



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

**Accreditation Expert Group Final Report on Cluster of Higher Education
Programmes**

- 1. Bachelor's Educational Program in Management;**
- 2. Bachelor's Educational Program in Finance;**
- 3. Master's Educational Program in International Business Management;**
- 4. Master's Educational Program in International Marketing;**
- 5. Doctoral Educational Program in Business Administration**

Caucasus International University LLC

2 – 4 October 2024

December 29, 2024

Tbilisi

Information on the Higher educational Institution

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

Chair (Name, Surname, HEI/Organization, Country)	Georg Köpf University Kempten, Germany
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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5
Name of the educational programme	Management	Finance	International Business Management	International Marketing	Business Administration
Level of higher education	Bachelor	Bachelor	Master	Master	Doctoral
Qualification to be awarded	Bachelor of Business Administration in Management	Bachelor of Business Administration in Finance	Master of Business Administration in International Business Management	Master of Business Administration in Marketing	Doctor of Business Administration.
Name and code of the detailed field	0413 Management and Administration	0412 Finances, Banking and Insurance	0413 Management and Administration	0414 Marketing and advertising	0413 Management and Administration
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	-	-	-	-	-
Language of instruction	Georgian	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	240 ECTS	240 ECTS	120 ECTS	120 ECTS	40 ECTS
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited Decision #74 11.07.2018	Accredited Decision #86 25.07.2018	Accredited I. 11. 07. 2018; Decision #75 II. 11. 06. 2019	Accredited Decision #142 27.06.2019	Accredited Decision s#180 12.09.2019

¹ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

			Decision #123		
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II. Accreditation Report Executive Summary

● General Information on the Cluster of Education Programmes²

The purpose and results of the program were in line with the order of the Minister of Education, Science, and youth of Georgia. The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The educational programs grouped in the cluster are logically connected with each other, considering the content of the field of study, and are developed according to the VI-VII-VIII levels of higher education.

For all programmes is valid, that they are well structured, logical linked and the outcome is in line with the mission of the university. The admission procedures are in line with legislation. It is good, that the University shows readiness for developing actual and international transfer skills. Students assessment is transparent and flexible to the students. The university is taking account students concerns having exams in moodle system and in digital forms. All students are informed about conferences and all kind of events in the university.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. The Bachelor programme's purpose is to provide learners with the knowledge and skills to become highly qualified human resources, working in modern economic environments at home country and abroad.

● Overview of the Accreditation Site Visit

The accreditation visit to evaluate "Business Administration" cluster programs was held on Oct.2 - 4, 2024. For the evaluation of the programs cluster, expert group was formed, chaired by an international expert, field experts from Georgia, Employer expert, Higher Education Expert and Student Expert. The expert panel was supported by two representatives from NCEQE.

Before the visit, all documents necessary for the evaluation process were shared with the experts, and the preparatory meeting was held, where expert panel shared their initial findings, distributed tasks and planned the visit.

The evaluation process followed the pre-agreed agenda, expert panel held interviews with university administration, self-evaluation team, QA office, heads of the programmes, academic and invited staff of the programmes, students, alumni, employers, PhD supervisors. The material-technical base was observed, including library.

² When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

The visits were held in a cooperative and open environment, which supported the work of the experts. Institution administered the visit very well and the overall readiness of the team for cooperation with the experts is highly appreciated.

Additional documentation was requested by experts and provided by the institution in a timely manner.

By the end of the visit, initial findings were shared with the institution. We prepared this final report by using the remarks from the university to our draft report.

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

Programme 1. Bachelor's Educational Program in Management, VI Level

Standard 1. Complies with requirements

- Standard 1.1 Complies with requirements
- Standard 1.2 Complies with requirements
- Standard 1.3 Complies with requirements
- Standard 1.4 Complies with requirements
- Standard 1.5 Complies with requirements

Programme 2. Bachelor's Educational Program in Finance, VI level

Standard 1 Complies with requirements

- Standard 1.1 Complies with requirements
- Standard 1.2 Complies with requirements
- Standard 1.3 Complies with requirements
- Standard 1.4 Complies with requirements
- Standard 1.5 Complies with requirements

Programme 3. Master's Educational Program in International Business Management, VII Level

Standard 1. Complies with requirements

- Standard 1.1 Complies with requirements
- Standard 1.2 Complies with requirements
- Standard 1.3 Complies with requirements
- Standard 1.4 Complies with requirements
- Standard 1.5 Complies with requirements

Programme 4. Master's Educational Program in International Marketing, VII Level

Standard 1. Complies with requirements

- Standard 1.1 Substantially complies with requirements

- Standard 1.2 **Complies with requirements**
- Standard 1.3 **Complies with requirements**
- Standard 1.4 **Complies with requirements**
- Standard 1.5 **Complies with requirements**

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Standard 1. Complies with requirements

- Standard 1.1 **Substantially complies with requirements**
- Standard 1.2 **Complies with requirements**
- Standard 1.3 **Complies with requirements**
- Standard 1.4 **Complies with requirements**
- Standard 1.5 **Complies with requirements**

Standard 2.

Programme 1. Bachelor’s Educational Program in Management, VI Level

Standard 2 Substantially complies with requirements

- Standard 2.1 **Substantially complies with requirements**
- Standard 2.2 **Complies with requirements**
- Standard 2.3 **Complies with requirements**
- Standard 2.4 **Substantially complies with requirements**

Programme 2. Bachelor’s Educational Program in Finance, VI level

Standard 2 Substantially complies with requirements

- Standard 2.1 **Substantially complies with requirements**
- Standard 2.2 **Complies with requirements**
- Standard 2.3 **Complies with requirements**
- Standard 2.4 **Substantially complies with requirements**

Programme 3. Master’s Educational Program in International Business Management, VII Level

Standard 2 Complies with requirements

- Standard 2.1 **Complies with requirements**
- Standard 2.2 **Complies with requirements**
- Standard 2.3 **Complies with requirements**
- Standard 2.4 **Complies with requirements**

Programme 4. Master’s Educational Program in International Marketing, VII Level

Standard 2 Complies with requirements

- Standard 2.1 **Complies with requirements**
- Standard 2.2 **Complies with requirements**
- Standard 2.3 **Complies with requirements**
- Standard 2.4 **Complies with requirements**

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Standard 2 Complies with requirements

- Standard 2.1 **Complies with requirements**
- Standard 2.2 **Complies with requirements**
- Standard 2.3 **Complies with requirements**
- Standard 2.4 **Complies with requirements**

Standard 3.

Programme 1. Bachelor’s Educational Program in Management, VI Level

Standard 3 Substantially complies with requirements

- Standard 3.1 **Substantially complies with requirements**
- Standard 3.2 **N/A**

Programme 2. Bachelor’s Educational Program in Finance, VI level

Standard 3 Substantially complies with requirements

- Standard 3.1 **Substantially complies with requirements**
- Standard 3.2 **N/A**

Programme 3. Master’s Educational Program in International Business Management, VII Level

Standard 3 Complies with requirements

- Standard 3.1 **Substantially complies with requirements**
- Standard 3.2 **Complies with requirements**

Programme 4. Master’s Educational Program in International Marketing, VII Level

Standard 3 Complies with requirements

- Standard 3.1 **Substantially complies with requirements**
- Standard 3.2 **Complies with requirements**

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Standard 3 Complies with requirements

- Standard 3.1 Substantially complies with requirements
- Standard 3.2 Complies with requirements

Standard 4.

Programme 1. Bachelor's Educational Program in Management, VI Level

Standard 4 Complies with requirements

- Standard 4.1 Complies with requirements
- Standard 4.2 Complies with requirements
- Standard 4.3 Complies with requirements
- Standard 4.4 Complies with requirements

Programme 2. Bachelor's Educational Program in Finance, VI level

Standard 4 Complies with requirements

- Standard 4.1 Complies with requirements
- Standard 4.2 Complies with requirements
- Standard 4.3 Complies with requirements
- Standard 4.4 Complies with requirements

Programme 3. Master's Educational Program in International Business Management, VII Level

Standard 4 Complies with requirements

- Standard 4.1 Complies with requirements
- Standard 4.2 Complies with requirements
- Standard 4.3 Complies with requirements
- Standard 4.4 Complies with requirements

Programme 4. Master's Educational Program in International Marketing, VII Level

Standard 4 Complies with requirements

- Standard 4.1 Complies with requirements
- Standard 4.2 Complies with requirements
- Standard 4.3 Complies with requirements
- Standard 4.4 Complies with requirements

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Standard 4 Complies with requirements

- Standard 4.1 Complies with requirements
- Standard 4.2 Complies with requirements
- Standard 4.3 Complies with requirements
- Standard 4.4 Complies with requirements

Standard 5.

Programme 1. Bachelor's Educational Program in Management, VI Level

Standard 5 Complies with requirements

- Standard 5.1 Complies with requirements
- Standard 5.2 Complies with requirements
- Standard 5.3 Complies with requirements

Programme 2. Bachelor's Educational Program in Finance, VI level

Standard 5 Complies with requirements

- Standard 5.1 Complies with requirements
- Standard 5.2 Complies with requirements
- Standard 5.3 Complies with requirements

Programme 3. Master's Educational Program in International Business Management, VII Level

Standard 5 Complies with requirements

- Standard 5.1 Complies with requirements
- Standard 5.2 Complies with requirements
- Standard 5.3 Complies with requirements

Programme 4. Master's Educational Program in International Marketing, VII Level

Standard 5 Complies with requirements

- Standard 5.1 Complies with requirements
- Standard 5.2 Complies with requirements
- Standard 5.3 Complies with requirements

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Standard 5 Complies with requirements

- Standard 5.1 Complies with requirements
- Standard 5.2 Complies with requirements

Standard 5.3 Complies with requirements

General recommendations of the cluster according standards:

- Since the university does not specify the maximum number of seminars that can be taken together, the maximum number of seminars to be taken simultaneously should be monitored and determined; (3.1)

Recommendations according to the programmes:

Programme 1. Bachelor's Educational Program in Management, VI Level

- According to the admission preconditions to the Bachelor's Educational Program in Management, "Georgian citizens with a complete general education certificate have the right to enroll in the bachelor's program, based on the results of the unified national exams." It is recommended to correct the mentioned wording, including regarding citizenship (Law of Georgia "On Higher Education", Article 48, paragraph 1). (2.1)
- CIU should revise the "Rule of execution and defense of the bachelor's thesis/undergraduate project" and introduce an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis. (2.4)

Programme 2. Bachelor's Educational Program in Finance, VI level

- According to the admission preconditions to the Bachelor's Educational Program in Finance, "Georgian citizens with a complete general education certificate have the right to enroll in the bachelor's program, based on the results of the unified national exams." It is recommended to correct the mentioned wording, including regarding citizenship (Law of Georgia "On Higher Education", Article 48, paragraph 1). (2.1)
- CIU should revise the "Rule of execution and defense of the bachelor's thesis/undergraduate project" and introduce an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis. (2.4)

Programme 3. Master's Educational Program in International Business Management, VII Level

N/A

Programme 4. **Master's Educational Program in International Marketing, VII Level**

- According to the program accreditation material, program objectives can be written more broadly, for more clearly to outline the competence of the teaching level, and it would be better if the objectives of the program will be reformulated, because the stakeholders of the program can better perceive the special aspects of the program. (1.1)

Programme 5. **Doctoral Educational Program in Business Administration, VIII level**

- The program objectives need revision. It is good but there is not shown the Business Administration field, and it would be better if the objectives of the program will be revised in the objective will be shown the Business Administration field. (1.1)

General suggestions of the cluster according standards:

- In some cases, there are general statements in the admission preconditions and procedures to the educational programs combined in the cluster, which require more detailing so that applicants can more easily and fully find the information they need (e.g. Doctoral Educational Program in Business Administration). (2.1)
- To encourage and develop students' entrepreneurial, practical and research skills more active participation in the projects of the Georgian Innovation and Technology Agency (GITA) is desirable, In Bachelor and master programs. (2.2)
- In order to conduct research at the doctoral and master's level at a high level, the university offers students a free training course in data management and statistical analysis software package SPSS. It is desirable to continue the mentioned trend in the future and to monitor the obtained results for further development. (2.3)
- The university should encourage student participation in meetings, events, and conferences organized by the institution. (3.1)

Suggestions cording to the programmes:

Programme 1. **Bachelor's Educational Program in Management, VI Level**

- It would be better if the objectives of the program will be optimized and formulated more briefly, because the stakeholders of the program can better perceive the special aspects of the program. (1.1)

Programme 2. Bachelor's Educational Program in Finance, VI level

- It would be better if the objectives of the program will be optimized and formulated more briefly, because the stakeholders of the program can better perceive the special aspects of the program. (1.1)
- It would be better if the syllabus "Organization and Management of Entrepreneurship and Business Plans", uses literature of the 2017, it desirable if that will be updated with the latest literature. (1.5)

Programme 3. Master's Educational Program in International Business Management, VII Level

- It is suggested the topics/tests/issues of the internal university exams be posted on the university's website. (2.1)
- It is suggested to indicate the possibility and procedure of enrolling in the program without passing the common master's exams. (2.1)
- It is suggested that students evaluate both the supervisor of the scientific research project and the thesis component. (3.1)

Programme 4. Master's Educational Program in International Marketing, VII Level

- It is suggested the topics/tests/issues of the internal university exams be posted on the university's website. (2.1)
- It is suggested to indicate the possibility and procedure of enrolling in the program without passing the common master's exams. (2.1)
- It is suggested that students evaluate both the supervisor of the scientific research project and the thesis component. (3.1)

- It is desirable to add elective courses such as "Strategic Management", "Strategic Marketing", "Marketing Channel Management" to the program. (1.5)

Programme 5. [Doctoral Educational Program in Business Administration, VIII level](#)

- It is desirable to clearly define and establish the university's research priorities and forms of collaboration with partner organizations that will enable doctoral students to maximize the development of practical, research, creative, performance, and transferable skills. (2.2)
- According PhD program current regulation it is good data, but according new regulation ("On the Regulation of Accreditation of Educational Programs of Educational Institutions and Approving Fees" of the Minister of Education and Science of Georgia dated May 4, 2011 No. 65/N, in accordance with the amendment made on August 30, 2024, in accordance with the Doctoral Level Education Framework Document) maybe arises some challenges. It would be better if CIU will catch a spare and consider increasing affiliated academic staff for the doctoral program. If the doctoral program were to maintain such high demand. "On the Regulation of Accreditation of Educational Programs of Educational Institutions and Approving Fees" of the Minister of Education and Science of Georgia dated May 4, 2011 No. 65/N, in accordance with the amendment made on August 30, 2024, in accordance with the Doctoral Level Education Framework Document. (4.1)
- It is suggested that students evaluate both the supervisor of the scientific research project and the thesis component. (3.1)
- It is suggested to clarify where information on priority research areas will be posted (for example, on the university/faculty website) to make it easier for future doctoral students to make decisions. (2.1)

Brief Overview of the Best Practices (if applicable)³

³ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

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

The expert group has reviewed the argumentative position presented by the institution. Based on this review, the existing recommendations and suggestions have not been altered or removed.

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

All suggestions from the last accreditation are implemented. New training course programmes were created.

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster

⁴ **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

⁵ **Assessment approaches: In case of necessity,** describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

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

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 institution. 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.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Caucasus International University's Business cluster are grouped five programs, objectives of the educational programs grouped within the cluster are intricately designed to align with the specific content of the field of study. These programs are structured according to the VI-VII-VIII levels of higher education, ensuring a logical progression between them. Each program has distinct goals and learning outcomes, which are consistently interconnected. These objectives are crafted in harmony with the overarching mission of the University, which is committed to cultivating a generation equipped with democratic values and competitiveness in both local and international labor markets. They also align with the strategic development plans of the University, ensuring coherence and a shared vision.

Caucasus International University (CIU) has designed five interconnected educational programs grouped into a cluster within the fields of Management, Finance, International Business, International Marketing, and Business Administration at the VI, VII, and VIII qualification levels. These programs aim to develop specialized knowledge, skills, and competencies in graduates to fulfill the demands of both the local and international labor markets.

Bachelor's and Master's programs are compatible with The Subject Benchmark Statement for Business Administration serves as an academic standard that outlines the minimum learning outcomes required for the successful completion of undergraduate (VI level) and master's (VII level) programs in the field of business administration. It also specifies the teaching, learning, and assessment methods necessary to achieve these outcomes. This benchmark statement details the knowledge, skills, as well as the levels of responsibility and autonomy that students are expected to develop during their studies in both bachelor's and master's programs in business administration.

Each program has defined and attainable objectives that align with CIU's strategic mission to foster democratic values and prepare graduates to succeed in competitive global and local labor markets. The objectives reflect both CIU's commitment to academic excellence and responsiveness to practical industry needs. The objectives are practical and attainable due to CIU's structured program design, which includes necessary resources and comprehensive content.

The learning outcomes for each program specify the knowledge, skills, and competencies graduates are expected to attain. The curriculum is structured to progressively build students' theoretical and practical expertise in each discipline, including specialized courses, internships, and research projects. These learning outcomes ensure that students can apply their knowledge in various organizational settings.

All programs align with CIU's mission of fostering a generation ready to thrive in democratic societies and competitive labor markets. These programs are an extension of CIU's broader objectives of educational quality, internationalization, and practical skill development. They are consistent with CIU's strategic goals and the faculty's action plans, enhancing CIU's role in advancing business education in Georgia.

CIU has conducted employment market research confirming demand for business and finance graduates locally and internationally. The program objectives are designed to produce professionals equipped with relevant, in-demand skills that meet employer expectations and adapt to global business trends, including knowledge of digital finance and international marketing.

Each program incorporates elements of internationalization. For instance, **Master's in International Business Management** prepares graduates for roles in multinational organizations, and **Doctoral Program in Business Administration** emphasizes international research collaboration, preparing scholars to contribute to global academic discussions.

The programs and their objectives are publicly accessible through CIU's website and shared with students, faculty, and other stakeholders. Additionally, CIU's Quality Assurance Service regularly evaluates and updates programs based on stakeholder feedback to maintain transparency and ensure alignment with both academic and industry standards.

Programme 1. Bachelor's Program in Management - Level VI

The significance of the Bachelor's Program in Management arises from Georgia's integration into the global economy and the establishment of a market economy in the country. The program supports efforts to enhance public life, strengthen the private sector, and foster rapid economic development. The evolving demands of employers, the dynamic nature of the business sector, and the increasing importance of business administration and management highlight the need for highly trained specialists. These specialists are expected to manage business processes efficiently, optimize organizational performance, and contribute to the overall success of various organizations, regardless of size or structure.

Objective of the educational program are:

Is to give the student:

- thorough knowledge of the theoretical and practical aspects of managerial activities and develop skills necessary for a professional career;
- knowledge necessary for starting a new business and preparing relevant documentation;
- knowledge so that the graduate can manage the human, material and financial resources of the organization under minimal supervision;
- to equip the student with communication and critical analysis skills, which will ensure the successful realization of the theoretical knowledge acquired by the graduate during professional activity in the future;
- to develop the graduate's respect for social, ethical and moral values;
- To prepare graduates for activities in state and business structures, non-governmental and international organizations. Also, to continue studying for a master's degree in business administration or other related fields of study.

Based on the realization of the objectives of the program, a highly qualified, competitive manager and effective leader will be prepared.

The graduate of the program will be able to optimally manage various types of business processes and organizations within the scope of his/her competence, which he/she will be helped by the accumulated theoretical and practical knowledge in the field of business management activities and professional skills, which he/she will acquire based on the world experience in management and the study of the peculiarities of the country.

According to revising the program objectives, it is good but can be written more briefly, and it would be good if the objectives of the program will be optimized and formulated more briefly, because the stakeholders of the program can better perceive the special aspects of the program.

Programme 2. Bachelor's Program in Finance - Level VI

The Bachelor's Program in Finance is critically important due to Georgia's growing integration into the global economy and the development of market economy institutions within the country. As business and finance sectors evolve, the demands of employers and the need to refine Georgia's financial systems have increased. This program responds to these challenges by preparing

competitive finance specialists capable of navigating the complexities of both domestic and international markets.

Objective of the educational program:

The objective of the bachelor's program is to prepare a specialist with the academic degree of a bachelor of business administration in the field of finance, who will be competitive in the domestic and international labor market and can:

- In the process of business administration, understand the issues and problems related to business and finance and apply the acquired knowledge in practice;
- Understand, analyze, evaluate and adequately determine the priorities of the current processes in the field of business, form reasoned conclusions and develop a financial strategy within the competence;
- Analyse and evaluate current processes in the financial sector, identify the existing problems and justify acceptable financial decisions within his/her competence;
- Compile financial statements and manage financial flows based on budgeting, develop and implement business projects;
- In the conditions of growing competition and globalization of the economy, form into a competitive specialist with a bachelor's degree in business administration in the field of finance, who can realize their capacities and successfully advance their career.

Based on the realization of the objectives of the program, a highly qualified specialist with a bachelor's degree in business administration will be trained in the field of finance, who, considering the requirements of the market economy, will successfully carry out activities in the institutions of the financial, banking, tax and insurance systems.

The alumni of the program will acquire the necessary competencies to work in the field of finance, independently identify future educational needs, develop independent research skills, continue their studies at the master's level, and conserve knowledge and skills.

According to revising the program objectives, it is good but can be written more briefly, and it would be good if the objectives of the program will be optimized and formulated more briefly, because the stakeholders of the program can better perceive the special aspects of the program.

Programme 3. Master's Program in International Business Management - Level VII

The relevance of the Master's Program in International Business Management stems from the need for Georgia to fully integrate into the global economy. Rapid developments in international business, coupled with trends in globalization, make it essential to prepare specialists who can navigate the challenges of global markets. This program equips students with the knowledge and skills necessary to manage international business processes, optimize organizational activities, and make informed management decisions.

A objectives of the degree program is to:

- Provide students with a deep knowledge based on up-to-date achievements and approaches regarding contemporary trends of international business management in terms of globalization which will assist them in making steps towards the world of rapidly growing global business.
- Develop skills and competences of management of business processes which are focal for the contemporary global business which will assist them in being employed on the global employment market within and outside the borders of their state.

The objectives of the program are clearly formulated.

Programme 4. Master's Program in International Marketing - Level VII

As international trade and business processes continue to expand, Georgia's ability to tap into these opportunities depends on its capacity to fill markets with competitive products. One of the key challenges in this area is the shortage of qualified professionals in international marketing. This program is designed to address that gap by equipping students with the knowledge and skills to develop marketing strategies that connect Georgia's products with international markets, thereby fostering economic growth.

Objective of the educational program is:

Based on the requirements of the labor market, to form and educate a competitive marketing specialist equipped with new knowledge, practical skills, and competencies necessary for the profession of marketing.

According to the program accreditation material, program objectives can be written more broadly, for more clearly to outline the competence of the teaching level, and it would be good if the objectives of the program will be reformulated, because the stakeholders of the program can better perceive the special aspects of the program.

Programme 5. Doctoral Program in Business Administration - Level VIII

In today's increasingly complex global business environment, there is a growing need for highly qualified researchers who can generate new knowledge and contribute to the advancement of the field. The Doctoral Program in Business Administration is designed to cultivate researchers with the ability to conduct innovative, high-quality research. These researchers will produce valuable theoretical and practical insights that can be shared with both the academic community and the business sector.

Objective of the Doctoral Program in Business Administration is:

To train a highly qualified researcher in the field of business administration who:

- Independently plans and conducts high-quality innovative research focused on the creation of new knowledge while maintaining academic integrity;
- Makes original conclusions with theoretical and practical value;
- Transfers and shares new, innovative knowledge accumulated as a result of research to the scientific community and business sector;
- actively involved in the teaching-learning process and, using modern teaching methods, imparts knowledge to the university and other educational communities.

the program objectives need revision it is good but there is not shown the Business Administration field, and it would be good if the objectives of the program will be revised in the objective will be shown the Business Administration field.

Evidences/Indicators

- programs and syllabuses grouped in cluster;
- Self-evaluation report;
- Mission of the HEI;
- Panel Interview results;
- Web-page: <https://ciu.edu.ge/>

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s): N/A

Suggestion(s):

- It would be better if the objectives of the program will be optimized and formulated more briefly, because the stakeholders of the program can better perceive the special aspects of the program..

Programme 2. Bachelor's Educational Program in Finance, VI level

Recommendation(s): N/A

Suggestion(s):

- it would be better if the objectives of the program will be optimized and formulated more briefly, because the stakeholders of the program can better perceive the special aspects of the program.

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s):

- According to the program accreditation material, program objectives can be written more broadly, for more clearly to outline the competence of the teaching level, and it would be better if the objectives of the program will be reformulated, because the stakeholders of the program can better perceive the special aspects of the program.

Suggestion(s): N/A

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

- The program objectives need revision. It is good but there is not shown the Business Administration field, and it would be better if the objectives of the program will be revised in the objective will be shown the Business Administration field.

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Finance (VI level)

Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	<input type="checkbox"/>	X	<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 specificity of the field of study.
 - Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.
-

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Caucasus International University's clustered educational programs in Business and Administration align their learning outcomes with program objectives and labor market needs, ensuring students gain practical and theoretical competencies. The learning outcomes are collaboratively developed, measurable, and designed to foster knowledge, skills, responsibility, and autonomy in the fields of Management, Finance, International Business Management, International Marketing, and Business Administration.

Each program's learning outcomes align with its stated objectives, covering essential knowledge, skills, and competencies needed for business-related careers. Outcomes are structured to meet the qualifications framework and reflect national and international standards, ensuring graduates are prepared for advanced study and professional roles.

The outcomes are crafted to be realistic and achievable, reflecting sector-specific benchmarks developed based on the National Qualifications Framework (NQF) for each program level, from Bachelor's to Doctoral studies. Programs are designed to systematically support students in reaching these outcomes through consistent coursework progression and practical experiences.

Program outcomes are aligned with the qualification levels as outlined in the NQF, ensuring graduates attain competencies that satisfy both academic and market requirements in

Georgia and globally. Courses are organized to deepen knowledge progressively and build autonomy in research and practical applications.

Employment market surveys reveal demand for professionals in business administration, finance, international business, and marketing. The programs address these demands by equipping graduates with targeted skills for entry into the local and international workforce and providing foundational competencies for further education.

The learning outcomes were developed through collaboration involving academic staff, students, alumni, and employers, ensuring relevance and applicability. This process enhances outcomes by incorporating feedback from both academic and professional communities. According panel interviews involved in the implementation of the programme provide information about the learning outcomes to the stakeholders.

The Bachelor's, Master's, and Doctoral programs are cohesively designed to reflect increasing complexity and depth. Outcomes at each educational level build on prior competencies, facilitating a logical transition from foundational knowledge in Bachelor's programs to advanced research in Doctoral studies.

The program outcomes are publicly accessible, ensuring transparency and alignment with the expectations of all involved parties, including students, academic staff, and employers.

All interested parties - the academic and administrative staff of the Faculty of Business Technologies implementing the program, students, graduates, specialists in the field and representatives of employing companies were actively involved in the process of elaboration of the educational program, including program objectives and learning outcomes.

Programme 1. Bachelor's Program in Management - Level VI

The relevance of the bachelor's program in management is determined by the processes of integration of Georgia into the world economy, the establishment of a market economy in Georgia and the creation of market economy institutions, promotion of raising the quality of public life, strengthening and rapid development of the private sector.

The demands of employers, the processes taking place in the field of business and the increased role of business administration and management in these processes, the challenges faced by businesses and the need to increase the efficiency of organizations of different sizes and structures, require the training of a competitive specialist, who will be able to participate in projects aimed at the management of business processes and optimization of business activities within the scope of their competence, promoting the effectiveness of the organization with proper management and successful practical activities in various types of organizations

Programme 2. Bachelor's program in Finance - VI level

The relevance of the Bachelor's Program in Finance is determined by the Integration of Georgia in the world economy; Creation of market economy institutions in Georgia; Current processes in the field of business and finance; Employers' requirements; Improvement of the financial policy and financial system of Georgia; The impact of the global business environment on business development in Georgia; The need to promote the improvement of the quality of public life and, accordingly, the increased role of business administration, finance, and the banking sector in these processes, requires the preparation of such a competitive specialist who can:

- Participation in financial policy implementation;
- Raise the financial efficiency of the company within his/her own competencies;
- Support the gain of profit in the organization;
- Perform successful practical work in financial and credit and banking institutions.

Programme 3. Master's Program in International Business Management - VII level

The relevance of the Master's program in International Business Management is conditioned due to such important factors as:

- The need for further development of the market economy in Georgia and the full integration of the country into the world economic area;
- Modern trends in world economic development and irreversible processes of internationalization and globalization of business;
- Rapid development of international business and international economic relations;
- Intensification and internationalization of business processes in Georgia;
- The need to promote the economic development of Georgia and increase the prosperity of the population;
- Global challenges facing national businesses and the increased role of international business management in these processes.

All this, in turn, leads to the need to train competitive specialists who will be able to successfully manage business using modern technologies of international business management, consider the peculiarities of international business processes and optimize business activities through correct management decisions, successful public and professional activities in various international and local organizations. etc.

Programme 4. Master's Program in International Marketing - VII level

In the contemporary world, the volume of international business processes, commerce and exchange is constantly increasing. Georgia, as a country operating in harmony with modern economic processes and a certain economic system, is still not able to fill even those markets that traditionally belonged to it with its goods. Where should we look for the reason for the relatively small export potential of Georgia, if not the shortage of specialists in international marketing, which itself prevents solving many problems.

International marketing, as one of the most important subfields of business administration and especially marketing, is committed to creating and developing conceptual models, strategies and tactical approaches connecting different markets in order to profitably exchange the commercial values of one country, region, with the financial values of other countries and regions in such a way as to create additional value.

Based on the huge technical, technological, trade and personal potential in Georgia and the Transcaucasian region in general, international marketing as an educational and scientific field will create and develop such marketing models of international exchange planning and management that will pave the way for the national product to establish a place on international markets. International marketing will also transform national thinking, especially from the commercial point of view, in an acceptable way for international commerce, and finally, it will ensure the transformation of national brands into international brands.

Programme 5. Doctoral Program in Business Administration - VIII level

Due to the rapid globalization of the world in the 21st century, business is becoming increasingly large and complex with more human, financial, and non-financial resources and wider geographical boundaries. The variety of contemporary business development trends makes the existence of highly qualified scientists-analysts extremely relevant, who have deep knowledge and experience in the field of business administration, can analyze data, generate unique ideas, put accumulated knowledge and innovative ideas into practice, and effectively disseminate them to the scientific and educational community. A highly qualified scientist with a doctoral degree in business administration is in high demand in the modern labor market.

According provided documentation, site and panel interviews, there were obtained assurance that, Programmes learning outcomes grouped in cluster , are logically related to the programme objectives and the specificity of the field of study. Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programmes.

Evidences/Indicators

- programs and syllabuses grouped in cluster;
- Self-evaluation report;
- Mission of the HEI;
- Panel Interview results;
- Web-page: <https://ciu.edu.ge/>

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Recommendations and Suggestions according to the programmes:

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor's Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	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 assessment process 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university has defined evaluation mechanisms of the programme learning outcomes, the assessment cycle consists of defining, collecting and analyzing relevant data, and using the results of the evaluation for the further improvements. At the end of each semester, the university's Quality Assurance Service, Program Heads, and faculty members who implement the program collectively evaluate the program's learning outcomes. The Quality Assurance Service has established

mechanisms for this purpose, encompassing the identification, collection, and analysis of data required to assess these outcomes.

The evaluation and analysis of the programme learning outcomes starts with the analysis of the curriculum and mapping learning courses with the programme learning outcomes. For each of the programme presented in the cluster, it has developed curriculum maps, where the programme components are linked to the programme learning outcomes (PLOs).

The learning outcomes of teaching and scientific-research component are evaluated in a consistent and transparent manner, the periodicity of the evaluation takes into account characteristics of the field. Learning outcomes assessment system and periodicity also takes into account the peculiarities of the educational level. The cluster includes programmes of all three levels of higher education, and the periodicity of evaluation of the programme learning outcomes are consistent with the level of education, including the years of study on each level of education.

For the evaluation of the programme learning outcomes, the university has developed the institutional programme learning outcomes assessment plan methodology which is detailed and can well serve as the guideline for programme learning outcomes assessment for the staff. The methodology describes the steps of the cycle of the programme learning outcomes assessment, including development of the curriculum map, as described above, as well as utilization of the evaluation results for the development of the programme, approaches or assessment tools. The named methodology also identifies the requirement to use both direct and indirect methods of assessment of PLOs, naming the direct methods as the ones tests, exams, etc. While the indirect methods are for example, student self-assessment, employers' assessment, etc.

Based on the methodology, benchmarks are also defined for each of the PLO. Apart from the abovementioned and described methodology for PLO assessment, there are individual mechanisms of PLO evaluation developed for individual programmes, which were also provided by the institution. The mechanisms indicate the direct methods used for evaluation of each PLO. It is desirable to include in the mechanism concrete indirect methods as well, which will be tailored to each learning outcome. It will make the programme learning outcome plan and mechanism more concrete, detailed and comprehensive. The evaluation mechanisms for the PhD programme also state that within the PhD programmes research component, individual assessments of each research component is used, while the PhD programme utilizes evaluation of the research component as a whole, when the PhD candidate finalizes work on the dissertation.

The program learning outcomes are integrated into study courses across three developmental levels: A (Introduction), B (Deepening), and C (Reinforcement). To monitor learning outcomes effectively, only courses where learning outcomes reach the reinforcement level are selected.

Both direct and indirect methods are employed to assess the program's learning outcomes. Indirect methods include surveys of employers, alumni, and students; curriculum analysis; and benchmarking against similar programs. The program supervisor reviews and analyzes these survey responses,

addressing any identified issues. Academic staff collaborate with the program supervisor in evaluating both the learning outcomes and the effectiveness of the content and assessment methods. Direct assessment involves evaluating students' academic performance and analyzing their results.

Evaluation tools for assessing learning outcomes include a variety of methods such as closed and open questions, theoretical inquiries, abstract presentations, practical assignments, independent homework, project presentations, bachelor's projects, master's theses, and dissertations. Each component of the program clarifies the specific assessment forms used to verify learning outcomes.

Predefined indicators are used to assess learning outcomes, with three levels of evaluation: "Does not meet," "Substantially meets," and "Meets." To carry out direct assessments, the program's development team has identified courses critical to achieving the program's learning outcomes, as they play a key role in reinforcing these outcomes.

Monitoring occurs annually through the aforementioned methods, and assessment results guide the next stages of development and response planning. If two consecutive evaluations show significant deviations from the target range, learning outcomes and their associated strategies are reviewed, which may include adjustments to:

- Credit or hour distribution,
- Teaching and learning methods,
- Content topics and volume,
- Assessment forms and methods,
- Mandatory literature,
- Course organization.

Based on evaluation results, modifications to the program and syllabi may be implemented to enhance the program.

For direct assessment in the Bachelor's Program in Information Technologies, learning outcomes are evaluated in two stages. Initially, students are ranked by grades, following a Gaussian distribution with target percentages: 10% for grade A, 20% for grade B, 40% for grade C, 20% for grade D, and 10% for grade E. Any deviation beyond 5-10% triggers a review of learning outcomes and mechanisms. Additionally, a response is warranted if, over two years, the same course repeatedly shows significant deviation from expectations.

If no significant deviations are found, the educational component is considered to meet the intended outcomes, with no modifications needed.

During the site visit, various interviews were conducted with different stakeholders, including academic/scientific staff and visiting faculty, who provided detailed explanations of the methods used to evaluate learning outcomes. The staff involved in implementing the program receive training and consultations, which help them develop the necessary skills for effective planning and execution. All stakeholders are well-acquainted with the analysis of learning outcomes evaluation.

The staff responsible for implementing the program are supported in developing the skills required for the elaboration, measurement, and analysis of learning outcomes. The higher education

institution (HEI) ensures that all stakeholders are familiar with the process of evaluating learning outcomes.

Programme 1. Bachelor's Educational Program in Management, VI Level

To conduct a direct assessment, program developers have identified key courses that play a significant role in achieving the program's learning outcomes. The following courses will be used to evaluate these outcomes:

1. Professional English for Managers II
2. Corporate Management
3. Project Management
4. Marketing Management
5. Strategic Management
6. Crisis Communication Management
7. Administrative Accounting
8. Innovative Management
9. Practice
10. Bachelor's Project

The target goal for learning outcome achievement in the Bachelor's Program in Management is set at 70% of students. Detailed connections between each course and program learning outcomes, along with assessment levels, indicator mapping, an annual monitoring schedule, and target benchmarks, are outlined in the program appendix #5: Learning Outcomes Evaluation Mechanism for Management

Programme 2. Bachelor's Educational Program in Finance, VI level

To conduct a direct assessment, program staff have identified key courses essential to achieving the program's learning outcomes. These courses specifically reinforce the targeted outcomes and include:

1. Taxation and Taxes
2. Financial Accounting and Reporting
3. Corporate Finance
4. Banking
5. Public Finance
6. Automated Financial and Economic Accounting System (Oris-Accounting)
7. Administrative Accounting
8. Banking Management
9. International Finance
10. Financial Analysis
11. Practice
12. Bachelor's Project

The target benchmark for achieving the program's learning outcomes in the Bachelor's Program in Finance is set at 70% of students. In the program appendix #5: Learning Outcomes Evaluation Mechanism for Finance provides detailed information on the link between these courses and program outcomes, assessment levels, indicator mapping, the annual observation schedule, and benchmarks for achieving the program learning outcomes.

Programme 3. Master's Educational Program in International Business Management, VII Level

To facilitate direct assessment, the program development team has selected key courses that are critical to achieving and reinforcing the program's learning outcomes. These courses include:

1. International Marketing
2. Management of Key Risks in Global Business
3. Global Strategic Management
4. Legal Regulation of International Business
5. Research and Analytical Skills in Business
6. Practice
7. Completion and Defense of Master's Thesis

The target achievement rate for learning outcomes in the Master's Program in International Business Management is set at 75% of students. In the program appendix #5: Learning Outcomes Evaluation Mechanism for International Business Management details the link between these courses and program learning outcomes, assessment levels, indicator mapping, the annual observation schedule, and target benchmarks for achieving program learning outcomes.

Programme 4. Master's Educational Program in International Marketing, VII Level

To conduct a direct assessment, program developers have identified specific courses that are crucial for achieving and reinforcing the program's learning outcomes. These courses include:

1. Consumer Behavior in International Markets
2. Digital Marketing and E-Commerce: Cases and Analysis
3. Competition and Competitive Strategies
4. Global Marketing Strategies
5. Marketing Research Methods for International Markets
6. Practice
7. Completion and Defense of Master's Thesis

The target benchmark for achieving the learning outcomes in the Master's Program in International Marketing is set at 75% of students. In the program appendix #5: Learning Outcomes Evaluation Mechanism for International Marketing provides details on the alignment between these courses and program outcomes, assessment levels, indicator mapping, the annual observation schedule, and benchmarks for achieving program learning outcomes.

Programme 5. Doctoral Educational Program in Business Administration, VIII level

To assess the learning outcomes of the doctoral program in Business Administration, the following mandatory study and research components will be utilized:

1. Modern teaching methods
2. Research paper colloquium-3
3. Completion and defense of the thesis

To achieve the program's learning outcomes, the target benchmark is that 75% of students in the Bachelor's program in Management should meet the expected outcomes.

Details regarding the alignment between study courses and program learning outcomes, methods of assessing these outcomes, the assessment levels, the map of assessment indicators, the schedule for monitoring learning outcomes by year, and the target benchmark for achieving the program's learning outcomes for the Bachelor's in Management can be found in the program Appendix #5: Learning Outcomes Evaluation Mechanism of Business Administration.

Evidences/Indicators

- Self-Evaluation report
- Programmes documents
- Rule of Planning, Designing, Evaluation and Development of Educational Programs
- Site visit interviews
- Learning Outcomes Evaluation Mechanism of Bachelor's Educational Program in Management.
- Learning Outcomes Evaluation Mechanism of Bachelor's Educational Program in Finance.
- Learning Outcomes Evaluation Mechanism of Master's Educational Program in International Business Management.
- Learning Outcomes Evaluation Mechanism of Master's Educational Program in International Marketing.
- Learning Outcomes Evaluation Mechanism of Doctoral Educational Program in Business Administration.
- web-site

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Recommendations and Suggestions according to the programmes:

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master’s Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor’s Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor’s Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master’s Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master’s Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Educational Programme

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The educational programs in the cluster have been developed in line with the “Rule of Planning, Designing, Evaluation and Development of Educational Programs”, developed at the university and approved by the Academic Council, which ensures that the planning, designing, and development of educational programs adhere to the HEI's methodology.

Program development is a collaborative process involving academic and research staff of the Faculty of Business Technologies, visiting staff, the Quality Assurance Service and the Academic Council, students, graduates, and employers. This diverse involvement confirms a comprehensive and collaborative approach and ensures that the program meets the needs of all stakeholders.

The BA, MA, PHD programs are designed in accordance with the legislation of Georgian and ECTS-European Credit Transfer and Accumulation system.

The workload of the training courses of the programs is distributed in such a way that the student gradually acquires in-depth field knowledge.

The content and structure of each educational program included in the cluster ensures its uniqueness. Programs are structured to ensure compliance with the qualifications awarded. The content and structure of the programs ensure that the learning outcomes of the programs are achieved, reflecting the specific requirements of the qualification. The learning outcomes of any concentration in the program are aligned with the overall learning outcomes of the program. The structure of the programs are logical and coherent for the most part. The teaching and research components, including individual courses, for the most part are organized and developed sequentially, providing a logical progression. Acceptable prerequisites for subsequent components for the most part are adequately defined to maintain the integrity of the program.

Programme1. Bachelor's Educational Program in Management

The volume of the undergraduate program is 240 credits.

In order to obtain a bachelor's degree within the framework of the "Business Administration" undergraduate educational program, a student must accumulate at least 240 credits, which ensures the achievement of the program's goals and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

Compulsory training courses provided by the program are focused on the transfer and generation/establishment of theoretical knowledge, practical skills and responsibility and autonomy for the student, determined by the learning outcomes of the educational program.

The programme considers new research findings and modern scientific achievements; Its contents of the programme depending on the specificity of the field of study and the level of the programmes envisages key issues of internationalization

Programme 2. Bachelor's Educational Program in Finance, VI Level

The volume of the undergraduate program is 240 credits, out of which 185 credits are envisaged for the mandatory study courses of the specialty, 10 credits – for bachelor thesis; 5 credits –for practice; 5 credits – for optional training courses and 15 credits are envisaged for free components.

In order to obtain a bachelor's degree within the framework of the "Business Administration" undergraduate educational program, a student must accumulate at least 240 credits, which ensures the achievement of the program's goals and corresponding learning outcomes at the level of the bachelor's degree descriptor of the Higher Education Qualifications Framework.

The programme considers new research findings and modern scientific achievements; Its contents of the programme depending on the specificity of the field of study and the level of the programmes envisages key issues of internationalization

Description and Analysis 3 Master's Educational Program in International Business Management

The volume is 120 credits. The Master's Program in International Business Management at the Caucasian International University has been designed according to the HEI's Rule of Planning, Designing, Evaluation and Development of Educational Programs". The program's content, volume, and complexity are appropriately aligned with the second cycle of education, corresponding to an executive master's degree. The structure and content of the program ensures it meets the qualification "Executive Master of Business Administration (EMBA) in Business Administration".

The programme considers new research findings and modern scientific achievements; Its contents of the programme depending on the specificity of the field of study and the level of the programmes envisages key issues of internationalization.

Programme 4. Master's Educational Program in International Marketing, Level VII

The volume is 120 credits. The Master's Program in International Marketing at the Caucasian International University has been designed according to the HEI's Rule of Planning, Designing, Evaluation and Development of Educational Programs". The program's content, volume, and complexity are appropriately aligned with the second cycle of education, corresponding to an executive master's degree. The structure and content of the program ensures it meets the qualification "Executive Master of Business Administration (EMBA) in Business Administration".

The programme considers new research findings and modern scientific achievements; It contents of the programme depending on the specificity of the field of study and the level of the programmes envisages key issues of internationalization

Programme 5. Doctoral Educational Program in Business Administration, VIII Level

Business Administration Ph.D. educational program of the Caucasian International University has been designed according to the HEI's "Rule of Planning, Designing, Evaluation and Development of Educational Programs". The program's content, volume, and complexity are appropriately aligned with the third cycle of education, corresponding to Ph.D. degree. The structure and content of the program ensures it meets the qualification "Doctor of Business Administration". This qualification aligns with the program's content and learning outcomes. Qualification will be awarded upon completion of the learning component (40 credits) and the research component of the educational program. The duration of the program is not less than 3 years.

The "Business Administration" doctoral educational program is a combination of learning and scientific research components. The programme considers new research findings and modern scientific achievements; It contents of the programme depending on the specificity of the field of study and the level of the programmes envisages key issues of internationalization

Evidences/Indicators

- Self-Evaluation report
- Programmes documents
- Rule of Planning, Designing, Evaluation and Development of Educational Programs
- Site visit interviews
- web-site

General recommendations of the cluster: Please, write the developed recommendations that apply

equally to the educational programmes grouped in the cluster (if any)

General suggestion of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master’s Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The learning outcomes of the academic course/subject of the main field of study are in line with programme learning outcomes. The content of each academic course / subject corresponds to the learning outcomes of this course / subject. The number of credits allocated for each teaching course/subject correspond to the content and learning outcomes of this course/subject; also, the ratio between contact and independent hours is adequate and considers peculiarities of the course/subject; the number of contact hours correspond to the content and learning outcomes of the course/subject. Every learning outcome of each academic course/subject is assessed.

Compulsory literature and other teaching and learning resources listed in the syllabi correspond to course/subject learning outcomes and ensure the achievement of programme learning outcomes;

Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course / subject.

Each program's objectives in the cluster are tailored to the nuances of the field of study, academic level, and educational goals. These objectives outline the knowledge, skills, and competencies that graduates will acquire and illustrate how the program contributes to the broader development of both the discipline and society. A labor market analysis conducted for each program in the cluster confirmed the ongoing demand for graduates in business and administration, both locally and globally.

1. Bachelor's Program in Management – Level VI

The relevance of the Bachelor's Program in Management is closely tied to Georgia's integration into the global economy, the establishment of market institutions, and the development of the country's private sector. It responds to employer needs and the growing importance of business management within the broader business landscape, aiming to produce specialists who are well-equipped to handle the challenges faced by businesses. Graduates will be trained to participate in business process management and optimize organizational activities, contributing to the success of diverse organizations.

The Bachelor's Program is construed based on the ECTS system, is student-oriented, and is built on the student's academic workload, which is necessary to achieve the goals of the educational program; The duration of the program is 4 academic years, i.e. 8 semesters and includes 240 credits; Program subjects are planned by different credits, they are 4, 5 and 6 credits. In the courses the ratio between contact and independent hours is adequate and considers peculiarities of the course/subject; and if number of contact hours correspond to the content and learning outcomes of the course/subject.

In each academic courses/subject every learning outcome subject is assessed, each course has periodic, midterm and final assessment components. In the courses compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course / subject.

Credits planned by subject is corresponds to materials and outcomes of the course, Bachelor project is 5 credits, but according to regulation requirements – “Bachelor thesis/Bachelor project execution and the rule of defense at the commission (was approved by the order #01-70 of the chancellor of the Caucasus International University of May 22, 2023). The expert panel sure that 5 credits, it will not be enough to prepare a bachelor's thesis according to this request. The university should monitor and study in detail the amount spent by the student for the preparation of the bachelor's thesis and increase the credits allocated for the bachelor's thesis based on this.

Literature used in the syllabuses is updated and relevant to the program and the courses, objectives and outcomes.

2. Bachelor's Program in Finance – Level VI

The Bachelor's Program in Finance is highly relevant due to Georgia's ongoing integration into the global economy and the development of its financial institutions. The program is designed to meet employer expectations and respond to the evolving landscape of business and finance, preparing graduates to contribute to financial policy, enhance company profitability, and succeed in financial institutions such as banks and credit agencies.

The Bachelor's Program is construed based on the ECTS system, is student-oriented, and is built on the student's academic workload, which is necessary to achieve the goals of the educational program; The duration of the program is 4 academic years, i.e. 8 semesters and includes 240 credits; Program subjects are planned by different credits, they are 4,5 and 6 credits. Credits planned by subject corresponds to materials and outcomes of the course, Bachelor thesis is 5 credits, but according regulation requirements – “Bachelor thesis/Bachelor project execution and The rule of defense at the commission (was approved by the order #01-70 of the chancellor of the Caucasus International University of May 22, 2023). Expert panel sure that 5 credit, It will not be enough to prepare a bachelor's thesis according to this request. The university should monitor and study in detail the amount spent by the student for the preparation of the bachelor's thesis and increase the credits allocated for the bachelor's thesis based on this.

In each academic courses/subject every learning outcome subject is assessed, each course has periodic, midterm and final assessment components. In the courses compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course / subject.

Literature used in the syllabuses is updated and relevant to the program and the courses, objectives and outcomes. But it would be good if the syllabus “Organization and Management of Entrepreneurship and Business Plans“, uses literature of the 2017, it would be good if that will be updated with the latest literature.

3. Master's Program in International Business Management – Level VII

The Master's Program in International Business Management addresses the growing need for specialists who can navigate the complexities of international business in a globalized economy. It reflects Georgia's integration into the global market, the rapid development of international business, and the role of globalization in shaping national economies.

The Master Program is construed based on the ECTS system, is student-oriented, and is built on the student's academic workload, which is necessary to achieve the goals of the educational program; The duration of the program is 2 academic years, i.e. 4 semesters and includes 120 credits; Program subjects are planned by different credits, they are 5 and 6 credits, Execution of a Master's Degree thesis and defending of the thesis is 30 credits. Credits planned by subject correspond to materials

and outcomes of the course Literature used in the syllabuses is updated and relevant to the program and the courses, objectives and outcomes.

In each academic courses/subject every learning outcome subject is assessed, each course has periodic, midterm and final assessment components. In the courses compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course / subject.

4. Master's Program in International Marketing – Level VII

With the increasing globalization of trade and commerce, the Master's Program in International Marketing addresses Georgia's need to enhance its export potential and improve its standing in international markets. The shortage of specialists in international marketing has limited the country's ability to fully capitalize on global trade opportunities. This program aims to fill that gap by training competitive marketing professionals equipped to develop effective international marketing strategies.

The Master Program is construed based on the ECTS system, is student-oriented, and is built on the student's academic workload, which is necessary to achieve the goals of the educational program; The duration of the program is 2 academic years, i.e. 4 semesters and includes 120 credits; Program subjects are planned by different credits, they are 5 and 6 credits, Execution of a Master's Degree thesis and defending of the thesis is 30 credits. Credit's plan by subject corresponds to materials and outcomes of the course Literature used in the syllabuses is updated and relevant to the program and the courses, objectives and outcomes.

In each academic courses/subject every learning outcome subject is assessed, each course has periodic, midterm and final assessment components. In the courses compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course / subject.

5. Doctoral Program in Business Administration – Level VIII

In an increasingly globalized world, businesses are becoming more complex, requiring professionals with deep analytical skills and the ability to generate innovative ideas. The Doctoral Program in Business Administration is designed to produce high-level researchers capable of advancing knowledge in the field, with a focus on both theoretical and practical applications.

Graduates of this program will be equipped to take on leadership roles in both academic and business environments, applying their expertise to solve complex problems in the modern economy.

The PhD Program is constructed based on the ECTS system, is student-oriented, and is built on the student's academic workload, which is necessary to achieve the goals of the educational program; it contains 40 credit study components and a Research component.

Study component (40 ECTS)

The study component consists of compulsory (35 ECTS) and elective (5 ECTS) elements.

Compulsory elements of the study component 35 ECTS)

- Quantitative and qualitative research methods in business (10 ECTS);
- Modern teaching methods (5 ECTS);
- Assistance to professor (10 ECTS);
- Thematic seminar (10 ECTS).

Elective elements of the study component (5 ECTS)

- Academic writing for doctoral students (5 ECTS);
- Scientific research management for Doctoral students (5 ECTS);
- Challenges of the financial sector - research and analysis (5 ECTS);
- Current problems of management, research, and analysis (5 ECTS);
- Research and analytical aspects of marketing (5 ECTS).

Assistance to Professor (10 ECTS)

The purpose of the Assistance to the Professor is to help the doctoral student become a teacher and develop relevant skills.

The role of Assistantship to Professor involves supporting teaching activities for undergraduate students in business administration. This includes conducting lectures, seminars, and practical lessons, preparing exam questions, grading tests and quizzes, and reviewing bachelor's and master's theses, all under the supervision of a scientific advisor.

For doctoral students who also serve as teachers or assistants at Caucasus International University or another accredited institution in Georgia, Assistance to Professor may involve preparing guides or support materials for students or developing an electronic course in coordination with their scientific supervisor. The criteria for evaluating this assistance are outlined in the corresponding syllabus.

Thematic Seminar (10 ECTS)

The doctoral student is tasked with organizing and leading a thematic seminar, where they present their research findings on a topic of current relevance in the field. Importantly, the chosen seminar topic must be distinct from their dissertation subject. The evaluation process, including assessment criteria, is outlined in the relevant syllabus.

Study component of the Doctoral Educational Program aims at the development of the methodological skills of the doctoral student, helps the doctoral student to complete the dissertation, and prepares him/her for future pedagogical and scientific activities. Credits planned by subject correspond to materials and outcomes of the course Literature used in the syllabiuses is mostly updated and relevant to the program and the courses, objectives and outcomes.

Research component are following:

Planning and Design of the Research Paper: Within the first semester, the doctoral student must complete a preliminary draft of their dissertation, known as the research paper plan and design. This serves as an early roadmap to guide the student in conducting research, analyzing sources, and structuring the dissertation. It includes the development of the dissertation's introduction, covering relevance, objectives, preliminary thesis, and research methods. Evaluation criteria are set by the syllabus.

Research Paper Colloquium: The doctoral student must prepare and present three colloquiums related to their dissertation. These colloquiums help the student systematize knowledge, present progress, enhance creative thinking, and improve communication with the scientific community. The colloquiums should include theoretical and/or empirical research findings and analysis of peer-reviewed publications. These presentations are part of the dissertation and are evaluated according to the syllabus.

Completion and Defense of the Dissertation: The dissertation is the primary component of the research work and should present original, scientifically validated findings or solutions to real problems. The submission, defense, and final evaluation procedures are governed by university regulations. The dissertation is evaluated once, after which the student earns their doctoral degree if they receive a positive grade (51-100 points).

Additional Requirements: Before defending the dissertation, the doctoral student must:

- Publish at least three scientific articles, one of which must be indexed in Scopus or Web of Science.
- Participate in at least one international scientific conference as a speaker.

No grades or credits are awarded for the mandatory research components except for the final dissertation evaluation.

Evidences/Indicators

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

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor's Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

It would be better if the syllabus "Organization and Management of Entrepreneurship and Business Plans", uses literature of the 2017, it desirable if that will be updated with the latest literature

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

It is desirable to add elective courses such as "Strategic Management", "Strategic Marketing", "Marketing Channel Management" to the program.

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):



Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<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 engagement 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. . The HEI defines the methodology of planning the student body for the educational programme, which considers the specificity of the programme and the resources of the institution and ensures the smooth administration of educational processes. Admission of students to the programme is in compliance with the methodology of student body planning.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

All programs in the cluster have admission preconditions and procedures.

The appropriateness of preconditions is determined by the fact that they should ensure the admission of individuals with relevant knowledge, skills, and competencies. The admission preconditions for the educational programs included in this cluster ensure that the admission of individuals with the knowledge and skills necessary to achieve the learning outcomes of the program. The admission preconditions correspond to the specifics of the programs, which ensures the achievement of learning outcomes. Requirements for admission to the programs are logically related to the content of the programs, learning outcomes, level of education, qualifications awarded, and language of instruction.

During the accreditation visit to the cluster, it became clear from the interviews that the admission preconditions and procedures to joint educational programs in the cluster comply with the current Georgian legislation and are posted on the university website (www.ciu.edu.ge), which ensures their publicity and accessibility for interested parties. The admission preconditions and enrollment in educational programs are fair and transparent.

In some cases, there are general statements in the admission preconditions and procedures to the educational programs combined in the cluster, which require more detailing so that applicants can more easily and fully find the information they need.

The university has developed Rule for Planning the Student Contingent and Mobility of CIU, and Internal Mobility and Credit Recognition Regulation (<https://ciu.edu.ge/menu/slug/Legal-Guide>), which consider the specifics of the programs and the resources of the university and contribute to the smooth implementation of the educational process.

Admission of students to the programs is in compliance with the Rule for Planning the Student Contingent and Mobility of CIU.

The admission preconditions to educational programs are set in such a way as to ensure the inclusion in the program of persons with appropriate knowledge and skills for the smooth achievement of learning outcomes of the program.

Description and Analysis - Programme 1 (Bachelor's Program: Management)

According to the admission preconditions to the Bachelor's Educational Program in Management, Georgian citizens with a complete general education certificate have the right to enroll in the bachelor's program, based on the results of the unified national exams.

The mentioned wording, including the entry on citizenship, requires correction (Law of Georgia, "On Higher Education," Article 48, paragraph 1).

According to the program admission preconditions specified on the faculty website, mathematics or history is defined as the third compulsory subject for the entrance exam to the program. Knowledge of one of the foreign languages is mandatory: English, German, French, or Russian (<https://ciu.edu.ge/menu/slug/programebi-da-erTiani-erovnuli-gamocdebi-1-2-3>).

According to the Self-Evaluation Report, admission/enrollment of students to the university without unified national exams is allowed according to the rules established by Georgian legislation (Law of Georgia, "On Higher Education," Article 52).

Admission to a bachelor's degree program based on mobility is allowed after the end of the first academic year of study. Mobility is possible twice a year, within the terms established by the Ministry of Education, Science, and Youth of Georgia, in compliance with the mandatory procedures approved by the act of the director of the National Center for Educational Quality Enhancement and the rules established by the university.

Admission to bachelor's degree program or transfer from a recognized higher education institution of a foreign country is carried out on the basis of the decision/consent of the Ministry of Education, Science, and Youth of Georgia.

Description and Analysis - Programme 2 (Bachelor's Program: Finance)

According to the admission preconditions to the Bachelor's Educational Program in Finance, Georgian citizens with a complete general education certificate have the right to enroll in the bachelor's program, based on the results of the unified national exams.

The mentioned wording, including the entry on citizenship, requires correction (Law of Georgia, "On Higher Education," Article 48, paragraph 1).

According to the program admission preconditions specified on the faculty website, mathematics is defined as the third compulsory subject for the entrance exam to the program. Knowledge of one of the foreign languages is mandatory: English, German, French, or Russian (<https://ciu.edu.ge/menu/slug/programebi-da-erTiani-erovnuli-gamocdebi-1-2-3>).

According to the Self-Evaluation Report, admission/enrollment of students to the university without unified national exams is allowed according to the rules established by Georgian legislation (Law of Georgia, "On Higher Education," Article 52).

Admission to a bachelor's degree program based on mobility is allowed after the end of the first academic year of study. Mobility is possible twice a year, within the terms established by the Ministry of Education, Science, and Youth of Georgia, in compliance with the mandatory procedures approved by the act of the director of the National Center for Educational Quality Enhancement and the rules established by the university.

Admission to bachelor's degree program transfer from a recognized higher education institution of a foreign country is carried out on the basis of the decision/consent of the Ministry of Education, Science, and Youth of Georgia.

Description and Analysis - Programme 3 (Master's Program: International Business Management)

According to the regulations of the master's degree (<https://ciu.edu.ge/menu/slug/Legal-Guide>), admission to Master's Educational Program in International Business Management is carried out within the pre-announced admission quota, on a competitive basis.

A person with a bachelor's degree or an academic degree equal to it has the right to study at the master's level at the Caucasus International University. The right to study at the master's degree can be granted to a graduate of a foreign university in accordance with the requirements of Article 50 of the Law of Georgia "On Higher Education".

According to the Self-Evaluation Report, the basis for obtaining the status of a student in the master's educational program is the results of the master's examination, which includes the common master's examination conducted by the National Assessment and Examinations Center and the internal examination determined by the Caucasus International University.

Those wishing to study at the master's program are required to have a certificate confirming knowledge of the English language. A person who has passed and completed a bachelor's program in English is exempt from submitting a certificate of knowledge of English at the B2 (ALTE) level. If an applicant for a master's program cannot provide proof of English language proficiency, he/she must take a test at the university's language center.

According to the information provided, the internal university exam is held in the specialty, although it is not specified in what form it is conducted. It is desirable that the topics/tests/issues of the internal university exams be posted on the university's website.

Mobility to the master's degree program is possible twice a year, within the terms established by the Ministry of Education, Science, and Youth of Georgia, in compliance with the mandatory procedures approved by the act of the director of the National Center for Educational Quality Enhancement and the rules established by the university.

Admission to the master's degree program or transfer enrollment from a recognized higher educational institution of a foreign country is carried out based on the decision/consent of the Ministry of Education, Science, and Youth of Georgia.

It is recommended to indicate the possibility and procedure of enrolling in the program without passing the common master's exams.

Programme 4. Master's Program: International Marketing)

According to the regulations of the master's degree (<https://ciu.edu.ge/menu/slug/Legal-Guide>), admission to Master's Educational Program in International Marketing is carried out within the pre-announced admission quota, on a competitive basis.

A person with a bachelor's degree or an academic degree equal to it has the right to study at the master's level at the Caucasus International University. The right to study at the master's degree can be granted to a graduate of a foreign university in accordance with the requirements of Article 50 of the Law of Georgia "On Higher Education".

According to the Self-Evaluation Report, the basis for obtaining the status of a student in the master's educational program is the results of the master's examination, which includes the common master's examination conducted by the National Assessment and Examinations Center and the internal examination determined by the Caucasus International University.

Those wishing to study at the master's program are required to have a certificate confirming knowledge of the English language. A person who has passed and completed a bachelor's program in English is exempt from submitting a certificate of knowledge of English at the B2 (ALTE) level. If an applicant for a master's program cannot provide proof of English language proficiency, he/she must take a test at the university's language center.

According to the information provided, the internal university exam is held in the specialty, although it is not specified in what form it is conducted. It is desirable that the topics/tests/issues of the internal university exams be posted on the university's website.

Mobility to the master's degree program is possible twice a year, within the terms established by the Ministry of Education, Science, and Youth of Georgia, in compliance with the mandatory procedures approved by the act of the director of the National Center for Educational Quality Enhancement and the rules established by the university.

Admission to the master's degree program or transfer enrollment from a recognized higher educational institution of a foreign country is carried out based on the decision/consent of the Ministry of Education, Science, and Youth of Georgia.

It is recommended to indicate the possibility and procedure of enrolling in the program without passing the common master's exams.

Programme 5. PhD program in Business Administration, Level VIII

According to the Regulation for the Dissertation Council and Doctoral Studies (<https://ciu.edu.ge/menu/slug/Legal-Guide>), the admission of doctoral students to the Doctoral Educational Program in Business Administration is carried out at most twice a year in the priority research direction/directions determined by the university based on the available human, financial, and research resources, including taking into account the ratio of doctoral supervisors and doctoral students.

It is desirable to specify where the information about the priority research directions will be placed (e.g., on the university/faculty website) in order to facilitate decision-making for future doctoral students.

It should be noted that when determining the number of admitted doctoral students, the university takes into account the results of the analysis of the indicators of timely completion of studies of doctoral students enrolled in the program.

A person with a master's degree or an equivalent academic degree who meets the requirements established by the statute has the right to enroll in the Doctoral Educational Program in Business Administration.

According to the regulations, the following are taken into account when enrolling in doctoral studies: the existence of scientific publications, participation in scientific conferences, and other documents and materials related to educational/research activities (certificates, deeds, patents, etc.).

The contestant is required to present a research project on the proposed research topic, in which the relevance and importance of the research should be substantiated, showing deep knowledge of the

current issues in the field of business administration and the contestant's research potential. The candidate is required to have previous work/publication in the relevant field and/or participation in scientific and research projects and events and/or at least 2 years of work experience in the relevant field.

The Self-Evaluation Report states that during the interview, the candidate is obliged to submit a cover letter regarding the research topic to the Admissions Committee. All things being equal, preference will be given to a candidate with a master's degree in business administration. Also, all things being equal, preference will be given to the candidate who does not have a relevant master's degree in business administration but has practical work experience and/or works in the field of business administration or separate fields of study included in it.

During the cluster accreditation visit, it was confirmed that the candidate for admission to the Doctoral Educational Program in Business Administration is required to have a certificate confirming knowledge of the English language at the B2 level. A candidate who has passed and completed a bachelor's or master's program in English is exempt from submitting a certificate. Otherwise, the person is obliged to take the test at the language center of the university.

Admission to the program is based on the results of an interview. The candidate goes to the interview in the relevant commission created by the order of the Rector of the university. In accordance with the predetermined criteria, the competition commission makes a summary decision on the selection of candidates.

A graduate of a foreign university can be granted the right to study for a doctorate in accordance with the requirements of Article 50 of the Law of Georgia "On Higher Education".

It is possible to enroll in the Doctoral degree program on a mobility basis twice a year, within the deadlines established by the Ministry of Education, Science, and Youth of Georgia, following the mandatory procedures and the rules established by the university.

Admission to the Doctoral Educational Program in Business Administration or transfer enrollment from a recognized higher educational institution of a foreign country is carried out based on the decision/consent of the Ministry of Education, Science, and Youth of Georgia.

Evidences/Indicators

- Bachelor's Educational Program in Management;
- Bachelor's Educational Program in Finance;
- Master's Educational Program in International Business Management;
- Master's Educational Program in International Marketing;
- Doctoral Educational Program in Business Administration;
- Self-Evaluation Report;

- Interview results;
- University website: www.ciu.edu.ge;
- Rule for planning the student contingent;
- Mobility, Internal Mobility and Credit Recognition Regulation at Caucasus International University;
- Regulation for the Dissertation Council and Doctoral Studies;
- Provision of Post-graduate Studies at Caucasus International University;
- Provision for Undergraduate Studies at Caucasus International University.

General recommendations of the cluster:

General suggestions of the cluster:

- In some cases, there are general statements in the admission preconditions and procedures to the educational programs combined in the cluster, which require more detailing so that applicants can more easily and fully find the information they need (e.g. Doctoral Educational Program in Business Administration).

Recommendations and suggestions according to the programmes:

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s):

- According to the admission preconditions to the Bachelor’s Educational Program in Management, “Georgian citizens with a complete general education certificate have the right to enroll in the bachelor's program, based on the results of the unified national exams.” It is recommended to correct the mentioned wording, including regarding citizenship (Law of Georgia “On Higher Education”, Article 48, paragraph 1).

Suggestion(s): N/A

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s):

- According to the admission preconditions to the Bachelor’s Educational Program in Finance, “Georgian citizens with a complete general education certificate have the right to enroll in the bachelor's program, based on the results of the unified national exams.” It is recommended to correct the mentioned wording, including regarding citizenship (Law of Georgia “On Higher Education”, Article 48, paragraph 1).

Suggestion(s): N/A

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s): N/A

Suggestion(s):

- It is suggested the topics/tests/issues of the internal university exams be posted on the university's website.
- It is suggested to indicate the possibility and procedure of enrolling in the program without passing the common master's exams.

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s): N/A

Suggestion(s):

- It is suggested the topics/tests/issues of the internal university exams be posted on the university's website.
- It is suggested to indicate the possibility and procedure of enrolling in the program without passing the common master's exams.

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s): N/A

Suggestion(s):

- It is suggested to clarify where information on priority research areas will be posted (for example, on the university/faculty website) to make it easier for future doctoral students to make decisions.

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (PhD in Business Administration) (VIII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

According to the submitted documents as well as the outcomes of the interviews, the content of educational programs presented in the cluster is logically built and corresponds to the practical/creative/performative component is appropriate to the level of teaching. Program objectives are aligned with learning outcomes and focus on developing transferable skills.

The teaching-learning methods of each study course/subject correspond to the teaching level, course/subject content, learning outcomes, and requirements of the branch characteristics and ensure their achievement.

The teaching-learning methods are flexible and take into account the individual needs of students (including international students), ensure the active involvement of students in the learning process, and are aimed at developing various skills by the student, including critical and analytical skills.

The material and technical base and infrastructure of Caucasus International University in general allow to realize the goals of the programs. Highly qualified academic and visiting staff are involved in the implementation of the programs.

Performing a bachelor's/master's/doctoral research work develops students' ability to practically conduct research, search, analyze and process information, analyze results, and formulate conclusions. Completion of Bachelor's/Master's/doctoral research work is governed by relevant regulations and is subject to protection of the degree of originality and plagiarism.

The University organizes an annual student research conference where students have the opportunity to work with supervisors on research projects, which is aimed at developing students' research and analytical skills. The University also promotes various cultural, intellectual, sporting and charitable student activities.

Caucasus International University implements various student exchange programs based on cooperation with partner universities and international organizations. Bachelor's students undergo mobility.

The university stimulates students' involvement in scientific research projects. To this end, the university has a grant funding system with mechanisms to support and incentivize research. Within

the framework of the scientific grants competition, young researchers are obligated to be included in the main project composition. Leading a student research project for a supervisor is also encouraged by a scholarly award. The University has established a scientific prize “Tamari” which is awarded every two years. According to the terms of the competition, it is also awarded to one young scientist. The Caucasus International University has the agreements, memorandums and cooperation documents signed with employers , different centers of practice envisage the number of students, objectives, outcome and duration of practice and support the achievement of the programme learning outcome.

The Caucasus International University's Strategic Action Plan 2025-2027 provides support for the research and career development of doctoral students, which includes creating manuals, providing a learning cycle, and establishing mechanisms for a post-doc system.

1. Bachelor’s Program in Management - Level VI

To build students' practical and scientific skills, this program requires students to complete a 10-credit practical experience and a 5-credit bachelor’s project. The goals of the practical experience include:

- Reinforcing theoretical knowledge gained in class and deepening understanding of relevant issues.
- Training in the preparation of foundational business documents and the creation of business plans.
- Developing skills in operational human resource planning, management, and marketing research.
- Enhancing the ability to analyze business operations and integrate theoretical concepts with hands-on experiences.
- Gaining exposure to real-world business environments, including the latest technologies, work settings, and professional relationships.

Upon completing the practice, students will acquire competencies such as:

- Technical and economic problem-solving skills.
- Proficiency in contemporary business operations, risk assessment, project management, and financial analysis.

General Competencies: Students will also develop analytical, synthesis, communication, and teamwork skills, alongside proficiency with modern computer programs.

Bachelor’s Project: This project is a culmination of the program, assessing a student's skills in critical thinking, presentation, and independent analysis. Through the project, students will refine their ability to conduct research, critically evaluate information, and prepare a thesis that showcases their academic knowledge and readiness for professional work.

2. Bachelor’s Program in Finance - Level VI

The Finance program also includes a 10-credit practice and a 5-credit bachelor’s project, designed to:

- Equip students with practical experience in finance, banking, insurance, and taxation.
- Strengthen their academic foundation by connecting theory with real-world practice.
- Develop skills in business documentation, risk assessment, financial problem-solving, and project management.

Field Competencies: Students gain abilities in decision-making, financial analysis, and the preparation of business plans and risk assessments.

General Competencies: Like the Management program, the Finance program focuses on critical thinking, communication, and teamwork skills.

Bachelor's Project: Students conduct in-depth research, learning to gather, analyze, and present findings with the guidance of a supervisor. This process enhances independent work skills and prepares students to synthesize complex information, present well-formed arguments, and engage in scientific research.

3. Master's Program in International Business Management - Level VII

Master's students in this program undertake a 10-credit practical component designed to strengthen theoretical knowledge in a real-world setting, enabling them to:

- Apply theory to specific practical tasks and engage in teamwork and decision-making.
- Develop resilience and adaptability in unpredictable environments, honing skills in self-criticism and innovative problem-solving.

Students may complete this requirement at their current workplace if it aligns with their studies.

Research Skills: Students develop research competencies through structured coursework in Academic Writing (5 credits), Research Skills in Business (6 credits), and a master's thesis (25 credits). These courses emphasize goal-setting, time management, data analysis, and the ability to synthesize information critically.

4. Master's Program in International Marketing - Level VII

The program's 10-credit practical component allows students to apply their theoretical knowledge directly in the field, selecting a practice area aligned with their interests. Students develop skills in integrating into business environments, adapting their knowledge to real tasks, and building competencies relevant to marketing.

Research Component: To prepare for the master's thesis, students complete courses in Academic Writing (5 credits) and International Market Research Methods (6 credits). The research component culminates in a publicly defended thesis (30 credits), showcasing students' independent research skills.

5. Doctoral Program in Business Administration - Level VIII

The Doctoral Program emphasizes independent scientific research, with a research component that includes:

- Planning and drafting of a research paper, which helps students analyze sources, structure their dissertation, and refine their research topic.
- Three research colloquia, where students present portions of their dissertation to assess their research depth, creativity, and presentation skills.

The dissertation is the primary research component, representing the student's original contribution to the field. It requires critical analysis, innovative research methods, and must address a substantive academic issue. Procedures for dissertation submission, evaluation, and defense are governed by the university's Dissertation Council guidelines

Evidences/Indicators

- Educational Programs;
- Curricula;
- Materials for student events;
- Materials for student conferences;
- Research Development Policy;
- Student Exchange Program;
- Program Learning Outcomes Assessment Report;
- Information on student participation in research projects;
- Relevant agreements/memoranda;
- University website;
- Interview Results.

General recommendations of the cluster:

General suggestions of the cluster:

- To encourage and develop students' entrepreneurial, practical and research skills more active participation in the projects of the Georgian Innovation and Technology Agency (GITA) is desirable, In Bachelor and master programs.

Recommendations and suggestions according to the programmes:)

Recommendations and Suggestions according to the programmes: Please, write the developed

recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4. Master’s Educational Program in International Marketing, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s): N/A

Suggestion(s):

- It is desirable to clearly define and establish the university's research priorities and forms of collaboration with partner organizations that will enable doctoral students to maximize the development of practical, research, creative, performance, and transferable skills.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor’s Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor’s Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master’s Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 4. Master’s Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The teaching and learning methods of each program's academic course/subject correspond with the level of education, course/subject content, field characteristic requirements, learning outcomes, and ensuring their achievement. The following teaching-learning methods are described in the cluster programs: lecture, group work/seminar, practical work, laboratory, practice, teaching with electronic resources, consultation, independent work, etc.

During the interview it was noted that the combination of adapted and modern teaching methods of the academic courses provided by the program is one of the preconditions for achieving success. The teaching and learning methods used are mainly based on student-centered teaching and learning methods, which includes increasing the motivation of students.

During the implementation of the programs, taking into account the specifics of the academic courses, appropriate activities for teaching-learning methods are used. The syllabus of the courses include the following activities: discussion/debate; verbal or oral method; method of demonstrating; presentation; practical work; work in a group; method of working on a book; method of written work; problem-based learning; case study; action-oriented teaching method; induction, deduction, analysis, and synthesis methods; collaborative work; learning with e-resources; mutual verification of knowledge by students (methodology "pedagogical roles for students" and method "interview in pairs"); group and individual research projects, and others.

Teaching and learning methods for a particular course are outlined in the syllabus of the respective course. During the interviews it was confirmed that as a result of using different methods and their combination, the learning process becomes more diverse and interesting, and student participation is more active, as the combination of methods ensures students' active involvement in the learning process, revealing and developing their abilities. In the learning process, taking into account the

specifics of the course and depending on the characteristics and needs of the group, priority can be given to one or another method. The methods used in the education process are aimed at the activation of learning, at the development and stimulation of cognitive activity, and at the active participation of students in the learning process.

In the Doctoral Educational Program in Business Administration, attention is paid to the use of adequate quantitative and qualitative methods of business research in the dissertation. Practice has shown that doctoral students are able to collect primary and secondary data for research but are unable to fully process these data and draw appropriate conclusions because most of them (with a few exceptions) do not have the knowledge and skills to use the software necessary for data processing.

Teaching and learning methods ensure the essential involvement of both staff and students in the learning process and participation in it with autonomy and responsibility. The mentioned methods are aimed at the development of various student skills, including critical and analytical skills, are adjusted to the individual needs of students, and are characterized by flexibility. In some circumstances, an individualized program will be developed to suit the student's interests and level of education.

When it is necessary, the university provides electronic/distance learning with study methods appropriate to the field of study that do not change the program's goals and learning outcome. This applies individually, although the legislation allows for distance and blended teaching and learning formats.

Evidences/Indicators

- Self-Evaluation Report;
- Bachelor's Educational Program in Management and Syllabus;
- Bachelor's Educational Program in Finance and Syllabus;
- Master's Educational Program in International Business Management and Syllabus;
- Master's Educational Program in International Marketing and Syllabus;
- Doctoral Educational Program in Business Administration and Syllabus;
- Interview results;
- Regulation for the Dissertation Council and Doctoral Studies;
- Provision of Post-graduate Studies at Caucasus International University;
- Provision for Undergraduate Studies at Caucasus International University;
- Regulation for Academic Process;
- Regulation for E-Learning.

General recommendations of the cluster: N/A

General suggestions of the cluster:

- In order to conduct research at the doctoral and master's level at a high level, the university offers students a free training course in data management and statistical analysis software package SPSS. It is desirable to continue the mentioned trend in the future and to monitor the obtained results for further development.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4. Master’s Educational Program in International Marketing, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor’s Educational Program in	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Management (VI level)				
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (PhD in Business Administration) (VIII level)	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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The evaluation system used within all programs is transparent and clearly outlined in the program descriptions and the syllabi of individual courses. Students are made aware of this system at the start of their studies.

The university operates a 100-point student evaluation system. The maximum positive score is 100 points, while the minimum passing score is 51 points.

The evaluation system includes:

a) Five types of passing grades:

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

b) Two types of failing grades:

- (FX) Failed – 41-50 points, indicating that the student needs to improve their performance to pass and is granted one opportunity to retake the exam through independent study;
- (F) Failed – 40 points and below, indicating that the student's work is insufficient and they must retake the course or subject.

Programme 1 (Bachelor's Program: Management); Programme 2 (Bachelor's Program: Finance)

In undergraduate programs, students can receive weekly ongoing assessments through their participation in lectures, workshops, seminars, and practical sessions. This includes engagement in class activities, completion of homework assignments, involvement in solving specific situational tasks, performing written quizzes, preparing independent assignments and reports, and delivering presentations, as well as developing and presenting individual or group projects, among other activities.

According to the rule of execution and defense of the bachelor's thesis/undergraduate project, The bachelor's thesis is evaluated at the 1 final stage, 30 points by the supervisor, 30 points by the reviewer and 40 points by the commission on public defense. Because the bachelor's thesis cannot be considered as a scientific work and it is the educational practical component, so it is not allowed to be evaluated once, based on the following legislation: Order of the Minister of Education and Science of Georgia No. 3, January 5, 2007, St. Tbilisi, "On approval of the rule of calculation of higher educational programs with credits". "Article 11. According to the definition of terms: e) educational component –a constituent part of the educational program, which is presented in the form of a training course, module, practice, creative/practical project, undergraduate research project/thesis or other component; And, Article 4. According to the student's assessment: 1. Evaluation of the level of achievement of the student's learning outcome in each component of the program should include intermediate and final evaluation.

Programme 3 (Master's Program: International Business Management); Programme 4 (Master's Program: International Marketing)

In master's programs, student knowledge is assessed through both oral and written evaluations, including tests, case discussions and analyses, open-ended questions, essays, and more. Specific courses may require the preparation and presentation of homework assignments or business projects. The evaluation methods, formats, criteria, and their respective weights are determined by the lead professor of the course in consultation with the Quality Assurance Office, based on the specifics of the course and the learning

objectives. This information is reflected in the syllabus of the particular course and is communicated to students at the beginning of the academic semester.

Regarding the assessment of the master's thesis, it is evaluated once during the defense in front of a committee. Upon receiving a positive evaluation, the master's student will be awarded the designated 30 credits for the thesis and will be granted the academic degree or qualification specified in the master's program.

Programme 5 (Doctoral Program: Business Administration)

In the doctoral program, when studying a course component, the overall evaluation of a student's work takes into account both the intermediate assessments and the final exam scores. The intermediate assessment is divided into components, including participation in lectures and workshops, interim exams, preparation and presentation of a pre-selected topic either individually or in groups, preparation and defense of a report, and so forth. Each component carries a specific weight in the overall intermediate assessment.

The final evaluation of a student's work considers both the intermediate assessments and the final exam scores. The intermediate assessment may encompass weekly ongoing evaluations and interim exam scores, or it may consist solely of the interim exam scores.

Regarding the assessment of the research component, none of its mandatory elements are assigned scores, and therefore, the doctoral candidate does not receive credits upon completion of these elements. Only the dissertation is evaluated once, based solely on the final assessment.

Evidences/Indicators

- Self-Evaluation Report;
- Bachelor's Educational Program in Management and Syllabus;
- Bachelor's Educational Program in Finance and Syllabus;
- Master's Educational Program in International Business Management and Syllabus;
- Master's Educational Program in International Marketing and Syllabus;
- Doctoral Educational Program in Business Administration and Syllabus;
- Interview results;

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and suggestions according to the programmes:

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s):

- CIU should revise the "Rule of execution and defense of the bachelor's thesis/undergraduate project" and introduce an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis.

Suggestion(s): N/A

Suggestion(s): N/A

Programme 2 Bachelor's Educational Program in Finance, VI level

Recommendation(s):

- CIU should revise the "Rule of execution and defense of the bachelor's thesis/undergraduate project" and introduce an intermediate evaluation component along with the final in the evaluation of the bachelor's thesis.

Suggestion(s): N/A

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<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 engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

In every program, Students are informed about various local and international projects and events and they are provided with the opportunity to participate in local and international projects, events, conferences, and research initiatives.

The university operates a Continuous Education and Career Development Service, which consistently focuses on addressing employment challenges.

The university hosts employment forums - job fairs where company representatives provide students and graduates with consultations on employment-related matters. It is worth noting that, based on interviews with employers, this is more of an obligation they have undertaken as part of a memorandum agreement.

Successful business exhibitions are regularly held, and a business incubator operates within the university. Winners receive funding to support their ventures.

Despite the various activities organized by the university, as noted in discussions, there is a lack of significant interest among students in participating in these events.

Before the start of a new semester, students evaluate the performance of the academic staff. There has been some disagreement regarding this process. Some respondents claim that the evaluation is mandatory, stating that they cannot select new courses for the upcoming semester without first assessing both the courses and lecturers from the previous term. Others, however, assert that the evaluation is voluntary. What is clear is that everyone agrees the survey is anonymous. Additionally, to adopt best practices, the lecture process may be periodically reviewed in parallel with the academic process.

In the "Goni" educational system (Electronic portal), students select their subjects. To improve learning outcomes and facilitate individual work with students, the academic staff workload scheme includes a consultation system. Examinations are conducted in electronic format via the Moodle platform. As mentioned during the interviews, students have the opportunity to make up for missed seminars in a consolidated manner.

Evidences/Indicators

- o Self-Evaluation Report.
- o Interviews.
- o Memoranda and agreements with employers and partners.
- o Planned and implemented consulting services.
- o Website - <https://ciu.edu.ge/>

General recommendations of the cluster:

Since the university does not specify the maximum number of seminars that can be taken together, the maximum number of seminars to be restored simultaneously should be monitored and determined;

General suggestions of the cluster:

- The university should encourage student participation in meetings, events, and conferences organized by the institution.

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2 Bachelor's Educational Program in Finance, VI level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s): N/A

Suggestion(s): It is suggested that students evaluate both the supervisor of the scientific research project and the thesis component.

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s): N/A

- **Suggestion(s):** It is suggested that students evaluate both the supervisor of the scientific research project and the thesis component.

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s): N/A

- **Suggestion(s):** It is suggested that students evaluate both the supervisor of the scientific research project and the thesis component.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA in Management)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA in Finance)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA in International Business Management)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA in International Marketing)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (PhD in Business Administration)	<input type="checkbox"/>	<input checked="" 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 doctorate students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Master's and doctoral students are supervised by professors and associate professors from the Faculty of Business and Technology at Caucasus International University.

The supervisor plays a key role in the process of writing the paper by:

- Assisting the student in selecting a research topic,
- Providing systematic consultations on the research plan, progress, and thesis format,
- Holding individual meetings,
- Supplying relevant materials and aiding in the search for necessary literature,
- Encouraging the student's participation in scientific conferences.

Master's and doctoral programs at the university are conducted by a highly qualified academic staff, alongside experienced guest lecturers. Professors and associate professors from the Faculty of Business and Technology at Caucasus International University (CIU) supervise the teaching components and provide research guidance for master's and PhD students.

When a doctoral student's research topic warrants, CIU commits to appointing an international co-supervisor, contingent on a well-reasoned request from the student's primary supervisor. Similarly, CIU faculty are prepared to supervise international doctoral candidates who wish to conduct all or part of their research at CIU.

Additionally, with the Chancellor's approval and upon justified request from a supervisor, CIU may fund a doctoral student's one-semester research visit to a university abroad that conducts relevant research in the student's area of study.

A supervisor conducts consultation with Master's and Doctoral students on a regular basis.

Number of master's/doctoral theses supervisors	13
Number of master's students	40
Ratio - supervisors of master's theses/master's students	0.33

Data related to the supervision of master's/doctoral students

Programme 1 (MA in International Marketing)

Number of master's/doctoral theses supervisors	9
Number of master's students	36
Ratio - supervisors of master's theses/master's students	0.25

Data related to the supervision of master's/doctoral students

Programme 1 (PhD in Business Administration)

//Number of doctoral thesis supervisors	17
//Number of doctoral students	37
Ratio - supervisors of doctoral theses/doctoral students	0.46

Evidences/Indicators

- Self-Evaluation Report;
- Interview results;

General recommendations of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2. Bachelor's Educational Program in Finance, VI level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the 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 with relevant competence.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The academic and invited staff responsible for the programme at the Caucasus International University (CIU) are highly qualified professionals. They possess the necessary competencies to ensure students achieve the learning outcomes set by the programme. Staff members are selected based on their compliance with the legal requirements and internal regulations of the higher education institution (HEI). The qualifications of academic/scientific staff are verified through their scientific work, published within the past five years. This includes monographs, textbooks, peer-reviewed journal articles, and creative or performance projects in the field of arts. These demonstrate the staff's expertise and relevance in the field. The qualifications of invited staff or lecturers are assessed based on their relevant knowledge, experience, and competencies, ensuring their ability to help students achieve the programme's learning outcomes. All staff involved in the programme are appointed in accordance with national legislation and university internal rules, ensuring that their qualifications align with their assigned roles and responsibilities.

The number of academic, scientific, and invited staff at CIU is sufficient to ensure the smooth and sustainable operation of the programme. The workload of each staff member is carefully managed to balance their teaching responsibilities with research, creative, or performance activities, as well as other assigned duties. A comprehensive workload scheme is in place, updated every semester, reflecting the teaching, research, and other responsibilities of both academic and invited staff. This scheme takes into account their roles across all institutions where they hold academic or scientific positions, ensuring a balanced and sustainable workload. The allocation of hours for student consultation is embedded in the workload plan, providing adequate support for student learning and engagement. The ratio of academic and invited staff to students is mainly appropriate, ensuring that all students receive the necessary attention and guidance throughout their studies. Additionally, the balance between academic and invited staff contributes to the sustainability of the programme.

CIU monitors the turnover rates of academic, scientific, and invited staff. This analysis is used to maintain the programme's sustainability and improve staffing practices.

The university also conducts regular reviews of quantitative indicators related to staffing, ensuring that all necessary adjustments are made to maintain programme quality and staff effectiveness.

1. Bachelor's Educational Program in Management (VI level)

Head of the Programme: The Head of the Bachelor's Program in Management possesses the required knowledge and experience to design and lead the programme. With a solid educational background in management and extensive practical experience, the Head is actively involved in programme elaboration and student advising. The program supervisor is Academic Doctor of Economics, Associate Professor of the Business Faculty of Caucasus International University. The Head's qualifications are further supported by scientific research and/or practical work in the field, ensuring they meet the necessary standards for programme leadership. In addition, the Head is engaged in programme assessment and development, contributing to its continuous improvement.

Support Staff: Programme students benefit from an adequate number of administrative and support staff, whose competencies align with their roles. These staff members are responsible for providing necessary academic support and guidance, helping students navigate the educational process effectively. The qualifications of the administrative staff ensure smooth execution of their functions, contributing to the overall sustainability of the programme.

For the program during last 5 years, academic staff turnover rate is 20.7% retention ratio is 78.6%; and Guest staff staff turnover rate is 30% retention ratio is 62.5%.

For the program Ratio of academic/research staff to visiting staff is 3.5.

Program 1. Bachelor's Educational Program in Management (VI level)				
Number of the staff involved in the Program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	30	21	21	24
- Professor	4	4	4	3
- Associate Professor	21	13	13	17
- Assistant-Professor	4	4	4	4

- Assistant	1	-	-	-
Invited Staff	12	4	4	-
Scientific Staff	-	-	-	-

2. Bachelor's Educational Program in Finance (VI level)

Head of the Programme: The Head of the Bachelor's Program in Finance is a highly qualified individual with the necessary knowledge and experience to oversee programme design and implementation. The program supervisor is Academic Doctor of Economics, Associate Professor of the Business Faculty of Caucasus International University. Holding relevant academic credentials and professional experience in finance, the Head is involved in all aspects of the programme, from course design to student advising. The Head's competence is demonstrated through participation in research and/or professional activities in the finance field, ensuring alignment with programme outcomes.

Support Staff: The programme is supported by an adequate number of administrative and support personnel who possess the appropriate qualifications for their roles. They help students with academic matters and contribute to the smooth running of the programme. The qualifications of the support staff are in line with their assigned functions, ensuring that students receive the necessary guidance and administrative assistance.

- For the program during last 5 years, academic staff turnover rate is 10.5% retention ratio is 89.3%; and Guest staff staff turnover rate is 32% retention ratio is 66.7%.

- For the program Ratio of academic/research staff to visiting staff is 2.23.

Program 2. Bachelor's Educational Program in Finance (VI level)				
Number of the staff involved in the Program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	29	18	18	23
- Professor	4	4	4	4
- Associate Professor	20	11	11	15
- Assistant-Professor	3	3	3	3
- Assistant	2	-	-	1

Invited Staff	13	5	5	-
Scientific Staff	-	-	-	-

3. Master's Educational Program in International Business Management (VII level)

Head of the Programme: The Head of the Master's Program in International Business Management brings both academic and practical experience to the role. With extensive knowledge of international business management, the Head has the expertise needed to design a programme that meets the needs of both students and the industry. The program supervisor is Academic Doctor of Economics, Professor of the Business Faculty of Caucasus International University. The Head is actively involved in assessing and developing the programme, advising students, and participating in events related to the programme, ensuring its continuous development and relevance.

Support Staff: The programme provides students with a sufficient number of administrative and support staff, whose qualifications match their duties. These staff members ensure the efficient operation of the programme and are available to assist students with academic queries, contributing to the overall success of the educational process.

For the program during last 5 years, academic staff turnover rate is 64.5.7% retention ratio is 41.2%; and Guest staff staff turnover rate is 0% retention ratio is 100%.

For the program Ratio of academic/research staff to visiting staff is 3.5.

Program 3. Master's Educational Program in International Business Management (VII level)				
Number of the staff involved in the Program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	14	13	13	11
- Professor	4	4	4	3
- Associate Professor	9	8	8	7
- Assistant-Professor	1	1	1	1
- Assistant	-	-	-	-
Invited Staff	4	3	3	-

Scientific Staff	-	-	-	-
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4. Master's Educational Program in International Marketing (VII level)

Head of the Programme: The Head of the Master's Program in International Marketing has the necessary qualifications to lead the programme, with both academic credentials and professional experience in marketing. The Head's involvement extends beyond programme development to student advising and participation in programme-related events. The Head's academic background and practical expertise ensure the programme is aligned with industry standards and evolving market trends. The program supervisor is Academic Doctor of Economics, Associated Professor of the Business Faculty of Caucasus International University.

Support Staff: The programme ensures that students have access to competent administrative and support staff. The qualifications of these staff members are appropriate for their functions, contributing to the effective management of the programme. The administrative staff provides essential support to students, helping them with academic and logistical matters throughout their studies.

- For the program during last 5 years, academic staff turnover rate is 11.8% retention ratio is 85.7%; and Guest staff staff turnover rate is 66.7% retention ratio is 50%.
- For the program Ratio of academic/research staff to visiting staff is 11.

Program 4. Master's Educational Program in International Marketing (VII level)				
Number of the staff involved in the Program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	10	10	10	6
- Professor	2	2	2	2
- Associate Professor	7	7	7	3
- Assistant-Professor	1	1	1	1
- Assistant	-	-	-	-
Invited Staff	1	-	-	-
Scientific Staff	-	-	-	-

5. Doctoral Educational Program in Business Administration (VIII level)

Head of the Programme: The Head of the Doctoral Program in Business Administration is a highly qualified academic with significant expertise in the field. The Head's qualifications are supported by relevant education and significant research output, including peer-reviewed publications and contributions to academic projects. . The program supervisor is Academic Doctor of Economics, Professor of the Business Faculty of Caucasus International University. The Head is actively involved in all aspects of the programme, from supervision of doctoral research to participation in academic events. The Head also collaborates with international supervisors, ensuring the programme meets global standards and allows for foreign doctoral students to conduct research at the university.

Support Staff: The Doctoral Program benefits from a dedicated team of administrative and support staff with relevant expertise. These staff members assist both students and academic staff, facilitating the research and educational components of the programme. Their qualifications align with their roles, ensuring effective support for doctoral students and supervisors alike.

For the program, during last 5 years, academic staff turnover rate is 29.4% retention ratio is 70.6%; and Guest staff staff turnover rate is 66.7% retention ratio is 50%. For the program Ratio of academic/research staff to visiting staff is 3.5.

For the program It is noteworthy following ratios:

- the number of affiliated academic staff in relation to the number of students enrolled in the program - 0.14
- The number of academic/scientific/guest staff in relation to the number of students enrolled in the program - 0.26
- The ratio of supervisors and master's/doctorate students - 0.35

According PhD program current regulation it is good data, but according new regulation ("On the Regulation of Accreditation of Educational Programs of Educational Institutions and Approving Fees" of the Minister of Education and Science of Georgia dated May 4, 2011 No. 65/N, in accordance with the amendment made on August 30, 2024, in accordance with the Doctoral Level Education Framework Document) maybe arises some challenges. It would be good if CIU will catch a spare and consider increasing affiliated academic staff for the doctoral program. If the doctoral program were to maintain such high demand. "On the Regulation of Accreditation of Educational Programs of Educational Institutions and Approving Fees" of the Minister of Education and Science of Georgia dated May 4, 2011 No. 65/N, in accordance with the amendment made on August 30, 2024, in accordance with the Doctoral Level Education Framework Document.

Program 5. **Doctoral Educational Program in Business Administration (VIII level)**

Number of the staff involved in the Program (including academic, scientific, and invited staff)	Number of Program Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	13	13	13	8
- Professor	4	4	4	4
- Associate Professor	9	9	9	4
- Assistant-Professor	-	-	-	-
- Assistant	-	-	-	-
Invited Staff	6	6	6	-
Scientific Staff				

According to documentation site visit and panel interviews, experts obtained sufficient assurance that the qualifications and involvement of the programme heads, along with the adequacy of administrative and support staff for each programme. Each programme head demonstrates the necessary competence in their respective fields, and the support staff ensure the smooth and sustainable functioning of each programme.

Evidences/Indicators

- Cluster programs and syllabuses;
- Self evaluation report;
- Personnel qualification requirements;
- Instruction of activities of the head of the educational program;
- Quantitative indicators for the cluster;
- Personal files of the staff;
- Information on publications in peer-reviewed journals, including international peer-reviewed journals, / creative / performing projects;
- CVs of academic and invited staff implementing the programs grouped in the cluster;
- Panel Interview results;
- Web-page: <https://ciu.edu.ge/>

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor's Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

- According PhD program current regulation it is good data, but according new regulation ("On the Regulation of Accreditation of Educational Programs of Educational Institutions and Approving Fees" of the Minister of Education and Science of Georgia dated May 4, 2011 No. 65/N, in accordance with the amendment made on August 30, 2024, in accordance with the Doctoral Level Education Framework Document) maybe arises some challenges. It would be better if CIU will catch a spare and consider increasing affiliated academic staff for the doctoral program. If the doctoral program were to maintain such high demand. "On the Regulation of Accreditation of Educational Programs of Educational Institutions and Approving Fees" of the Minister of Education and Science of Georgia dated May 4, 2011 No. 65/N, in accordance with the amendment made on August 30, 2024, in accordance with the Doctoral Level Education Framework Document.

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Programme 5. Doctoral degree program "Business Administration", VIII level			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁶	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	20	11	7
- Professor	3	2	2
- Associate Professor	11	7	5
- Assistant-Professor			

⁶ These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Invited Staff	6	2	–
Scientific Staff			–

Programme 3 (Master's degree program “International Business Management”)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction⁷	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	18	16	10
- Professor	4	4	3
- Associate Professor	9	7	6
- Assistant-Professor	1	1	1
Invited Staff	4	4	–
Scientific Staff			–

Programme 2 (Master's degree program “International Marketing”)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction⁸	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses			
- Professor	2	2	2
- Associate Professor	7	5	3
- Assistant-Professor	1	1	1
Invited Staff	1	1	–
Scientific Staff			–

Since 2012, the Faculty of Business and Technology of the Caucasus International University has been implementing the master's program in international business management and the doctoral program in business administration, and since 2014, the master's program in international marketing.

⁷ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

⁸ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

The implementation of the programs is ensured by university academic staff and invited lecturers with relevant qualifications and experience.

Master's and PhD students are supervised by professors and associate professors of Caucasus International University, who have relevant scientific research experience in the field of research, which is evidenced by the scientific works published in local and international journals, participation in international conferences, and other scientific works - Indicators of their research activities

The Caucasus International University has approved (Order №01-36 of March 27, 2014) the master's degree regulation, which defines the rules for selecting the topic and supervisor of the master's thesis, as well as the obligations of the supervisor of the master's topic. The university has developed a rule for completing and defending the master's thesis at the commission (approved by order №01-149 of December 23, 2022)

The regulation of the Dissertation Board and Doctorate was approved by the protocol of the Academic Council of the Caucasus International University No. 32 of November 3, 2016. It defines the principles and rules of the dissertation council and doctoral studies, as well as the minimum standard necessary for the implementation of the doctoral program at the faculty and the awarding of the academic degree of a doctor. The functions-obligations of the scientific supervisor of the doctoral student are defined by Decision No. 57 of 31.08.2018).

The University also has a Doctoral Studies Department, which provides coordination of the Faculty Dissertation Council and organizational activities for the implementation of doctoral programs.

The university has developed transparent qualification requirements for the supervisor/co-supervisor, which meet the requirements of the master's/doctorate and reflect the specifics of the program and international best practices;

The Caucasus International University has developed a procedure for evaluating the learning outcomes of doctoral and master's educational programs. The University uses the analysis of the evaluation of learning outcomes to improve the program, which means, if necessary, modifying the content of the program and/or learning outcomes and/or teaching-learning methods and/or mandatory literature and study materials and/or the evaluation system.

Evidences/Indicators

- CVs of professors and visiting staff implementing the Master's degree program “International Business Management”;
- CVs of professors and visiting staff implementing the Master's degree program “International Marketing”;
- CVs of professors and visiting staff implementing the Doctoral degree program “Business Administration”;
- Master's and Doctoral theses;
- Regulatory documents;
- Information on publications in peer-reviewed journals, including international peer-reviewed journals, / creative / performing projects;
- Interview results;
- Web-page: <https://ciu.edu.ge/>

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes:

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 4. Master’s Educational Program in International Marketing, VII Level

Recommendation(s): N/A

Suggestion(s): N/A

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s): N/A

Suggestion(s): N/A

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Caucasus International University (CIU) conducts regular evaluations of academic, scientific, and invited staff to ensure the effective delivery of educational programmes. These evaluations are conducted and analyzed by the Quality Assurance Service and focus on multiple aspects, including

teaching, research, and creative or performance activities of the staff. Evaluation results are used to improve both staff performance and the overall programme quality.

Evaluation Process: Evaluations are conducted every semester and include the review of at least five mandatory courses within each programme. The Quality Assurance Service attends lectures, reviews teaching methodologies, and assesses the progress of educational and research activities. Staff members are informed of the evaluation criteria in advance, and they are notified about the timing of lecture evaluations.

Staff Satisfaction Surveys: The HEI regularly conducts surveys among students and alumni regarding their satisfaction with academic, scientific, and invited staff. The results of these surveys, along with other evaluation data, are confidential and are used to generate feedback for the staff. Recommendations are provided to programme heads to address any shortcomings, and mechanisms are developed to eliminate issues and support staff development.

Utilization of Evaluation Results: The results of staff evaluations are utilized to support professional development and promote improvement in teaching and research activities. These evaluations contribute to decisions regarding staff promotion and the allocation of support mechanisms, such as training and funding for research projects.

The HEI places significant emphasis on the professional growth of its academic, scientific, and invited staff. A range of activities are organized to foster their development, including training sessions, workshops, and opportunities for participation in international research projects and conferences. These activities are held at least once a year and are designed to enhance both teaching and research competencies.

Professional Development Activities: The university regularly organizes trainings and workshops to support academic staff in obtaining research funding and participating in international scientific events. Individual consultations are provided by the Scientific Research Department to guide staff members through project applications and the publication of their research in high-impact journals. For example, in 2021-2023, numerous trainings were conducted on the use of electronic databases, research tools, and plagiarism detection software.

Support for Research Work: The HEI provides material and financial resources to support the research and creative activities of academic and scientific staff. This includes funding for participation in international conferences, scientific projects, and the publication of research in top-tier journals. The university's strategic development and action plans include provisions for these resources, ensuring that staff can continue to contribute to the advancement of knowledge in their respective fields.

Promotion of International Collaboration: The HEI encourages academic and scientific staff to engage in international research collaborations. The university has established partnerships with international organizations and participates in consortiums, providing access to global scientific

databases such as Scopus and ScienceDirect. Additionally, webinars and workshops are regularly organized to keep staff informed about international research opportunities.

Training in E-Learning and Distance Education: Recognizing the importance of e-learning, the university provides training to its staff on the effective use of online teaching and assessment methods. These trainings ensure that staff can deliver high-quality education even in remote or hybrid learning environments.

Caucasus International University implements a comprehensive and structured approach to the evaluation and professional development of its programme staff. Through regular evaluations, satisfaction surveys, and the provision of training and resources, the university ensures continuous improvement in the teaching, research, and creative activities of its staff. This approach not only fosters staff development but also enhances the quality and sustainability of the educational programmes.

Programme 1. Bachelor's Educational Program in Management, VI Level

There is not any distinguish Professional Development of Academic, Scientific and Invited staff according the program.

Programme 2. Bachelor's Educational Program in Finance, VI level

There is not any distinguish Professional Development of Academic, Scientific and Invited staff according the program.

Programme 3. Master's Educational Program in International Business Management, VII Level

There is not any distinguish Professional Development of Academic, Scientific and Invited staff according the program.

Programme 4. Master's Educational Program in International Marketing, VII Level

There is not any distinguish Professional Development of Academic, Scientific and Invited staff according the program.

Programme 5. Doctoral Educational Program in Business Administration, VIII level

There is not any distinguish Professional Development of Academic, Scientific and Invited staff according the program.

Evidences/Indicators

- programs and syllabuses grouped in cluster;
- Self evaluation report;
- Quantitative indicators for the cluster;

- Information on publications in peer-reviewed journals, including international peer-reviewed journals, / creative / performing projects;
- Panel Interview results;
- Web-page: <https://ciu.edu.ge/>

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the education programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master’s Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The Caucasus International University (CIU) has grouped five educational programmes into a cluster, ensuring that they are provided with the necessary infrastructure, information, and technical resources required to achieve programme learning outcomes. These resources include access to library materials, laboratories, digital resources, and other tools essential for the successful implementation of each programme.

Five laboratories have been established at the CIU Faculty of Business and Technology in partnership with successful organizations from various sectors. These include:

- Entrepreneurship and Innovation: Partnered with the Export Development Association and Investme.

- Financial Education: Main partner Finedu.
- Dual Education: In collaboration with the Chamber of Commerce and Industry of Georgia.
- Marketing: Partnered with Jepra and the business media sector.
- SDG laboratory hosting a high-level national workshop of the United Nations Department of Economic and Social Affairs (UN DESA), trainings and student conferences organized with the involvement of the United Nations Resident Coordinator Office in Georgia (UN RCO), and conducting various activities in the direction of research and analytics.

These laboratories will operate within the CIU Business Institute and will actively promote a range of initiatives and projects tailored to meet the needs of students.

Furthermore, it is crucial that each laboratory works closely with reputable local and international partners to deliver impactful projects. Additionally, the CIU research center will launch an unprecedented initiative called the "Young Researchers Program" for students of the Faculty of Business and Technology. This initiative will be based on the concept of the "Institute of New Economic Thinking."

To support the practical aspects of the program, CIU has entered into cooperation agreements and memoranda with various state and private institutions. Moreover, to enhance international engagement and facilitate mobility for professors and students, the university has signed agreements with numerous foreign universities.

Programme Infrastructure and Technical Equipment. The educational programmes grouped in this cluster are provided with adequate infrastructure, including lecture halls, libraries, and laboratory facilities equipped with the necessary technical equipment. These resources are regularly maintained and updated to meet the evolving needs of students and staff across the various programmes.

Library and Information Resources. The university ensures that all programmes in the cluster are supported by comprehensive library services that provide access to core literature, teaching materials, and modern scientific periodicals. These resources are essential for both coursework and research activities and are available in both printed and electronic formats.

- Library Holdings and Updates: The CIU library holds all the core literature indicated in the syllabi of the programmes. The library is continuously updated to include the latest textbooks, academic journals, and digital resources, ensuring that students have access to up-to-date materials that align with the programme learning outcomes (Self-Eval. Report of Ed...).
- Digital Resources and International Databases: CIU provides students with access to international electronic library databases, including Scopus, ScienceDirect, and EBSCO, allowing students to stay informed about modern scientific advancements and integrate them into their studies. These resources play a critical role in enabling students to achieve programme learning outcomes.

Availability of Resources. CIU ensures that the material, laboratory, informational, and digital resources are freely accessible to both students and staff. The resources are available both on-campus and remotely, with clear guidance provided to students on how to access and utilize them.

- **Student and Staff Access:** All students and staff engaged in the programmes have access to the necessary resources, including laboratories and digital tools, that support teaching, learning, and research activities. These resources are integral to the success of both practical and theoretical components of the programmes.
- **Resource Utilization Training:** CIU takes active steps to inform students about available resources and provides training sessions on how to effectively utilize these resources, ensuring that they can access and benefit from the full range of tools and materials available.

Programme-Specific Resources

Each programme in the cluster benefits from tailored resources that align with its specific educational goals:

Program 1. Bachelor's Program in Management: This programme has access to a wealth of resources that support both theoretical learning and practical skill development in management. The library holds essential management textbooks, and students have access to databases for research and case study analysis.

Program 2. Program in Finance: Finance students are provided with specialized resources, including financial databases, tools for economic analysis, and core literature on banking, accounting, and corporate finance, ensuring that they can achieve their programme objectives. **Program 3. Program in International Business Management:** Students in this programme benefit from access to international business case studies, global business databases, and strategic management resources, preparing them for leadership roles in the global marketplace.

Program 4. Program in International Marketing: This programme is supported by modern marketing tools, including digital marketing software, consumer behavior databases, and case studies in international marketing strategies. These resources are critical for preparing students for roles in both national and international marketing.

Program 5. Doctoral Program in Business Administration: Doctoral students have access to extensive research databases, peer-reviewed journals, and specialized resources that support advanced research in business administration. The programme encourages the use of international research tools for dissertation work and scholarly publications.

During site visit the group of experts visited the campus, the auditoriums and the library. A selective check of the books in the syllabus was done. Tests of programs loaded in computer classrooms, examined examination rooms. On the basis of which he received proper confirmation that the material resources are suitable for the programs.

According provided documentation and side visit The Caucasus International University ensures that all programmes in the cluster are provided with comprehensive and regularly updated material,

informational, and digital resources. These resources are critical for achieving programme learning outcomes, supporting both theoretical instruction and practical research. The university's commitment to maintaining and enhancing these resources ensures the ongoing success and sustainability of the educational programmes.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
 - programs and syllabuses grouped in cluster;
 - Self-evaluation report;
 - Quantitative indicators for the cluster;
 - Information on publications in peer-reviewed journals, including international peer-reviewed journals, / creative / performing projects;
 - Panel Interview results;
 - Web-page: <https://ciu.edu.ge/>

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor's Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.4 Material resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The financial resources allocated to each programmes within the cluster have been evaluated in terms of their economic feasibility. The analysis shows that the budget allocations meet the programme requirements in the following ways:

Alignment with Programme Needs: The allocation is tailored to meet the operational needs of the programme, including academic staffing, learning materials, infrastructure, and student services.

- **Cost Efficiency:** Budgetary provisions are efficient and well-distributed, ensuring that the available funds are used effectively to maintain a high standard of education while minimizing waste.

The budget review indicates that the allocation is economically feasible, particularly in relation to student enrollment and academic outcomes. The per-student cost is carefully monitored and adjusted to ensure financial balance.

The financial sustainability of the educational programmes in the cluster as a whole is supported by the Caucasian International University. The following key points illustrate how financial resources contribute to the sustainability of the programme:

- **Long-Term Financial Planning:** The programme budget reflects a long-term financial plan, which includes both permanent and variable financial support mechanisms. These include state funding, tuition fees, and income from partnerships or research grants.
- **Diversified Funding Sources:** The programme benefits from diversified income streams that support its operational costs and future expansion. These include permanent funding from the state or university, one-time grants, research funding, and other external financial contributions.
- **Risk Mitigation:** The financial plan includes provisions for risk management, ensuring that the programme is protected from unexpected financial fluctuations, such as a sudden drop in enrollment or external funding cuts.

The HEI has also allocated sufficient contingency funds to cover unforeseen expenses that could otherwise undermine the programme's financial health.

Budget data for each program are following:

Program 1. Bachelor's educational program in Finance:

Gross income from realization 157 310 GEL Total operating expenses 59,300 Net generated benefit of the program 98,010.

Program 2. Bachelor's Educational Program in Management:

Gross income from realization 483,570 GEL Total operating expenses 108,023 Net generated benefit of the program 375,547

Program 3. Master's Educational Program in International Business Management:

Gross income from realization 82,500 GEL Total operating expenses 46,500; Net generated benefit of the program 36,000.

Program 4. Master’s Educational Program in International Marketing:

Gross income from realization 82,500 GEL Total operating expenses 51,000; Net generated benefit of the program 31,500

Program 5. Doctoral Educational Program in Business Administration:

Gross income from realization 122,750 GEL Total operating expenses 92,450 Net generated benefit of the program 30,300

Overall Faculty of Business and Technology data are as follows: Gross income from realization 2,140,620 GEL Total operating expenses 1,187,685 Net generated benefit of the faculty 933,810.

Net generated benefit of the faculty is supported in a centralized University budget. In the central budget is accumulated all faculties Net generated benefit, from which is covered administrative and other fixed costs, among them are supporting scientific research projects and other relevant activities of the university educational and research activities.

Evidences/Indicators

- programs and syllabuses grouped in cluster;
- Self evaluation report;
- Quantitative indicators for the cluster;
- Budget of the Faculty of Business and Technology;
- Budget of the bachelor’s educational program in Management;
- Budget of the bachelor’s educational program in Finance;
- Budget of the master’s educational program in International Business Management;
- Budget of the master’s educational program in International Marketing;
- Budget of the doctoral educational program in Business Administration.
- Panel Interview results;
- Web-page: <https://ciu.edu.ge/>

General recommendations of the cluster:

General suggestions of the cluster:

Recommendations and Suggestions according to the programmes:

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor's Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

level)

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes 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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

According to the submitted documents as well as the outcomes of the interviews, the quality assurance process follows the "plan-do-check-act" cycle. This begins with developing a program that aligns with the university's mission and requirements. As it was mentioned, before creating study programs, the Quality Assurance Service conducts surveys of professors and teachers to assess whether the assigned credits, course hours, and student workloads match actual needs. Lecturers provide a breakdown of time required for each topic in both contact and independent study, ensuring that credit allocation reflects the

necessary time investment. Once an educational program is developed, it is submitted to the university's Quality Assurance Service for review to ensure it complies with university standards and regulations. If approved, the program is sent to the Academic Council for final approval.

During the interviews with different stakeholders, it was seen that program evaluation continues after implementation, with ongoing assessments and modifications based on feedback. The university has a comprehensive evaluation system that includes student evaluations of courses and professors, as well as systematic assessments of educational programs by the Quality Assurance Service in collaboration with staff and students. This evaluation aims to improve the quality of teaching, administer programs effectively, and monitor progress. Surveys and questionnaires for professors, students, alumni, and employers provide additional feedback to further refine programs. As the submitted documentation confirms based on these evaluations, the Quality Assurance Service develops specific recommendations for program improvement, which are submitted to the Academic Council. During the academic year, the quality of teaching is regularly evaluated.

The Programs Self-Evaluation teams include both academic and administrative staff at the faculty level and from different structural units providing university services. The expert panel had an opportunity to meet the staff involved in the self-evaluation process, as a result of which it was identified that they actively participate in the process of program implementation and development, the roles are distributed according to their competencies. Mostly the academic staff were responsible for designing the program learning outcomes, as well as for the courses given in the curriculum, while the administrative staff was engaged in collecting data from different stakeholders.

The Emergency Remote Learning equally affected all five programs given in this cluster, due to the outbreak of Covid19 the university was delivering classes online almost four semesters. As the submitted documents confirm there were guidelines and additional policies/mechanisms developed in order to smoothly run the process. Moreover, the teaching staff mentioned they got support from the university administration to run the teaching and learning activities. The quality assurance office representatives proactively met the academic staff members to guide them during the online teaching.

Evidences/Indicators

- Self-evaluation Report
- Quality Assurance Mechanisms and Management Efficiency
- Rules on regulating the educational process;
- Survey forms for professors, students, graduates and employers;
- Interviews during the site visit;
- University web page

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master’s Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor’s Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2. External Quality Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

As the self-evaluation report describes, external evaluation of study programs forms an essential part of Caucasus International University's quality assurance mechanisms, with authorization and accreditation serving as key measures. The university collaborates closely with the National Centre for Education Quality Enhancement, as well as with both Georgian and international universities, to uphold educational standards.

As part of the program's commitment to continuous improvement, external collegial evaluations were conducted by both local and international experts. A professor from Tbilisi State University reviewed the programs and provided valuable recommendations for enhancing the academic and research environment. As the documents state, he recommended adding several courses to the program to strengthen its core course module. As the head of the department mentioned, these recommendations were carefully reviewed to ensure they aligned with the program's objectives. The department took the suggestions into serious consideration, reflecting the program's commitment to enhancing its academic structure and delivering a more robust educational experience. Additionally, a foreign professor from Spain drafted a brief evaluation, offering further insights. As it was mentioned during the interviews by the heads of the programs, as well as the self-evaluation team, all suggestions and recommendations from

both experts were carefully considered, and their feedback was fully integrated into the program's development and improvement process.

Evidences/Indicators

- Self-Evaluation report
- Decision of the authorization council of the NCEQE on the granting of authorization to the university;
- Decision of the accreditation council of the NCEQE on the granting of accreditation to the programmes given in the cluster.
- External expert evaluations of the programs given in the cluster
- Interviews during the site visit
- University web-page

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor's Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor's Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master's Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master's Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1. Bachelor's Educational Program in Management (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2. Bachelor's Educational Program in Finance (VI level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3. Master's Educational Program in International Business Management (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4. Master's Educational Program in International Marketing (VII level)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5. Doctoral Educational Program in Business Administration (VIII level)	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.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

According to the submitted documents the development of the programs grouped within the cluster involved active participation from academic staff, invited lecturers, and employers, who contributed to defining the programs' learning outcomes. Additionally, the university's Quality Assurance Service regularly engages students and professors in providing feedback on the programs through surveys conducted at the beginning of each semester.

During the site visit it was confirmed that to ensure effective program monitoring, the Quality Assurance Service employs specially designed questionnaires to gather feedback from various stakeholders. Students evaluate their courses and the performance of both academic and invited staff at the end of each semester. Academic and invited staff also assess the programs, and alumni provide input on their experiences. Employers, both potential and current, are surveyed to gauge the relevance of graduates' skills and competencies. In addition, independent experts are invited to evaluate the programs, ensuring an objective perspective on their quality. The expert team double checked with students if they actively participated in sending feedback to the university administration, the majority of them confirmed that they had filled the surveys, only some mentioned that due to lack of time they could not manage it.

As it was described during the site-visit, once this feedback is collected, the Quality Assurance department analyzes the data to identify areas for improvement or maintain high standards where needed. Program heads review the programs and, if necessary, submit modification proposals to the faculty dean. These proposals are then forwarded to the Faculty Council for approval. Upon receiving a positive evaluation, the programs and syllabi are sent to the Quality Assurance Service for final checks to ensure they meet accreditation requirements. The expert team asked whether there was a case when the outcomes indicated some issues that caused the closer of the program. As it was said, there is a case of one MA program, in which case the university decided not to renew the accreditation and to close it in the nearest future.

As the QA staff explained, the results of these evaluations not only contribute to resolving specific issues but are also used to enhance the overall implementation of educational programs. The university provides financial support for the programs, ensuring that material and technical resources are regularly updated, the library is equipped with relevant literature, and research activities among professors and students are promoted. Funds are also allocated for organizing student scientific conferences and for publishing the works of university professors.

It was mentioned during the interviews that, if necessary, at scheduled intervals, the evaluation of academic and invited staff is conducted using a predetermined classroom observation template. These observations are carefully planned and carried out by various peers. The classroom observation can be conducted by peers from the same program, from a different program within the same institution. In addition to this peer review process, a representative from the Quality Assurance (QA) office, together with the head of the program or the faculty dean, participates in the observation. This collaboration ensures a comprehensive assessment of teaching practices, focusing not only on pedagogical methods but also on the alignment with institutional goals and standards.

The reports submitted by the university clearly demonstrate that master's and doctoral students play an active role in evaluating the implementation of the scientific-research component and the quality of scientific supervision. These evaluations are collected regularly to ensure that students' research experiences and the guidance they receive from their supervisors align with the institution's academic standards. The feedback gathered from these assessments is essential for improving the research environment and enhancing the effectiveness of scientific supervision.

The university has submitted documents listing both local and international program analogs, demonstrating that periodic comparisons are made with similar programs offered by Georgian and foreign universities. This approach ensures that the program aligns with modern requirements by integrating the best international practices. Additionally, the head of the programs confirmed that they regularly conduct these comparisons to maintain the program's relevance and competitiveness within the academic landscape.

Evidences/Indicators

- Self-Evaluation Reports,
- Monitoring mechanisms of student learning outcome and their analysis;
- Evaluation Mechanisms of Program Learning Outcomes (PLO);
- Program Learning Outcomes Evaluation Report;
- Survey forms for professors, students, alumni and employers;
- Reports prepared by quality assurance service;
- Quality assurance policy of Caucasus International University;
- Analog comparisons of the programs given in the cluster;
- Interviews during the site visit;
- University web-page

General recommendations of the cluster: N/A

General suggestions of the cluster: N/A

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1. Bachelor’s Educational Program in Management, VI Level

Recommendation(s):

Suggestion(s):

Programme 2. Bachelor’s Educational Program in Finance, VI level

Recommendation(s):

Suggestion(s):

Programme 3. Master’s Educational Program in International Business Management, VII Level

Recommendation(s):

Suggestion(s):

Programme 4. Master’s Educational Program in International Marketing, VII Level

Recommendation(s):

Suggestion(s):

Programme 5. Doctoral Educational Program in Business Administration, VIII level

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA in Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA in Finance)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programme 3 (MA in International Business Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA in International Marketing)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (PhD in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (BA in Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 2 (BA in Finance)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 3 (MA in International Business Management)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 4 (MA in International Marketing)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 5 (PhD in Business Administration)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the higher education institution: **Caucasus International University LLC**

Name of Higher Educational Programmes, Levels:

Programme 1. **Bachelor's Educational Program in Management, VI Level**

Programme 2. **Bachelor's Educational Program in Finance, VI level**

Programme 3. **Master's Educational Program in International Business Management, VII Level**

Programme 4. **Master's Educational Program in International Marketing, VII Level**

Programme 5. **Doctoral Educational Program in Business Administration, VIII level**

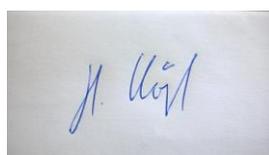
Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Bachelor's Educational Program in Management 240 ECTS	Compliance with the requirements	Substantially complies with requirements	Substantially complies with requirements	Compliance with the requirements	Compliance with the requirements
Bachelor's Educational Program in Finance 240 ECTS	Compliance with the requirements	Substantially complies with requirements	Substantially complies with requirements	Compliance with the requirements	Compliance with the requirements
Master's Educational Program in International Business Management 120 ECTS	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements
Master's Educational Program in International Marketing 120 ECTS	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements
Doctoral Educational Program in Business Administration 40 ECTS	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements	Compliance with the requirements

Signatures

Chair of Accreditation Experts Panel

Georg Köpf

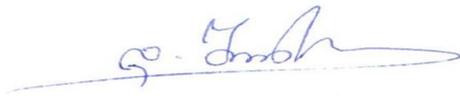


Of the member(s) of the Accreditation Experts Panel

Eka Gegeshidze



Devi Shonia



Medea CHELIDZE



Giga Khositashvili



Mariam Burmistrova

