განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

# Accreditation Expert Group Report on Higher Education Programme

## Food Science and Technology
## Akakai Tsereteli State University

Date(s) of Evaluation: 24 September, 2019

Report Submission Date
11.11.2019

Tbilisi

2019

## HEI's Information Profile

| | |
|---|---|
| Name of Institution Indicating its Organizational Legal Form | Akaki Tsereteli State University. Organization legal form: LEPL |
| HEI's Identification Code | 212693049 |
| Type of Institution | University |

## Higher Education Programme Information Profile

| | |
|---|---|
| Name of the Programme | Food Science and Technology |
| Level of Education | PhD |
| Qualification Granted Indicating Qualification Code | Doctor of Food Technologies<br>Code: 0721 |
| Language of Instruction | Georgian |
| Number of Credits | 180 |
| Programme Status (Authorized/ Accredited/New) | New |

## Expert Panel Members

| | |
|---|---|
| Chair (Name, Surname, University/organization/Country) | Federico Gómez Galindo<br>University of Lund, Sweden<br>Dept of Food Technology, Engineering and Nutrition |
| Member (Name, Surname, University/organization/Country) | George Japoshvili, Agricultural University of Georgia |
| Member (Name, Surname, University/organization/Country) | Lela Gurgenidze<br>Georgian Technical University, Georgia<br>Faculty of Agricultural Sciences and Biosystems Engineering |

## Accreditation Report Executive Summary

- **General information on the education programme**

  In 2018, in response to the challenges of annual assessment of programme and higher education space, the Council of the Faculty of Technological Engineering discussed the joint proposal of the programme implementer Department and Quality Assurance Service to suspend the current Doctoral programme and develop its new modified version, and the year 2018 was dedicated to works on improvement and modification. A new program was developed and presented in accordance with the ATSU's Quality Assurance Policy Procedures and Requirements. The Program contains 180 ECST credits and 6 semester study, 50 credits for course component and 130 for research. One credit equals to 25 hours.

  The presented new Doctoral programme "Food Science and Technology" is a logical extension of Doctoral programmes in this area existing till now at the ATSU, deals with contemporary problems and challenges and dwells on the development of scientific and practical bases of technologies for producing medicinal-preventive and other-purpose functional foods with high biological value on the basis of fundamental research on local food raw materials.

- **Brief overview of the accreditation site-visit**

  The visit was performed during September 24 2019 (according to order #777 by the director of the center issued in September 3, 2019 and order #875 issued in September 24, 2019). The accreditation site visit involved interviews with different actors of the University and the programme, including the involved stakeholders: (i) the University administration, (ii) the self-assessment team, (iii) the head of the programme, the quality assurance service, (iv) faculty members, (v) invited lecturers, (vi) employers and internship supervisors, (vii) students and (viii) alumni. A visit to the library and some of the laboratories was also scheduled.

- **Summary of education programme's compliance with the standards**

  Based on the self-assessment report, documentation presented and accreditation site-visit performed, the expert panel has worked on the report and decided that the programme complies with the requirements as follows:

  The programme substantially complies with standards 1 and 2 and complies with standards 3, 4 and 5

- **Summary of Recommendations**
  - The program should start an aggressive program for improving the English language skills of both teaching staff and students. It is also highly recommended that the University intensifies the language

support service, although already in place. Training in English technical writing should be a compulsory element of the training.

- It is strongly recommended that the University and the program campaign to interest young people in science
- Teaching staff and students should undertake extensive training on publishing quality factors, providing information that can be used to promote and achieve publishing in international, per-review, impact factor journals
- Students should practice their acquired pedagogical knowledge, assisting the main teachers in the courses at the undergraduate and master level
- The description of the courses in the syllabus needs to be improved, including teaching hours, credits and recommended literature.
- Teaching practice and Spec seminar need to be in accordance to the rules about the equivalence of hours and credits.
- To incorporate into the programme either as a compulsory or optional course, the teaching of basic engineering principles for the most common unit operations in the industry
- The requirement "English, German, or French at B2 level" should be modified to "English at B2 level" as a main requirement and German or French as additional merits to be taken into account.
- The institution should elaborate a document defining the rights and obligations of the students as well as rights and obligations of supervisors. The list of rights should include the actions to be taken in case of conflict between the supervisor and the student. Student and supervisor should discuss the student rights at the beginning of the programme in order to make sure that both parties understand and agree with the content of the document.

- Summary of Suggestions
  - It is suggested that some previous basic courses, defining relevant knowledge, are specified in the admission requirements. For example: food chemistry, microbiology, biology)
  - Basic laboratory infrastructure exists. However, continuous efforts should be made in order to update and improve the infrastructure of the laboratories.
  - Efforts should be doubled to provide students with the necessary financial means for performing experiments in other laboratories as well as other academic activities out of town
  - Would be good to explain the meaning of "Spec Seminar".
  - The teaching practice course needs a better description. As it is now, it seems that it comprises 30 h and 5 credits, which is not in accordance to the rules about the equivalence of hours and credits.
  - Could be better to unite some courses such as Functional ingredients and Methods of biological study of Functional foods, in this case we will get ~ 15 lecture and ~ 45 Lab hours.
  - Literature sources for courses could be more precisely specified.
  - The course chromatographic and spectral methods of food research involve only theory. However, it could be better if students also get some practical experience on the equipment, under proper supervision, either during the course or collaborating in research activities
  - Would be nice to encourage students to be more active in the participation in different running research activities and encourage them to apply to different scientific foundations for support, including Georgian National Science foundation.
  - Would be good practice to involve more than one evaluator in the assessment process and is possible to include external evaluator as well.
  - Would be very nice if the personal has active contacts and collaborations in national level as well as in international level, which finally will be represented in their publications.

- Would be better if the budget includes a detailed description of expenses foreseen for equipment, consumables and other expenses for research and experiments

- Summary of best practices (If Applicable)
  - Organization of the library and availability of on-line journals and technical information
  - The following courses: Food chemistry current issues, Current Issues of the production of foods, Current food safety issues, Problems and prospects of functional food production and Methods of clinical study of functional foods would be better implemented if lab work is included.
  - The local industry is well aware of the aims of the program and enthusiastic about the potential benefits for collaboration. Reflects a very good promotional work by the program heads in contacting industrial stakeholders and promoting the intended aims of the education program
  - The very good job of the quality assessment group, thinking on the improving and assessing of every aspect of the program and planning improvements.
  - Great with the multidisciplinary character of the programme
  - The programme has two heads. One of them is very experienced and will transfer experience to the other, less-experienced programme head.

# 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 in order to improve the programme.

### 1.1 Programme Objectives

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

**Descriptive summary and analysis of compliance with standard requirements**

- Programme objectives are clearly formulated. The aim "to develop skills of analysing and summarizing the results of research and preparing theoretical and research material for publishing in the international peer-reviewed journals" should be realistic and achievable. However, the faculty does not have the tradition or enough language skills to publish in English in international peer-reviewed journals. Language skills need substantial improvement in the teaching staff and students. A tradition for publishing in international journals with impact factor should be stablished in the program. Barriers to communicate science in English would also hinder the aim for collaborating with leading international scientific research canters, publishers and participate in conferences. The aim for developing pedagogical skills for strengthening, transfer, dissemination and teaching accumulated knowledge is nicely addressed in the program, however, PhD students could have the opportunity to put knowledge in practice by assisting teachers in the undergrad or master level teaching.
- The aims define the set of knowledge, skills and competences the programme aims to develop in graduate students
- The programme illustrates the contribution to the development of the field and the society
- Aims are consistent with the mission, objectives and strategyof the HEI, its faculty/school/educational unit and/or its structural unit
- Aims take into consideration local labour market demands, trends in international labour market, science field state and societal development needs
- Aims are public and accessible
- Aims are shared by the people in the program

**Evidences/indicators**

From the self-assessment report:

- The Minutes No 1 of 8.11.2017 of the Faculty's Council (Annex 8);
- The University's development strategic plan

Interviews with different groups

**Recommendations:**

- The program should start an aggressive program for improving the English language skills of both teaching staff and students. It is also highly recommended that the University intensifies the language

support service, although already in place. Training in English technical writing should be a compulsory element of the training.

- It is strongly recommended that the University and the program campaign to interest young people in science
- Teaching staff and students should undertake extensive training on publishing quality factors, providing information that can be used to promote and achieve publishing in international, impact factor journals
- Students should practice their acquired pedagogical knowledge, assisting the main teachers in the courses at the undergraduate and master level

**Suggestions for programme development:**

o Non-binding suggestions for programme development

**Best Practices (if applicable):**

o Organization of the library and availability of on-line journals and technical information
The local industry is well aware of the aims of the program and enthusiastic about the potential benefits for collaboration. Reflects a very good promotional work by the program heads in contacting industrial stakeholders and promoting the intended aims of the education program

**In case of accredited programme, significant accomplishments and/or progress**

o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

☐ Substantially complies with requirements

X ☐ Partially complies with requirements

☐ Does not comply with requirements

## 1.2. Programme Learning Outcomes

- Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;
- Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

**Descriptive summary and analysis of compliance with standard requirements**

- Are consistence with program objectives and focus on the overarching knowledge, skills and/or the sense of responsibility and autonomy defined by the programme content. However, the description of the courses in the syllabus needs to be improved, including teaching hours, credits and recommended literature. The programme should also incorporate either as a compulsory or optional course, the teaching of basic engineering principles for the most common unit operations in the industry.
- Learning outcomes are measurable. The programme learning outcome about "training courses, teaching/learning and assessment methods envisaged in the program develop the student's general and branch-wise competences required for scientific-pedagogical and professional activities" requires improvements for being "achievable and realistic". The syllabus of the courses has problems to describe all the components of the courses in detail, including teaching hours, credits and recommended literature. A very important component for developing the student's competence in the field is the basic training in engineering aspects regarding unit operations in the industry.
- The teaching course of "Current Issues of the Production of Foods" has only one recommended literature: Baking Science and Technology, Volume 1 .ISBN 978-0-9820239-0-7;by Sosland Publishing Company, 2008,750p. Same is for course of: Problems and prospects of functional food production
- Teaching practice has only 30 hour, however it gives 5 credit the same number of credits as other courses, with 125 hour, do.
- Spec seminar gives 10 cedits without indicating number of hours.
- Both courses mentioned above needs to be in accordance to the rules about the equivalence of hours and credits.
- Are consistent with the appropriate level of education according to the National Education Framework (NQF) and the qualification to be awarded. Concerns on qualifications, described above.
- Consistent with employment demands of program graduates
- Consistent with the peculiarities of the field and labour market demands
- Are stablished with the participation of all programme stakeholders (academic/scientific/invited staff, students/graduates/employers, etc)
- Programme staff ensures that all the stakeholders of the programme are familiar with programme learning outcomes
- Program has a defined mechanism for assessing learning outcomes. Programme learning outcomes are assessed consistently and transparently on a regular basis.
- Learning outcomes assessment system takes into consideration the peculiarities of the field.It utilizes relevant evaluation forms and methods, which enable the determination of the extent in which reach programme learning outcomes
- Both direct and indirect methods of assessment are utilized
- There is a benchmark set for each programme learning outcome, assessment results are monitored and compared to the benchmarks
- Programme academics and invited staff are familiar with learning outcomes assessment methods
- Programme staff get professional development opportunities in stablishing, measuring and analyzing student learning outcomes. Here is important to highlight the very good job that the quality assurance service is doing.
- If possible, learning outcomes are assessed by more than one evaluator
- Students receive feedback on to what extent they achieve the programme learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the programme. If necessary, programme content and/or learning outcomes and/or assessment system itself is modified.

**Evidences/indicators**

From the self-assessment document:

• Doctoral programme "Food Science and Technologies" (Annexes 1-4);

- The Minutes of the Faculty Council meetings (Annex 8);
- Signed memorandums/agreements (Annex 6).

Interviews

**Recommendations:**

- The description of the courses in the syllabus needs to be improved, including teaching hours, credits and recommended literature.
- Teaching practice and Spec seminar need to be in accordance to the rules about the equivalence of hours and credits.
- To incorporate into the programme either as a compulsory or optional course, the teaching of basic engineering principles for the most common unit operations in the industry

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- The very good job of the quality assessment group, thinking on the improving and assessing of every aspect of the program and planning improvements.
- Great with the multidisciplinary character of the programme
-

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Educational programme objectives, learning outcomes and their compliance with the programme | | X | | |

## 2. Teaching methodology and organization, adequate evaluation of programme mastering

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

### 2.1. Programme Admission Preconditions

Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.

**Descriptive summary and analysis of compliance with standard requirements**

- Programme admission preconditions take program characteristics into consideration and ensure admission to the students with relevant knowledge, skills and competences for mastering the programme is mostly achieved (see sugegstions and recommendations). Programme admission preconditions are logically linked to programme content, learning outcomes and the qualification to be awarded. However, it is suggested that some previous basic courses, defining relevant knowledge, are specified in the admission requirements. It is also recommended that the requirement "English, German, or French at B2 level" should be modified to "English at B2 level" as a main requirement and German or French as additional merits to be taken into account.
- Programme admission preconditions and procedures are consistent with existing legislation
- Programme admission preconditions and procedures are fair, public and accessible

**Evidences/indicators**

From the self-assessment document:

• Doctoral programme "Food Science and Technologies" (Annexes 1-4);
• A resolution of the Faculty's Council "On determining places of student's contingent to be admitted and for those who are to be admitted through mobility" (Annex 22);
• A resolution of the ATSU's Academic Council No 12 (17/18) "On approval of rules of seeking, suspending, recovering student's status, mobility, awarding qualification and recognizing received" (Annex 22);
• A resolution of the ATSU's Academic Council No 1 of 5 September 2007 "On basic principles of conducting Doctoral studies at Akaki Tsereteli State University" (Annex 22).

Website of the University: https://atsu.edu.ge/
Interviews

**Recommendations:**

- The requirement "English, German, or French at B2 level" should be modified to "English at B2 level" as a main requirement and German or French as additional merits to be taken into account.

**Suggestions for programme development:**

It is suggested that some previous basic courses, defining relevant knowledge, are specified in the admission requirements. For example: food chemistry, microbiology, biology)

**Best Practices (if applicable):**

o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X ☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical. Programme content and structure ensure the achievement of programme learning outcomes. Qualification to be granted is consistent with programme content and learning outcomes.

**Descriptive summary and analysis of compliance with standard requirements**

- Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes
- Programme content, volume and complexity corresponds to higher education level
- Programme content taks proramme admission preconditions into consideration
- Programme content and structure is consistent with the qualification to the granted and ensure the achievement of programme learning outcomes. However, it is suggested that Would be good to explain the meaning of "Spec Seminar". The teaching practice course

needs a better description. As it is now, it seems that it comprises 30 h and 5 credits, which is not in accordance to the rules about the equivalence of hours and credits.
It is recommended that the following courses: Food chemistry current issues, Current Issues of the production of foods, Current food safety issues, Problems and prospects of functional food production and Methods of clinical study of functional foods would be better implemented if lab work is included.

- Teaching and scientific-research components of the programme (including each individual course) are sequential and logically structured. Admission pre-conditions to the next component are adequate
- Programme is structured in accordance to the Georgian Legislation and European Credits Transfer System
- For achieving the criterion that the programme content should take new research findings and modern scientific achievements into consideration, the syllabus of every single course courses should take into account recommended literature from the scientific journals
- The programme ensures the students to choose elective components of the programme in accordance with the objective of the educational programme
- All stakeholders (academis, scientific, invited staff, students, graduates, employers, etc) are involved in designing the programme
- Higher education institution ensures publicity and accessibility of programme-related information

**Evidences/indicators**

From the self-assessment document:

- Doctoral programme "Food Science and Technologies" (Annexes 1-4);
- The quality assurance concept of Akaki Tsereteli State University, Kutaisi, Resolution No 49 (17/18), 9 February, 2018 (Annex 22);
- Teaching course Syllabus (Annex 5).

Interviews

**Recommendations:**

- The following courses: Food chemistry current issues, Current Issues of the production of foods, Current food safety issues, Problems and prospects of functional food production and Methods of clinical study of functional foods would be better implemented if lab work is included.

**Suggestions for programme development:**

- Would be good to explain the meaning of "Spec Seminar".
- The teaching practice course needs a better description. As it is now, it seems that it comprises 30 h and 5 credits, which is not in accordance to the rules about the equivalence of hours and credits.

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X ☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 2.3 Course

- Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;
- Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.

**Descriptive summary and analysis of compliance with standard requirements**

- Student learning outcomes of each compulsory course are in line with programme learning outcomes. The learning outcomes of the courses will provide the knowledge required by the degree given by the programme. However, it is suggested that it could be better to unite some courses such as Functional ingredients and Methods of biological study of Functional foods, in this case we will get ~ 15 lecture and ~ 45 Lab hours and literature sources for courses could be more precisely specified.
- The content of each course corresponds to the course learning outcomes. However, the literature is scarce.
- Student learning outcomes for each course are in line with the descriptor at the appropriate level of qualification in the higher education qualification framework. The course of "chromatographic and spectral methods of food research" involve only theory. However, it could be better if students also get some practical experience on the equipment, under proper supervision, either during the course or collaborating in research activities.
- Number of credits allocated for each course (number of contact and independent study hours) correspond to the content and learning outcomes of the course; Also, the ratio between contact and independent hours is logical and takes into consideration peculiarities of the course; the number of contact hours and teaching and learning methods (lecture, seminar, lab, etc.) corresponds to the content and learning outcomes of the course;
- Every learning outcome of each course is assessed. The assessment method is appropriate

**Evidences/indicators**

From the self-assessment document:

- Doctoral programme "Food Science and Technologies" (Annexes 1-4);
- Training course syllabuses (Annex 5);

• "The educational programmes quality assurance policy EP-QA "(ATSU, February 9, 2018, No. 49 (17/18) (Annex 23);
• ATSU library http://www.atsu.edu.ge/index.php?option=com_content&view=article&id=508&Itemid=762&la ng=en;
• The certificate of ATSU library director on a disposal of the compulsory literature in a library stock (Annex 19).

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- Could be better to unite some courses such as Functional ingredients and Methods of biological study of Functional foods, in this case we will get ~ 15 lecture and ~ 45 Lab hours.
- Literature sources for courses could be more precisely specified.
- The course chromatographic and spectral methods of food research involve only theory. However, it could be better if students also get some practical experience on the equipment, under proper supervision, either during the course or collaborating in research activities

**Best Practices (if applicable):**

o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 2.4 The Development of practical, scientific/research/creative/performance and transferable skills

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

**Descriptive summary and analysis of compliance with standard requirements**

- Programme ensures that students have an opportunity to gain practical skills and/or are involved in scientific-research projects that correspond to the level of education and programme learning outcomes. The programme has stablished collaboration with laboratories of high standard which would assure that this criterion is met.
- Programme practice component is organized and planned according to programme learning outcomes. Students participation in different running research activities and information about their applications to different scientific foundations for support, including Georgian National Science foundation are poor. It is suggested to encourage students to be more active in the participation in different running research activities and encourage them to apply to different scientific foundations for support, including Georgian National Science foundation.
- In the framework of a practice component, and/or a scientific-research project, a student is supervised by a qualified person in the field who assesses/evaluates student's activity. Qualifications of the staff are of high standard.
- Agreements/memoranda with employers takes into consideration the number of students, also the aim and duration of practice

**Evidences/indicators**

From the self-assessment document:

- The Faculty's development strategic (Annex 9);
- Memorandums of mutual cooperation with the educational-research centers and organizations (Annex 16);
- Grant contracts (Annex 20);
- CV's of implementing staff (Annex 6).

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- Would be nice to encourage students to be more active in the participation in different running research activities and encourage them to apply to different scientific foundations for support, including Georgian National Science foundation.

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 2.5 Teaching and learning methods

Program is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.

**Descriptive summary and analysis of compliance with standard requirements**

- Teaching and learning methods of each course correspond to the level of education, course content, intended learning outcomes and ensure their achievement. The courses incorporate elements of critical thinking and research training.
- Teaching and learning methods are flexible and take student's individual necessities into consideration. If necessary, individual programme is created and utilized in accordance with the interest and academic readiness of the student. A good and fluent communication between the programme heads and students ensures that individual needs would be met.
- In case there are foreign students involved in the programme, academic, scientific and invited staff take their cultural and/or other needs into account while establishing teaching and learning, and assessment methods.

**Evidences/indicators**

From the self-assessment document:

- Doctoral programme "Food Science and Technologies" (Annexes 1-4);
- Training course syllabuses (Annex 5);
- Documentation confirming the competences of implementing staff (Annex 6).

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X ☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 2.6. Student Evaluation

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

- Student evaluation is conducted in accordance with established procedures; it is fair to every student, transparent and complies with existing legislation;
- Evaluation components and methods are appropriate for the course and its learning outcomes;
- Evaluators are very well familiar with modern evaluation methods; they also get professional development opportunities on evaluation methods;
- Evaluation forms, components and methods are fair, published and known to students in advance;
- During evaluation, students receive feedback on their strengths and weaknesses, and also, they get informed to what extent they achieved learning outcomes;
- Would be good practice to involve more than one evaluator in the assessment process. It is possible to include external evaluator as well;
- In case of doctoral programme, thesis supervisor periodically assesses doctoral student's progress;
- Dissertation thesis defence is conducted according to HEI's dissertation evaluation and defence procedures with the participation of defence commission;
- Assessment of the dissertation involves external evaluator(s);
- Dissertation thesis defence is a public event;
- There are appeal procedure in place in case students want to appeal their grade;

- Evaluation results are analysed and the results are utilized for the improvement of teaching process.

**Evidences/indicators**

From the self-assessment document:

- Resolution of ATSU Academic Council No 5 (17/18) of 15.09.2017 "On approval of students' assessment system" (Annex 22);
- Doctoral programme "Food Science and Technologies" (Annexes 1-4);
- Training course syllabuses (Annex 5);

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- Would be good practice to involve more than one evaluator in the assessment process and is possible to include external evaluator as well.

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Teaching methodology and organization, adequate evaluation of programme mastering | | X | | |

## 3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

### 3.1. Student support services

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

**Descriptive summary and analysis of compliance with standard requirements**

- Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development; HEI and Programme staff provide students with relevant information regarding consultations and supporting services available at higher education institution. However, it is suggested that Efforts should be doubled to provide students with the necessary financial means for performing experiments in other laboratories as well as other academic activities out of town.
- In the framework of the program, students have an opportunity to participate in local and international projects, events, conferences and research fellowships; they can also participate in international exchange programmes; However, this opportunity is not fully supported with grants for traveling to other labs and/or activities for international cooperation.
- Students are informed about various local and international projects and events;
- Students have an opportunity to participate in international projects, events, conferences and the research fellowships;
- The workload of academic/scientific/invited/administrative/assisting staff includes hours for student advising.

**Evidences/indicators**

From self-assessment report:

- Doctoral programme "Food Science and Technologies" (Annexes 1-4);
- Training course syllabuses (Annex 5);

• The provisions on the University's services facilitating teaching process;https://atsu.edu.ge/index.php/about-us-study-process/dadgenilebebi-saswavlo-procesis-shesaxeb
Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

Efforts should be doubled to provide students with the necessary financial means for performing experiments in other laboratories as well as other academic activities out of town

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X ☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 3.2. Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors.

**Descriptive summary and analysis of compliance with standard requirements**

- Every Doctoral student has a qualified supervisor and if necessary, more than one co-supervisor who has scientific-research experience relevant to the topic of the thesis;
- Higher education institution has elaborated a document defining rights and obligations of the supervisor and the supervision process. However, the institution has not elaborated a document defining the rights and obligations of the students. The list of rights should include the actions to be taken in case of conflict between the supervisor and the student.
- A supervisor conducts consultations with Doctoral students on a regular basis. The frequency of consultations depends on the specifications of the programme and research topic. During the research process, supervisor advises student on the following topics: research design and project management, writing of thesis/scientific-research paper/dissertation, the process of integration in local and international scientific network, participation in local and international scientific

events and presenting research findings, publishing scientific papers in peer-reviewed research journals.

**Evidences/indicators**

From the self-assessment document:

- Staff CVs;
- Requirements for head of programme, and the rules of execution of a Doctoral thesis (Annex 12)

Interviews

**Recommendations:**

The institution should elaborate a document defining the rights and obligations of the students as well as rights and obligations of supervisors. The list of rights should include the actions to be taken in case of conflict between the supervisor and the student. Student and supervisor should discuss the student rights at the beginning of the programme in order to make sure that both parties understand and agree with the content of the document.

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

☐ Complies with requirements

X☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Student achievements and individual work with them | X | | | |

## 4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

### 4.1 Human Resources

- Programme staff consists of qualified people who have necessary competences in order to help students achieve 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. Balance between academic and invited staff ensures programme sustainability;
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

**Descriptive summary and analysis of compliance with standard requirements**

- Programme staff is engaged in the programme in accordance with existing legislation and internal regulations of higher education institution. Programme staff qualification is in compliance with the qualification requirements set for their positions, their functions and existing legislation;
- The qualification of academic/scientific staff is proved by scientific papers written during the past 5 years (monograph, textbooks, scientific papers published in peer-reviewed journals, etc.; in arts field- creative/performance projects) and/or practical project, which proves staff's competence in the relevant field;
- The qualification of invited staff or teachers is proved by relevant knowledge, experience and competencies necessary in order to help students achieve programme learning outcomes; however it's obvious that personal has not active contacts and collaborations in national level as well as in international level, which finally would be represented in their publications
- Supervisor of each Doctoral student has up-to-dated knowledge, has been actively participating in scientific research and/or has published scientific papers (in the field of arts-creative/performance project), which corresponds to Master's and Doctoral student's MA thesis/dissertation general topic/field. It is suggested that if the personal has active contacts and collaborations in national level as well as in international level, which finally will be represented in their publications.
- Programme has academic/scientific and invited staff workload scheme, which is updated every semester. The scheme includes teaching, scientific-research and other workload according to academic/scientific and invited staff's functions and duties (during the evaluation of this standard one should consider the workload of an academic/scientific and invited staff in all institutions, where he/she holds an academic or scientific position);
- The number of academic/scientific/invited staff is adequate to the number of students;
- Balance between academic and invited staff ensures programme sustainability.
- Apart from teaching process, academic/scientific/invited staff is involved in student advising,

the development of the programme, and participates in various events planned in the scope of the programme;

- The number of Doctoral students corresponds to the workload of their supervisors;
- The turnover of academic/scientific and invited staff ensures programme sustainability
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. The qualification of the Head of the programme is certified by relevant education in the field, practical experience and/or scientific papers/creative work;
- The head of the program is personally involved in programme assessment and development, programme implementation, student advising, in various events planned in the scope of the programme.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
- Qualification of administrative and support staff is consistent with their functions

**Evidences/indicators**

From the self-assessment document:

- Personal data on the heads of programme (Annex 6);
- Personal data on programme implementing staff (Annex 6);
- Employment contracts with programme implementing staff (Annex 6);
- Faculty's structure (Annex 13);
- Educational profile of the Department of Food Technologies (Annex 10);
- Research profile of the Department of Food Technologies (Annex 10).

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

Would be very nice if the personal has active contacts and collaborations in national level as well as in international level, which finally will be represented in their publications

**Best Practices (if applicable):**

The programme has two heads. One of them is very experienced and will transfer experience to the other, less-experienced programme head.

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 4.2 Professional development of academic, scientific and invited staff

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

**Descriptive summary and analysis of compliance with standard requirements**

- HEI conducts and actively utilizes the evaluation of the programme staff; staff satisfaction survey results are utilized as well;
- The evaluation of academic, scientific and invited staff includes evaluation of their teaching and research work;
- Evaluation results are used for the professional improvement of academic, scientific and invited staff;
- Evaluation results are considered when promoting and supporting the staff.
- HEI plans various events for the professional development of the academic, scientific and invited staff;
- HEI provides the necessary conditions (material, financial resources, etc.) for fostering the scientific and research work of academic, scientific and invited staff;
- Programme staff participates in international projects, research and conferences.

**Evidences/indicators**

From the self-assessment document:

- Personal data on programme implementing staff (Annex 6);
- Research profile of the Department of Food Technologies (Annex 10);
- Research profile of the Faculty of Technological Engineering (Annex 10);
- Educational profile of the Department of Food Technologies (Annex 11);
- The annual report of the Department of Food Technologies (Annex 11);
- The report of the Quality Assurance service of the Faculty of Technological Engineering (Annex 26);
- The list of the Doctoral theses defended at the Department of Food Technologies (Annex 18).

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 4.3. Material Resources

Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.

**Descriptive summary and analysis of compliance with standard requirements**

- Programme is provided by library, material and technical resources of appropriate number and quality required for achieving programme objectives and learning outcomes;
- Library keeps all the core literature indicated in the syllabi as well as other teaching materials (including electronic resources), that ensures the achievement of programme learning outcomes;
- The latest periodicals and international electronic library databases are available for students. The latter enables students to become familiar with the latest scientific breakthroughs in the field and achieve programme learning outcomes;
- Material resources are accessible for students and staff. However, continuous efforts should be made in order to update and improve the infrastructure of the laboratories.
- Students are informed about the availability of the resources and know how to utilize them.

**Evidences/indicators**

From the self-assessment document:

- Doctoral programme "Food Science and Technologies" (Annexes 1-4);
- Training course syllabuses (Annex 5);
- Classroom and laboratory infrastructure of the Department of Food Technologies existing in buildings VII and XIII of Akaki Tsereteli State University (Annex 10);
- The continuously updated stock of the University's scientific and technical library;
- The certificate of the ATSU library director on the presence of the programme's manuals and their electronic versions (Annex 19);
- Access to the international electronic library bases;
- Computer centers fitted with modern equipment.

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

- Basic laboratory infrastructure exists. However, continuous efforts should be made in order to update and improve the infrastructure of the laboratories.

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 4.4.Programme/faculty/school budget and programme financial sustainability

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

**Descriptive summary and analysis of compliance with standard requirements**

- Programme budget is 12361.3 GEL. Programme is sustainable, however as it is a new programme, it will need more support. There is no detail description of expenses foreseen for equipment, consumables and other expenses for research and experiments.
- Budget provides information on educational program financial support sources, both permanent and single. Programme/faculty/school budget states the support from the HEI; the allocation of financial resources for the programme from higher education institution's budget is financially feasible;

**Evidences/indicators**

From the self-assessment report:

• Resolution No 175 of the ATSU's Academic Council "On the principles of justifying financial support
for educational programmes of Akaki Tsereteli State University (Annex 26);
• The Minutes of the Department's sessions (Annex 7).

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

Would be better if the budget includes a detailed description of expenses foreseen for equipment, consumables and other expenses for research and experiments

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

| |
|---|
| X ☐ Complies with requirements<br><br>☐ Substantially complies with requirements<br><br>☐ Partially complies with requirements<br><br>☐ Does not comply with requirements |

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Providing teaching resources | X | | | |

## 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 on a regular basis.

| 5.1 Internal quality |
|---|
| Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement. |
| ▪ Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement;<br>▪ Programme staff takes into consideration quality assurance results when making programme related decisions;<br>▪ Programme self-evaluation report is prepared with an active involvement of academic and administrative staff;<br>▪ Internal quality assurance office together with programme staff constantly works on the elimination of weaknesses identified during the elaboration of self-evaluation report;<br>▪ Programme quality assurance is based on the "plan –do – check - act" principle. |
| **Evidences/indicators** |

From the self-assessment document:

- The Quality Assurance Concept of Akaki Tsereteli State University (Resolution of Academic Council No. 49 (17/18), 09. 02. 2018) (Annex 23);
- The reports of the University's Quality Assurance service (Annex 27);
- The reports of the Faculty's Quality Assurance service (Annex 26);
- The Minutes of the Department and Faculty sessions (Annexes 7 and 8).

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

## 5.2 External quality

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

**Descriptive summary and analysis of compliance with standard requirements**

- Programme utilizes the results of external quality assurance on a regular basis. Programme staff discuss and take into consideration recommendations got during programme accreditation (national and/or international) process. The programme has collaboration with Universities with high standard in food science education for the purpose of quality evaluation. This evaluation is well supported by the internal quality team of the University. Al together, this system ensures internal discussions and implementation of recommendations for quality improvement.

**Evidences/indicators**

From the self-assessment document:

- The annual self-assessment reports of programme (Annex 21);
- Memorandums with the research centers and enterprises (Annex 16).

Interviews

**Recommendations:**

Proposal(s), which should be considered by the institution to comply with requirements of the standards

**Suggestions for programme development:**

Non-binding suggestions for programme development

**Best Practices (if applicable):**

- Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes

**In case of accredited programme, significant accomplishments and/or progress**

- Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable)

**Evaluation**

o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard

X☐ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

### 5.3. Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.

**Descriptive summary and analysis of compliance with standard requirements**

- Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information;
- The programme is modified/adapted based on the analysis of assessment results, in order to ensure its modernization;
- If necessary, programme staff utilizes developmental peer review (involving Georgian colleagues working at other HEIs and/or foreign colleagues) with the purpose of programme improvement;
- If necessary, academic and invited staff teaching evaluation is carried out using pre-determined classroom observation template. The classroom observation is conducted by peers from the same programme, from the different programme but the same higher education institution, or by peers invited from a different HEI. The aim of classroom observation is the development of teaching quality;
- At the end of every compulsory course students evaluate the course by completing course evaluation form or any other means. Course evaluation results are used for course improvements;
- Periodically programme is benchmarked against similar programmes available at foreign universities. The best international practice is used in order for the programme to satisfy modern requirements;
- Programme effectiveness is evaluated utilizing programme monitoring and other programme results, and if necessary, programme is modified and improved.

**Evidences/indicators**

From the self-assessment document:

• The Quality Assurance Concept of Akaki Tsereteli State University (Resolution of Academic Council No. 49 (17/18), 09. 02. 2018) (Annex 23);
• The Minutes of the sessions of the Department of Food Technologies on approval and examination of programme (Annex 7);
• The Minutes of the Faculty sessions on approval and examination of programme (Annex 8);
• Conclusion of the Faculty's Quality Assurance service on programme.

Interviews

**Recommendations:**

| |
|---|
| Proposal(s), which should be considered by the institution to comply with requirements of the standards |
| **Suggestions for programme development:**<br><br>Non-binding suggestions for programme development |
| **Best Practices (if applicable):**<br><br>o Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education programmes |
| **In case of accredited programme, significant accomplishments and/or progress**<br><br>o Significant accomplishment and/or progress made by the programme after previous accreditation (If Applicable) |
| **Evaluation**<br><br>o Please mark the checkbox which mostly describes your position related to the programmes compliance with this specific component of the standard<br><br>X☐ Complies with requirements<br><br>☐ Substantially complies with requirements<br><br>☐ Partially complies with requirements<br><br>☐ Does not comply with requirements |

## Programme's Compliance with Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| Teaching quality enhancement opportunities | X | | | |

## Enclosed Documentation (If Applicable)

HEI's Name: Akakai Tsereteli State University

Higher Education Programme Name: Food Science and Technology

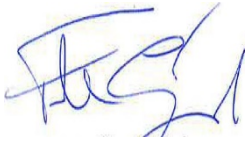
Number of Pages of the Report: 32

## Programme's Compliance with the Standard

| Standard | Complies with Requirements | Substantially complies with requirements | Partially Complies with Requirements | Does not Comply with Requirements |
|---|---|---|---|---|
| 1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands | | X | | |
| 2. Teaching methodology and organization, adequate evaluation of programme mastering | | X | | |
| 3. Student achievements and individual work with them | X | | | |
| 4. Providing teaching resources | X | | | |
| 5. Teaching quality enhancement opportunities | X | | | |

Expert Panel Chair's

Federico Gomez Galindo



Expert Panel Members'

George Japoshvili 

Lela Gurgenidze