



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Global Politics and Security Studies
Master's Programme

Caucasus International University LLC

Evaluation Date(s): 01.10.2024

Report Submission Date: 15.10.24

Tbilisi

Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Caucasus International University LLC
Identification Code of Institution	201951637
Type of the Institution	University

Expert Panel Members Natia Maghalashvili

Chair (Name, Surname, HEI/Organisation, Country)	Paulo Vila Maior, University of Coimbra, Portugal
Member (Name, Surname, HEI/Organisation, Country)	Tinatin Karosanidze, LTD, Free University of Tbilisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Zhana Sirbiladze, Project Manager, Zinc Network, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Talikadze, Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Natia Maghalashvili, , Black Sea 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)	გლობალური პოლიტიკა და უსაფრთხოების კვლევები
Name of Higher Education Programme (in English)	Global Politics and Security Studies
Level of Higher Education	Master
Qualification to be Awarded ²	Master of Security Studies
Name and Code of the Detailed Field	0312 Political Sciences and Civics
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 ECTS
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	Non-accredited. Since 2021 has been implemented in authorization mode
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)	52108, 02.02.2021

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 Programme⁴

- **Overview of the Accreditation Site Visit**
- **Brief Overview of Education Programme Compliance with the Standards**

The Education Programme complies both with the Georgian legislation and with established standards for similar programmes. It is clearly defined within the field of Political Sciences and Civics. It is relevant in the regional and at the worldwide context. The design of the Education Programme shows strong signs of originality. Internal mechanisms concerning the consistency between Programme Learning Outcomes and courses' syllabi are comprehensive and satisfactory. The embeddedness of theory and practice prepares students for future professional activities in the field of global politics and security.

- **Recommendations**
 1. The following courses' readings need to be updated: Economic Security Analysis, Information Security Strategy, Military Strategy and Globalization, Modern Challenges of CBRN Security, National Security Studies Analysis and Strategic Planning, Theory and Practice of New Security Challenges, UN Security Council Resolutions, and Problems of Global Politics, Regional Security Studies (all mandatory courses), and Art of War and Strategy, Geopolitics and Geoeconomics, Political Communication, Geoeconomic Warfare and Statecraft, Legal Frame of Weapons of Mass Destruction, Overview of the EU Military and Dual Use Items Control Lists and Commodity Identification against the Dual Use Items Control List, Psychological and Disinformation Warfare, Religion and International Security, and Terrorism and Counter-Terrorism (all elective courses). (see 1.5, below).
 2. Some The following courses' contents need either minor adjustments concerning inappropriate translation, or revisions to avoid internal inconsistencies, or to offset overlapping contents: Economic Security Analysis, Hybrid War – Theory and Analyses, Information Security Strategy, Theory and Practice of New Security Challenges, and Problems of Global Politics (all elective courses), and Art of War and Strategy, Geopolitics and Geoeconomics, CBRN Transfer Control National Mechanisms, Overview of the EU Military, and Dual Use Items Control Lists and Commodity Identification against the Dual Use Items Control List, and Terrorism and Counter-Terrorism (all elective courses). (see 1.5, below).
 3. Enhance Language Proficiency: ensure that all academic personnel and thesis' supervisors possess strong English language skills, as the programme is conducted in English. This may

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

involve providing language training or requiring proof of language proficiency (see 4.2, below).

4. Regular Inventory Checks: implement a regular inventory review to ensure that all required materials are available in full and in good condition, including cover pages (see 4.4, below).
5. Ensure that more resources are devoted for updating literature: the HEI has a substantial amount of money devoted for purchasing literature, however the MA programme has only 750 GEL in this line. This amount must be increased drastically to allow the academic personnel to update their materials and make them compliant with academia standards (see 4.5, below).
6. To conduct teaching evaluations for academic and invited staff at regular intervals in all programs in practice. This approach would support consistency in teaching quality and provide valuable feedback from diverse perspectives (see 5.3, below).

▪ **Suggestions for Programme Development**

1. A shortened, alternative version of the name of the following courses might be considered: Resolutions of the UN Security Council regarding the control of strategic goods and restrictions imposed on international trade and Overview of the EU Military and Dual-Use Items Control Lists and Commodity Identification against the Dual-Use Items Control List (Practical Cases). (see 1.5, below).
2. It is suggested to offer additional support before thesis writing to ensure that the student has sufficient methodological knowledge (see 3.2., below).
3. To add invited staff will strengthen the Master's programme and give the ability to diversify the teaching methodology (see 4.1, below).
4. To establish a feedback mechanism for students to report any challenges faced with thesis' supervision, particularly regarding language barriers, allowing for timely interventions (see 4.2, below).
5. To implement the Feedback Mechanism, sharing feedback results with the supervisors so they can implement any necessary suggestions for improving the process (see 4.2, below).
6. To clarify Supervisor Policies, ensuring that all thesis supervisors are fully informed about the regulations regarding students' supervision, including students changing supervisors (see 4.2, below).
7. To enhance Library Resources, ensuring that the library stocks complete copies of essential texts, particularly core resources like Colin Gray's "Modern Strategy", to meet the requirements of the curriculum. Make sure that the cover page of the book is also scanned (see 4.4, below).
8. To gather students' feedback on resources, creating a system for students to provide feedback on library resources, helping to identify gaps and improve the overall collection (see 4.4, below).

9. To implement structured feedback cycles, ensuring that recommendations and/or suggestions are promptly shared with staff and faculty. It is important that evaluation results are properly discussed and used for improvement. Regularly-based, comprehensive feedback promotes continuous growth and better alignment with the institution's goals (see 5.1, below).
10. To promote a systematic collaboration with stakeholders to ensure that everyone works together effectively to address issues and enhance development (see 5.1, below).
11. To ensure that recommendations from external evaluators are either fully implemented or, if not, provide clear justifications for why they are not followed. This will strengthen the transparency and effectiveness of the quality assurance process, ensuring that the university benefits from expert insights while maintaining accountability in decision-making (see 5.2, below).

▪ **Brief Overview of the Best Practices (if applicable)⁵**

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

The Evaluation Panel considered the arguments submitted by Caucasus International University concerning the Evaluation Report on the university's accreditation process for the MA Programme in Global Politics and Security Studies. Members of the Evaluation Panel were asked on whether the arguments of the HEI (all or some) would change the recommendations and suggestions included in the Evaluation Report.

- One member argued that no changes were necessary, since she reinforced the conviction that her analysis was fair, neutral, and accurate.
- The chair of the Evaluation Panel concluded that Caucasus International University's arguments were not compelling to the extent of dropping or changing recommendations and suggestions.
- The other two members of the Evaluation Panel remained silent. They are not willing to add changes to the Report in line with Caucasus International University's argumentative position.

Accordingly, the Evaluation Panel keeps the Evaluation Report sent on the 25th. November 2024.

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

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 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 information provided by the website and the several courses' syllabi shows how Programme Objectives are clearly defined, as it aims to prepare highly qualified specialists in global policy and security studies with deep theoretical and practical knowledge of global politics and issues of security studies, analytical methods in the field of expertise and can independently resolve the problems. Programme Objectives are realistic from the standpoint of the analysis of courses' syllabi and the context similar Master's Degrees offered by reference international universities.

The comparison with benchmark Master's Degrees at international universities shows how Programme Objectives fit with international standards. The structure of the Education Programme is remarkably similar with the structure of reference Master's Degrees at international universities. The Educational Programme follows recent trends in the field of study that emphasise new, non-conventional threats to security, thereby strengthening the suitability of the Educational Programme considering international standards.

The analysis of the document "Program in GPSS" provides instructive evidence of how skills and competences are well designed, giving students theoretical and analytical tools consistent with their future participation in the job-market as analysts and researchers in national and international security issues (Security Studies Analyses, Comparative Studies in Regional Security, National Security Planning and Strategy Composition and other special issues of international, regional and national security).

They provide an important input to the development of the field of study and the society, namely by addressing contemporary, non-conventional threats to security (cyber-security and defence, hybrid war, chemical, biological, radiological and nuclear (CBRN) security, weapons of mass destruction) and by training students as future experts with proactive skills, which is particularly important considering the Georgian specific geopolitical context.

The Programme Objectives are consistent with the mission, objectives and strategy of the HEI and the Faculty of Social Sciences and Humanities, considering that both strategic documents of the HEI and the Faculty point out the importance of training students in areas that are socially relevant.

The field of study and the specific geopolitical location of Georgia stress the social relevance of the Educational Programme. Interviews with representatives of the labour market confirmed this is a

strength of the Programme. Representatives of students who are interviewed during the on-site visit recognised this feature acted as an incentive to enrol in the Master's Degree.

The comparison between the Programme Objectives of the HEI's and benchmark international universities is another strength of the Educational Programme, as basic international standards in the field of study are satisfactorily met by the Educational Programme. The distinction between mandatory and elective courses is coherent and complies with the sample of core courses of similar Master's Degrees in reference international universities.

The objectives are coherent with transparency standards to the extent that they comply with the criteria of publicity and accessibility: they are properly announced in the HEI's website, notably in the area specifically dedicated to the Educational Programme. It is especially important for students and/or potential students' awareness of the goals and structure of the Master's Degree.

On-site interviews with several stakeholders (namely the HEI's Administration, the Dean of the Faculty of Social Sciences and Humanities, the Dean of the Master's Degree, and members of the academic staff) revealed that Programme Objectives are shared by the persons involved in the Programme. There was no evidence of misinformation when several persons interviewed were asked about the Programme Objectives.

Evidences/Indicators

- Educational programme
- Mission, objectives and strategy of the HEI and the Faculty of Social Sciences and Humanities
- Analysis of the demands of labour market and employers
- Website
- On-site interviews (administration, head of the Programme, members of the academic staff, students, alumni, Quality Assessment).

Recommendations:

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

➤ The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➤ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

The Programme Learning Outcomes satisfactorily correspond to the objectives of the Programme, covering several knowledge, skills and autonomy requirements encompassed by courses' contents. The HEI stipulates ten comprehensive PLOs that are internally coherent. Overall, Programme Learning Outcomes address current political processes in world politics and security problems which are considered of crucial relevant for the formation and development of students' professional skills. They are measurable to the extent that they are objectively defined and accountable against quantitative targets. They are also achievable and realistic, considering the extent of outcomes covered and the specific nature of the Educational Programme.

PLOs' Meet the requirements of the level of education, establishing outcomes consistent with advanced studies in the field of study. They are oriented towards theoretical knowledge of global politics and security studies, including the basics of scientific research and methodological requirements applied to security studies.

According to statements of employers during the on-site visit, Programme Learning Outcomes meet employment demands in the area. They revealed that they are happy with internships given to students and consider the possibility of recruiting them. Programme Learning Outcome also prepare students to the next level of education from a theoretical and a methodological standpoint: they get basic training from the methodological point of view allowing them to progress to the next level of education. On-site interviews with alumni revealed that two alumni were engaged in Doctoral studies. The PLOs Are consistent with the peculiarities of the field of study and labour market demands, considering that they address the theoretical framework and specific problems in the area of global politics and security studies by promoting their critical understanding and the development and analysis using appropriate research methods.

On-site interviews brought to the members of the Evaluation Panel the knowledge that relevant stakeholders (academic and visiting staff, and employers; but not students' representatives) participate in the development of Learning Outcomes through a collaborative process. This was also emphasised in the interview with the head of the Quality Assurance Department. It was not clear whether the outcome of the collaborative process was reported to the stakeholders involved.

Learning outcomes of different courses (mandatory and elective) and areas (Military, Economics, and Information Security) are grouped in different clusters that are consistent in terms of content, complexity and difficulty. Pre-requirements apply for courses with a higher advanced level of knowledge and analysis, devising a comprehensive system of courses based on the distinction between basic, intermediate and advanced studies.

Despite the Self-Evaluation Report discloses information about individuals' involvement in the implementation of the Education Programme and their accountability to stakeholders, there was no clear evidence, during on-site interviews, that the former provide the latter with information about Learning Outcomes through satisfactory mechanisms.

Evidences/Indicators

- Educational programme/Educational programmes grouped in a cluster
- Map of programme objectives and learning outcomes
- Analysis of labor market and employer demands
- Indicator of graduates' progression onto the next level of higher education
- Website
- On-site interviews (Head of the Programme, members of the academic staff, students, alumni, employers, Quality Assessment).

Recommendations:

Suggestions for Programme Development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 evaluation of Learning Outcomes (teaching and scientific-research components) is comprehensive and transparent. Objective criteria are laid down and a thorough correspondence table between Learning Outcomes and each course is drawn with clear and achievable targets. There is no information about the periodicity of the reviewing process of Learning Outcomes.

The assessment system of Learning Outcomes is consistent with existing requirements that apply to the field of study and to the Education level, resorting to direct and indirect evaluation methods that provide accurate information on students' achievement of Programme Learning Outcomes. A grid with the correspondence between each course and the ten Learning Outcomes provides in-depth information about the nature and the specificity of each course when combined with the several Learning Outcomes. An extensive cross-comparison is available, giving the possibility to understand different Learning Outcomes for different courses. The distribution of Learning Outcomes per course

is coherent with the overall Educational Programme objectives and with international standards in the field of study.

The “Self-Evaluation Report” points out the engagement of external stakeholders in the evaluation of Learning Outcomes. On-site interviews did not help the Evaluation Panel about the role of the several stakeholders, notably the role of representatives of employers and students. Although the document mentions that review is periodically undertaken, there is no information concerning the timespan for such review.

Benchmarks for each Learning Outcome are stipulated and the results of Learning Outcomes evaluation and comparison is monitored against benchmarks using a comprehensive methodology. Information is available in the document “Program Learning Outcomes Evaluation (PLO) Mechanism”. The document includes a detailed explanation of how the monitoring process takes place. The Evaluation Panel considers that the methodology is reasonable and the processes at stake allow for an in-depth monitoring of Learning Outcomes. Potentially, resources become available to the HEI and the Faculty to review Programme Learning Outcomes.

Academic and visiting staff of the Programme are familiar with the methods of evaluation of Learning Outcomes, as on-site interviews corroborated. When asked about the procedure leading to the evaluation of Learning Outcomes, the answers were satisfactory. The Evaluation Panel’s awareness is that the process is transparent and open to members of the academic staff.

Documents provided by the HEI (notably the “Self-Evaluation Report”) pointed out that the staff involved in the implementation of the Education Programme gets appropriate training and assistance to elaborate, measure and analyse Learning Outcomes. On-site interviews did not allow the Evaluation Panel to get reliable information on this issue.

According to the “Self-Evaluation Report”, the HEI is committed to ensure that stakeholders are familiar with the analysis of Learning Outcomes. On-site interviews to members of the academic staff showed that they are informed of the output of this process, although additional details about the monitoring procedure were not given when members of the academic staff were asked about the issue.

From interviews during the on-site visit (especially with the Administration of the HEI and the head of the Quality Assurance System), it became clear that a comprehensive strategy encompassing the assessment of Programme Learning Outcomes in a single process is undertaken. The “Self-Evaluation Report” states that a follow-up process is implemented in order to introduce changes in the Programme contents, Learning Outcomes, the assessment system and teaching resources whenever the conclusions of the follow-up process recommend that changes take place. During the on-site visit, the Administration emphasised their commitment to this comprehensive assessment, considering that is part of the process of ongoing improvement of the Educational Programme.

Evidences/Indicators

- Programme learning outcomes assessment mechanism which is accessible to the stakeholders
- Plan of evaluation for learning outcomes of educational programme/educational programmes grouped in a cluster
- Learning outcomes evaluation results and analysis
- Learning outcomes assessment tools and materials

- Curriculum map
- Benchmarks
- Educational Programme
- On-site interviews (administration, Head of the Programme, members of the academic staff, Quality Assessment).

Recommendations:

Suggestions for the Programme Development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 HEI's strategy on planning, designing and developing of Educational Programmes, considering the Programme's clear social impact (which is consistent with the HEI's interest of articulating University studies with the society) and the promotion of the international visibility of the Master's Degree and the HEI itself. The option to teach in English is coherent with the international attractiveness of the HEI. This aspect was pointed out by the Administration during the on-site visit. The Dean of the Faculty and the Head of the Programme also emphasised the role of two visiting members of the staff for promoting the international visibility of the Education Programme.

The contents and complexity of the Programme are suitable to the requirements of the Learning Cycle to the extent that international standards of the field of study, and other benchmark Programmes in international studies, are followed. The contents are consistent with the name of the Educational Programme and appropriate to a Master's Degree. The duration of four semesters is adequate for a Master's Degree.

The design of the Programme complies with the legislation of Georgia and the European Credit Transfer and Accumulation System (ECTS), not only because the measurement of teaching and students' working workload follows the ECTS system, but also because the number of ECTS (120) is consistent with international standards for the level of education and the field of study.

The contents and the structure of the Programme are permeated by originality. The emphasis on contemporary challenges in the area of security and global studies (for example, cyber-security and defence, hybrid war, chemical, biological, radiological and nuclear (CBRN) security, and weapons of mass destruction) is aligned with recent trends in the field of study at the international level. It is, furthermore, the evidence that the HEI is concerned with geopolitical challenges Georgia is facing, which adds special concerns about the preservation of security in the regional context.

The Programme's contents and structure meet the requirements of the qualification awarded and ensure that Programme Learning Outcomes are achieved. On the one hand, the structure, the length, and the internal organisation of the Programme in mandatory and elective courses is consistent with international standards when similar Master's Degrees are examined. On the other hand, a thorough procedure is established with the aim of ensuring an articulation between courses' contents and Programme Learning Outcomes that match with each course. Internal mechanisms of monitoring are enforced to this purpose, with reinforced guarantees that mismatches between each course's contents and the respective Programme Learning Outcomes are not observed.

Learning Outcomes of mandatory and elective courses are consistent with the Programme's Learning Outcomes to the extent that a clear divide between the relevance of mandatory and elective courses is established. The distinction between mandatory and elective courses (and the selection of courses accordingly the distinction) is coherent and follows international standards as well. Programme Learning Outcomes reflect the distinctive rationale of both categories of courses accordingly, pointing (in general) to intermediate targets connected with many mandatory courses (especially those in the first year of the Education Programme) and advanced-level knowledge that are typical of second year mandatory courses and elective courses.

The Programme's structure is coherent, since teaching and scientific research aspects, including each individual course, are logically organised (with the exceptions mentioned in 1.5, below). Specifications about pre-requirements that link basic courses with more-advanced level courses reinforce pedagogical concerns of preventing students to progress to advanced-level courses without the appropriate knowledge. Overall, the internal organisation of the Educational Programme takes into consideration students' development interests.

The Programme considers, with some qualifications (see 1.5, below), new research findings and modern scientific achievements. The originality that pervades the structure of the Educational Programme, as mentioned above (see (iv) in this section), is the instructive evidence. Incentives to the research undertaken by members of the academic staff, and notably incentives to the internal publishing textbooks, corroborate the HEI's approach to the recent research and scientific developments in the field of study. At the same time, the HEI is sensitive to the ongoing evolution of the field of study, which is highly prone to the developments of the international system. Yet, some mismatches were observed between the willingness to follow-up recent scientific trends and the somewhat out-of-date mandatory and complementary literature in several courses, as mentioned in section 1.5., below.

The contents of the Programme are satisfactorily consistent with key issues of internationalization: not only the Programme is consistent with recent developments in the field of study and level of education at the international level, but they also address critical issues stemming from contemporary challenges in the area of Security and Global Politics studies. The HEI is committed to the internationalisation of the Education Programme by both promoting teaching in English and by engaging visiting members of the academic staff with a highly sensitive international profile in the organisation of the Programme and in teaching activities throughout the academic year.

The Programme's development relies on a collaborative process with the engagement of relevant stakeholders (academic and visiting staff, and employers): despite the "Self-Evaluation Report" emphasises the collaborative nature of this process by engaging several stakeholders, it was not clear to the Evaluation Panel, during the on-site visit, that employers are engaged on the process leading to the development of the Education Progress. Yet, the Evaluation Panel is not ready to conclude that employers are not involved in this process, as some doubts concerning the understanding of their role in this process aired at the end of the meeting with employers.

Information on the Programme is public and is available on the HEI's website. The information is extensive, the goals of the Education Programme are clearly established and are understandable to the public, the structure of the Programme and information regarding assessment are available. Overall, the availability of relevant information on the website shows how the HEI is concerned not only with attracting potential students, but also with transparency requirements.

Evidences/Indicators

- Methodology and/or rule for planning, designing and developing educational programmes
- Educational programme with the enclosed syllabi
- Curriculum map
- Evidence of participation of stakeholders in the development of the programme
- Activities and components aiming at supporting internationalisation of the programme. For instance: use of foreign language literature, scientific articles, subjects delivered in a foreign language; comparison of the programme structure and content with its counterparts abroad; involvement of foreign staff in elaboration and development of the programme
- Website
- On-site interviews (Head of the Programme, members of the academic staff, supervisors, students, alumni).

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Learning Outcomes are coherent with Programme Learning Outcomes: the cross-examination of several information sources concerning the Programme Learning Outcomes and Learning Outcomes is coherent.

Academic courses' contents match with the Learning Outcomes of each course, as the analysis of each course's Learning Outcomes and Programme Learning Outcomes unveils. The detailed explanation of Programme Learning Outcomes, and the grid that undertakes a systematic analysis of Programme Learning Outcomes according to the specific nature and needs of each course, reinforces the coherence between Learning Outcomes and Programme Learning Outcomes.

The number of ECTS is coherent with the contents and Learning Outcomes of each course, echoing different workloads that are reasonably established depending on each course's specific nature. The ratio between contact and independent hours is fairly reasonable and pays attention to courses' specific features. The number of contact hours is consistent with all courses' contents and Learning Outcomes.

Learning Outcomes of each course are subject to periodical assessment, according to the "Self-Assessment Report". The Evaluation Panel was not certain of the timespan for implementing the periodical assessment, as the outcome of the in-site visit (notably of meetings with the Head of the Programme and the Head of the Quality Assurance System) was ambiguous on this regard.

Compulsory literature and other teaching and learning resources listed in the syllabi generally fit with courses' Learning Outcomes and ensure the achievement of the Programme's Learning Outcomes, with some qualifications (see below). In some courses (see below), compulsory literature and other teaching and learning resources listed in the syllabi does not correspond entirely to the achievements in the field of study and fail to encompass the latest research in the relevant field.

Two areas of intervention are at stake: mandatory and optional readings; and content-design.

1. Readings (see (v), above):

1.1. Mandatory courses:

- (i) ***Economic Security Analysis***: literature is outdated. References are not among the more relevant for this area.
- (ii) ***Information Security Strategy***: mandatory readings are not updated, they do not reflect the recent state-of-the art. Only one reference for supplementary readings is listed, which fall shorts of what is recommended.
- (iii) ***Military Strategy and Globalization***: mandatory readings should be updated (only one reference from 2023; as for the remainder, the recent is from 2015). The same for supplementary readings.
- (iv) ***Modern Challenges of CBRN Security***: mandatory readings need to be updated. Among the recent references, there is one from 2018 and another from 2017. Most readings date back well before. Supplementary readings need also to be updated (recent: 2014). Since this is a

sensitive area for the MA Programme, and in addition is prone to constant evolution, the update of the literature is critical.

(v) ***National Security Studies Analysis and Strategic Planning***: Mandatory readings need to be updated (among the recent, there is one from 2020). Supplementary readings need substantial update (recent: 2006).

(vi) ***Theory and Practice of New Security Challenges***: supplementary readings need to be updated (recent: 2011).

(vii) ***UN Security Council Resolutions***: Irwin, Mavroidis, and Sykes should come up as mandatory reading instead of supplementary reading.

(viii) ***Problems of Global Politics***: supplementary literature is outdated.

(ix) ***Regional Security Studies***: apart from one reference (2023), other mandatory references are outdated (latest: 2014). Supplementary readings are outdated (latest: 2014).

1.2. Elective courses:

(i) ***Art of War and Strategy***: supplementary readings are outdated (latest: 2013).

(ii) ***Geopolitics and Geoeconomics***: very limited number of references (2 main references and 4 supplementary readings), far below an acceptable threshold. In addition, they are outdated (recent: 2016).

(iii) ***Political Communication***: Readings are outdated: among mandatory references, the recent dates to 2016. The recent supplementary reading is from 2017.

(iv) ***Geoeconomic Warfare and Statecraft***: In lectures number 2 ("The essence of politics and political economy; overlapping of spheres of politics and economy; The influence of the political decisions on Economy; Several historic and economic aspects of the creation of world economy") and 3 ("Theoretical-conceptual aspects of political economy and its ideological basis: Marxism and neo Marxism, theory of neomercantilism, liberalism, critical theory, theory of complex interdependence, theory of security, social constructivism") it is recommended that key readings come from International Political Economy.

(v) ***Legal Frame of Weapons of Mass Destruction***: some of mandatory readings could stand as supplementary readings. The majority is outdated.

(vi) ***Overview of the EU Military and Dual Use Items Control Lists and Commodity Identification against the Dual Use Items Control List***: limited list of mandatory readings and poor list of supplementary readings.

(vii) ***Psychological and Disinformation Warfare***: poor list of mandatory readings (only 3 references). They are largely outdated. Only one supplementary reading, and from 1973.

(viii) ***Religion and International Security***: mandatory readings need to be updated (recent: 2015). Only one supplementary reading (which should be among the mandatory readings).

(ix) ***Terrorism and Counter-Terrorism***: poor and outdated list of mandatory references (recent: 2011). The list of supplementary readings is more interesting.

2. Content-design (and other remarks about courses' syllabi, see (vi), above):

2.1. General remarks:

(i) Several courses (12) have the same explanation of teaching and learning methods: "The relationship between the student and the lecturer is determined by the principle - "University is an alliance between the student and the professor, focused on the development of individuals and the well-being of society." The course focuses on the interests and motivations of the individual (graduate) and is an example of personality-oriented pedagogics. Therefore, thorough research of the interests of graduate students is carried out in advance, which contributes to their professional self-determination. Motivation increases the quality of their papers and reduces the likelihood of professional deprivation." Either this is a transversal formulation (to all courses) to build upon the coherence of the courses, or it seems that is just a copy-paste operation from course to course. Needs to be reviewed.

(ii) Several courses stipulate that “mental assault” ranks among teaching methods. The expression is an inappropriate translation from Georgian to English. Indeed, on p. 7 of the document “Program in GPSS” it is mentioned “mental outline” as one of the teaching methods lecturers can resort to. The inappropriate formulation must be corrected to avoid an equivocal understanding by students.

2.2. Mandatory courses:

(i) ***Economic Security Analysis***: contents barely related with a course with this name. It looks like an Introduction to Globalisation. It is recommended that the contents are redesigned to encompass issues that are related with the name of the course. In addition, on lecture 10 (“International economic and fiancé organizations and economic security”), the expression “fiancé institutions” should be translated according to conventional understanding.

(ii) ***Hybrid War – Theory and Analyses (sic)***: the name of the course should be “Hybrid War – Theory and Analysis. Historical aspects of hybrid war (lecture number 4) should come before the theoretical approach (lecture number 3). Lecture 11 (Hybrid war: cyberwarefare and the Internet) overlaps, to some extent, with lectures on the course Analysis of Cyber Security and Cyber Defence Threats.

(iii) ***Information Security Strategy***: it is stated in the aims of the course that “(...) the student should analyze the issues, related to the information security, including on the example of hybrid threats in the field of cybersecurity”. This overlaps with the course “Analysis of Cyber Security and Cyber Defence Threats”. The redefinition of the goals is recommended by pointing out that cybersecurity is examined in its relationship with information and security.

(iv) ***Theory and Practice of New Security Challenges***: The aims of the course emphasise that “[n]owadays such threats are associated with the concept of “asymmetry”. Asymmetric or to say that more precisely hybrid threats can be discussed exactly in this circumstances” (sic). This overlaps with lecture number 3 of the course “Analysis of Cyber Security and Cyber Defence Threats”. Furthermore, lecture number 13 (“Cyber war and the new space security”) overlaps with lecture number 11 of the course “Hybrid War – Theory and Analyses”.

(v) ***Problems of Global Politics***: lecture number 10 (“Global Problems: Factors of Globalization, Global Political Economy, Global Poverty and Universal Prosperity, Causes of Global Migration”) overlaps with some contents of Economic Security Analysis. In addition, after addressing International Law in lecture number 4, contents come back to the same issue in lecture number 11.

2.3. Elective courses:

(vi) ***Art of War and Strategy***: graduates are expected to “have the opportunity to establish new trade unions based on professional interests” (from the aims of the course). This expression is based on a wrong translation from Georgian to English, as it is meaningless.

(vii) ***Geopolitics and Geoeconomics***: between lectures 9 and 13, contents focus on several issues concerning the USA. Some of them conflate with each other. In addition, the title of lecture 15 (“geoeconomics maxims”) is a misunderstanding, as there the expression “geoeconomics maxims” is not established in standard literature.

(viii) ***CBRN Transfer Control National Mechanisms***: lecture number 3 (“The history of the development of mechanisms for control over international trade in strategic goods”) should come before lecture number 2 (“International instruments for non-proliferation of CBRN weapons in national legislation”).

(ix) ***Overview of the EU Military and Dual Use Items Control Lists and Commodity Identification against the Dual Use Items Control List***: from the aims of the course: “(...) The main objection is the realization that in order to enhance national and global security, it is necessary to have an effective system of export controls, updated rules and control lists, as

well as effective control over the certification of military and dual-use goods." "Objection" should be replaced by "objective" to avoid students' misleading interpretation.

(x) ***Terrorism and Counter-Terrorism***: lecture number 3 ("Terrorism: Yesterday, Today and Tomorrow - Historical Origins") should come before lecture 2 ("Geopolitical aspects of counter-terrorism strategy"). Lecture number 5 ("International terrorism - its origins and history") overlaps with lecture number 3.

Evidences/Indicators

- Courses syllabi
- Curriculum map
- Educational programme, teaching materials/resources, databases of international electronic library indicated in the attached syllabi
- On-site interviews (Head of the programme, members of the academic staff, students).

Recommendations:

1. The following courses' readings need to be updated: Economic Security Analysis, Information Security Strategy, Military Strategy and Globalization, Modern Challenges of CBRN Security, National Security Studies Analysis and Strategic Planning, Theory and Practice of New Security Challenges, UN Security Council Resolutions, and Problems of Global Politics, Regional Security Studies (all mandatory courses), and Art of War and Strategy, Geopolitics and Geoeconomics, Political Communication, Geoeconomic Warfare and Statecraft, Legal Frame of Weapons of Mass Destruction, Overview of the EU Military and Dual Use Items Control Lists and Commodity Identification against the Dual Use Items Control List, Psychological and Disinformation Warfare, Religion and International Security, and Terrorism and Counter-Terrorism (all elective courses).
2. Some The following courses' contents need either minor adjustments concerning inappropriate translation, or revisions to avoid internal inconsistencies, or to offset overlapping contents: Economic Security Analysis, Hybrid War – Theory and Analyses, Information Security Strategy, Theory and Practice of New Security Challenges, and Problems of Global Politics (all elective courses), and Art of War and Strategy, Geopolitics and Geoeconomics, CBRN Transfer Control National Mechanisms, Overview of the EU Military, and Dual Use Items Control Lists and Commodity Identification against the Dual Use Items Control List, and Terrorism and Counter-Terrorism (all elective courses).

Suggestions for the programme development

A shortened, alternative version of the name of the following courses might be considered: Resolutions of the UN Security Council regarding the control of strategic goods and restrictions imposed on international trade and Overview of the EU Military and Dual-Use Items Control Lists and Commodity Identification against the Dual-Use Items Control List (Practical Cases).

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational programme objectives, learning and their compliance with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	X
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

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

2.1 Programme Admission Preconditions

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

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

Caucasus International University has transparent and fair prerequisites for admission to the MA programme in Global Politics and Security Studies. Enrollment in the programme is available to any person who holds a bachelor degree or an equivalent academic degree in any detailed/field study.

The candidate who wants to enroll the Master's programme in Global Politics and Security Studies has to pass the Common Masters Exam, internal university exam in specialty organized by the Caucasus International University and test in English language. According to the decision of the University, the interview may be held instead of the internal exam in specialty.

A prerequisite to admission to the programme is knowledge of English language at the level B2. The candidate should pass the test in English language or provide the relevant certificate of English language (TOEFL, IELTS, Cambridge Exam Proficiency Certificate not less that FCE).

Enrollment process in the programme via mobility is open twice per year within the timetable of the Ministry of Education of Georgia.

Also transfer to the programme from other recognized higher institutions or universities of foreign country is carried out on the base of the decision of the Ministry of Education and Science of Georgia.

Evidences/Indicators

- University website;
- Self-Evaluation Report;
- Program Description;
- Interviews with the heads of the programme;
- Interviews with students;
- Interviews with the Quality Assurance Service.

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

me 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 Master's Educational Program in Global Politics and Security Studies at the Caucasus International University is designed in accordance with the legislation of Georgia and takes into account the latest achievements in the field. The courses of the program are designed in accordance with the program learning outcomes. The program ensures the practical, research, creative and transferable skills of the students. The program was created to prepare qualified specialists in the field of the security studies not only for governmental structures, but also for scientific organizations who possesses the relevant analytical and creative skills.

The practical component of the program is related to practice where student undergo 10 credits in the fourth semester. The aim of the internship is to work in the field of global politics and security. The close integration of theory with practice prepares students for future professional activities in

the field of global politics and security. The practical component is led by the university representative who is responsible for the implementation of the internship. The supervisor or the mentor helps student in solving problems during the conducting the practice.

The research component is offered by the programme by several courses which are designed to develop research and analytical skills. This component covers several courses such as academic writings, Research Methods in Security Studies, Preparation of the Master's Thesis and Defense. These courses aim to develop analytical, critical thinking and improve research skills of the MA students.

The Caucasus International University has one of the priorities to develop students' research skills by attracting them to participate in research projects. The University plans different events, main goal of which is to encourage young researchers, to involve students in research from the very beginning of their studies at CIU.

The University supports several measures for young scholars such as:

1. Fundamental research grants and small scientific grants competition;
It is mandatory for the university staff to include at least one student in the project which give this student ability to develop the research skills.
2. Co-funding young researchers to attract grants from various International and local funds;
3. Support of individual initiatives of young scholars to encourage them to develop their academic career.

Since 2018 the grant funding system has been founded at the Caucasus International University which offers small scientific grants and fundamental research grants for academic staff with the participation of CIU students and/or alumni.

Also, each year Student's International Conference is successfully held at the Caucasus International University of bachelor's, master's and PhD students which gives ability for CIU students to present the results of their research to the public.

Evidences/Indicators

- Self-Evaluation Report;
- Programme Description;
- Interviews with Students and Alumni;
- Interviews with academic staff;
- Interviews with the Head of the programme;
- Course Syllabi.

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 teaching-learning methods used in the Master's programme in Global Politics and Security Studies corresponds to the teaching level, course content and learning outcomes. The teaching-learning methods are in accordance with the programme objectives and content of the specific study courses.

All teaching-learning methods are in accordance with the main objectives and content of the specific study courses. The following teaching methods are used: verbal method that includes lecture, narration and conversation, also discussions which may turn to debates, cooperative teaching, explanatory method, case study, working on the book (basically critical thinking method), group working, cooperative teaching, role playing games, problem-based learning, explanatory method, case study, brain storming, expert survey so called Delphi method, participatory teaching methods, reporting which includes summary of previous lectures, discussions, debates etc.

Teaching-learning methods are consistent with the curriculum of the programme activities used in the learning process. They are complementary and compatible with other methods. Academic staff may use several or any other activities in accordance with their specific learning outcomes. The combination of existing methods ensures the achievement of learning outcomes provided by the programme.

Teaching-learning methods refer to the strategies and techniques that lecturers resort to facilitate the learning process. Each method is based on the contents of course, subject matter and the needs of the students.

Evidences/Indicators

- Self-Evaluation Report;
- Programme Description;
- Programme Syllabi;
- Interview with Quality Assurance Service;
- Interview with academic staff;
- Interview with students and alumni.

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

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

The student evaluation system is in accordance with Georgian legislation and the regulations established by the CIU. The evaluation system is transparent, reliable, and understandable for program students.

The programme in Global Politics and Security Studies uses various methods of teaching and accordingly the evaluation method differs in syllabuses, such as quizzes, mid-term, essay/presentation, small research projects, case studies, and final exams. An established evaluation system gives the possibility to monitor students' progress, it allows to have formative and summative assessments.

The University underlined that they are taking into consideration the suggestions of course lecturers regarding assessment methods. Those suggestions should nevertheless be in line with national legislation as well as university regulations.

During the site visit, the administration was asked to access their LMS platform "Goni". The student support manager presented a platform where students can easily navigate, check their grade points and GPA, evaluate professors, submit different types of statements, etc.

In the provision of Master's programmes, the University's evaluation system is transparent and encompasses fair procedures for the defense and thesis' evaluation. Appeal mechanisms allow students to submit their appeal through their LMS portal.

The programme has plagiarism prevention, detection, and response mechanisms. The school board sets the acceptable percentage of text similarity in the plagiarism program.

Evidences/Indicators

- Self-evaluation Report;
- Programme description;
- Interview with Quality Assurance Service;
- Interview with academic staff and administrative staff;
- Interview with students and alumni.

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2.Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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 and doctoral students.

Student Consulting and Support Services

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

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

The academic and administrative personnel provide the student with the knowledge, guidance, and support he or she needs to establish their profile, organize their learning, and enhance their accomplishments. These include the dean, the faculty's academic process management, the faculty's quality assurance coordinator, the library, the digital services development office, the programme coordinator and the academic staff carrying out the programme.

The university promotes open communication with graduate students. Students are informed regarding consultation hours and career development opportunities by the Programme coordinator and staff members. Interviews with students confirmed open communication with members of the academic staff.

Caucasus International University consistently works to improve internationalization procedures, engage faculty and students in exchange programs, and provide them with new perspectives.

Two types of exchange mobility programs are offered by the university: full and partially funded.

Evidences/Indicators

- Self-evaluation Report;
- Interviews;
- Rules on the educational process of the university;
- Provision of the Faculty of Social Sciences and Humanities;
- Provision of the Academic Process Management Service;
- Provision of the library;
- University educational process management system, “Goni”;
- Rules on conducting exams in Moodle;
- Rules on mobility and credit acknowledgment;
- Materials depicting employment forums see the website of the university www.ciu.edu.ge.

Recommendations:

Suggestions for Programme Development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 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

Master's students are supervised by professors and associate professors of the Faculty of Social Sciences and Humanities of the Caucasus International University.

The program of Global Politics and Security Studies has 14 academic staff members, including 4 foreigners. Currently, the program has 4 active students and 6 alumni. The doctorate is a prerequisite for the supervisor of the qualifying thesis or project, according to university regulations.

As for the Doctoral students, in accordance with the university's Chancellor's decision, if the supervisor provides an argumentative, the university agrees to pay the doctoral candidate for one semester at any foreign university where research related to the candidate's topic is being conducted. Supervisors have regular communication with Master's students, especially at the last stage of the degree, during the process of writing the thesis. Students of the Programme underlined the importance and usefulness of the thesis' writing course which is offered at the beginning of the academic year. It was mentioned that the same course would be ideal to be offered at the end of the Programme, before starting the thesis.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	6
Number of master's/doctoral students	4 active
Ratio	

Evidences/Indicators

- CVs of the academic staff implementing the Master's Educational Programme in Global Politics and Security Studies;
- List of Master's theses defended at the Faculty of Social Sciences and Humanities during the last 5 years.

Recommendations:

Suggestions for the programme development

- It is suggested to offer additional support before thesis writing to ensure that the student has sufficient methodological knowledge.

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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

Staff implementing the Master's Educational Programme in Global Politics and Security Studies at Caucasus International University possess necessary competence and comply with the programme standards. Their academic and scientific activities over the past five years is the evidence.

Activities demonstrated by the Programme academic staff through academic and scientific contributions such as participation in international and local conferences, publishing monographs, textbooks, publications confirm the qualifications and competences relevant for effective programme implementation.

Documents provided by the University and on-site visit of accreditation experts, as well as meetings with the head of the programme and academic staff, provided evidence that the Master's educational programme in Global Politics and Security Studies at the Caucasus International University meets accreditation standards of human resources.

The academic staff involved in the programme has the necessary skills to deliver learning outcomes. Members of the academic staff have vast experience of lecturing in this field. Skills of the programme academic staff add to various academic and research activities, such as publications in peer-reviewed journals, monographs, textbooks, participation in international and regional conferences.

The programme is run by two heads and both have the necessary knowledge and experience required for programme elaboration. Together with the academic staff involved in the programme implementation, they have distinguished themselves through scientific activities and publications, which includes participation in international conferences and projects, monographs and textbooks, publications in international journals with an impact-factor.

During the analysis of surveys, it became clear that academic staff asked for integration of inviting staff from foreign universities to share their teaching and research experience. Although the University invited foreign academic researchers to give public lectures, and the programme involves a number of qualified academic staff which is adequate in relation to the number of students, the programme will be improved by adding invited staff too from foreign countries.

The qualification and the number of the programme's implementation staff is acceptable for implementing the Master's programme.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD degree in the sectoral direction⁷	Among them, the affiliated staff
Total number of academic staff	14	14	13	11
- Professor	4	4	4	4
- Associate Professor	9	9	8	6
- Assistant-Professor	1	1	1	1
- Assistant	-	-	-	-
Visiting Staff	-	-	-	-
Scientific Staff	12	12	12	9

Evidences/Indicators

- Self-Evaluation report;

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

- Programme Description;
- CV's of academic staff;
- Methodology for determining the number of academic staff;
- Rules and Conditions of affiliation of CIU academic staff;
- Interview with the Head of the Programme;
- Interview with Academic Staff.

Recommendations:

Suggestions for Programme Development

- To add invited staff will strengthen the Master's programme and give the ability to diversify the teaching methodology.

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

During the on-site visit, the experts became aware that two supervisors oversee three MA theses detailed in the documents shared with the Evaluation Panel. The regulatory framework for MA theses was reviewed and it appeared satisfactory on paper. The programme involves a number of members of the academic staff that is sufficient to supervise 20 students, with 13 academic personnel holding PhDs, assuming each supervisor oversees no more than two theses. However, some issues related to language proficiency were acknowledged by the Evaluation Panel, given that the programme is conducted in English. While most staff members speak English fluently or possess adequate communication skills, one of the thesis' supervisors does not even meet an intermediate level of proficiency. This member of the staff struggles to express in English and has been assigned as a supervisor for one of the theses presented in the documents, in addition to be responsible for the

course “Practice”. The HEI should ensure that its academic personnel and thesis’ supervisors possess strong English language skills, as this is essential for an English-language programme.

Furthermore, supervisors were unsure whether students have the option to change supervisors in the middle of the process. It is important for the HEI to clearly explain all regulations to thesis’ supervisors. Additionally, they were not aware if students had provided feedback on their supervisory skills. Therefore, it is essential to implement a system for collecting written feedback from students regarding their supervisors.

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	2	2	2
- Professor	1	1	1
- Associate Professor	1	1	1
- Assistant-Professor			
Visiting personnel			–
Scientific Staff			–

Evidences/Indicators

- Interviews with the MA thesis supervisors;
- MA thesis samples overview;
- MA thesis regulatory documents;
- Self evaluation report;
- Personnel CVs.

Recommendations:

Enhance Language Proficiency: ensure that all academic personnel and thesis’ supervisors possess strong English language skills, as the programme is conducted in English. This may involve providing language training or requiring proof of language proficiency.

Suggestions for the programme development

- To establish a feedback mechanism for students to report any challenges faced with thesis’ supervision, particularly regarding language barriers, allowing for timely interventions;
- To implement the Feedback Mechanism, sharing feedback results with the supervisors so they can implement any necessary suggestions for improving the process;
- To clarify Supervisor Policies, ensuring that all thesis supervisors are fully informed about the regulations regarding students’ supervision, including students changing supervisors

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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 Caucasus International University support academic staff to enhance their teaching and research well-being. It has several approaches: professional development, resource accessibility, feedback mechanisms, collaboration opportunities, technology integration. Implementing these strategies enhance the working environment of academic and research staff to improve productivity and job satisfaction.

The Caucasus International University Quality Assurance Service Regularly conducts evaluations of the educational and research activities of the academic staff who implements educational programmes. The procedure includes different methods for evaluations: every semester the Quality Assurance Service has to evaluate five mandatory courses of the educational programme during which it informs the lecturer before attending his/her lecture. After the assessment is completed, it is sent to the head of the programme to implement the relevant changes in case of necessity.

According to the documents provided by the University, interviews with academic staff, students, graduates and the heads of the programme, Caucasus International University conducts several components of evaluating such as the evaluation of academic staff based on the scientific activity report and students' satisfaction survey after the end of each semester.

Caucasus International University takes care of supporting the research activities of the academic staff by offering projects and supporting the participation in regional or international conferences. The Scientific Research Department systematically organizes trainings and consultation on funding for scientific projects from donor organizations; the HEI encourages the academic staff to apply for different grants from diverse organizations (such as Rustaveli National Science foundation of Georgia) by providing co-funding. Since 2019 the university fully finances the costs of publishing scientific articles of affiliated academic staff and young scholars of the Caucasus International University in impact-factor journals; also, the academic staff can use traveling grants from the University to participate in international conferences abroad.

Technology integration is based on organizing training and workshops such as trainings in "Electronic databases and search mechanisms" (2021), "International Scientific Databases Search and

Mechanisms and Remote Access” (2021), “Characteristics of Plagiarism Detection Software and Rules for Paper Processing” (2021), “Data base search mechanisms, processing and use in scientific work” (2022), “International Publishing House Elsevier Webinar” (2022), “Scopus-Overview” (2023) etc.

Caucasus International University supports academic staff by providing all necessary resources for implementing the educational programme. Members of the academic staff can publish textbooks funded by the University,

Caucasus International University began to publish a bilingual online journal “International Journal of Social Sciences” which gives academic staff the opportunity to publish results of their research. Also, in 2009-2019 Caucasus International University published a peer-review trilingual journal “Bulletin of the Caucasus International University” which was the effective platform for publications.

Evidences/Indicators

- Self-Evaluation Report;
- Programme Description;
- Web-site of the University;
- Staff Satisfaction Survey Results;
- Budget of the Faculty of Social Sciences and Humanities;
- Budget of the Master’s Programme in Global Politics and Security Studies;
- Interview with the Heads of the Programme;
- Interview with academic staff;
- Interview with the self-evaluation team;
- Interview with the Quality Assurance Service.

Recommendations:

Suggestions for the programme development

○

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

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

The HEI has modern infrastructure and all the necessary data sources available for research. The library is modern, although somewhat small in relation to the number of students. Evaluation experts randomly searched for reading materials and found that one of the core resources, Colin Gray's "Modern Strategy", which is essential for the course on Military Strategy and Globalization, was only available in the library with 17 pages. However, the syllabus requires the entire book, and the cover page was also missing.

Evidences/Indicators

- Visit at the university;
- Self Evaluation Report.

Recommendations:

Regular Inventory Checks: implement a regular inventory review to ensure that all required materials are available in full and in good condition, including cover pages.

Suggestions for the programme development

- To enhance Library Resources, ensuring that the library stocks complete copies of essential texts, particularly core resources like Colin Gray's "Modern Strategy", to meet the requirements of the curriculum. Make sure that the cover page of the book is also scanned;
- To gather students' feedback on resources, creating a system for students to provide feedback on library resources, helping to identify gaps and improve the overall collection

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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 budget presented in the documents appears incomplete, too small and drafted for the accreditation process, as later explained by the university's senior management. They do not expect the programme to be profitable for the university, at least in the initial stages. However, senior management emphasized their commitment to the programme's importance and their willingness to invest more if necessary. The HEI has substantial resources to support the research activities of academic staff, assist students with strong academic performance, and purchase new books. They manage the budget effectively and are confident in their ability to support the MA programme, regardless of its financial viability.

Evidences/Indicators

- Programme Budget;
- Meeting with the senior management of the university;
- Self-Evaluation Report.

Recommendations:

Ensure that more resources are devoted for updating literature: the HEI has a substantial amount of money devoted for purchasing literature, however the MA programme has only 750 GEL in this line. This amount has to be increased drastically to allow the academic personnel to update their materials and make them compliant with academia standards.

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	X
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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 quality assurance process at Caucasus International University is based on a continuous cycle of “plan-do-check-act”. It focuses on the development, approval, and systematic evaluation of educational programmes to ensure they meet institutional and national standards. The process begins with programme planning, where the Quality Assurance Service (QAS) surveys faculty to align course credits with actual student workload. Once developed, programmes are reviewed by the QAS and the Academic Council for approval.

In general the evaluation stage involves ongoing monitoring through surveys and feedback from students, academic staff and alumni. The QAS uses this data to improve educational programmes, teaching methods, and learning materials. Regular meetings are held to refine teaching techniques and update course syllabi.

The process is transparent and includes collaboration between academic staff and the QAS to ensure programmes remain relevant and responsive to feedback.

Caucasus International University’s quality assurance process is thorough and well-structured, ensuring continuous improvement in both teaching and programme development. The use of surveys and data from multiple stakeholders adds depth and relevance to the evaluation process. However, the effectiveness of such a process depends heavily on the active participation and timely responsiveness of all parties involved.

The interview with the interested parties revealed that while relevant research was conducted, employers were not actively involved in the evaluation of the educational programme. One said he did not receive any questionnaire from the university. This lack of involvement highlights a gap in the process, despite employers being a key stakeholder group. The visit showed that to address these issues, there is a clear need to improve communication and collaboration between the university and employers and ensure that evaluation results are shared.

Continuous professional development for faculty and the incorporation of innovative teaching technologies are essential to maintain this high standard. Additionally, while the system includes mechanisms for internal evaluation, integrating more external peer reviews could provide additional perspectives for programme improvement.

Overall, the approach ensures adaptability and a focus on quality, making the system robust for both current needs and future challenges.

Evidences/Indicators

- Document "Quality Assurance Mechanisms and Management Efficiency";
- Provisions of the University Quality Assurance Service;
- Provisions of the Faculty of Social Sciences and Humanities;
- Rules on regulating the educational process;
- Special survey forms for professors, students, graduates and employers (questionnaires about evaluation of the educational program, study course, professor, syllabus, etc.).

Recommendations:

Suggestions for the programme development:

- The institution should implement structured feedback cycles, ensuring that recommendations and/or suggestions are promptly shared with staff and faculty. It is important that evaluation results are properly discussed and used for improvement. Regularly-based, comprehensive feedback promotes continuous growth and better alignment with the institution's goals.
- To promote a systematic collaboration with stakeholders to ensure that everyone works together effectively to address issues and enhance development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Caucasus International University ensures external quality assurance of its educational programmes through authorization and accreditation by the LEPL National Centre for Education Quality

Enhancement and collegial assessments from Georgian and foreign experts. These mechanisms help improve programmes by incorporating external feedback. In the design of the Master's Programme in Global Politics and Security Studies, input from both Georgian and foreign experts was considered during development.

The university's approach to external quality assurance is effective, ensuring programmes meet national standards and benefit from diverse expert feedback. Involving both local and international experts adds value, though not all recommendations were fully applied. More thorough implementation of expert advice could further improve the programmes. Overall, the system supports ongoing development and quality improvement.

Evidences/Indicators

- External expert evaluations of the Educational Programme.

Recommendations:

Suggestions for the programme development

To ensure that recommendations from external evaluators are either fully implemented or, if not, provide clear justifications for why they are not followed. This will strengthen the transparency and effectiveness of the quality assurance process, ensuring that the university benefits from expert insights while maintaining accountability in decision-making.

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

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

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

The development and evaluation of the Master's Programme in Global Politics and Security Studies at Caucasus International University involves academic staff, invited lecturers, and employers. In general, the Quality Assurance Service (QAS) conducts regular surveys of students, academic staff,

alumni, and employers to assemble diverse feedback on the programme. The programme is monitored and evaluated based on this data, and modifications are proposed if necessary. The program is updated and adapted based on an analysis of assessment results to support its continuous modernization. The QAS, along with programme heads, ensures that the programme meets accreditation standards, analyzes learning outcomes, and addresses any issues outlined during the process. Resources from the university budget support programme updates, research activities, and administrative assistance. The Master's Program in Global Politics and Security Studies was created in 2020, developed through consultations and close collaboration with professors, experts, and top-level specialists from Canada, Argentina, Poland, and Ukraine. Representatives from leading universities also contributed to the program's design. To align the program with current standards, best practices from international models are applied.

consultations and close collaboration with professors, experts, and top-level specialists from Canada, Argentina, Poland, and Ukraine. Representatives from leading universities also contributed to the program's design. To align the program with current standards, best practices from international models are applied.

, Poland, and Ukraine. Representatives from leading universities also contributed to the program's design. To align the program with current standards, best practices from international models are applied.

When necessary, academic and invited staff undergo teaching evaluations at scheduled intervals using a standardized classroom observation template. But it was not used in practice on this program. The university's quality assurance process is comprehensive, involving multiple stakeholders in both programme development and ongoing evaluation. Regular surveys and feedback mechanisms ensure that the programme remains aligned with both academic standards and industry needs. However, participation in these surveys was not confirmed either by employers or students in exceptional cases.

The process would benefit from a more streamlined approach to address issues in real-time and ensure faster corrective actions. Additionally, closer collaboration between programme heads and the QAS could improve responsiveness to identified problems, leading to more effective programme enhancement.

On-site interviews did not confirm that Master's students evaluate the scientific research component or the implementation of scientific guidance. This suggests that students may not have adequately recognized or assessed these aspects of their programme. Further investigation into students' perceptions and experiences with the scientific-research component could provide insights into how to enhance their engagement and appreciation for these critical elements of their academic journey.

Evidences/Indicators

- Master's Programme in Global Politics and Security Studies and syllabuses;
- Monitoring mechanisms of student learning outcome and their analysis;
- Evaluation Mechanisms of Programme Learning Outcomes (PLO);
- Programme Learning Outcomes Evaluation Report;
- Survey forms for professors, students, alumni and employers;

- Reports of 2020-2021; 2021-2022; 2022-2023 prepared by quality assurance service.

Recommendations:

It is recommended to conduct teaching evaluations for academic and invited staff at regular intervals in all programs in practice. This approach would support consistency in teaching quality and provide valuable feedback from diverse perspectives.

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	<input checked="" type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

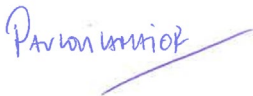
Compliance with the Programme Standards

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	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

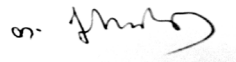
Chair of Accreditation Expert Panel

Paulo Vila Maior



Accreditation Expert Panel Members

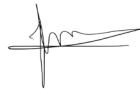
Tinatin Karosanidze



Natia Maghalashvili



Zhana Sirbiladze



Nino Talikadze

