



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Cluster of Higher Education Programmes

**Bachelor's Educational Program Georgian Viticulture and Enology
Master's Educational Program Georgian Viticulture and Enology
Doctoral Program Viticulture and Enology**

Caucasus International University (CIU)

05-06 November

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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)	Lallemand Patrice, Institut Agro, France
Member (Name, Surname, HEI/Organization, Country)	Mariam Khomasuridze, Georgian Technical University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Ilia Botsvadze, European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Nino Gatchava, Georian Aviation University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3
Name of the educational programme In Georgia	ქართული მევენახეობა და მეღვინეობა	ქართული მევენახეობა და მეღვინეობა	მევენახეობა და მეღვინეობა
Name of the educational programme In English	Georgian Viticulture and Enology	Georgian Viticulture and Enology	Viticulture and Enology
Level of higher education	Bachelor's Studies	Master's Studies	Doctoral Studies
Qualification to be awarded	Bachelor of Viticulture and Enology	Master of Viticulture and Enology	Doctor of Viticulture and Enology
Name and code of the detailed field	0888 Inter-disciplinary – involving Agriculture, forestry, fisheries, and veterinary	0888 Inter-disciplinary – involving Agriculture, forestry, fisheries, and veterinary	0888 Inter-disciplinary – involving Agriculture, forestry, fisheries, and veterinary
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
Number of ECTS credits	240	120	50
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited Decision N57, (05/03/2019)	Accredited Decision N 722887, (24/08/2020)	Accredited Decision N 943605, (02/08/2024)

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

II. Accreditation Report Executive Summary

▪ **General Information on the Cluster of Education Programmes**

The cluster proposed by Caucasus International University brings together three accredited programmes covering the full higher-education cycle in viticulture and enology: a Bachelor’s programme (accredited in 2019), a Master’s programme (2015), and a recently accredited Doctoral programme (2024). This comprehensive offer reflects the strategic importance of viticulture and winemaking in Georgia, one of the country’s leading agricultural and economic sectors. Georgia cultivates around 50,000 hectares of vineyards, producing up to 300,000 tonnes of grapes annually, with wine representing a key export and a national symbol. The sector is expanding, supported by state initiatives, a growing number of producing companies, and the rapid development of enotourism.

Georgia’s unique position as the cradle of winemaking, with more than 8,000 years of continuous tradition and 525 autochthonous grape varieties, provides an exceptional scientific and cultural foundation for these programmes. Traditional methods—such as Qvevri winemaking, recognised by UNESCO and the OIV—coexist with modern research trends, including genetic resource studies, appellation systems, and international scientific collaboration.

Student interest in viticulture and enology has increased in recent years, yet the labour market continues to face a shortage of highly qualified specialists, both in the private sector and in public administration. There is a growing need for expertise in production technologies, management, regulation, digital systems, and food safety. Research capacity also remains limited, particularly at the doctoral level, where no dedicated programmes existed until 2024.

In response to these national needs and global opportunities, Caucasus International University has developed an integrated cluster of Bachelor’s, Master’s, and Doctoral programmes aimed at training a new generation of professionals and academic staff, strengthening research, and supporting the sustainable development of Georgia’s viticulture and enology sector.

▪ **Overview of the Accreditation Site Visit**

The site visit was conducted in an excellent atmosphere and was marked by a high level of cooperation from all stakeholders. Academic and administrative staff were fully available and demonstrated strong motivation and professionalism, particularly the quality assurance department, which provided highly structured and reliable support. Numerous external partners and Alumni attended specifically to support the programmes and the university, reflecting strong community engagement. Students were also actively involved and articulated their experiences with clarity and openness. Overall, the visit was extremely positive and greatly facilitated the evaluation process.

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

Overall, the three-programme cluster meets international higher education standards and demonstrates strong academic relevance to the field of viticulture and enology. The suggestions primarily aim to reinforce existing strengths by formalizing stakeholder engagement, enhancing staff training, and improving programme structure and assessment practices. Additional opportunities lie in expanding modularisation, updating bibliographic resources, and deepening the international dimension through mobility and collaborative initiatives. These targeted improvements would further strengthen the cluster’s alignment with global best practices and its capacity to support high-quality, contemporary education.

- **Recommendations**

CLUSTER

None

Bachelor's Educational Program Georgian Viticulture and Enology

- It is recommended to strengthen transversal competencies (digital literacy, teamwork, communication, and professional ethics). 1.2

Master's Educational Program Georgian Viticulture and Enology

- It is recommended that the syllabi be reviewed and updated. In particular, the bibliographies should be revised to include complete, up-to-date references, ensuring that students have access to the latest scientific literature and international research in viticulture and enology. Missing or incomplete publication details should be corrected to enhance clarity and usability. 1.5
- It is recommended that the university strengthen its efforts in this direction to increase the awareness of Master's level students regarding the importance and use of scientific databases. 3.1

Doctoral Program Viticulture and Enology

None

- **Suggestions**

CLUSTER

- It is suggested to further formalize interaction with professional stakeholders, for instance through an advisory board that meets regularly to provide input on evolving industry needs and support periodic refinement of programme objectives. 1.1
- It is suggested to provide explicit mapping of learning outcomes to modules and assessment methods. 1.2
- It's suggested to consider further harmonising the formal presentation of learning outcomes to enhance external readability and comparability. 1.2
- It is desirable that programme implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes. 1.3
- It is suggested that the programme reconsider the use of the Gaussian (grading on a curve) assessment strategy. While this approach standardizes grades across cohorts, it may artificially limit high achievement, create unnecessary competition among students, and fail to accurately reflect individual learning outcomes. Moving towards criterion-referenced assessment, where students are evaluated against clearly defined learning objectives rather than relative performance, would better support transparency, fairness, and the recognition of students' true competencies. 1.3
- It is suggested that the Cluster of Viticulture and Enology Programmes consider introducing a modular structure across all study levels to enhance flexibility, support personalised learning pathways, and facilitate student mobility and international recognition 1.4
- It is suggested to develop a comprehensive matrix linking each course's learning outcomes (LOs) with the corresponding ECTS credits. 1.5

- It is suggested to further clarify, for students, the relationship between independent work, assessed activities, and ECTS workload. 1.5
- It would be valuable to further develop international mobility opportunities for academic staff, particularly those teaching at the master's and doctoral levels. Such mobility contributes significantly to the enrichment of teaching and research by exposing staff to diverse academic cultures, innovative pedagogical approaches, and cutting-edge scientific developments. Strengthening international exchanges would not only enhance staff competencies but also reinforce the global relevance and attractiveness of the programmes in vine and wine sciences. 4.3
- It is suggested that modern field-specific textbooks, supplementary manuals, and other educational literature be developed and published in a phased manner, which will facilitate the implementation of the program and assist students in their independent work. 4.4
- It is suggested that quality culture establishment be the overall goal in quality assurance (implying widely shared awareness of and responsibility for good quality). 5.1

Bachelor's Educational Program Georgian Viticulture and Enology

- It is suggested to streamline learning outcomes to reduce overlap and improve clarity. 1.2
- It is suggested to diversify and regularly update course bibliographies, including recent research in viticulture and enology across multiple languages and formats. 1.5
- It is suggested that the university strengthen its efforts in this direction to increase the awareness of Bachelor's level students regarding the importance and use of scientific databases. 3.1

Master's Educational Program Georgian Viticulture and Enology

- It's suggested to review the wording of certain learning outcomes. 1.2
- Consideration could be given to modularizing the curriculum into semester-based units, allowing for greater flexibility and facilitating student mobility through international exchange programmes. 1.5
- To further enhance the international dimension of the Master's programme in Georgian Viticulture and Enology, it is suggested to explore multiple strategies that promote global engagement. Innovative pedagogical approaches, such as online courses developed in collaboration with international partner institutions or participation in summer schools and joint workshops abroad, could provide students with exposure to diverse academic and professional contexts. 2.2
- It is desirable that supervisors actively consult students regarding the use of the latest articles and publications in their Master's theses. 3.2
- It is suggested to anticipate the potential growth in student numbers by increasing the supervision capacity. 4.2

Doctoral Program Viticulture and Enology

- It is suggested to present the learning outcomes in a more concise and structured way to improve readability. 1.2
- It is suggested that the Doctoral Programme in Viticulture and Enology assign ECTS credits to all structured research components, including colloquia and formal research activities. 1.4

- PhD supervisors are sufficient according to the number of doctoral students but also they serve as master's thesis tutors. It is suggested to increase their number to better distribute the workload and support students. 4.2

Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards:

▪ **Staff and Supervisors –**

Number of the staff involved in the programme (including academic, scientific, international and invited staff)

Bachelor : 45

Master : 20

Phd :14

Ratio of the academic/scientific staff and invited staff;

Bachelor : 16/29

Master : 3/17

Phd : 1/14

Ratio of the affiliated and academic staff;

Bachelor : 23/45

Master : 12/20

Phd : 9/14

Ratio of master's and/or doctoral students to supervisors;

Master: 12/27

Phd: 10/4

- **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals with an international index²; staff participation rates in local and international conferences; other scientific/research indicators;

Bachelor : 413 publications or presentations

Master : 304 publications or presentations

Phd : 225 publications or presentations

- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);

Bachelor : 16,1%

Master :6,5 %

Phd : 0

- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;

Bachelor : 200 (+ 233%)

Master : 30 (+20%)

Phd : 3

² In case of doctoral program grouped into a cluster should be indicated as a separate analysis.

- **Brief Overview of the Best Practices (if applicable)³**

The overall quality assurance system of the three-programme cluster is a major strength, driven by a highly competent and committed team. The system is robust, well-structured, and fully aligned with international expectations. To further reinforce its impact, it will be important to continue disseminating quality assurance practices across the institution so that all staff progressively develop a shared culture of quality.

Another strong point is the university's sustained investment in resources for teachers, researchers, and students. The continuous development of facilities, such as the winery, laboratories, specialised equipment, buildings, library, and digital infrastructure, demonstrates a clear institutional commitment to supporting high-quality education and research.

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

- **In case of re-accreditation, a brief overview of significant achievements and/or progress (if applicable) during the accreditation period, as well as a review of the fulfillment of the recommendations received during the previous evaluation process**

The previous recommendations have been implemented, including significant investments in facilities and equipment. The university continues to develop its infrastructure and resources to further enhance the quality of education and research.

Requirements set by the [Framework of Doctoral Education](#) are used during the accreditation evaluation of the doctoral educational programme together with the [accreditation standards](#) of higher educational programmes.

[Guidelines and Standards \(See link\)](#)

[Accreditation Standards for Higher Education Programmes](#)

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

[Framework for Doctoral Education](#)

[Alignment of the Accreditation Standards and Framework for Doctoral Education](#)

[Assessment criteria](#)

Definitions:

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

Suggestions - non-binding suggestions for the programme development

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches: cluster and if necessary individual evaluation.

Evaluation Approaches:

Cluster evaluation: Describe, analyse, and evaluate the compliance of educational programmes grouped in the cluster with the requirements of the corresponding component of the standard taking into account the general characteristics of the cluster.

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

Individual evaluation: If necessary, also you can indicate the information on each individual education programme, distinguished from the general and major characteristics of the education programmes in a cluster. Conducting an individual evaluation of the program is essential for doctoral-level educational programs, as well as for any other educational program that is subject to a recommendation and/or suggestion.

III. Summary Table of Compliance of the programmes with the standards

No	Contents/ Standard	Bachelor	Master	PhD
1.	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies	Complies	Complies
1.1	Programme Objectives	Complies	Complies	Complies
1.2	Programme Learning Outcomes	Substantially	Complies	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies	Complies	Complies
1.4	Structure and Content of Educational Programme	Complies	Complies	Complies
1.5	Academic Course/Subject	Complies	Substantially	Complies
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies	Complies	Complies
2.1	Programme Admission Preconditions	Complies	Complies	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies	Complies	Complies
2.3	Teaching and Learning Methods	Complies	Complies	Complies
2.4	Student Evaluation	Complies	Complies	Complies
3.	Student Achievements and Individual Work with Them	Complies	Complies	Complies
3.1	Student Consulting and Support Services	Complies	Substantially	Complies
3.2	Master's and Doctoral Student Supervision	-	Complies	Complies
4	Providing Teaching Resources	Complies	Complies	Complies
4.1	Human Resources	Complies	Complies	Complies
4.2	Qualification of Supervisors of Master's and Doctoral Student	-	Complies	Complies
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies	Complies	Complies
4.4	Material Resources	Complies	Complies	Complies

4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies	Complies	Complies
5	5. Teaching Quality Enhancement Opportunities	Complies	Complies	Complies
5.1	Internal Quality Evaluation	Complies	Complies	Complies
5.2	External Quality Evaluation	Complies	Complies	Complies
5.3	Programme Monitoring and Periodic Review	Complies	Complies	Complies

IV. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the 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

Accreditation standards indicators

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.

PhD programme indicators

- The goals of the PhD educational programme are focused on the creation of new knowledge and/or development of existing one, promotion of knowledge realization and dissemination through the implementation of original, modern and innovative researches;
- The artistic-creative doctoral educational programme is a doctoral educational programme based on performing and/or creative practice, the goal of which is to create an original project of international level with a research component, which clearly shows the independent creative vision of the doctoral student, demonstrates his/her professional field competences and new knowledge obtained as a result of creative research;
- The goal of the doctoral program is to promote the preparation of doctoral students for independent research and scientific activities by enhancing research skills, as well as cooperation using interdisciplinary approaches, taking into account the research topic;
- The goals of the doctoral educational programme are in line with the implementation strategy of the scientific-research/creative research activities of the HEI/basic educational.

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

Cluster evaluation

Description and Analysis of Cluster

The overall programme objectives are well-defined, coherent, and aligned with international and standards and national requirements. The objectives take into account the specific needs of the viticulture and wine sector, based on a nationwide study on employability and sector development. They incorporate the conclusions of two benchmarking analysis to position Georgian specificities within the context of national and international thematic high studies offerings. They address the full educational spectrum from Bachelor's (Level VI) to Doctoral (Level VIII), and clearly define the knowledge, skills, and competences the programmes aim to develop in graduates. Consequently, the objectives are **strategically relevant**, grounded in a comprehensive analysis of sectoral needs demonstrated through national surveys on the viticulture and wine industry, ensuring alignment with both national priorities and labour market demands.

In addition, the programme objectives are **realistic**, supported by sufficient human resources, including qualified academic staff and experts for specialized modules, as well as adequate infrastructure such as laboratories, experimental vineyards, winemaking equipment, libraries, and digital learning tools. Financial resources are in place to sustain both teaching and research activities, and the academic planning ensures

coherence between objectives, course content, practical modules, and research projects. High student success rates further confirm the achievability of these objectives.

The objectives are clearly consistent with the mission and strategic priorities of the Higher Education Institution, particularly its commitment to sector development, knowledge creation, and the promotion of Georgian heritage in viticulture and enology. The objectives are **shared and well understood** by all staff involved. Evidence from interviews confirms active participation of teachers, coordinators, and external experts in their development, while public availability of objectives on the university website, programme guides, and internal communications ensures transparency. Continuous monitoring through periodic internal evaluations and adjustments based on feedback from staff and students demonstrates effective follow-up mechanisms.

At the Bachelor’s level, the objectives focus on producing highly qualified specialists capable of integrating traditional Georgian viticulture practices with modern professional requirements. The programme emphasises sectoral contribution, cultural heritage, and social responsibility, preparing graduates to positively impact the development of the local and international wine industry.

The Master’s programme objectives extend beyond technical proficiency to include sustainable agricultural practices, evidence-based decision-making, market-oriented skills, and research development. These objectives illustrate the programme’s contribution to advancing the sector, fostering innovation, and promoting societal engagement.

The Doctoral programme objectives are explicitly aligned with international standards for research-oriented education. They focus on creating new knowledge, implementing innovative research, and disseminating findings to scientific and professional communities. Emphasis is placed on preparing graduates for independent research, interdisciplinary collaboration, and active participation in sectoral development, ensuring relevance to national and international scientific agendas.

Across all three levels, the programme objectives demonstrate transparency, public availability, and alignment with the university’s strategic mission. They collectively ensure that graduates contribute meaningfully to the development of the field, innovation in viticulture and enology, and broader societal goals.

Evidences/Indicators

1. Bachelor’s Educational Programme in Georgian Viticulture and Enology;
2. Master’s Educational Programme in Georgian Viticulture and Enology;
3. Doctoral Educational Programme in Viticulture and Enology.
4. On-site visit: meeting with self evaluation team, meeting with programme heads, meeting with Quality Assurance Service, meeting with students, meeting with Alumni, meeting with employers
5. Benchmark: Bachelor and Master international programmes and PhD world analogues

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	-	It is suggested to further formalize interaction with professional stakeholders, for instance through an advisory board

		that meets regularly to provide input on evolving industry needs and support periodic refinement of programme objectives.
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Evaluation ⁴

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 - Programme Objectives	
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

1.2 Programme Learning Outcomes

Accreditation standards indicators

➤ 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.

PHD Programme indicators

- The learning outcomes of the doctoral educational programme are logically related to the goals of the educational programme and correspond to the classifier of the 8th level of qualification;
- The results of the doctoral thesis, creative/performing project at the local and/or international level have scientific-research/creative-research significance, are innovative and have practical/theoretical value.

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

Cluster evaluation

Description and Analysis of Cluster

The cluster of educational programmes in Viticulture and Enology demonstrates substantial alignment with national standards, based on supporting documentation, and site-visit observations. The Learning Outcomes (LO) are logically related to the programme objectives. Collectively, the programmes present well-defined LO covering Knowledge, Skills, and Responsibility & Autonomy, with clear relevance to professional practice in viticulture and enology. The content reflects technical competence, research application, and awareness of sectoral standards, including quality control, sustainability, and international norms.

⁴ Evaluation is performed for each programme separately.

At the cluster level, strengths include coherence between LO and expected qualification levels, progressive development of expertise from technical proficiency to research autonomy, and integration of professional skills alongside disciplinary knowledge. The programmes also show a strong orientation towards innovation, system-level understanding, and applied research. The LO are generally clear, measurable, and relevant to real-world practice, reflecting a commitment to graduate employability and scientific contribution.

LO across programmes are inconsistent in length, style, and specificity. Action verbs are unevenly applied relative to Bloom’s taxonomy. Transversal skills (digital literacy, professional ethics, communication, teamwork, and research leadership) require more explicit inclusion across all levels. Some LO are redundant, affecting clarity.

In conclusion, the cluster presents a robust and coherent set of programmes that substantially meets requirements. With targeted refinements in LO formulation, and transversal competencies, full compliance can be achieved, ensuring transparent progression from foundational knowledge to advanced research competence.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis - Bachelor of Viticulture and Enology, level VI

The programme substantially complies. Learning Outcomes (LO) effectively cover Knowledge, Skills, and Responsibility & Autonomy, aligned with national Level VI expectations for technical tasks, supervised activities, and standard procedures. The LO reflect competencies expected of entry-level oenologists, including site selection, vineyard operations, classical enology, quality monitoring, and regulatory compliance. However, the inclusion of basic transversal skills (communication, teamwork, and digital literacy) is limited. Clearer differentiation between fundamental and advanced analytical skills is suggested.

Description and Analysis - Doctoral Program Viticulture and Enology, level VIII

The programme substantially complies. LO generally reflect Level VIII expectations, including research autonomy, project design, scientific dissemination, and teaching. Strengths include methodology, project management, and publication readiness.

Evidences/Indicators

1. Bachelor’s Educational Programme in Georgian Viticulture and Enology
2. Master’s Educational Programme in Georgian Viticulture and Enology
3. Doctoral Educational Programme in Viticulture and Enology
4. Course Syllabi
5. On-site visit : meeting with self evaluation team, meeting with programme heads, meeting with Quality Assurance Service, meeting with students, meeting with Alumni

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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General recommendations/ Suggestion of the Cluster	-	It's suggested to: <ul style="list-style-type: none"> i. Consider further harmonising the formal presentation of learning outcomes to enhance external readability and comparability ii. Provide explicit mapping of learning outcomes to modules and assessment methods.
Bachelor of Viticulture and Enology, level VI	Strengthen transversal competencies (digital literacy, teamwork, communication, and professional ethics).	It's suggested to streamline learning outcomes to reduce overlap and improve clarity.
Master of Viticulture and Enology, level VII	-	It's suggested to review the wording of certain learning outcomes
Doctoral Program Viticulture and Enology, level VIII	-	It's suggested to present the learning outcomes in a more concise and structured way to improve readability

Evaluation

Component 1.2 Programme Learning Outcomes	Evaluation
Bachelor of Viticulture and Enology, level VI	Substantially
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Accreditation standards indicators

- 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.

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

Cluster evaluation

Description and Analysis of Cluster

A mechanism for evaluating learning outcomes has been developed within the framework of Cluster of educational programmes in Viticulture and Enology based on an "Evaluation Mechanism of the Program Learning Outcomes (PLOs)" at LLC Caucasus International University.

Assessment of learning outcomes is done consistently and transparently, with a periodicity specific for the field. The programs present a map of compatibility between goals and learning outcomes. The programme curriculum map shows the alignment of the course learning outcome(s) with the programme learning outcome(s) and shows to what level the programme's learning outcome(s) are being developed/achieved (introductory, deepening, mastering). The system and periodicity of the evaluation of learning results take into account the specificity of the field and include adequate forms and methods of evaluation, which allow determining the achievement of the learning results of the educational programme by students; The use of the mechanism and the implementation of evaluations, the analysis of the academic performance of students (direct method of evaluation of learning outcomes) and the results of the evaluation of learning outcomes are monitored and compared with the target benchmarks. For each learning outcome of the programme, a target benchmark has been established that reflects the expectation that students will achieve the learning outcomes. Each learning outcome expresses a specific skill and knowledge that the student should acquire at the end of the program. Acquiring and developing the mentioned knowledge and skills is carried out through a combination of specific academic courses. The assessment process for program learning outcomes employs both direct and indirect methods.

University employs evaluation of learning outcomes of the program using an indirect method, in particular, graduate and employer survey form has been developed, through which graduates and employers evaluate the learning outcomes they have achieved within the program. The university operates an annual survey mechanism of graduates and employers, based on the analysis of the results of which the compliance of the program results with the established target marks is determined.

Academic/scientific and invited staff of the program are familiar with the methods of assessment of learning outcomes; however, some of them do not have sufficient information about how the mechanism of evaluation of learning outcomes works. It is desirable that programme implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes.

The University provides information on the evaluation analysis of the programme's learning outcomes to interested parties.

Description and Analysis - Programme 1 (Viticulture and Enology, Bachelor)

For direct assessment purposes, the academic staff involved in the development of the program have identified specific study courses that play a critical role in the achievement and mastering of the program's learning outcomes. The assessment of program learning outcomes takes place at the mastering level of the outcomes, which, in this program, is achieved through the evaluation results of the following components: Viticulture-1 (ampelography), Viticulture-2 (Agrotechnology), Fundamentals of enochemistry, Professional English-2, Integrated Pest and Disease Management in Viticulture, Enology-1 (Winemaking Technologies), Laboratory course in winemaking, Enology -2 (Qvevri wine technologies, wine processing-sustainability), Laboratory course in viticulture, Internship in Viticultural Agrotechnology, Brand technology, Internship in Winemaking, Vine and Wine Law, Practical course in microvinification, Theory and Practice of Wine Sensory Evaluation, Winery Engineering, Food safety. The following evaluation methods are employed to assess the program's learning outcomes: open-ended questions, theoretical questions, presentations, practical assignments, project presentations, and the bachelor's project. The learning outcomes of the program will be evaluated using predetermined indicators. Three assessment levels have been established: Partially Meets, Largely Meets, and Meets. Data collection will take place twice during the academic year (during fall and spring semesters). The direct assessment of learning outcomes for the Bachelor's Program in Viticulture-Winemaking will be conducted in two stages, based on the results obtained through direct assessment methods. In the first stage,

students will be ranked according to their grade points. The so-called Normal, Gaussian distribution is employed, which means that the arithmetic mean of independent and identically distributed random variables of a certain type tends to a standard normal distribution. Following the principle of a Gaussian normal distribution, the target grade distribution is as follows: 1. 10% of students will receive an A grade. 2. 20% will receive a B grade. 3. 40% will receive a C grade. 4. 20% will receive a D grade. 5. 10% will receive an E grade. If there is a deviation of 5-10% from the expected normal distribution, the learning outcomes and the mechanisms for achieving them will be reviewed. Additionally, if more than 25% of students receive an F (fail) grade, the learning outcomes and assessment methods will also be reevaluated. In case of non-fulfillment of the given targets, the head of the programmes is obliged to investigate the reasons and, if necessary, to take appropriate action, and at a later stage the processes are evaluated by the quality assurance office of the faculty. A reaction will be required if, after two years of observation, the aforementioned significant result is consistently recorded in the same study course each year. Additionally, a reaction may be deemed necessary in other cases based on the reasoned decision of the parties involved in the evaluation process.

Description and Analysis - Programme 2 (Viticulture and Enology, Master)

For direct assessment purposes, the academic staff involved in the development of the program have identified specific study courses that play a critical role in the achievement and mastering of the program's learning outcomes. The following evaluation methods are employed to assess the program's learning outcomes: Final Examination, Laboratory Work, Written Survey, Testing, Quiz, Practical Assignment, Group Assignment, Colloquium, Project, Internship, Master's Thesis. The learning outcomes of the program will be evaluated using predetermined indicators. Three assessment levels have been established: Partially Meets, Largely Meets, and Meets. Data collection will take place twice during the academic year (during fall and spring semesters). The direct assessment of learning outcomes for the Master's Program in Viticulture-Winemaking will be conducted in two stages, based on the results obtained through direct assessment methods. In the first stage, students will be ranked according to their grade points. The so-called Normal, Gaussian distribution is employed, which means that the arithmetic mean of independent and identically distributed random variables of a certain type tends to a standard normal distribution. Following the principle of a Gaussian normal distribution, the target grade distribution is as follows: 1. 10% of students will receive an A grade. 2. 20% will receive a B grade. 3. 40% will receive a C grade. 4. 20% will receive a D grade. 5. 10% will receive an E grade. If there is a deviation of 5-10% from the expected normal distribution, the learning outcomes and the mechanisms for achieving them will be reviewed. Additionally, if more than 25% of students receive an F (fail) grade, the learning outcomes and assessment methods will also be reevaluated. In case of non-fulfillment of the given targets, the head of the programmes is obliged to investigate the reasons and, if necessary, to take appropriate action, and at a later stage the processes are evaluated by the quality assurance office of the faculty. A reaction will be required if, after two years of observation, the aforementioned significant result is consistently recorded in the same study course each year. Additionally, a reaction may be deemed necessary in other cases based on the reasoned decision of the parties involved in the evaluation process.

Description and Analysis - Programme 3 (Viticulture and Enology, Doctoral)

For direct assessment purposes, the academic staff involved in the development of the program have identified specific study courses that play a critical role in the achievement and mastering of the program's learning outcomes. The assessment of program learning outcomes takes place at the mastering level of the outcomes, which, in this program, is achieved through the evaluation results of the following components: Statistical research methods in viticulture and enology, Modern teaching methods, Thematic seminar, Professor's assistantship, Research paper colloquium – 3, Completion and defense of the dissertation. The following evaluation methods are employed to assess the program's learning outcomes: presentations, assignments, examination tasks, projects, and positive results obtained in the research component. The learning outcomes of the program will be evaluated using predetermined indicators. Three assessment levels have been established: Partially Meets, Largely Meets, and Meets. Data collection will take place twice during the academic year (during fall and spring semesters). The direct assessment of learning outcomes for the Doctoral's

Program in Viticulture-Winemaking will be conducted in two stages, based on the results obtained through direct assessment methods. In the first stage, students will be ranked according to their grade points. If a deviation of more than 5% from the target benchmark for learning outcomes is observed, the learning outcomes themselves, as well as the mechanisms for achieving them, will be reviewed. A review will also be initiated if more than 20% of students receive a failing grade for two consecutive academic years. In case of non-fulfillment of the given targets, the head of the programmes is obliged to investigate the reasons and, if necessary, to take appropriate action, and at a later stage the processes are evaluated by the quality assurance office of the faculty. A reaction will be required if, after two years of observation, the aforementioned significant result is consistently recorded in the same study course each year. Additionally, a reaction may be deemed necessary in other cases based on the reasoned decision of the parties involved in the evaluation process.

Evidences/Indicators

- 1/ Cluster of educational programmes in Viticulture and Enology;
- 2/ Programme Self-Assessment Report;
- 3/ Evaluation Mechanism of the Program Learning Outcomes (PLOs);
- 4/ Expert Panel's meeting with the head of the programme;
- 5/ Expert Panel's meeting with academic and invited staff;
- 6/ Expert Panel's meeting with representatives of quality assurance service;
- 7/ Expert Panel's meetings with students, graduates and employers of the programme.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	<ol style="list-style-type: none"> i. It is desirable that programme implementation staff should receive support and frequent training to develop skills in designing, measuring and analyzing learning outcomes. ii. It is suggested that the programme reconsider the use of the Gaussian (grading on a curve) assessment strategy. While this approach standardizes grades across cohorts, it may artificially limit high achievement, create unnecessary competition among students, and fail to accurately reflect individual learning outcomes. Moving towards criterion-referenced assessment, where students are evaluated against clearly defined learning objectives rather than relative performance, would better support transparency, fairness,

		and the recognition of students' true competencies
Bachelor of Viticulture and Enology, level VI	None	None
Master of Viticulture and Enology, level VII	None	None
Doctoral Program Viticulture and Enology, level VIII	None	None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

1.4. Structure and Content of Educational Programme

Accreditation standards indicators

- 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.

PHD Programme indicators

- The basis for the development of the doctoral educational programme is the research potential of the higher education institution, the existence of previous scientific-research activity experience in the relevant direction, successful practice and research results;
- The doctoral educational programme contributes to the development of scientific-research activities at the HEI and the formation of field-related, scientific collaboration and professional connections;
- The contents of the doctoral educational programme, depending on the peculiarities of the study area, ensures the intellectual, social, cultural, economic, technological, industrial and/or other types development of science/field, state and/or society;
- The teaching component of the doctoral educational programme contributes to the implementation of the scientific-research component of the doctoral student in an appropriate degree through the development of transferable skills and/or by deepening the knowledge of the doctoral student on current issues/trends in the field. It also provides methodological guidelines for the proper planning and implementation of the research component;
- The content of the doctoral educational programme leads to the formation of important innovative approaches, that will contribute to the development of cooperation between scientific fields using interdisciplinary approaches, taking into account the specifics of the research field;
- The doctoral education programme promotes the development of such competences and transferable skills for doctoral students as: planning and implementation of research-scientific activities, finding and

administering grants, project management, planning and implementation of creative/performing projects, engaging into the technological transfer through implementation of the research outcomes, leadership, supervision, career development planning, critical analysis of scientific literature, data analysis, teaching (pedagogical skills), expressing opinions in popular scientific language, etc.;

- To effectively implement the research component of the doctoral education programme, the HEI has developed: the mechanism for selecting and changing the research topic and implementing/presenting the scientific-research component, which, following the research field/fields of the educational programme and taking into account the interests of the doctoral students, ensures that the scientific-research component is performed by the doctoral student at an appropriate level, taking into account the adherence of academic integrity mechanisms;
- The individual research plan of the doctoral student takes into account - research aim, the structure of the doctoral thesis and the estimated schedule/timetable of the research implementation, research methodology and so on. The research plan supports the doctoral student to conduct his/her activities in accordance with the research topic and to complete the doctoral thesis within the time limit established by the law;
- The ethical norms of scientific-research activity are adhered to in the HEI, which take into account the local and international standards of research ethics in the relevant field.

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

Cluster evaluation

Description and Analysis of Cluster

The Cluster of Viticulture and Enology Programmes demonstrates a clear commitment to high-quality education, aligning with both national requirements and international standards. The university has established a systematic methodology for programme development, including preparatory research, stakeholder consultation, SWOT analysis, strategic planning, and continuous evaluation. This comprehensive approach ensures that each programme is coherent, logically sequenced, and aligned with intended learning outcomes.

Programme individuality and clarity: The content and structure of the programmes are carefully designed to reflect their unique identity. Detailed and clear syllabi are provided for each course, specifying learning objectives, teaching methods, assessment strategies, and required resources. This level of detail guarantees transparency and helps students navigate their academic path effectively, reinforcing the individuality and integrity of each programme.

Collaborative development and stakeholder engagement: Programme development is a highly collaborative process, involving academic staff, research personnel, visiting lecturers, students, graduates, and employers. This engagement has been verified through interviews, feedback sessions, and surveys. Students regularly participate in course evaluations and provide input that informs programme improvements, illustrating a robust and effective quality assurance system.

Publicity and accessibility of programme information: The university ensures that comprehensive information on each programme is readily accessible. The website, available in both Georgian and English, consolidates all relevant details including course descriptions, entry requirements, learning outcomes, and contact information, ensuring transparency and easy access for prospective and current students.

Integration of new research and modern scientific achievements: The programmes actively incorporate the latest research findings and scientific advances in viticulture and enology. Well-equipped research facilities, coupled with highly competent academic staff, provide students with opportunities to engage in contemporary research projects, ensuring that teaching remains current and evidence-based.

The Bachelor's programme (240 ECTS) offers a well-structured balance between compulsory and elective courses across university-wide, faculty, and field-specific components. Learning progression from fundamental to advanced topics is clearly defined, facilitating both competency development and academic growth. Similarly, the Master's programme (120 ECTS) effectively integrates compulsory, elective, practical, and research components, promoting the development of professional, scientific, and methodological skills.

Overall, the cluster is highly compliant with international standards. The programmes benefit from active engagement of academic staff, invited experts, students, Alumni and employers, ensuring relevance to the labour market.

Furthermore, the programmes could benefit from a more modularized structure, which is currently underutilized in Georgia. A modular system would enhance flexibility, support student-centred learning, and foster semester mobility, aligning with European Higher Education Area practices and promoting international exchange opportunities.

Description and Analysis - Doctoral Program Viticulture and Enology, level VIII

The programme is built on the university's established research potential and previous successful scientific-research activities in viticulture and enology, ensuring a solid foundation for doctoral studies. By integrating research-intensive dissertations and fostering interactions with academic and industry partners, it strengthens scientific-research activity and promotes professional and field-related collaborations. Its content addresses key issues in viticulture and enology, contributing not only to the advancement of the field and the industry but also to broader intellectual, social, cultural, economic, and technological development.

The 50-ECTS teaching component supports research by developing methodological skills and transferable competencies, while deepening students' understanding of current trends so as to provide a structured basis for independent inquiry. In addition, the programme promotes innovative methodologies and interdisciplinary approaches, encouraging research that bridges multiple scientific domains relevant to viticulture and enology. Throughout their training, doctoral students acquire transferable skills such as research planning, grant acquisition, project management, technological transfer, leadership, critical analysis, data analysis, teaching, and scientific communication.

Clear mechanisms guide the selection, modification, and implementation of research topics, ensuring alignment with students' interests while maintaining academic integrity. Each doctoral student develops an individual research plan that details research aims, methodology, thesis structure, and timelines, thus facilitating the timely completion of the dissertation. Finally, the HEI ensures full adherence to local and international standards of research ethics, embedding ethical practice throughout the entire doctoral programme.

Evidences/Indicators

1. Bachelor's Educational Programme in Georgian Viticulture and Enology
2. Master's Educational Programme in Georgian Viticulture and Enology
3. Doctoral Educational Programme in Viticulture and Enology
4. Course Syllabi
5. On-site visit: meeting with self evaluation team, meeting with programme heads, meeting with Quality Assurance Service, meeting with students, meeting with Alumni

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		It is suggested that the Cluster of Viticulture and Enology Programmes consider introducing a modular structure across all study levels to enhance flexibility, support personalised learning pathways, and facilitate student mobility and international recognition
Doctoral Program Viticulture and Enology, level VIII		It is suggested that the Doctoral Programme in Viticulture and Enology assign ECTS credits to all structured research components, including colloquia and formal research activities

Evaluation

Component 1.4. Structure and Content of Educational Programme	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

1.5. Academic Course/Subject

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The analysis of the three programmes (Bachelor, Master, Doctorate) confirms a coherent and well-structured academic architecture, with all syllabi provided and demonstrating a high level of detail and clarity. The

alignment between learning outcomes (LOs), course content, and student workload is evident; however, the minimum ratio of hours per ECTS requires explicit justification to ensure full compliance with workload expectations. While the syllabi are generally robust, the bibliographic references vary in form and depth across modules. For some of them, the literature could be complemented to better reflect recent international research, particularly by integrating up-to-date, high-quality peer-reviewed sources.

Pedagogical progression within each programme is strong, with clear prerequisites and a consistent balance of theory and practice. The Master's programme offers a distinctive specialization rooted in Georgian viticultural heritage, while the Doctoral programme provides a solid methodological foundation. Quality assurance mechanisms are well established, including systematic analysis of assessment outcomes and follow-up corrective actions.

Given the diversity of credit allocations across courses, the introduction of a unified LO/ECTS mapping matrix would enhance transparency, comparability, and internal consistency across the cluster. Access to extensive scientific and digital resources significantly supports student learning.

Individual evaluation -

Description and Analysis - Bachelor of Viticulture and Enology, level VI

The Bachelor's programme in Georgian Viticulture and Enology demonstrates a strong foundational structure, providing students with essential theoretical knowledge and practical skills in viticulture and winemaking. The compulsory core courses are well-sequenced, ensuring that students acquire progressive competencies that underpin further specialization. Elective courses offer flexibility for students to explore specific areas of interest and align with individual career goals, enhancing both academic and professional development. The programme's attention to Georgian traditional winemaking practices, including Qvevri technology, effectively integrates cultural heritage with technical education, which is a significant asset.

Teaching and learning methods are diverse, combining lectures, seminars, practical exercises, and problem-based learning. The assessment strategy includes continuous evaluation through homework, quizzes, midterms, and final exams, supporting a comprehensive approach to student performance. The availability of extensive library resources, electronic databases, and guidance from qualified staff further strengthens academic support for students.

However, areas for improvement are noted. While course-level learning outcomes are clearly defined, syllabi generally lack detailed guidance on independent student work and the specific expectations for self-directed learning. In addition, some pedagogical methods mentioned in syllabi could be more explicitly linked to learning outcomes, and innovative teaching approaches, such as digital tools, blended learning, or international collaboration opportunities, could be better integrated.

Clarifying the workload distribution between contact hours and independent study, standardizing assessment criteria, and ensuring that all teaching materials are current will enhance the transparency and quality of the programme. Addressing these points will ensure that students not only acquire foundational knowledge but also develop autonomy, critical thinking, and practical competencies aligned with international standards.

Description and Analysis - Master of Viticulture and Enology, level VII

The Master's programme builds effectively on the Bachelor's foundation, offering students advanced theoretical knowledge and practical skills in viticulture and enology. Core courses are well-structured, covering both traditional Georgian winemaking techniques, including Qvevri technologies and PDO wines, and modern scientific approaches. Elective courses allow for specialization in areas such as enotourism, wine legislation, marketing, and international practices, fostering academic depth and professional readiness. The programme's strong emphasis on practical skills and research methodology ensures graduates are competitive in both local and international wine industries.

Teaching methods are varied, including lectures, seminars, problem-based learning, demonstrations, and practical exercises. Continuous assessment through quizzes, homework, midterms, and final exams supports comprehensive evaluation of student competencies. Extensive library resources and electronic databases, including Scopus and ScienceDirect, provide substantial support for research and independent study.

However, syllabi generally need more detail on independent student work and specific expectations for self-directed learning. Bibliographies should be regularly updated to include recent international literature. Furthermore, there is a significant opportunity to enhance the international dimension of the programme. Introducing online courses in collaboration with international partners, encouraging participation in summer schools or workshops abroad, and modularizing the curriculum to facilitate student mobility would broaden students' global perspectives, expose them to best practices worldwide, and strengthen employability.

Evidences/Indicators

1. Bachelor's Educational Programme in Georgian Viticulture and Enology
2. Master's Educational Programme in Georgian Viticulture and Enology
3. Doctoral Educational Programme in Viticulture and Enology
4. Course Syllabi
5. On-site visit: meeting with self evaluation team, meeting with programme heads, meeting with Quality Assurance Service, meeting with students, meeting with Alumni, visit of the library

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	-	It is suggested to: <ol style="list-style-type: none"> i. develop a comprehensive matrix linking each course's learning outcomes (LOs) with the corresponding ECTS credits. ii. further clarify, for students, the relationship between independent work, assessed activities, and ECTS workload
Bachelor of Viticulture and Enology, level VI	-	It is suggested to diversify and regularly update course bibliographies, including recent research in viticulture and enology across multiple languages and formats.
Master of Viticulture and Enology, level VII	It is recommended that the syllabi be reviewed and updated. In particular, the bibliographies should be revised to include complete, up-to-date references, ensuring that students have access to the latest scientific literature and international research in viticulture and enology. Missing or incomplete publication details should be corrected to enhance clarity and usability.	Consideration could be given to modularizing the curriculum into semester-based units, allowing for greater flexibility and facilitating student mobility through international exchange programmes.

Evaluation

Component 1.5. Academic Course/Subject	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Substantially
Doctoral Program Viticulture and Enology, level VIII	Complies

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

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.

PHD Programme indicators

- The admission requirements of the doctoral programme are public, they include information on the programme, admission deadlines and documentation to be submitted, as well as information on the research interests of supervisors and support/encouragement mechanisms for studies conducted by doctoral students and other information;
- Admission requirements of the doctoral programme takes into consideration an assessment of the applicants' experience and capabilities, required for successful completion of the doctoral programme.
- When enrolling in the doctoral education programme, the strategy of the scientific research/creative research activity of the HEI/basic educational unit is also taken into account;
- Admission of doctoral students to the doctoral educational programme is ensured on a commission basis;
- The HEI defines the rules for determining the composition, activities, and decision-making of the committee involved in the admission process of the doctoral education programme, which ensures the evaluation of the people wishing to be enrolled in the programme - in compliance with the principles of objectivity, fairness, and transparency;
- A candidate wishing to enroll in a doctoral educational programme shall submit a research/creative research thesis/project to the Commission in accordance with the rules established by the HEI. A candidate is also required to have a previous paper/publication in the relevant field and/or to participate in scientific-research projects and events and/or to have at least 2 years of work experience in the relevant field. The established requirements should provide an opportunity to evaluate the candidate's research skills;
- At the time of admission to the doctoral educational programme, the level of foreign language proficiency is determined. Taking into account the specifics of the field, the person in the programme must have knowledge of the English language at least B2 level or knowledge of one of the other Western European foreign languages at least B2 level and English language knowledge at least B1 level;
- Admission to the doctoral education programme takes into account the human, financial, and research resources available at the HEI, including the ratio of doctoral supervisors to doctoral students. Also, the results of the analysis on the timely completion of the programme by the doctoral students enrolled will be taken into account by the HEI.

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

Cluster evaluation

Description and Analysis of Cluster

The admission requirements for the Bachelor's, Master's, and Doctoral programmes in Viticulture and Enology at Caucasus International University demonstrate a high level of transparency, fairness, and alignment with international standards. All prerequisites are clearly published on the university's official website (in Georgian and English languages), ensuring accessibility for prospective students.

For the Bachelor's programme, the criteria appropriately ensure that applicants possess foundational knowledge from general secondary education or equivalent, with flexibility for national examination exemptions, mobility, and international student transfer. This approach aligns with global higher education practices that emphasize inclusivity while maintaining academic rigor.

The Master's programme requirements are robust and in line with international norms, requiring a Bachelor's degree in any field, language proficiency at the B2 level, and assessment via both national and internal examinations or interviews. The provision for exemptions based on prior English-medium education ensures administrative efficiency and supports internationalization. The use of recognized standardized language tests (TOEFL, IELTS, Cambridge) reflects adherence to widely accepted benchmarks.

The Doctoral programme admissions criteria are comprehensive, emphasizing both academic preparation and research potential. The requirement for letters of recommendation, motivation letters, and interviews ensures a holistic assessment of the candidate's suitability for advanced research. Preference for candidates with a relevant academic background or substantial professional experience aligns with best practices in doctoral education internationally.

Additionally, the explicit documentation requirements related to military registration and previous academic credentials reflect legal compliance and institutional diligence.

One area for potential enhancement could be the inclusion of clearly defined minimum academic performance thresholds (e.g., GPA or equivalent) for admission at each level, which would further strengthen the transparency and international comparability of the selection process.

Overall, the cluster's admission framework demonstrates strong compliance with national legislation and international higher education standards, promoting equitable access, academic preparedness, and quality assurance across all programme levels.

Description and Analysis - Doctoral Program Viticulture and Enology, level VIII

The doctoral programme ensures full transparency by clearly publishing all admission requirements, including programme details, deadlines, required documentation, the research interests of supervisors, and the support mechanisms available to doctoral students. Admission is based on a thorough assessment of each applicant's prior academic achievements, professional experience, and research skills, guaranteeing that candidates possess the capabilities necessary to successfully complete the programme. Enrolment is also aligned with the HEI's broader scientific and creative research strategy, ensuring coherence between individual doctoral work and institutional priorities.

Candidates are admitted through a structured committee process, which ensures fairness and consistency. The HEI sets clear rules regarding the composition of this committee, its responsibilities, and its decision-making procedures, guaranteeing evaluation practices grounded in objectivity, fairness, and transparency. As part of the admission requirements, applicants must submit a research or creative project and demonstrate their research skills through previous publications, participation in scientific events, or at least two years of relevant professional experience; this allows for a comprehensive assessment of their research aptitude.

Language proficiency is also evaluated, requiring candidates to demonstrate either an English level of at least B2, or alternatively a B2 level in one Western European language combined with English at B1, in accordance with the specific needs of the field. Finally, admission decisions take into account the availability of human, financial, and research resources, including supervisor-to-student ratios, and they incorporate an analysis of past doctoral completion rates to ensure the sustainable and responsible delivery of the programme.

Evidences/Indicators

1. Bachelor's Educational Programme in Georgian Viticulture and Enology
2. Master's Educational Programme in Georgian Viticulture and Enology
3. Doctoral Educational Programme in Viticulture and Enology
4. Official Website of the University: www.ciu.edu.ge
5. On-site visit: meeting with self evaluation team, meeting with programme heads, meeting with Quality Assurance Service, meeting with students, meeting with Alumni
6. Example of internal exam subject (CIU additional document)

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	-	-

Evaluation

Component	Evaluation
<u>2.1 Programme Admission Preconditions</u>	
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills **Accreditation standards indicators**

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

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

Cluster evaluation

Description and Analysis of Cluster

The programmes united in the cluster ensure, in accordance with learning outcomes, the development of students' practical, scientific-research, and transferable skills, as well as their engagement in research projects.

The Bachelor's Programme in Georgian Viticulture and Winemaking incorporates a practical component totaling 22 credits. Within the master's programme, practical training in vineyards and wine cellars comprises 6 credits each. The doctoral programme includes teaching assistantship as part of the taught component, amounting to 10 credits, aimed at developing practical skills. The volume of practical components provided by the programmes is satisfactory and adequate for developing students' practical competencies across these programmes. The courses of the doctoral and master programmes are designed to develop students' research capabilities. The development of research skills is further enhanced by the university's support measures for early-career researchers.

Evidences/Indicators

- 1/ Bachelor's Programme in Georgian Viticulture and Winemaking;
- 2/ Master's Programme in Georgian Viticulture and Winemaking;
- 3/ Doctoral Programme in Viticulture and Winemaking;
- 4/ University website www.ciu.edu.ge;
- 5/ University research portal <https://research.ciu.edu.ge/>;
- 6/ Shota Rustaveli National Science Foundation <https://www.rustaveli.org.ge/>.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	none	none
Bachelor of Viticulture and Enology, level VI	none	none
Master of Viticulture and Enology, level VII	none	To further enhance the international dimension of the Master's programme in Georgian Viticulture and Enology, it is suggested to explore multiple strategies that promote global engagement. Innovative pedagogical approaches, such as online courses developed in collaboration with international partner institutions or participation in summer schools and joint workshops abroad, could provide students with exposure to diverse academic and professional contexts.

Doctoral Program Viticulture and Enology, level VIII	none	none
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Evaluation

Component <u>2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills</u>	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

2.3. Teaching and Learning Methods

Accreditation standards indicators

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.

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

Cluster evaluation

Description and Analysis of Cluster

The cluster demonstrates a coherent and generally well-aligned approach to student-centred teaching and learning, with methods clearly linked to course content, academic level, and intended learning outcomes. Across all levels, a wide spectrum of interactive, practice-oriented and ICT-supported methodologies ensures active student engagement and supports the development of both theoretical and practical competencies essential for viticulture and enology. At the bachelor level, the programme shows strong integration of verbal, written, and dual (theory–practice) methods, complemented by systematic use of ICT and extensive collaborative learning, which effectively support foundational knowledge acquisition. The master’s programme builds on this base by expanding the methodological palette to higher-order learning strategies such as PBL, heuristic reasoning, project-based learning, interdisciplinary integration and digital-technology-enhanced learning, demonstrating good compliance with second-cycle expectations. The doctoral programme further reinforces student-oriented approaches by emphasising analytical, research-oriented and reflective methods—case studies, cooperative learning, independent work on literature and laboratory experimentation—ensuring alignment with the advanced skills and autonomy required at the third cycle. Overall, the methodological choices in all three programmes are well justified in the syllabi and were confirmed during the site visit, where students reported meaningful engagement in practical, research and discussion-based activities. The cluster thus meets the requirements of the standard, demonstrating consistency, progression

across cycles, and an effective combination of methods that fosters active learning and achievement of programme learning outcomes, with only minor variation reflecting the specificities of each academic level.

Evidences/Indicators

1. Bachelor’s Educational Programme in Georgian Viticulture and Enology
2. Master’s Educational Programme in Georgian Viticulture and Enology
3. Doctoral Educational Programme in Viticulture and Enology
4. Course Syllabi
5. On-site visit: meeting with self evaluation team, meeting with programme heads, meeting with teaching staff, meeting with Quality Assurance Service, meeting with students

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	none	none

Evaluation

Component <u>2.3. Teaching and Learning Methods</u>	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

2.4. Student Evaluation

Accreditation standards indicators

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

PHD Programme indicators

- Doctoral students are evaluated according to the procedures established in the HEI, that are transparent, reliable and comply with the current legislation;
- The teaching component of the doctoral programme curriculum is assessed with the methods appropriate to the content of the teaching component and the requirements of the doctoral degree, which provides

- assessment of the student's knowledge and skills, including analytical and critical thinking, selection and independent application of research methodology, substantiated expression of an opinion, and other skills;
- The doctoral education programme provides the requirements for admission of a doctoral student to the defense of a dissertation/creative/performing work, or other research project/paper. This envisages periodic formative assessments of the student's progress;
 - Before submitting the dissertation/creative/performative work for the academic degree, the doctoral student is required to publish at least two scientific articles from the relevant research field, one of which must be published in a peer-reviewed journal with a foreign international index.
 - The supervisor periodically monitors the progress of consistent performance of a research component by the doctoral student, provides formative assessment, and feedback.
 - Requirements of the academic style of the doctoral thesis, methods and criteria for evaluating the doctoral thesis, which take into account the specifics of the field, are known in advance to the doctoral students and are taken into account during the evaluation of the doctoral theses.
 - While evaluating the scientific-research component, HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms;
 - The defense of doctoral theses is performed in accordance with the HEI procedures of evaluation and defense of a doctoral thesis which is in compliance of the current legislation.
 - The evaluation of the doctoral thesis is carried out in a commission manner - by the commission/commissions;
 - The procedures for the evaluation and/or defense of the doctoral thesis provide for the conclusions of the competent institution (local and/or foreign university, scientific-research institute), local and international reviewer (the conclusion of the international reviewer is not mandatory for the following fields of study: Georgian philology, Abkhazian philology, also, if the doctoral candidate has an international supervisor), who evaluates the novelty of the scientific research/creative work of the dissertation and readiness for the defense of the dissertation;
 - A local reviewer is a staff member of a local university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
 - An international reviewer is a staff member of a foreign university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
 - Mechanisms and processes for the selection and appointment of doctoral thesis reviewers by the university should be transparent, impartial, and objective. When selecting reviewers, their anonymity¹ should be ensured, which contributes to the preparation of an unbiased, fair and objective conclusion;
 - The defense commission(s) consists of representatives of academic/scientific staff from the relevant field, whose competence allows for in-depth and thorough evaluation of the paper and the originality of the research/creative research and its results;
 - Participation of external evaluators is ensured in the composition of the defense commission(s); The supervisor/co-supervisor of the doctoral student does not participate in the work of the defense commission(s);
 - Considering the specifics of the field, the defense commission(s) includes (if necessary) an international evaluator(s) with relevant qualification and competence, and a representative(s) of the governmental/non-governmental sector and the labor market;
 - Defense of doctoral thesis is public and open; The abstract/summary of the doctoral thesis in Georgian, English and the languages of the programme implementation is public and available to everyone;
 - The doctoral educational programme provides the appeal of evaluation results of the doctoral students' enrollment to the programme as well as procedures of dissertation defense. The rules of appeal are publicly available in advance and ensure that an objective and fair decision is made;

- Mechanisms for searching, and appointing reviewer and determining his/her activities are ensured by HEI;
- Information about the topics of current theses and defended theses are published by the HEI on a unified electronic portal.

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

Cluster evaluation

Description and Analysis of Cluster

Based on the documentation submitted by Caucasus International University (CIU) and the results of the accreditation site-visit, the student evaluation system operating at the university complies with the requirements established by legislative regulations. A 100-point evaluation system is implemented at the university, where 100 is the maximum positive score, and 51 is the minimum passing score. There are five categories of positive grades: A (91-100), B (81-90), C (71-80), D (61-70), E (51-60), and two categories of negative grades: FX (41-50) and F (0-40). A final exam is considered successfully passed by a student who accumulates a minimum of 51 points from the sum of the scores of the midterm evaluations and the final exam. A student who failed the final exam and received an FX assessment has the right to take an additional assessment in the same semester, no less than five days after the announcement of the main exam results. Depending on the specifics of the particular academic course, it is possible to define the components included in the midterm evaluation element: the content and weighted share of these components are determined by the lecturer leading the academic course. According to the regulations of the university, generally, students can accumulate a maximum of 60 points in the midterm evaluations in total. The minimum competence threshold for midterm evaluations is 25 points for the Bachelor's program and 30 points for the Master's program. The final exam is mandatory, and in the evaluation system is a maximum of 40 points. The minimum competence threshold for the final exam is 16 points for the Bachelor's program and 20 points for the Master's program. Based on the rules of the university a final exam is considered successfully passed by a student who accumulates a minimum of 51 points from the sum of the scores of the midterm evaluations and the final exam.

Regarding the doctoral program presented in the cluster, the evaluation of the studying component takes into account the assessment of both the midterm evaluations and the final exam. The evaluation system of the doctoral program is in full compliance with the legislative regulations in force in Georgia. Specifically, no single component of the research component is assessed with points individually, and the work completed by the doctoral student is assessed only once through a final assessment.

CIU has approved internal regulatory documents which govern the administration of the educational process and student assessment. These documents incorporate predetermined procedures. The accessibility and predefined nature of the evaluation procedure ensure process transparency for students. Furthermore, the specific evaluation methods employed for each academic course are formally documented and the course syllabus.

Regarding the conduct of exams and evaluations, the procedure for appealing an assessment is important. Students have the opportunity to appeal an assessment through the student's platform (<https://goni.ciu.edu.ge>). The electronic format for conducting examinations is implemented through the Moodle platform. A regulation for conducting examinations in Moodle has been developed, which details the procedures for the circumstances under which a missed examination is restored.

As for the Master's thesis, the assessment is carried out collegially. The process involves the supervisor, who ensures developmental feedback is shared during the work on the thesis, an internal expert who independently evaluates the thesis, and a commission that finally evaluates the thesis submitted by the student. Following the submission of a Master's thesis, the Dean of the Faculty, no later than two days after the thesis submission, and

contingent upon the existence of a positive conclusion from the Master's student's supervisor, makes a decision regarding the appointment of an expert in agreement with the head of the Master's program.

Regarding the evaluation of the doctoral dissertation, the process involves the doctoral student's supervisor, two experts, specifically one internal and one external/invited. The Council also participates in the process, which ultimately performs the final assessment of the dissertation submitted by the doctoral student. In order for the doctoral dissertation evaluation/defense to take place, the doctoral student must have submitted the following:

- a. A minimum of three scientific publications in refereed journals, which must reflect the main results of the scientific research conducted on the dissertation topic. Among these, one article must be published in a foreign international indexed peer-reviewed journal.
- b. Participation in international scientific conferences (the doctoral student is obligated to have participated in at least one international scientific conference. Their participation must be confirmed by a certificate and published materials).

Furthermore, it is noteworthy that the university has approved a Regulation on the Detection of and Response to Plagiarism. The university has also integrated the specifics of using Artificial Intelligence within this same document. According to the document, the maximum allowable similarity coefficient is defined as 24%. Regarding the confirmation of plagiarism, in this case, the work is nullified. The named document also stipulates the procedural part and the rule for appealing. It is important that an anti-plagiarism program is also available at the university.

Evidences/Indicators

- 1/ Bachelor's educational program and syllabi for Georgian Viticulture and Winemaking;
- 2/ Master's educational program and syllabi for Georgian Viticulture and Winemaking;
- 3/ Doctoral educational program and syllabi for Viticulture and Winemaking;
- 4/ Regulation on the Master's Studies;
- 5/ Regulation on the Dissertation Council and Doctoral Program;
- 6/ Regulation on the Detection of and Response to Plagiarism;
- 7/ <https://goni.ciu.edu.ge/ge>
- 8/ Interview Results.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Bachelor of Viticulture and Enology, level VI	None	None
Master of Viticulture and Enology, level VII	None	None
Doctoral Program Viticulture and Enology, level VIII	None	None

Evaluation

Component 2.4. Student Evaluation	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student 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

Accreditation standards indicators

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.

PHD Programme indicators

- Taking into account the specifics of the field, within the framework of the doctoral programme, the HEI cooperates with local and international scientific research institutes/centers/HEIs, doctoral schools, public and private sector/industry and other potential employers to implement a scientific- research component, to integrate graduates into the labour market and promote their career advancement;
- The higher education institution creates appropriate conditions and environment for the doctoral educational programme to encourage international mobility and/or participation in international conferences, seminars and other scientific/creative activities, which aims to develop a strong and inclusive research environment and promotes the formation of best research practices, internationalization of the research, and implementation of joint research projects.
- HEI provides doctoral students with additional support mechanisms in the form of extra-curricular events and activities aimed at the doctoral student's personal, professional and career development;
- Within the framework of the doctoral educational programme, the higher education institution has developed supporting measures for doctoral students, which allows the doctoral student to complete the doctoral thesis within the timeframe established by the law;
- HEI provides indicative information to the doctoral student about scientific publications/databases with an international index corresponding to the specificity of the field for the publication of an international scientific publication; in the artistic field it provides information about artistic and creative events (concert, festival, competition, master class, exhibition, biennial and others);
- HEI periodically analyzes the indicators of career development of the graduates of the doctoral educational programme, the results of which are aimed at the development of the programme, resources and supporting mechanisms for doctoral students;
- HEI provides doctoral students with information about support services.

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

Cluster evaluation

Description and Analysis of Cluster

The expert panel's evaluation, drawing from submitted institutional documents and students/alumni interviews, confirms that Caucasus International University (CIU) maintains mechanisms to assist students with academic planning, performance improvement, and career development. These supportive functions involve a coordinated effort across internal administrative units, heads of the programs, and the academic staff responsible for course delivery.

It is noteworthy that the university holds information meetings with students where the details related to the educational process and various other factors are discussed and explained.

In addition to the informational meetings, the university's regulations stipulate consultation meetings/hours within the workload scheme of the personnel delivering the programs. The schedule for these consultations is created at the beginning of the semester and is made accessible to students. Information regarding consultations is also available in the course syllabi.

Based on the documentation submitted and the interviews conducted with various individuals involved in the process, it was established that the university allocates funding for scientific research projects. One such area is projects submitted by academic personnel in collaboration with students from the Bachelor's, Master's, and Doctoral levels. This presents a good opportunity for the aforementioned students to improve their research and transferable skills. Students and graduates participating in the dedicated session confirmed, in several instances, their involvement in various university-funded projects. Furthermore, it is noteworthy that, according to the statistical data presented by the university, the participation rate of Bachelor's and Master's students in scientific-research projects is quite high.

The university operates a Student Self-Governance body, which is actively involved in various types of on-campus and external activities. During the university visit, it was noted that in the recent period, students from Caucasus International University won a competition, securing first place on a Georgia-wide scale.

Students, as well as graduates, noted that they constantly receive notifications about exchange programs, vacancies, and other activities via the university's email. Students and graduates involved in the process emphasized the support from the implementing personnel regarding employment. They stated that the lecturers themselves provide recommendations and help them with job placement. Information concerning the employment of students and graduates was also confirmed during the employer session. During this session, one employer even explained that their cooperation with the university and the students is so active that they use the work performed by the students (the results of experiments) when communicating with their international partners. It should be noted that this represents an excellent opportunity for students to participate in valuable processes that not only help them develop their academic and research skills but also contribute to specific processes within the labor market.

Regarding student informing and awareness raising, the interviews revealed a low level of awareness concerning the scientific databases accessible at the university. Although students have access to 28 scientific databases, with information about them available on the university's website, Bachelor's and Master's level students interviewed could not name specific scientific databases. A different situation was observed during the meeting with the Doctoral level student, who provided a comprehensive overview of the possibilities for utilization and the importance of scientific databases at the university. Awareness and the use of scientific databases are important for student development, particularly for Master's and Doctoral level students. Accordingly, it is recommended that the university strengthen its efforts in this direction to increase the awareness of Bachelor's and Master's level students regarding the importance and use of scientific databases.

It is noteworthy that starting from the 2022-2023 academic year, the university has implemented funding for students participating in exchange programs who receive the highest evaluation from the competition commission and enroll in university exchange programs. The funding provides for two types of grants (full and partial). This funding is university-based and available to students of all faculties.

It is important to note that the university, in its self-evaluation report, presented the activities of the students in the programs grouped within the cluster over the last few years. According to the information presented, students of the clustered programs actively participate in both local cognitive and research events as well as international activities.

Description and Analysis - Doctoral Program Viticulture and Enology, level VIII

CIU supports doctoral students through funded research projects developed in cooperation with research institutes, ensuring strong links to employers who have confirmed that student work contributes both to international partnerships and to real-world professional applications. Doctoral candidates are also encouraged to engage in international mobility and scientific or creative activities: they receive detailed information about exchange programmes and international events, while university grants enable top-performing students to participate in mobility opportunities. Students are actively involved in research activities at both the local and international levels.

The institution also strengthens personal, professional, and career development through information sessions, consultation hours, and dedicated career guidance. The Student Self-Governance body plays an active role in involving doctoral candidates in campus and external activities, while lecturers provide additional support through job placement assistance and professional recommendations. Academic support is structured in a way that enables students to complete their doctoral thesis within the legally defined timeframe, thanks in particular to regular consultation hours and personalised supervision.

Doctoral students receive clear and comprehensive information on scientific publications, databases, and creative events, ensuring they can effectively use international resources for their research. CIU also monitors the career development of graduates, tracking their involvement in research projects and employment outcomes to continuously refine programmes, resources, and support mechanisms. Students are kept well-informed of all available support services, opportunities, and vacancies, with consultation schedules systematically included in course syllabi to ensure full accessibility.

Evidences/Indicators

- 1/Personnel Régulation
- 2/Website
- 3/Self-evaluation Report
- 4/Interview Results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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General recommendations/ Suggestion of the Cluster	None	None
Bachelor of Viticulture and Enology, level VI	None	It is suggested that the university strengthen its efforts in this direction to increase the awareness of Bachelor's level students regarding the importance and use of scientific databases.
Master of Viticulture and Enology, level VII	It is recommended that the university strengthen its efforts in this direction to increase the awareness of Master's level students regarding the importance and use of scientific databases.	None
Doctoral Program Viticulture and Enology, level VIII	None	None

Evaluation

Component 3.1 Student Consulting and Support Services	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Substantially
Doctoral Program Viticulture and Enology, level VIII	Complies

3.2. Master's and Doctoral Student Supervision

Accreditation standards indicators

- 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.

PHD Programme indicators

- The supervisor coordinates the performance of the scientific-research component of the doctoral student;
- The HEI has developed the documents regulating the appointment and change of supervisor/co-supervisor of the doctoral student and implementation of supervision/co-supervision;
- The HEI has developed a sample of agreement/contract to be signed between the doctoral student, his/her supervisor/co-supervisor and the HEI, which defines the rights and responsibilities of all parties; The supervision of the doctoral student is included in the overall university workload of the relevant academic/scientific staff;
- The terms of the agreement/contract facilitate the effective implementation of the activities by the supervisor/co-supervisor and the completion of the thesis by the doctoral student within the timeframes;
- During the research process the supervisor has regular consultations with doctoral students on methodological, structural, conceptual and other issues related to the research/creative research. The frequency of the consultations corresponds to the specifics of the research topic and the individual needs of the doctoral student. A supervisor provides consultations over the following topics during the research: research design and project management, research methodology, professional development, the process of writing a thesis/scientific-research work/dissertation, integration process within the local and

international scientific/creative network, the processes of participation in local and international scientific/creative events and presentation of the results; publication of scientific articles in peer-reviewed journals, etc.;

- Co-supervisor (if any) supports the doctoral student in the implementation of the scientific-research component through the mutual agreement with the supervisor and the doctoral student;
- Taking into account the specifics and needs of the research, the university promotes the involvement of the staff of a foreign university, scientific-research institute/center, or a person with emeritus status including a compatriot person living abroad, as a supervisor/co-supervisor in the research/creative research process of the doctoral candidate;
- To ensure the doctoral programme sustainability, the HEI, when planning the number of the doctoral thesis supervisors, considers the workload of the supervisors, the amount of existing and future doctoral students, specifics of the programme and best international practices;
- HEI has developed a methodology for the ratio of the doctoral thesis supervisors to doctoral students in the doctoral educational programme, thus ensuring the effective implementation of the supervision;
- The ratio determined by the HEI between the supervisor and his/her active doctoral students does not exceed - 1:3, within the framework of one higher education institution; A ratio of 1:5 between the supervisor and his doctoral students with active status is allowed if a suspended doctoral student requires reinstatement of status to submit a thesis/creative/performance work to be awarded an academic degree. The mentioned ratio can be determined differently depending on the conditions of the scientific grant/project;
- The HEI has developed mechanisms for evaluating the activities of the supervisor/co-supervisor of the doctoral thesis, which ensures the effective implementation of the supervision/co-supervision;

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

Cluster evaluation

Description and Analysis of Cluster

The Regulation on Master's Studies, the Regulation on the Dissertation Council, and the Doctoral Regulation are approved and accessible at Caucasus International University. According to the regulatory document for Master's studies, the Master's thesis supervisor must be an academic staff member or an invited person within the educational program who holds a Doctoral or equivalent academic degree and has research experience in the scientific field related to the Master's thesis topic.

The selection of the Master's thesis topic and the supervisor, within the framework of the respective Master's program, is carried out by the Master's student starting from the third semester of study.

Individual evaluation - Description and Analysis - Master of Viticulture and Enology, level VII

The Master's thesis supervisor is obliged to assist the student in selecting the thesis topic, drafting the plan, and developing the bibliography, to periodically check the progress of the work on the thesis, to provide feedback, and, in the event the research proceeds in the wrong direction, to help the student correct it.

Regarding the bibliography part specifically, a review of Master's theses performed by students was conducted during the site- visit. The review revealed that in some cases, students utilized relatively outdated literature. It is desirable that supervisors actively consult students regarding the use of the latest articles and publications in their Master's theses.

The Master's/Doctoral supervisor provides consultation on the research topic and the steps to be implemented during the work process, and also shares feedback. A positive experience regarding the supervision of Master's and Doctoral theses was highlighted during the student and graduate sessions

Description and Analysis - Doctoral Program Viticulture and Enology, level VIII

In the context of Doctoral studies, and in accordance with the regulations existing at the university, the Doctoral student's scientific supervisor may be a Professor holding a Doctoral or equivalent academic degree, whom the Faculty's Dissertation Council invites, taking into account the specifics of the dissertation topic.

The scientific supervisor must have research experience in the scientific field related to the doctoral student's dissertation topic. Furthermore, based on the specificity and development of the field, the scientific supervisor must have at least 1 scientific paper published within the last 3 years in a foreign international index-rated peer-reviewed journal designated by the university, which corresponds to the general subject area of the doctoral student's dissertation. The decision on the appointment of the thesis supervisor is made by the Dissertation Council no later than the beginning of the second academic semester.

The Doctoral student's scientific supervisor is obliged to:

1. Assist the doctoral student in selecting and modifying the research topic.
2. Monitor the doctoral student's completion of the academic and research components.
3. Ensure the doctoral student's research and academic components are submitted within the established deadlines and in the format developed by the university.
4. Inform the doctoral student about the anti-plagiarism norms established at the university.
5. Ensure the adherence to the ethical norms and procedures adopted by the university.
6. Conduct regular meetings with the doctoral student regarding the dissertation and provide guidance during the work process.
7. Ensure the student's involvement in various scientific activities.

The scientific supervisor may be changed at the request of the doctoral student before the start of the semester, without changing the dissertation topic. It should be noted that the dissertation topic may also be changed within the framework of the doctoral program based on a joint substantiated request from the doctoral student and the scientific supervisor, but in this case, the decision is also made by the Faculty's Dissertation Council.

Data related to the supervision of master's/doctoral students	
Master of Viticulture and Enology, level VII	
Number of master's/doctoral theses supervisors	12
Number of master's students	27
Ratio - supervisors of master's theses/master's students	0.44

Data related to the supervision of master's/doctoral students	
Doctoral Program Viticulture and Enology, level VIII	

//Number of doctoral thesis supervisors	10
//Number of doctoral students	4
Ratio - supervisors of doctoral theses/doctoral students	2.5

Evidences/Indicators

- 1/ Regulation on the Master's Studies;
- 2/ Regulation on the Dissertation Council and Doctoral Program;
- 3/ Self-evaluation Report
- 4/ Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Master of Viticulture and Enology, level VII	None	It is desirable that supervisors actively consult students regarding the use of the latest articles and publications in their Master's theses.
Doctoral Program Viticulture and Enology, level VIII	None	None

Evaluation

Component <u>3.2. Master's and Doctoral Student Supervision</u>	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

4. Providing Teaching Resources

Accreditation standards indicators

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.
-

PHD Programme indicators

- The doctoral education programme involves at least 5 affiliated academic staff of the relevant field, including at least 3 professors/associate professors. If available, the institution should involve scientific staff in the programme implementation;
- The qualification of the academic/research staff of the doctoral educational programme is confirmed by a scientific paper published in the peer-reviewed journals with the international index during the last 3 years and/or a practical/creative/performing project, which confirms his/her competence in the relevant field;
- HEI promotes the participation of foreign university, scientific-research institute/center staff, or a person with emeritus status in the process of implementing the doctoral educational programme;
- The Head of the doctoral programme has the necessary knowledge and experience for the design and development of the programme, as well as the appropriate competence in the field of study of the programme. He/she is directly involved in the implementation of the programme and is the affiliated academic and/or scientific staff of the institution;

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

Cluster evaluation

The educational programmes within the cluster are delivered by academic personnel selected through university-wide competitive procedures and invited lecturers who possess appropriate academic qualifications, teaching experience, research credentials, and practical expertise, along with specialized training and scholarly publications in their respective fields.

The number of academic and invited personnel implementing the programmes is proportionate to the credit volume specified in the programmes and the anticipated number of active students.

The quality of lectures, seminars, and practical sessions conducted by those involved in programme implementation is systematically monitored by the Quality Assurance Service. Additionally, the university has established practices for evaluating academic and invited personnel through student assessments.

Interviews conducted during the site visit with academic personnel, invited staff, and university leadership, together with documentation provided by the institution, demonstrate that the university is committed to attracting and retaining highly qualified personnel engaged in teaching and research activities. Various forms

of financial support have been developed to enhance their qualifications, motivation, and professional development.

The programme leaders of all three programmes united in the cluster possess the necessary knowledge and experience for programme development, implementation, assessment, and advancement. Competent administrative personnel are also involved in programme delivery.

Individual evaluation - An individual evaluation of the doctoral educational program or of the educational program for which a recommendation and/or advice is issued.

Description and Analysis Bachelor's Programme in Georgian Viticulture and Winemaking

The programme implementation involves 29 individuals holding academic positions, including 4 professors, 18 associate professors, 4 assistant professors, and 3 assistants. Additionally, 16 invited lecturers will be engaged in programme delivery. Of these, 1 professor, 16 associate professors, 3 assistant professors, and 3 assistants are affiliated with the university.

Description and Analysis Master's Programme in Georgian Viticulture and Winemaking

The programme implementation involves 17 individuals holding academic positions, including 3 professors, 12 associate professors, and 2 assistant professors. Furthermore, 3 invited lecturers will participate in programme delivery. Among the aforementioned academic personnel, 10 associate professors and 2 assistant professors are affiliated with the university.

Description and Analysis Doctoral Programme in Viticulture and Winemaking

The doctoral programme is supported by a team of thirteen academic and research staff whose complementary expertise ensures comprehensive coverage of all required disciplinary areas. The research component is led by three professors and seven associate professors, while the taught modules are delivered by one professor, two associate professors, and an invited lecturer who brings additional specialised insight.

The high level of qualification of the teaching and research team is reflected in their recent peer-reviewed publications as well as their involvement in applied, practical, or creative projects. Together, these achievements attest to their competence and their active contribution to the advancement of knowledge in their respective fields.

The institution also places strong emphasis on opening the programme to the outside world. It actively encourages the participation of foreign academics and collaborates with external research centres. In addition, it develops several international cooperation initiatives through frameworks such as Erasmus+, university alliances, and Horizon projects.

The programme is overseen by a highly competent programme head who possesses the experience and disciplinary expertise required for the design and implementation of the curriculum. Fully engaged in the programme's academic activities, the programme head ensures the coherence, quality, and strategic development of the doctoral training.

Evidences/Indicators

1/Appendix 6. Academic, invited and Scientific staff CVs

2/Appendix 3. Human resources for the implementation of the programs

3/Annex 9. List of Master's Theses Defended within the Master's Programme in Georgian Viticulture and Winemaking, 2019-2024

4/Annex 18. Materials Confirming Personnel Activities

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	none	none
Bachelor of Viticulture and Enology, level VI	none	none
Master of Viticulture and Enology, level VII	none	none
Doctoral Program Viticulture and Enology, level VIII	none	none

Evaluation

Component <u>4.1 Human Resources</u>	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

4.2 Qualification of Supervisors of Master's and Doctoral Students

Accreditation standards indicators

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.

PHD Programme indicators

- HEI has developed qualification requirements for scientific supervisor/co-supervisor, which respond to the specifics of the programme and international best practice;
- Due to the specifics and development of the field, the scientific supervisor of each doctoral student is equipped with the latest knowledge, has the academic degree in the relevant field, has experience of supervision/co-supervision, or has completed a relevant activity (training, seminar, professional development course, etc.), as well as actively participated in scientific research and/or has published a scientific work (in the field of art - creative/performing project) which corresponds to the general topic/research field of the doctoral thesis;

- Due to the specifics and development of the field, the doctoral student's supervisor has published at least 1 scientific paper (in the field of arts - creative/performing project) in the foreign peer-reviewed journal with the international index defined by the HEI during the last 3 years, and this paper corresponds to the general topic/research field of the doctoral student's doctoral thesis;
- The supervisor of the doctoral student, as well as in the case of several supervisors, one of the supervisors, is an academic (professor, associate professor) and/or scientific staff of the HEI with doctoral degree or equivalent to the doctoral degree. The requirement in the section on holding an academic position does not apply to an international supervisor/co-supervisor;
- The doctoral student's supervisor has professional connection with the local and international scientific/artistic community (joint researches/grants/projects, scientific associations/unions/educational/scientific institutions);
- The qualification requirements of the co-supervisor correspond to the topic/research field of the doctoral student's doctoral thesis;
- HEI periodically provides the doctoral thesis supervisor with such activities (training, seminar, workshop, etc.) that facilitate the effective implementation of supervision;
- HEI has developed mechanisms to encourage doctoral students' supervisors in the doctoral education programme;

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

Cluster evaluation

Description and Analysis of Cluster

Master's and doctoral students are supervised by professors and associate professors at Caucasus International University who possess relevant research experience in their respective fields. Between 2018 and 2022, the university's academic personnel published over 50 articles in journals indexed in Scopus, Web of Science, and ERIH Plus databases. According to Scopus reports, 38 articles were published with CIU affiliation during the same period. From 2018 to 2024, academic staff of the Faculty of Viticulture and Winemaking secured grant funding through 6 internal university grant competitions and 2 Shota Rustaveli National Science Foundation grant competitions, in which students participated alongside academic personnel and continue to be involved.

The high qualifications of academic personnel engaged in the programmes and their successful integration into the international scientific community have enabled the university to attract international students to its master's and doctoral programmes, who conduct their research under the supervision of university staff.

Individual evaluation -

Description and Analysis - Master of Viticulture and Enology, level VII

Master of Viticulture and Enology, level VII			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁵	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses			

⁵ These supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Professor	3	3	1
- Associate Professor	12	12	10
- Assistant-Professor	2		
Invited Staff	3	3	–
Scientific Staff			–
Including International Staff			

Description and Analysis: PhD programme

The Higher Education Institution has established clear qualification requirements for supervisors and co-supervisors, tailored to the specificities of its master’s and doctoral programmes and aligned with international best practices. Supervisors are selected for their strong scientific competence: they hold relevant academic degrees, possess up-to-date knowledge in their fields, and have proven experience in both supervision and co-supervision. Their active engagement in research is demonstrated through publications in internationally indexed journals such as Scopus, Web of Science, and ERIH Plus, ensuring that their expertise is closely connected to the topics and research areas pursued by their students.

Recent scientific output is a key criterion, and supervisors regularly publish in foreign peer-reviewed journals corresponding to their doctoral candidates’ fields of research. Publications produced between 2018 and 2022 provide concrete evidence of this ongoing scholarly activity. Each doctoral student is supervised by a member of the institution’s academic staff—either a professor or an associate professor—who holds a doctoral degree and meets the required academic standards.

Supervisors also maintain strong professional connections with both local and international scientific communities. They participate in joint research projects, collaborate in grant competitions, and engage with scientific associations, educational institutions, and research centres. Co-supervisors are appointed with the same level of care, ensuring that their qualifications and areas of expertise are directly relevant to the doctoral thesis they help guide.

To support high-quality supervision, the institution offers various professional development opportunities, including targeted training sessions, seminars, and workshops designed to strengthen supervisory skills. Additionally, several mechanisms are in place to encourage and recognise the work of supervisors, such as acknowledgement of their research and supervision contributions, involvement in grant funding—particularly through the Rustaveli National Science Foundation—and participation in collaborative academic projects.

Given the currently limited number of doctoral students, the existing pool of supervisors is sufficient. However, as the programme develops, the institution should expand the number of qualified supervisors to match its future growth and ensure sustained high-quality doctoral training.

Evidences/Indicators

- 1/ Appendix 6. Academic, invited and Scientific staff CVs
- 2/ Appendix 3. Human resources for the implementation of the programs
- 3/ Annex 9. List of Master's Theses Defended within the Master's Programme in Georgian Viticulture and Winemaking, 2019-2024
- 4/ Annex 18. Materials Confirming Personnel Activities
- 5/ Component evidences/indicators, including the relevant documents and interview results
- 6/ Information Gathered during the Accreditation Visit

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	none	none
Master of Viticulture and Enology, level VII	none	It is suggested to anticipate the potential growth in student numbers by increasing the supervision capacity
Doctoral Program Viticulture and Enology, level VIII	none	PhD supervisors are sufficient according to the number of doctoral students but also they serve as master's thesis tutors. It is suggested to increase their number to better distribute the workload and support students.

Evaluation

Component 4.2 Qualification of Supervisors of Master's and Doctoral Students	Evaluation
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

4.3 Professional Development of Academic, Scientific and Invited Staff

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The university's Quality Assurance Service regularly evaluates both the teaching and research activities of academic, research, and invited personnel implementing educational programmes. The Service conducts classroom observations and assesses academic, research, and invited personnel, as well as the progress of teaching and research processes, in accordance with pre-established procedures and criteria. Upon completion of the assessment, the Quality Assurance Service prepares conclusions and develops recommendations, which are communicated to the programme leader for remedial action. Simultaneously, the Quality Assurance Service requests that the programme leader investigate the probable causes of identified deficiencies. The Quality Assurance Service incorporates student survey results in personnel evaluation.

To support academic personnel and enhance the quality of their research, CIU conducts the following activities: training sessions on securing grant funding; consultations for obtaining grant funding; allocation of co-financing when submitting project applications to donor organizations; funding for publication of research results in high-impact scientific journals; efforts to attract international partners for joint research projects; funding for staff research visits; organization of internal competitions with financial incentives for participation; information sessions and workshops to equip personnel with skills necessary for publishing in contemporary scientific outlets, utilizing scientific databases, and other competencies required for research activities, as well as familiarizing them with research ethics standards. The university has established its own strategy and mechanisms, conducting purposeful activities to support the professional and academic career advancement of early-career personnel within the university. In this manner, the university develops its own qualified academic staff required for programme delivery, which constitutes a positive practice and enhances programme sustainability in the present and future.

Evidences/Indicators

- 1/Regulations for Funding Scientific Activities;
- 2/ Regulations for Funding Academic Activities;
- 3/ Scientific/research performance indicators of personnel involved in the programme;
- 4/ Personnel satisfaction survey results and their application in personnel development;
- 5/ Results of academic personnel performance assessment (teaching and research quality) and satisfaction surveys;
- 6/ Mechanisms for utilizing survey results in personnel management and development;
- 7/ Statistical indicators regarding personnel;
- 8/ Indicators of personnel engagement in international projects, conferences, research, and events;
- 9/ Documentation confirming international cooperation;
- 10/ Budget of the Faculty of Viticulture and Winemaking;
- 11/ Budget of programmes within the cluster;
- 12/ Professional development plans for academic, research, and invited personnel;
- 13/ University strategic development and action plans;
- 14/ Action Plan for Continuous Professional Development of Academic Personnel, 2021-2025;
- 15/ Scientific activities of professors implementing programmes within the "Viticulture and Winemaking" cluster;
- 16/ Information Gathered during the Accreditation Visit

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	none	It would be valuable to further develop international mobility opportunities for academic staff, particularly those teaching

		at the master’s and doctoral levels. Such mobility contributes significantly to the enrichment of teaching and research by exposing staff to diverse academic cultures, innovative pedagogical approaches, and cutting-edge scientific developments. Strengthening international exchanges would not only enhance staff competencies but also reinforce the global relevance and attractiveness of the programmes in vine and wine sciences.
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Evaluation

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

4.4. Material Resources

Accreditation standards indicators

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

PHD Programme indicators

- The doctoral education programme is equipped with the necessary research and artistic-creative infrastructure and technical equipment (scientific laboratory, computer resource, information resource, digital resource, individual working spaces for doctoral students, etc.), which are necessary for the implementation of the educational and scientific-research components of the educational programme and for the achievement of the learning outcomes;
- Library book fund, latest scientific periodicals, international electronic library bases both from the university territory and from any other location are available for doctoral students, which allow them to have access and get to know the scientific resources of the relevant research field to achieve the learning outcomes of the programme;
- In order to implement the scientific-research component, the HEI promotes the sharing of scientific-research infrastructure both within the institution and among other higher educational and scientific institutions outside it;
- HEI constantly takes care of the renewal and development of scientific-research/creative research infrastructure.

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

Cluster evaluation

Description and Analysis of Cluster

The university provides comprehensive infrastructure and material-technical resources accessible to students without restrictions to achieve the learning outcomes of the clustered educational programmes. The facilities include well-equipped auditoriums and conference halls with appropriate inventory and information-communication technologies. Six computer classrooms equipped with modern computers are available, along with computer equipment connected to the internet and internal network, adequate software for the learning/teaching process, various technical devices, two server rooms, and a computer laboratory. A modern multimedia center equipped with the latest technology supports educational activities. The university operates a contemporary library built to modern standards, featuring reading halls with open access to library collections, isolated meeting rooms, a conference room, and designated workspace for librarians. Additionally, the viticulture-enology campus has its own library and reading halls equipped with computer technology and information-communication technologies. The Faculty of Viticulture and Enology possesses unique multifunctional material-technical facilities that continuously grow and develop, including specialized laboratories for vine and wine microbiology, vine biology and viticulture, enochemistry, and educational-research purposes. The infrastructure includes wine tasting cabinets, an experimental micro-vinification laboratory, an instrumental analysis laboratory, and a collection plot of 115 unique Georgian autochthonous grape varieties. Practical facilities comprise the "Ethno Okami" winery with its cellar and 10-hectare productive vineyard, experimental vineyard plots, a simple-type greenhouse on campus, and the "Kolkhi" winery. Conference and educational spaces include reading halls, a small conference hall, and the Davit Sarajishvili Conference Auditorium, ensuring comprehensive support for doctoral research and education.

More specifically concerning the PhD:

The doctoral programme benefits from a solid research and artistic-creative infrastructure, offering all the facilities required for both the educational and scientific components of the curriculum. Laboratory spaces, technical equipment, digital tools, and dedicated individual work areas are available to support doctoral candidates throughout their research journey.

Students also enjoy full access to the institution's library resources, which include an extensive collection of books, up-to-date scientific periodicals, and major international electronic databases. These resources ensure that they can consult all relevant scientific literature needed to meet the programme's learning outcomes.

Although there is no formal evidence of systematic sharing of research infrastructure with external institutions, the Higher Education Institution demonstrates a clear openness to collaboration, particularly at the international level. Existing partnerships already allow access to specialised facilities such as the Georgian National Ampelographic Collection and the National Institute of Appellations, offering valuable opportunities for advanced research.

The institution is committed to the ongoing renewal and development of its scientific and research infrastructure. Through gradual and continuous investments, it ensures that the facilities evolve in line with the needs of the programme, thereby supporting high-quality research activities and contributing to the achievement of strong learning outcomes.

Evidences/Indicators

- 1/Component evidences/indicators, including the relevant documents and interview results
- 2/ Visual observation during the visit
- 3/ Memorandum signed with winery

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	It is suggested that modern field-specific textbooks, supplementary manuals, and other educational literature be developed and published in a phased manner, which will facilitate the implementation of the program and assist students in their independent work.

Evaluation

Component <u>4.4. Material Resources</u>	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

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

Accreditation standards indicators

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

PHD Programme indicators

- The budget of the HEI/faculty/school/programme provides support and funding mechanisms to the doctoral students for implementation of the teaching and research components of the doctoral education programme.
- The budget of the HEI/faculty/school/programme provides sources/mechanisms of financial support to facilitate the implementation of research by academic and/or research staff, including funding for
- publishing scientific articles in peer-reviewed journals with international index, for participation in scientific conferences, research trips and research/creative projects, for publication monographs and other research, creative/performing activities;
- The budget of the HEI/faculty/school/programme for the effective implementation of the doctoral education programme envisages the development of scientific-research/artistic infrastructure;
- The HEI facilitates the search for external funding sources for targeted research within the doctoral education programme.

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

Cluster evaluation

Description and Analysis of Cluster

The bachelor, master and doctoral programme budgets are intended to cover all operating costs, including academic and invited personnel compensation, the maintenance and upgrading of the material and technical base, literature acquisition, and program development and administration. Student tuition fees are the principal source of revenue. The overarching university budget covers expenses like internationalisation, business trips, scientific research, and publication. This financial model displays both the individual programs' self-sustainability and the institutional commitment of the university's overall revenue, ensuring their long-term viability.

Description and Analysis - Programme 1 (Georgian Viticulture and Enology, Bachelor)

The allocation of financial resources for the Programme is economically viable and aligns with its operational needs. The expected income of the programme is 853,227 GEL. The projected expenses are divided into the teaching cost (salary cost of academic and invited personal) – 181,100GEL, program other expenses – 27,500 Gel (Publishing and printing costs – 6,000 GEL, Translation and editing – 5,000 GEL, student exchange programs – 10,000 GEL and participation of professors in local and international sessions – 5,000 GEL), programme other expenses from the faculty budget is supported. The budget indicates a significant surplus, which strongly supports the financial sustainability of the programme. This surplus can be reinvested into further program enhancements, scholarships, or strategic reserves.

Description and Analysis - Programme 2 (Georgian Viticulture and Enology, Master)

The allocation of financial resources for the Programme is economically viable and aligns with its operational needs. The expected income of the programme is 69,750 GEL. The projected expenses are divided into the teaching cost (salary cost of academic and invited personal) – 34,700GEL, program other expenses – 31,590 Gel (Translation and editing – 5,000 GEL, student exchange programs – 7,000 GEL, Employee training/corporate awareness events – 1,530 GEL, participation of professors in local and international sessions – 9,060 GEL, Clinic/practice expenses – 7,000 GEL and Business trip expenses – 2,000 GEL), programme other expenses from the faculty budget is supported. The budget indicates a significant surplus, which strongly supports the financial sustainability of the programme. This surplus can be reinvested into further program enhancements, scholarships, or strategic reserves.

Description and Analysis - Programme 3 (Viticulture and Enology, Doctoral)

The allocation of financial resources for the Programme is economically viable and aligns with its operational needs. The expected income of the programme is 16,500 GEL. The projected expenses are divided into the teaching cost (salary cost of academic and invited personal) – 8,888 GEL, programme other expenses such as funding mechanisms to the doctoral students for implementation of the research components, mechanisms of financial support to facilitate the implementation of research by academic and research staff, including publishing scientific articles in peer-reviewed journals with international index, for participation in scientific conferences, research trips and research/creative projects, for publication monographs and other research, creative/performing activities, development of scientific-research/artistic infrastructure is supported from the faculty and university budgets.

Evidences/Indicators

- 1/ Programme Self-Assessment Report;
- 2/ Budget of the Faculty of Viticulture and Winemaking 2025;
- 3/ Budget of the Bachelor's Program in Viticulture and Enology 2025;
- 4/ Budget of the Master's Program in Viticulture and Enology 2025;
- 5/ Budget of the Doctoral Program in Viticulture and Enology 2025;

- 6/ Expert Panel's meeting with the dean of the faculty and head of the programme;
 7/ Expert Panel's meeting with academic and invited staff;
 8/ Expert Panel's meeting with representatives of quality assurance service.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Bachelor of Viticulture and Enology, level VI	None	None
Master of Viticulture and Enology, level VII	None	None
Doctoral Program Viticulture and Enology, level VIII	None	None

Evaluation

Component	Evaluation
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	
Bachelor of Georgian Viticulture and Enology, level VI	Complies
Master of Georgian Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

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

Accreditation standards indicators

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.

PHD Programme indicators

- Internal quality assurance mechanisms of the doctoral educational programme include the evaluation of the scientific-research component, resources, and support mechanisms of the doctoral student. Evaluation results are applied for the improvement of the HEI's activities and the doctoral programme.

- The activities of the staff implementing the teaching and scientific components of the programme, including the supervisor/co-supervisor of the doctoral thesis are evaluated within the framework of the monitoring of the doctoral educational programme and the evaluation results are used to improve the staff performance;
- The doctoral education programme regularly uses formative peer review to improve the doctoral programme and the research environment;
- In order to develop a doctoral programme, all the interested parties (doctoral student, graduate, staff, doctoral student's supervisor, co-supervisor, employer, etc.) are involved in the evaluation of the doctoral programme implementation.

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

Cluster evaluation

Description and Analysis of Cluster

The issues related to the internal quality assurance at LLC Caucasus International University are coordinated by the University Quality Assurance Office together with the representatives of Quality Assurance at University Faculties on the basis of the "Statute of the University Quality Assurance Office" approved by the order of the Chancellor of the Caucasus International University #01-44 dated April 26, 2024. According to the mentioned document, the Internal Quality Assurance Office of LLC Caucasus International University carries out the evaluation of the quality of the programme within the framework of the undergraduate, graduate and doctorate programme.

The Quality assurance operates in accordance with the "Plan, Do, Check, Act" cycle and is used as follows: (1) program development and approval, (2) implementation according to the curriculum; (3) monitoring, evaluation and analysis (survey of students and academic staff, analysis of student academic achievement results, etc.); (4) Consider the results and modify the program.

The Quality Assurance Office and the Faculties at Caucasus International University are involved in the process of continuous monitoring of the services provided. Monitoring is mainly done through surveys of target groups and observation of the learning process. Survey forms include assessment of issues such as - satisfaction with educational programs, learning outcomes, assessment of management processes, infrastructure, their development needs, assessment of academic staff, material base, etc. Based on the results of the obtained information, data is processed, strengths and weaknesses are identified, problems are identified, and ways to solve them are selected.

The University has developed an internal evaluation system for quality assurance and improvement of education, according to which the internal evaluation of the presented cluster was carried out. In order to fully achieve the learning outcomes provided by the programme, programme managers and academic staff were consulted and given specific recommendations that were taken into account during the program development process.

The self-evaluation report shows that the University conducts an educational programmes' evaluation involving academic and invited staff, interviews stakeholders, studies the market, explores new opportunities for programme development, also on international level, and implements them in the programme. The Quality Assurance Office and the staff involved in the self-evaluation report elaboration process worked not only to identify drawbacks, but also to analyze the identified weaknesses and the actions and ways to correct them, which is confirmed by a comprehensive overview as a part of the self-evaluation report and by meetings with stakeholders and relevant reporting protocols. This is a demonstration of QA processes and mechanisms in place and having a priority position in planning documents; however, the expert panel believes that CIU's current quality assurance practice relies too much on individual rules and interventions. The majority of

stakeholders do not thoroughly understand the importance of quality mechanisms and see the tools as must-have and demanded instruments from the faculty management. The logical next step should be to work on establishing a quality culture in the university at all levels and in all its parts. A hallmark of quality culture is a mainstreamed, widely shared awareness of and responsibility for good quality.

Various events and training activities are conducted by the Quality Assurance Office to develop the curriculum and improve the teaching process at the University. The Quality Assurance Office presented the list of activities / training events conducted to improve existing programmes at the University.

Evidences/Indicators

- 1/ Cluster of educational programmes in Viticulture and Enology;
- 2/ Programme Self-Assessment Report;
- 3/ Statute of the University Quality Assurance Office;
- 4/ Statute of the Faculty of Viticulture and Enology;
- 5/ Statute of the Academic Process Management Office;
- 6/ Regulation of the Educational Process;
- 7/ Quality Assurance Service Researches;
- 8/ Market research;
- 9/ Expert Panel's meeting with the head of the programme;
- 10/ Expert Panel's meeting with academic and invited staff;
- 11/ Expert Panel's meeting with representatives of quality assurance service;
- 12/ Expert Panel's meetings with students, graduates and employers of the programme.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	It is suggested that quality culture establishment be the overall goal in quality assurance (implying widely shared awareness of and responsibility for good quality).
Bachelor of Viticulture and Enology, level VI	None	None
Master of Viticulture and Enology, level VII	None	None
Doctoral Program Viticulture and Enology, level VIII	None	None

Evaluation

Component <u>5.1. Internal Quality Evaluation</u>	Evaluation
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Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

5.2. External Quality Evaluation

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

LLC Caucasus International University uses the accreditation and authorization process of the National Center for Education Quality Enhancement for external evaluation of the quality of educational programmes. Based on the recommendations and advices received on the other educational programmes, the University provides development and refinement of the Cluster of educational programmes in Viticulture and Enology.

The external evaluation of the programmes of the cluster is carried out by employers and independent experts (including international) in the development of programme learning outcomes and programme content and structure. Also, the programme was evaluated by the graduates of the programme in terms of researching the competencies and skills needed for the modern employment market.

The recommendations obtained as a result of the evaluation were taken into account when modifying the Cluster of educational programmes in Viticulture and Enology.

Evidences/Indicators

- 1/ Cluster of educational programmes in Viticulture and Enology;
- 2/ Program self-assessment report;
- 3/ Statute of the University Quality Assurance Office;
- 4/ External Evaluation Results;
- 5/ Expert Panel's meeting with the head of the programme;
- 6/ Expert Panel's meeting with academic and invited staff;
- 7/ Expert Panel's meeting with representatives of quality assurance service;
- 8/ Expert Panel's meetings with students, graduates and employers of the programme.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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General recommendations/ Suggestion of the Cluster	None	None
Bachelor of Viticulture and Enology, level VI	None	None
Master of Viticulture and Enology, level VII	None	None
Doctoral Program Viticulture and Enology, level VIII	None	None

Evaluation

Component <u>5.2. External Quality Evaluation</u>	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

5.3. Programme Monitoring and Periodic Review

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The Quality Assurance Office of the LLC Caucasus International University has developed mechanisms for monitoring, evaluating and improving educational programs. The evaluation of the implementation of the educational programme is mainly done by surveying students, graduates, employers, academic and invited staff and monitoring the learning process. At the end of each semester, the Quality Assurance Office evaluates courses and lecturers through questionnaires based on student surveys (the survey is available through the electronic system). Student satisfaction with the course is analyzed and obtained results are processed for further refinement of the program.

The involvement of stakeholders in the process of developing the cluster of educational programs is confirmed. The institution submitted protocols of meetings with the staff elaborating the programmes and employers' assessment of the educational programme, which describes the evaluations of participants and their recommendations and suggestions. Involvement in this process is confirmed by all stakeholders during

meetings with the Expert Panel; they named specific cases of consideration of the recommendations made by them to the programme manager.

According to the program quality assurance mechanisms, the quality assurance representatives attend lectures /practical training for monitoring, analyze the students' academic performance and develop relevant recommendations for the improvement of the educational program or individual study course. The results are also communicated to the teacher and, if necessary, recommendations and tips are shared with them. The programme uses developmental peer assessment, which involves attending lectures by academic and invited staff colleagues and sharing feedback with each other, which will help improve the quality of teaching and the study process.

The Quality Assurance Office monitors the students' academic performance, the results of which are processed according to the educational courses, instructors and faculties. The evaluation results are used by the University administration to improve educational Programmes and the academic process. The university provided the results of the analysis of the academic performance of the students on some bachelor and master's programmes to ensure that the mechanism is established and evaluation of programme outcomes is carried out. Based on the analysis of the evaluation results, the programme and/or evaluation system is modified / adapted to ensure its renewal.

One of the quality assurance mechanisms for the Caucasus International University is the systematic assessment of the quality of professional development of the academic and invited staff of the University, which is reflected in the submission of annual or semester reports by them. The reports reflect information about their achievements, participation in international conferences, publication of articles, attracted local or international grants, etc. Although the mentioned activity is confirmed by the interviews with the stakeholders and from the CV's of the academic staff. The institution also presented separate information about academic and scientific research activity.

In the process of programme self-evaluation, the programme was benchmarked against similar programmes available at foreign universities, which is confirmed by relevant meetings with the Expert Panel. The results of all this analysis are not only documented, but led to major shifts and improvements in the Cluster of educational programmes in Viticulture and Enology.

Evidences/Indicators

- 1/ Cluster of educational programmes in Viticulture and Enology;
- 2/ Program self-assessment report;
- 3/ Statute of the University Quality Assurance Office;
- 4/ Statute of the Faculty of Viticulture and Enology;
- 5/ Statute of the Academic Process Management Office;
- 6/ Regulation of the Educational Process;
- 7/ Quality Assurance Service Researches;
- 8/ Benchmark document with similar programs of foreign universities;
- 9/ Expert Panel's meeting with the head of the programme;
- 10/ Expert Panel's meeting with academic and invited staff;
- 11/ Expert Panel's meeting with representatives of quality assurance service;
- 12/ Expert Panel's meetings with students, graduates and employers of the programme.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also,
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		please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Bachelor of Viticulture and Enology, level VI	None	None
Master of Viticulture and Enology, level VII	None	None
Doctoral Program Viticulture and Enology, level VIII	None	None

Evaluation

Component <u>5.3. Programme Monitoring and Periodic Review</u>	Evaluation
Bachelor of Viticulture and Enology, level VI	Complies
Master of Viticulture and Enology, level VII	Complies
Doctoral Program Viticulture and Enology, level VIII	Complies

Signatures

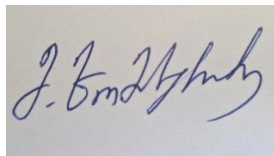
Chair of Accreditation Experts Panel

Patrice Lallemand, signature :



Of the member(s) of the Accreditation Experts Panel

Mariam Khomasuridze, signature :



Ilia Botsvadze, signature :



Nino Gatchava, signature :

A handwritten signature in blue ink on a light-colored background. The signature consists of a small '6' followed by a stylized, cursive name that appears to be 'Nino Gatchava'.