed protocol for all distance courses: delivery platform, assessments, counseling, grading…etc.

Suggestions for the program development

- o Non-binding suggestions for the program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	☐	X	☐	☐

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 Program's Compliance with the Requirements of the Component of the Standard

Student evaluation in SANGU is carried out in accordance with the principles, rules and procedures defined by the educational process regulation, which is based on the order of the Minister of Education and Science of Georgia N3, 05.01.07.

Evaluation components and methods are fair to every student, transparent and complies with existing legislation. The evaluation components and methods are published and known to students in advance, syllabi are posted on students' electronic portal and, they receive guidance before starting courses and before exams.

Evaluation components and methods are appropriate for the course and its learning outcomes. To determine the level of achievement of the learning outcomes of each course, institution has defined appropriate assessment methods and approaches for each learning outcome, the selection of which considered the Level of studies and specificity of Master programs. During evaluation, students will receive feedback on their strengths and

weaknesses, and they will be informed to what extent they achieved learning outcomes, the institution expressed its readiness to monitor the achievement of students' learning outcomes.

In SANGU students have the right to appeal their examinations grades. An appeal commission is set up to appeal the results of the midterm and final exams, which is headed in accordance with the rules approved by the Rector. Component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- o Description of the educational program;
- o Syllabi;
- o Self-assessment report

Recommendations:

- o N/A

Suggestions for the program development

- o Non-binding suggestions for program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	☐	☐	☐

Compliance with the program standards

2. Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	☐
	Substantially complies with requirements	X
	Partly complies with requirements	☐
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

The program 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 and doctoral students.

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 program.

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

During the online interview with the students (this program doesn't have students yet, so we talked to the students from different programs) and alumni of SANGU some aspects became clear. First, students mentioned that they have active communication with their lecturers about different issues, it can be about consultation hours, especially during the exam they have meetings with the lecturers and get useful support/information from them. But there's one thing that could be improved. Lecturers don't have written consultancy hours in the syllabi. I think it's better if they provide students with syllabi which include specific consultancy hours so that they know exactly when their lecturers are available to get some kind of support from them.

One more thing that should be highlighted is the fact that students can choose suitable exam dates for any subject and the tests are changed every time. Exams are held in the exam hall which is equipped with appropriate tools to block signals of devices and there are cameras which are recorded so in case of some complaint's students can double check what they have problem with.

Furthermore, students have access to the library which offers students every necessary materials they need for their studies and in case if they need any book which is not in the library, they can ask them to buy that book and the librarian will discuss the issue and buy the book.

Furthermore, students mentioned that they are usually informed about different projects and conferences, and they have attended some of them, although not all of them have participated as presenters, some of them just attending conferences.

Students regularly receive questionnaires from universities to assess teaching and studying processes and lecturers of specific subjects. One of the students mentioned that in case they have some problem with a lecturer or with the course they feel free to address the program coordinator about the issue and deal with it, that child also brought a specific example of her friends who studies on the same program as her.

During the university years students also receive information about vacancies in different companies. Some of the alumni mentioned that they started working when they were in junior year. What's more they keep in touch with the lecturers and if they need some help from the university even after graduation, they are supported by them. One of the alumni mentioned that when he graduated from SANGO, he started working in one of the companies and needed some material to look through the theoretical parts since he had forgotten some things and he received that help from university.

After talking with the employers, they mentioned that they are involved in the process of choosing appropriate subjects that they think are useful when students start working but they still had some suggestions about some subjects which students need to gain skills in before start working.

Evidences/Indicators

- o   Interview with students
- o   Interview with employers
- o   Self – evaluation report

Recommendations:

- o   N/A

Suggestions for Programme Development

- o   It would be better if lecturers included office hours in their syllabi.

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.
➢ Within master's and doctoral programs, the ratio of students and supervisors enables us to perform scientific supervision properly.

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

During the master thesis students choose topics and then one lecturer who helps them through the process. Meeting with the lecturers is an active process and they can approach the supervisors anytime. There is one thing that should be improved. Students are required to work on their master's Thesis, but they don't cover any research methodology topics which is responsible for developing/familiarizing students with research skills, how to find reliable sources, how to cite sources and use citations and references correctly. It would be difficult for students to work on the Thesis and at the same time is not familiar with specificity of research skills. According to the internal regulations of SANGU, the supervisor of a graduate student: Assists the master's student to choose a research topic, Systematically consults the master's student regarding the research plan, progress and format of the thesis, Conducts individual meetings, the duration of which depends on the specifics of the research material, Provides the master's student with materials around the topic, assists in finding necessary literature, Promotes the participation of the master's student in scientific conferences, and Supports the master's student in obtaining grants. There is no mechanisms for evaluating the quality of the activities of

the supervisor and co-supervisor of the master thesis, which ensure the effective implementation and development of the supervision/ co-supervision process.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	**0**
Number of master's/doctoral students	**0**
Ratio	**0**

Evidences/Indicators

- o   Interview with students
- o   Syllabi

Recommendations:

- o   Students must offered lectures on Research skills, and clear descriptions of the Master thesis must be developed. For the master thesis of other program, we notice they are short with couple of references which is below the standard of research master thesis. The rubric to assess the master thesis is not comprehensive and needs to be restructured.
- o   SANGU university has to develop a mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of the master thesis, which ensure the effective implementation and development of the supervision/ co-supervision process.

Suggestions for the program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	☐	X	☐	☐

Compliance with the program standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational program ensure sustainable, stable, efficient and effective functioning of the program 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 program learning outcomes.
➤ The number and workload of program 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 program sustainability.
➤ The Head of the Programme possesses necessary knowledge and experience required for program elaboration, and also the appropriate competences in the field of study of the program. He/she is personally involved in program implementation.
➤ Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

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

A total of fourteen people is involved in the implementation of the undergraduate educational program of business informatics, eight of whom represent NKU, and 6 - SANGU. The number of academic staff involved in the implementation of the program is 10 (professor - 3; associate professor - 2; assistant professor - 5, including affiliated Professor - 1, Affiliated Associate Professor - 1, Affiliated Assistant Professor - 1. The program includes 4 invited staff selected on professional grounds. By working on books/manuals, involvement in scientific grant projects, international cooperation, and participation in international conferences. The program is managed by one local and one foreign staff member. They have the necessary experience and scientific works for the development of the program. They are directly involved in the development and implementation of the program. They have close contacts with foreign universities and scientific institutes, which is a good basis for the internationalization of the program. The students of the program are provided with the appropriate number and appropriate competence of administrative and support staff. The qualifications of administrative and support staff correspond to the functions to be performed by them. The academic staff have the necessary credentials to supervise the programme, as shown by their five-year track record of scientific accomplishments. In specifically, the business informatics master's programme participants had a 131 scientific/research index during the past five years, including: publications in regional journals - 9, papers published in international journals - 58, reports

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made in international conferences - 49, indicator of other scientific/research activities - 15. It should be mentioned that SCOPUS includes articles written by staff members who are active in the Business Informatics Master's Programme. The workload plan of academic and invited staff is updated every semester and takes into consideration the relevant (educational, scientific, etc.) duties. The plan considers their workload at another universities when calculating their workload (if any). The workload scheme for academic and invited staff is renewed each semester, takes into account the workload of the personnel in all HEIs, where he holds an academic/research position or cooperates with them as invited personnel. Personnel workload includes weekly working hours in the classroom and consulting hours, time spent on preparing exam tasks and correcting papers, supervision of qualification thesis and practice, participation in the program development process, various types of scientific activities, etc. The guidelines for writing, defending, and evaluating the master's thesis, as well as the master's supervisor's job description, govern the timely and excellent completion of the research component.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	10	10	9	3
- Professor	3	3	3	0
- Associate Professor	2	2	2	0
- Assistant-Professor	4	5	4	0
- Assistant	0	0	0	0
Visiting Staff	4	3	0	0
Scientific Staff	0	0	0	0

Evidences/Indicators

- o   Educational program
- o   Syllabus of training courses
- o   List of program implementing staff according to courses
- o   Personnel files and CVs
- o   Information reflected in the higher education management information system.
- o   Rules for developing and implementing the educational program (functions and duties of the head of the program)
- o   Methodology for determining the number of academic, scientific, and guest personnel of the program.
- o   Job descriptions of administrative staff, their functions, and duties
- o   Results of the interview conducted during the accreditation visit

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

Recommendations:

- o N/A

Suggestions for Programme Development

- o Non-binding suggestions for program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

The Master's and Doctoral 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 Program's Compliance with the Requirements of the Component of the Standard

A total of fourteen people is involved in the implementation of the undergraduate educational program of business informatics, 10 of these are academic and 4 are visiting staff who have the appropriate qualifications to guide graduate students in Business Informatics, as evidenced by their academic performance over the past five years. In particular, the scientific/research rate of people involved in the business informatics master's program in the last 5 years is 131. Among them: papers published in local journals - 9, papers published in international journals - 58, reports made in international conferences - 49, rate of other scientific/research activities – 15. It should be noted here that articles published by staff representatives involved in the Business Informatics master's Program are indexed in SCOPUS. The university has developed transparent qualification requirements for the supervisor / co-supervisor, which correspond to the requirements of the Master level supervision and respond to the specifics of the programme and international best practice.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis	14	9	3
- Professor	3	0	0
- Associate Professor	3	0	0

- Assistant-Professor	4	0	0
Visiting personnel	4	0	0
Scientific Staff	0	0	0

Evidences/Indicators

- o CVs and qualification documents of academic and visiting staff.

Recommendations:

N/A **Suggestions for the program development**

- o Non-binding suggestions for program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	X	☐	☐	☐
4.3 Professional Development of Academic, Scientific and Invited Staff				

➢ The HEI conducts the evaluation of program 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 Program's Compliance with the Requirements of the Component of the Standard

The university has an evaluation system for both academic and guest personnel. The following criteria are used in the evaluation process of academic and guest personnel: national and international, various publications, manuals, participation in national and international scientific grants, projects and events, management/organization of national and international scientific grants, projects, and events. The evaluation of the activities of the academic and visiting staff involved in the programs is also carried out by monitoring the conducted classroom lessons and by surveying the students. For the development of academic and guest personnel, relevant events are periodically carried out in the university. The university provides professional training courses, financing/co-financing of certificate/study trips/qualification raising courses. In addition, the employee can apply to the university with a substantiated application and request the financing of courses necessary for his professional development, as well as in order to promote scientific and research activities, it is

possible to finance publication of an article in a local and international refereed scientific journal, printing a scientific work (book, monograph, dictionary, encyclopedia, etc. participation in scientific events abroad (conference, workshop, symposium, etc. organization of international scientific events at the university etc.

Evidences/Indicators

- o Regulation of the Sangu Administration and Human Resources Management Service.
- o Regulation of Scientific Research and Development Service.
- o Employee evaluation questionnaire (not for managerial positions);
- o Student survey questionnaires.
- o the results of the staff performance evaluation and satisfaction survey.
- o student survey results.
- o Research funding rules.
- o Personal files of supervisors and co supervisors
- o Scientific activities
- o Results of the interview

Recommendations:

N/A **Suggestions for the program development**

- o Non-binding suggestions for program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X	☐	☐	☐

4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving program learning outcomes.

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

The material and technical base of the university is used for the implementation of the program. The university has all the conditions for the successful implementation of the program. Namely: study halls with appropriate

technical equipment, work spaces are arranged in the library, where students have the opportunity to use computers, free spaces, etc. The American component will be implemented in a hybrid format. The libraries have all the necessary literature - all the basic literature specified in the syllabuses of the subjects defined by the program, both in book form and partly in electronic form. Students have the option to request and receive them. If they wish, they can order copies of the pages they need on the spot. International scientific databases are available for university employees and students, through which they can get acquainted with modern publications. In addition, the library also offers online services to students through Gmail and Facebook channels. The university is a member of the Consortium of Georgian Libraries, which in turn is a member of the international consortium ELFE. Based on the signed agreement, the university has access to electronic scientific databases. The university has special ramps and adapted sanitary units for disabled people; For the implementation of the mentioned program, it is important to have the relevant infrastructure (computer classes and laboratories, etc.), which is completely sufficient for the implementation of the program.

Evidences/Indicators

- o   The contract signed with the consortium of libraries of Georgia.
- o   Library Statute.
- o   Regulations of the Information Technology and Electronic Resources Regulation Service.
- o   Procurement documentation
- o   Library, electronic library, and documentation of access to scientific bases
- o   Visual inspection
- o   Actual situation.

Recommendations:

N/A **Suggestions for the program development**

- o   Non-binding suggestions for program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	☐	☐	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in the program/faculty/school budget is economically feasible and

corresponds to the program needs.

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

The institution presents the program budget, which lists the sources of income and incurred expenses. Expenses include academic, visiting, and administrative staff wages and incentives, as well as staff participation in conferences, publication of scientific articles, sports and extracurricular activities, scholarships, and benefits.

The financial support of the Master's program in Business Informatics is provided from the budget of the School of Business, Computing and Social Sciences, which is a constituent part of the budget of SANGU, which ensures the financial sustainability of the program.

Evidences/Indicators

- o   Business Informatics Master's Program Budget;
- o   Analysis of the labor market and employers' requirements
- o   Description of the educational program
- o   Self-Assessment Report
- o   Program budget
- o   Results of the interview

Recommendations:

N/A **Suggestions for the program development**

- o   Non-binding suggestions for the program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	☐	☐	☐

Compliance with the program standard

	Complies with requirements	X
4. Providing Teaching Resources	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

To enhance teaching quality, programs utilize internal and external quality assurance services and also, periodically conducts program monitoring and program review. Relevant data is collected, analyzed, and utilized for informed decision making and program 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 program quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for program improvement.

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

Internal Quality Assurance mechanisms at SANGU are defined by the regulation of the Quality Assurance Office. Internal quality assurance includes the systemic surveys and evaluations of curricula, services, and resources. QA Office focuses on annual surveys, involving all stakeholders to analyze assessment results to maintain effective monitoring, identify objectives with strategic development and articulate development tendencies. In accordance with the evaluation of the submitted documents and accreditation visit findings, program evaluation is consistent at university and assessment results are generally utilized for program improvement. The broader joint program evaluation envisages the overall program evaluation process done separately by SANGU and by NKU. The NKU program evaluation process defines overall program evaluation in every 2 years; however, courses are evaluated constantly during the teaching process and after the completion. After the completion of the MA program, the team of quality assurance representatives and program directors from partner universities share the findings of the evaluation process.

Programme quality assurance is based on the PDCA - "plan –do – check - act" principle. Students, graduates, employers, academics, and invited staff are involved in the internal quality assessment process. The QA office cooperates and encourages the involvement of the program staff to ensure the constructive evaluation process, therefore, a self-evaluation report of the program is prepared with the involvement of academic and administrative staff. The NKU representatives have also been involved in the process. The self-assessment process and relevant task distribution among the working group has ensured identifying the weaknesses and relevant possibilities for future development.

Necessity-based and need assessment surveys are used by internal quality evaluation processes for purposively identifying the problems and ensuring quality improvement interventions. These surveys are targeted to identify

the necessities, needs, and wants of the students, as well as annual students and staff satisfaction surveys, are conducted for assessing the general administration of the program and availability of services.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Programme development group working minutes
- Interview results

Recommendations:

N/A **Suggestions for the program development**

- o It would be useful if both institutions work on shared QA assessment mechanism taking into consideration the specificities of the joint administration of the program, facilitate flexibility in course evaluation procedures, assessment loops and constant monitoring of QA processes.

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	☐	☐	☐

5.2 External Quality Evaluation

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

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

External quality assurance at SANGU is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University generally reviews recommendations and suggestions, and the findings are introduced to the heads of the programs for further consideration. The QA office ensures compliance of the developments with the received recommendations. As the program is new, the University expresses readiness to consider all findings during the accreditation process for the program improvement.

The program has been evaluated by the field expert from Sokhumi State University, identified the joint administration, structure and practical value as major strengths, along with the staff involved from both institutions. SANGU identifies developmental peer review as priority for further development, therefore, from 2023-2024 academic year piloting a peer review system has been planned.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Program development group working minutes.
- Analysis of the evaluation results of the master's program in Business Informatics
- Field Expert Evaluation

  o Interview results

Recommendations:

N/A **Suggestions for the program development**

  o Non-binding suggestions for the program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	☐	☐	☐

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 program improvement.

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

For program development and service improvement, the QA Office at SANGU ensures monitoring and periodic assessment. The assessment and evaluation process involves internal and external stakeholders. Surveys with academic and administrative staff, students, graduates, and employers are central tools for implementing strategic visions of the university. At the end of every compulsory course, students evaluate the course by completing a course evaluation form, in case of necessity focus groups are also organized. Satisfaction and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. Results of the evaluation process are distributed among the stakeholders and are used for the program improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and the evaluation results are used by the University administration to improve educational processes. The program benefits from the practice of sectoral council, consisting of program heads, representatives of the academic staff implementing the program, students and graduates of the related field, employers, and quality assurance Department representatives. The Sectoral council also ensures that the best international practices are considered in the program development process.

The HEI ensures benchmarking for the best available practices to develop a competitive and individual program. The program takes into consideration the experiences of the leading universities in the field - University of

Mannheim, Utrecht University, Riga Technical University, University of Belgrade, Corvinus University of Budapest, University of Canberra, Johannes Kepler University Linz.

Evidences/Indicators

- Self-Evaluation Report
- Quality Assurance Mechanisms
- Survey reports and forms
- Program development group working minutes.
- Analysis of the evaluation results of the master's program in Business Informatics
- Benchmarking document
- Interview results

Recommendations:

N/A **Suggestions for the program development**

- o Non-binding suggestions for the program development

Evaluation

Please, evaluate the compliance of the program with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	☐	☐	☐

Compliance with the program standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

Name of the Higher Education Institution: St. Andrew the First-Called Georgian University of Patriarchate of Georgia

Name of Higher Education Programme, Level: Informatics, Master Programme

Compliance with the Programme Standards

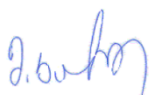| Evaluation / Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	☐	X	☐	☐
2. Teaching Methodology and Organization, Adequacy Evaluation of Programme Mastering	X	☐	☐	☐
3. Student Achievements, Individual Work with them	X	☐	☐	☐
4. Providing Teaching Resources	X	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	X	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel

Seifedine Kadry

Accreditation Expert Panel Members

Manana Khachidze

Maksim Iavich

Tamta Tskhovrebadze

Ia Butskhrikidze