Annex №4

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

Name of the Cluster of Educational Programmes according to the Fields of Study of the Classifier

Veterinary Medicine Integrated Master's Program
Veterinarian Training Program
PhD Program in Veterinary Medicine

Name of Higher Educational Institution

N(N)LE Agricultural University of Georgia

Evaluation Date(s)
11 and 12 September, 2025

Report Submission Date
11 November, 2025

Tbilisi

Table of Contents

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Agricultural University of Georgia (UAG) Organizational-Legal Form N(N)LE
Identification Code of Institution	211325653
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Gaspar Francisco Ros Berruezo – University of Murcia, Spain
Member (Name, Surname, HEI/Organization, Country)	Marika Bokuchava – European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Levan Tsitskishvili – Georgina Technical University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Kristine Chikhladze - Ivane Javakhishvili Tbilisi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Giorgi Mkheidze - Caucasus's International University, Georgia

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3
Name of the educational programme In Georgia	ვეტერინარული მედიცინის ინტეგრირებული სამაგისტრო	ვეტერინარიის მომზადება	ვეტერინალური მედიცინა
Name of the educational programme In English	Veterinary Medicine	Veterinarian Training Program	Veterinary Medicine
Level of higher education	Integrated Master's Educational Programme in Veterinary	Veterinary Training	Doctoral Studies
Qualification to be awarded	Master of Veterinary Medicine (MVM)	N/A	Doctor of Veterinary Medicine
Name and code of the detailed field	0841 Veterinary	0841 Veterinary	0841 Veterinary
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education[1]	N/A	N/A	N/A
Language of instruction	Georgian	Georgian	Georgian
Number of ECTS credits	307	60	40
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Acredited August 29, 2018 Decision N109	Acredited August 29, 2018 Decision N110	Acredited August 29, 2018 Decision N59

[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 AUG offers a cluster of three distinct educational programs: The **Veterinary Medicine Integrated Master's Program**, the **Veterinarian Training Program**, and the **PhD Program in Veterinary Medicine**. The **Veterinary Medicine Integrated Master's Program** was accredited on August 29, 2018, under Decision N109, and comprises **307 ECTS credits**. The **Veterinarian Training Program** also received accreditation on August 29, 2018, under Decision N110, and consists of **60 ECTS credits**. The **PhD Program in Veterinary Medicine**, which was previously known as the PhD Program in Agricultural Sciences, was most recently accredited on May 4, 2018, under Decision N59, and has **40 ECTS credits**. The accreditation for all three programs is set to expire on December 31, 2025. At this university, **1 ECTS credit is equivalent to 30 hours**.

  - The primary aim of the **Veterinary Medicine Integrated Master's Program** is to foster in-depth theoretical knowledge and practical skills across basic natural sciences, clinical veterinary medicine, and public health, adhering to an integrated learning model consistent with the European Higher Education Area and European System of Evaluation of Veterinary Training (**ESEVT**, under the European Association of Establishments for Veterinary Education -EAEVE-), recommendations. Graduates are prepared to apply biological knowledge, perform practical procedures, diagnose and treat diseases, implement prophylactic measures, inspect animal products, and utilize veterinary legislation and research methods. The **Veterinarian Training Program** is designed for graduates of the previous four-year Bachelor's in Veterinary Medicine, aiming to elevate their education to a Master's equivalent by enhancing knowledge, practical skills, and clinical competencies according to international standards. This intensive one-year program prepares graduates to perform practical procedures, diagnose diseases, apply preventive measures, test animal products, use scientific methods, and understand animal health systems. The **PhD Program in Veterinary Medicine** seeks to develop specialists with independent research capabilities, critical thinking, and advanced academic competencies, enabling them to generate and disseminate new knowledge, integrate into the international scientific community, and pursue careers in research, teaching, or practice.

  - Regarding their structure, the **Veterinary Medicine Integrated Master's Program** operates on a unified, continuous educational cycle with its 307 ECTS credits distributed across University General Education (53 ECTS), Foundational Education in Veterinary Medicine (29 ECTS), Veterinary Medicine/Specialty Education (225 ECTS), and Specialty Education Electives (12 ECTS). Significant updates include a revised curriculum, an enhanced clinical practice module (with "Professional Practice I" and "Professional Practice II" totaling 15 ECTS), and modernized teaching and assessment methods like Case-Based Learning (CBL), Problem-Based Learning (PBL), Objective Structured Clinical Examination (OSCE), and Objective Structured Practical Examination (OSPE). New courses have been added, and surgical subjects have been reformed. The **Veterinarian Training Program** is an intensive, one-year program focused solely on specialty courses, totaling 60 ECTS. It culminates in "Professional Practice II" and the defense of a "Course Paper". Its curriculum has been aligned with international standards, and teaching methodologies, including CBL, PBL, and simulations, have been modernized. The **PhD Program in Veterinary Medicine** primarily emphasizes its research component over traditional coursework, with academic modules designed to build research competencies and introduce students to scientific discourse through Doctoral Seminars. The program's duration is at least three years, with the teaching component not exceeding 60 credits. Recent updates include the

replacement of "Academic Writing" with "The Art of Argumentative Writing," a revised syllabus for "Quantitative Research Methods," and updated/coordinated syllabi for "Doctoral Seminars" and "Doctoral Research Preparation Methodology".

- **Overview of the Accreditation Site Visit**
  - The accreditation visit, organized by the National Center for Educational Quality Enhancement, is focused on the accreditation of the Veterinary Medicine Integrated Master's Program, the Veterinarian Training Program, and the PhD Program in Veterinary Medicine. Interview sessions with university representatives are limited to a **maximum of 6-8 persons per session**.

  - The agenda for the The AUG offers a cluster of three distinct educational programs: the **Veterinary Medicine Integrated Master's Program**, the **Veterinarian Training Program**, and the **PhD Program in Veterinary Medicine**. The **Veterinary Medicine Integrated Master's Program** consists of two days focused on key stakeholders and programme evaluation and improvement activities. The accreditation visit, organized by the National Center for Educational Quality Enhancement, was focused on the accreditation of the Veterinary Medicine Integrated Master's Program, the Veterinarian Training Program, and the PhD Program in Veterinary Medicine. Interview sessions with university representatives are limited to a **maximum of 6-8 persons per session**.

  - On the first day of the visit, September 11, 2025, the schedule is dedicated to comprehensive internal meetings, beginning with Expert Group Preparation Time followed by a series of engagements with key university stakeholders including the University Administration (Rector, Vice-Rectors, and the Dean of Veterinary Medicine), the Self-Assessment Group, and the QA Service, continuing after lunch with the Head of the Programs, and concluding with separate meetings for Academic Staff and Invited Staff from all programs.

  - On the second day, September 12, 2025, the agenda shifts to external engagement and evaluation, starting with Expert Group Preparation Time before holding a series of meetings with Students (from the Integrated Master's, Veterinarian Training, and various PhD programs), Alumni, and Employers (including representatives from organizations such as FAO, Mayhew Georgia, and Nutrimax), resuming after lunch with an observation of the university's Material and Technical Base (including the library), followed by the Expert Group's working time, and concluding with the formal Presentation of Findings from the visit.

  - Finally, the visiting team made a short final presentation, identifying the most commendable areas and the relevant findings and comments. The dedicated time to work on and present key findings facilitated collaborative efforts to improve and develop the programme. Overall, the visit was a testament to the spirit of collaboration, leaving everyone inspired and invigorated by the shared vision of academic excellence and innovation.

- **Brief Overview of Education Programme Compliance with the Standards**
  - The AUG offers a cluster of three distinct programs in veterinary medicine: An Integrated Master's Program, a Veterinarian Training Program. The Integrated Master's Program demonstrates full compliance with the five core educational standards. It meets all specified requirements in key areas, including educational objectives, learning outcomes, teaching

methodology and organization, student assessment, student support, resource provision, and quality improvement processes. Furthermore, the program shows substantial compliance in two additional areas, reflecting a high level of competence and effectiveness. This robust adherence to standards underscores the program's commitment to excellence in veterinary education and its dedication to ensuring student success and overall program quality.

- **Recommendations**
  None

- **Suggestions**

Cluster:

- To ensure the long-term standardization and highest quality application of these established practices, it is suggested to **implement or improve comprehensive internal procedural guidelines for conducting OSCE and OSPE**, and to **formalize detailed guidelines for the student use of acquired simulation equipment**, thereby institutionalizing and ensuring maximum clarity in these modern methodologies.
- It is suggested to introduce more practical training sessions.
- Continuous methodical monitoring to proactively identify and address any potential issues for improvement that may arise in evolving circumstances.
- Regular methodical monitoring to proactively identify and address any potential issues for improvement that may arise in evolving circumstances
- It is advised to increase the involvement of co-supervisors, especially in interdisciplinary and international research projects. This will improve the quality and practical relevance of research.
- Consider further encouraging joint publications between students and supervisors, as this would strengthen both the research and educational dimensions of the program in the long term.
- To ensure the safety of clinical activities and the full implementation of best clinical practices, it is advised to review and improve protocols and functional components.
- It is also advised to develop a strategic plan for the independent acquisition of advanced research technologies, in order to reduce dependence on external institutions for the research process.

Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)

- Review Learning Outcomes Assessment Plan of the Veterinary Master's Programme
- To capitalize on its potential for growth, the university should implement active promotion and targeted recruitment strategies to expand student enrolment in the Veterinary Medicine Integrated Master's Program.
- Leveraging the university's extensive international partnerships, a strategic priority should be to actively integrate PhD candidates into global research networks and joint projects, thereby fostering their development within the international scientific community.

Programme 2 (Veterinarian Training Program M, Level VII)

- The Veterinarian Training Program, which is being phased out, requires clearer information on degree accessibility and recognition.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- The admission requirements for the doctoral programme should specify the academic degree by specialty (veterinary medicine).
- The PhD Program in Veterinary Medicine possesses significant potential for expansion, which can be realized through dedicated recruitment initiatives and strategic promotion to attract qualified candidates.
- The university should utilize its robust international collaborations to create structured opportunities for Master's students to engage in joint projects and research networks, enhancing their global scientific perspective and competitiveness.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for** example:

  - **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of master's and/or doctoral students to supervisors; supervisors' workload scheme;

  - **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 index[2]; staff participation rates in local and international conferences; other scientific/research indicators;

  - **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.);

  - **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;

  - **Analysis of other quantitative data provided in the self-assessment and annexes.**

Quantitative Data Analysis of Educational Programs

I. Staff and Supervisors

The sources (Self Evaluation Report -SER-, Annexes and Interviews) provide qualitative requirements and minimum percentage thresholds for staff composition, along with specific ratios for doctoral supervision, but **do not provide raw numerical counts** (e.g., total number of staff, number of PhD holders in sectoral direction, total number of students enrolled per year, or staff turnover rate) needed for a full quantitative analysis.

Indicator	Quantitative Data from Sources	Program 1: Veterinary Medicine Integrated Master's Program (Level VII)	Program 2: Veterinarian Training Program (Level VII)	Program 3: PhD Program in Veterinary Medicine (Level VIII)
Minimum Academic Staff (Professors/Lecturers)	No less than 35% of professors and lecturers must	No less than 35%.	No less than 35%.	No less than 55%.

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

	be involved in implementation.			
Minimum Scientific Staff	Scientific personnel must constitute no less than 35%.	No less than 35%.	No less than 35%.	No less than 70%.
Maximum Invited Staff	Invited personnel must be no more than 70%.	No more than 70%.	No more than 70%.	No more than 40%.
Ratio of PhD/Doctoral Students to Supervisors	Must **not exceed 1:3** within a single higher education institution for active students. Ratio of 1:5 permissible only if student has suspended status and requests restoration for submission.	**N/A** (Master's Project supervision is structured, but ratio not quantified).	**N/A** (Course Paper supervision is structured, but ratio not quantified).	**Must not exceed 1:3** (for active students).
Supervisors' Workload Scheme	Workload may be **reduced or rescheduled** in the relevant semester to allow academic staff to conduct quality research or professional trips, while **fixed salaries are maintained**. Remuneration includes a fixed (non-hour) component for research and professional development.	Governed by the university policy supporting fixed salaries and reduced workload for professional development/research.	Governed by the university policy supporting fixed salaries and reduced workload for professional development/research.	Governed by the university policy supporting fixed salaries and reduced workload for professional development/research.
Total Number of Staff/Supervisors	**Not specified in sources [N/A].**	**N/A**	**N/A**	**N/A**

II. Scientific/Research Indicators (for the last 5 years)

Quantitative data on the number of publications, citation indices, or exact participation rates for staff over the last five years are **not explicitly provided in raw numerical format** (e.g., "50 papers published"). However, the sources confirm the mechanisms by which these indicators are tracked and enhanced:

Indicator	Quantitative Data / Assessment Criteria
Quantitative data papers published in peer-reviewed journals with an international index	This is one of the eight criteria used in the **annual evaluation scheme for scientific personnel**, specifically tracking the **number and rating of articles published in Impact Factor journals**.
Scientific/research index of the individuals (Scholar citation index)	This is one of the eight criteria used in the annual evaluation scheme for scientific personnel, tracked "if any".
Staff participation rates in local and international conferences	Staff are supported through financing or co-financing by the Knowledge Fund or AUG for scientific activities, including **organizing a conference or participating in an international conference**. The source notes academic staff exchange with the Estonian University of Life Sciences involves faculty delivering guest lectures and participating in **intensive clinical training**.
Other Scientific/Research Indicators	The annual evaluation scheme for scientific personnel also tracks: • Funding provided by the Knowledge Fund and the University • The **volume and amount of grants received** by the scientists per year (45.2% of the research budget is from grants outside the university). • Utilization of University infrastructure and space • Published books, textbooks and monographs. • Involvement in the teaching process (annual academic workload, number of hours). • Supervision of Doctoral students per year and **number of defended dissertations**.

III. Academic Staff Turnover Rate (for the last 5 years)

The sources do not provide raw quantitative data regarding staff turnover (e.g., number of retired staff, staff who left, or new staff hired) over the last five years. The sources indicate that the salary system is designed to be **competitive, leading to a high retention rate**. Academic salaries are **triple the number of administrative salaries**, which is described as a sign of high effectiveness. The **Human Resources Manager** organizes hiring, familiarizes new personnel with regulations, and manages staff personal files.

IV. Data on the Individuals Enrolled (for the last 5 years)

The sources provide data only on the target capacity and general financial stability related to enrollment, but **do not provide specific annual enrollment numbers or student progression rates** (e.g., number of students enrolled per academic year over the last 5 years).

Indicator	Quantitative Data from Sources
Number of student places announced for the programme	**Not specified in sources [N/A].**

Student progression by academic years (for the last 5 years)	**Not specified in sources [N/A].**
Enrollment Status (General)	The university consistently enrolls **close to 100% of its announced student capacity each year**, ensuring stable income.

V. Analysis of other quantitative data provided in the self-assessment and annexes

The self-evaluation report provides several quantitative data points demonstrating the commitment to program quality and financial stability:

Category	Quantitative Data/Metrics
Program Credit Volume	Program 1 (Integrated Master's): **307 ECTS credits**. Program 2 (Veterinarian Training): **60 ECTS credits**. Program 3 (PhD): **40 ECTS credits**.
Research/Education Component Ratio (PhD)	The PhD program's educational component was revised to **not exceed 60 credits** to comply with legal requirements.
Practical Training Component	Program 1: **130 credits** involve practical and/or laboratory work, representing **42% of the total credit volume**. Program 2: At least **25 credits** out of 60 total credits include practical and/or laboratory components, accounting for **over 40% of total program credits**.
Student Practical Group Size	Laboratory and practical classes are held in small groups, typically with **no more than 20 students** (often even fewer).
Investment in Infrastructure	**Over USD 550,000** has been invested in infrastructure development for the School of Veterinary Medicine in the past two years.
PBL Case Development	Lecturers developed **dozens of clinical cases** for PBL (e.g., **60 new clinical cases** were developed in 2025 alone).
Financial Support (Sagzuri)	The "Sagzuri" program has allocated around **2.5 million GEL** over four academic years to fund socially disadvantaged students.
Student Financial Support (Bachelor's)	Each student enrolled in bachelor's programs receives an **extra 15 credits at no cost**, equating to approximately **1,300 GEL** in financing allocated per student.
Research Budget Target	The university aims to spend at least **10% of its total operating expenses on research**.
Budget Inflows 2023-2024	Total Inflows: **106.0%**; Earnings from Bachelor's programs: 60.7%; Earnings from Master's and Ph.D. programs: 9.0%; Earnings from scientific grants and research: 15.6%; Knowledge Fund financing for scientific and teaching purposes: 6.5%; Earnings from other teaching-practical and laboratory activities: 14.3%.
Budget Outflows 2023-2024	Total Outflows: **100.0%**; Academic Salaries: 32.3%; Administrative Salaries: 13.7%; Scientific Grants and Research: 15.6%; Salary financing of individual research and professional development and internal budgetary financing of the university: 8.5%.
Student Exchange Rate	At least **two students** travel to the Estonian University of Life Sciences for a full term of study each semester. In the spring semester of the 2024-2025 academic year, **four students** are participating in the exchange.

Learning Outcome Evaluation	Program 1 has a plan with **40 Performance Indicators (PIs)** for its 14 learning outcomes (2025-2030 timeframe). Program 2 has **10 PIs** for 10 learning outcomes (2025-2026 timeframe). Program 3 has **7 PIs** for 6 learning outcomes (2025-2028 timeframe).
Accreditation Dates	Program 1: August 29, **2018** (Decision N109); expiry December 31, **2025**. Program 2: August 29, **2018** (Decision N110); expiry December 31, **2025**. Program 3 (PhD): May 4, **2018** (Decision N59); expiry December 31, **2025**.

- **Brief Overview of the Best Practices (if applicable)**[3]
  - **Curriculum Development and Modernization**: Continuous revision and update of curricula based on international best practices (e.g., University of California, Davis; University of Pennsylvania; Cornell University; University of Edinburgh; Estonian University of Life Sciences), private sector requirements, and stakeholder feedback.
  - **Advanced Teaching and Assessment Methodologies**: Widespread implementation of **Case-Based Learning (CBL), Problem-Based Learning (PBL), Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OSPE), simulation teaching methods, and interdisciplinary/integrated courses**. A new auditorium specifically constructed for effective PBL implementation.
  - **Robust Clinical Practice Infrastructure and Training**: Significant investments (over USD 550,000) in infrastructure, including the full renovation and re-equipment of the university's veterinary clinic, **Veterinarium**, and the acquisition of new equipment for the Veterinary Clinical Laboratory and various animal simulators (moulages) for hands-on training. Two on-campus veterinary clinics (Veterinarium and Mayhew Georgia) are actively involved in practical components of surgical and therapeutic courses, providing students with **extensive hands-on learning in a real-world clinical environment**.
  - **Pioneering Surgical Procedures**: Graduates, supported by students, have performed several **first-in-Georgia surgical procedures**, including limb prosthesis surgery (ITAP technique, 2023), patellar groove endoprosthesis and correction of femoral/tibial deformities (2024), and spondylodesis of cervical vertebrae for Wobbler Syndrome (2025). The Veterinarium has also introduced minimally invasive diagnostic and surgical techniques (thoracoscopy, arthroscopy, laparoscopy) and built a new sterile operating room for these procedures.
  - **Professional Development for Staff**: Strong emphasis and funding for faculty and staff participation in numerous international trainings and professional development programs, such as training on modern instructional methods from the Estonian University of Life Sciences, Davit Tvildiani Medical University, a Swiss "Train-the-Trainer" program (EHL certification), and internationally accredited programs in advanced veterinary surgery (Advanced TPLO, KYON hip replacement) and clinical disciplines (ESAVS programs in Oncology and Cardiology).
  - **Student Support for Specialized Training and Research**: Active support and funding for students to pursue specialized training and research opportunities, including a PhD student's two-week visit to the leading Vezzoni orthopedic clinic in Italy for dissertation work and observation of hip replacement surgeries, and a Master's student's participation in an international training program in cardiac radiological diagnostics in Portugal. Active student exchange program with the Estonian University of Life Sciences.

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

- **Integrated Quality Assurance and Financial Stability**: An **integrated quality assurance system** promotes close collaboration among all university units for continuous development. The university's financial stability is robust, being a non-profit entity under the "Knowledge Fund" that **reinvests 100% of its revenue surplus into education**.

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

  The institution agrees with the report and remains unchanged.

- **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 three already "Accredited" veterinary programs at the Agricultural University of Georgia, detailing significant progress since their last accreditations in 2018. Key advancements include a major infrastructure investment exceeding $550,000 to renovate clinics and labs and acquire new simulation technologies, a strengthened emphasis on practical clinical training, and the modernization of teaching and assessment methods through PBL and OSCE. The curriculum has been updated with new courses, research skills development has been enhanced, and faculty have undergone extensive international training. The programs have also demonstrated pioneering surgical achievements and have directly addressed previous accreditation recommendations, all supported by a robust internal quality assurance system focused on continuous improvement and a student-centered environment.

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

№	Contents/ Standard	Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Programme 2 (Veterinarian Training Program M, Level VII)	Programme 3 (PhD Program in Veterinary Medicine, Level VIII)
1.	**Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme**	**Complies with requirements**	**Complies with requirements**	**Complies with requirements**
1.1	Programme Objectives	Complies with requirements	Complies with requirements	Complies with requirements
1.2	Programme Learning Outcomes	Complies with requirements	Complies with requirements	Complies with requirements
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Complies with requirements	Complies with requirements
1.4	Structure and Content of Educational Programme	Complies with requirements	Complies with requirements	Complies with requirements
1.5	Academic Course/Subject	Complies with requirements	Complies with requirements	Complies with requirements
2.	**Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering**	**Complies with requirements**	**Complies with requirements**	**Complies with requirements**
2.1	Programme Admission Preconditions	Complies with requirements	Complies with requirements	Complies with requirements
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies with requirements	Complies with requirements	Complies with requirements
2.3	Teaching and Learning Methods	Complies with requirements	Complies with requirements	Complies with requirements
2.4	Student Evaluation	Complies with requirements	Complies with requirements	Complies with requirements
3.	**Student Achievements and Individual Work with Them**	**Complies with requirements**	**Complies with requirements**	**Complies with requirements**
3.1	Student Consulting and Support Services	Complies with requirements	Complies with requirements	Complies with requirements
3.2	Master's and Doctoral Student Supervision	Complies with requirements	Complies with requirements	Complies with requirements

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

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.

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 objectives of the educational programs grouped in the cluster -the **Veterinary Medicine Integrated Master's Program** (Level VII), the **Veterinarian Training Program** (Level VII), and the **PhD Program in Veterinary Medicine** (Level VIII)- demonstrate strong compliance with the standard.

The core objective of all three programs aligns closely with the general **mission and strategic plan of the AUG**. This alignment ensures that the programs act as academic mechanisms for implementing the university's mission, which includes:

- Creating the best environment for learning, teaching, and research in Georgia, accessible to outstanding young people.
- Developing **critical thinking** to foster self-realization, cognition, and adaptability to change.
- Empowering students to develop values based on **free and critical thinking**.
- Providing a motivating institutional environment with career-long development opportunities for academic and research personnel.
- Offering a well-developed and efficient infrastructure for conducting research.
- Ensuring a **student-centric approach** focused on student interests and future success.
- Fostering the development of the Georgian language as a language for scientific discourse.

The specific objectives of the cluster programs reflect the **specific characteristics of the veterinary field of study, the academic level (Level VII or VIII), and the structure of each program**. These objectives clearly define the **knowledge, skills, and competencies** the programs aim to develop in graduates and outline the expected **contributions to the advancement of the field and to society as a whole**. Furthermore, the program objectives reflect both **local and international labor market trends**.

Individual evaluation –

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

Evidences/Indicators

- SER
- University Mission
- Educational Programs
- Labor Market Analysis
- AUG Strategic Review and Action Plan
- Higher Education Sector Benchmark for Integrated Master's Programs in Veterinary Medicine
- Higher Education Sector Benchmark for Veterinarian Training Programs
- Doctoral Education Framework Document of the Accreditation Charte
- Interviews with academic and non-academic staff, students, alumni, and administration.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation [4]

Component 1.1.- Programme Objectives	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements

[4] Evaluation is performed for each programme separately.

Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

1.2 Programme Learning Outcomes

Accreditation standards indicators

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 learning outcomes (LOs) for all programs in the cluster-the **Veterinary Medicine Integrated Master's Program** (Level VII), the **Veterinarian Training Program** (Level VII), and the **PhD Program in Veterinary Medicine** (Level VIII)-are **logically related to their respective program objectives and the specificity of the veterinary field of study**. Furthermore, the LOs comprehensively describe the **knowledge, skills, and sense of responsibility and autonomy** students are expected to acquire upon graduation.

The compliance of the cluster with this standard is ensured through adherence to specific external and internal quality assurance frameworks:

- The LOs for the **Veterinary Medicine Integrated Master's Program** are based on the **Higher Education Sector Benchmark for Integrated Master's Programs in Veterinary Medicine** (approved by Order MES 8 25 0000224657 on March 4, 2025) and correspond to the **seventh level of the National Qualifications Framework (NQF)**.
- The LOs for the **Veterinarian Training Program** are based on the **Higher Education Sector Benchmark for Veterinarian Training Programs** (approved by Order N181 on March 8, 2018) and correspond to the relevant level of the NQF.
- The LOs for the **PhD Program in Veterinary Medicine** align with the **Doctoral Education Framework Document of the Accreditation Charter** and correspond to **Level 8 of the NQF**. They also take into account the "Regulations on the Accreditation of Educational Programs of General Educational Institutions and Higher Educational Institutions".

In the development and revision of the learning outcomes, the inputs of **academic staff, students, graduates, and industry representatives were actively taken into account**. This consultative process ensured a logical alignment of the LOs with the program objectives, the specific nature of the veterinary field, and the evolving requirements of the labor market. The programs also correspond to the detailed field descriptor of Veterinary (0841) and the relevant awarded qualification.

The overall set of learning outcomes for the cluster ensures that graduates are prepared for their intended professional roles, whether as Master of Veterinary Medicine (MVM), specialized practitioners (Veterinarian Training), or independent scientific researchers (Doctor of Veterinary Medicine).

Individual Evaluation: Description and Analysis

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

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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.

Evidences/Indicators

- SER
- Educational Programs.
- Labor Market Analysis.
- Syllabi.
- Curriculum Maps.
- Higher Education Sector Benchmark for Integrated Master's Programs in Veterinary Medicine.
- Higher Education Sector Benchmark for Veterinarian Training Programs.
- Doctoral Education Framework Document of the Accreditation Charter
- Interviews with academic and non-academic staff, students, alumni, and administration.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component 1.2 Programme Learning Outcomes	Evaluation
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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

The LO assessment mechanisms of the clustered educational programmes comply with the requirements of the standard. Each programme has defined both the methods and the corresponding procedures and tools for assessing learning outcomes.

All course syllabi include clearly articulated learning outcomes and the appropriate assessment methods for each outcome. At the programme level, curriculum maps and learning outcomes assessment plans have been developed.

The assessment process is based on both direct methods (such as performance indicators, target benchmarks, and statistical analysis) and indirect methods (including feedback from students, graduates, and employers).

The AUG has established a mechanism for learning outcome evaluation in the Veterinary Medicine Integrated Master's Program, utilizing a curriculum map to connect the 14 Learning Outcomes with a total of 40 defined Performance Indicators (PIs), with a measurement plan running from 2025 to 2030. To further enhance the alignment and measurability of every Learning Outcome indicator at the course level, it is developmentally suggested to review the specific link between PI 3-3, PI 3-7, and PI 5-1 and their corresponding study courses. This revision should ensure that additional relevant courses, where applicable, are included to optimize the data collection and statistical analysis used for measuring these indicators against their established target benchmarks..

The AUG has clearly defined mechanisms for assessing the learning outcomes (LOs) across all programs in the cluster (Veterinary Medicine Integrated Master's Program, Veterinarian Training Program, and PhD Program in Veterinary Medicine). The process is comprehensive, involving the **defining, collecting,**

and analyzing data necessary to measure LOs, and these assessment results are systematically utilized for program improvement.

1. Defining Evaluation Mechanisms and Alignment:

- **Course Alignment**: The model of teaching is devised based on best practices in modern methodology. Learning components/subjects are developed to ensure the achievement of program LOs. The syllabus for each course specifies its LOs and the appropriate assessment method chosen for each outcome, ensuring alignment between course outcomes and program objectives.
- **Collaborative Planning**: The planning of LO evaluation is a **collaborative effort** involving the lecturer, the Dean or Program Head, the Vice-Rector in Program Development, and the Faculty Development Manager.
- **Curriculum Map and Benchmarks**: A **curriculum map is created** to establish congruence between teaching courses and the program. This map is a critical instrument for LO evaluation, connecting program LOs to teaching courses and establishing **target benchmarks for each learning outcome**.
- **Evaluation System**: The evaluation system for teaching courses follows the 3rd Order of the Minister of Education and Science, consisting of **midterm and final grading forms** with defined minimal competence marks (minimum competence threshold for final grading must not exceed 60%). The LOs are evaluated through transparent criteria, reflected in the syllabus of each course.

2. Data Collection and Analysis (Direct and Indirect Methods):

AUG uses two principal approaches for evaluating program learning outcomes: direct and indirect measuring methods.

- **Direct Methods (Measuring Performance Indicators - PIs)**: This involves statistical analysis of results achieved by teaching courses.
  - A **plan of evaluation of learning outcomes is created** for the implementation of direct methods, establishing **target benchmarks for each Performance Indicator (PI)**.
  - For each program LO, PIs are designed according to the LOs and outcome evaluation methods provided in the syllabi.
  - The attainment of PIs is measured **cumulatively** over the course of all semesters, showing whether the educational program LOs have been reached.
- **Indirect Methods (Stakeholder Feedback)**: This involves assessing LOs based on **analysis of feedback from students, graduates, and employers** through quantitative and qualitative surveys.
  - **Student surveys** are systematically conducted after each semester via Survey Monkey to evaluate personnel, courses, and administration.
  - **Qualitative studies** (in-depth interviews, focus groups) are conducted when necessary.
  - **Employer feedback** identifies expected skills and competencies, establishing the **relevance of program LOs for the labor market**.

3. Utilization of Results for Program Improvement:

The analyzed results from both direct and indirect measurement methods are used to enhance and improve the programs.

- A **multidisciplinary team** (including the Dean, Head of Program, Vice-Rectors, Faculty Development Manager, Head of the Quality Assurance Office, and others) works on **program development/improvement** and determines the period and plan for correcting deficiencies.
- The analysis of questionnaires is used to **plan academic processes and update syllabi**.

- Academic staff analyze their teaching methods, content, and grading systems based on the analysis, which allows for modification of the program, grading system, LOs, and resources, where necessary.

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 - Programme 3: PhD Program in Veterinary Medicine, Level VIII.

The PhD Program's LO evaluation mechanism is focused on measuring the acquisition of advanced research skills (Level VIII), reflecting the program's emphasis on independent knowledge generation.

- **Evaluation Plan**: The program's LO evaluation plan is designed according to its curriculum map and includes a total of **7 Performance Indicators (PIs)**, specifically defined for each of the program's **6 learning outcomes**.
- **Timeline**: The evaluation plan spans from **2025 to 2028**, with implementation completing at the end of the 2027-2028 academic year, allowing for the evaluation of the corresponding LOs after graduates have completed the program.
- **Assessment Methods**: Assessment of LOs relies heavily on research output, including the **development and implementation of appropriate, knowledge-creation–oriented methodology** resulting in publications in internationally peer-reviewed journals.
- **Utilization**: The program demonstrated utilization of external feedback when its LOs were **revised and aligned with the National Qualifications Framework** following a recommendation from the Accreditation Council in 2020. Furthermore, based on **feedback from graduates**, the educational component was updated (e.g., replacing "Academic Writing" with "The Art of Argumentative Writing") to better serve the LOs related to scholarly discourse and critical analysis.

Evidences/Indicators

- SER
- Interview Findings
- Cluster Programmes
- Learning Outcomes Assessment Plan
- Educational Programs.
- Syllabi.
- Curriculum Maps.
- Learning Outcome Evaluation Mechanisms.
- Learning Outcome Evaluation Plans (specifying PIs and timelines for Programs 1, 2, and 3).
- Exam Administration and Evaluation Rules.
- Forms and results of students'/graduates'/employers'/staff surveys and information on their utilization.
- Bachelor's Programs and Integrated Master's Program Charter.
- Master's Programs Charter.
- PhD Programs and Dissertation Councils Charter.
- Interviews with academic and non-academic staff, students, alumni, and administration.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	Review Learning Outcomes Assessment Plan of the Veterinary Master's Programme
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Evaluation
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.*

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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

All educational programs grouped in the clusterare designed and implemented in full accordance with the Agricultural University of Georgia's (AUG) Methodology of Elaboration, Planning, Assessment and Development of Educational Programs.

The overall structure of all three programs is confirmed to be **coherent and logical**, and their content is rigorously developed to **ensure the achievement of the intended learning outcomes**. The qualifications awarded -Master of Veterinary Medicine (MVM), N/A for the Training Program, and Doctor of Veterinary Medicine (DVM)- are fully compliant with the respective program content and learning outcomes.

The programs' design process involved **all interested parties**, including administrative and academic staff, students, graduates, and labor representatives, ensuring that the structure and content accurately reflect the respective qualifications and market requirements.

The structure and content of the programs were revised taking into account key external benchmarks:

- The **Higher Education Sector Benchmark for Integrated Master's Programs in Veterinary Medicine**.
- The **Higher Education Sector Benchmark for Veterinarian Training Programs**.
- The **Doctoral Education Framework Document of the Accreditation Charter**.

Each program includes mandatory structural components defined by AUG's methodology, such as: the name, awarded qualifications, number of ECTS credits, objectives, learning outcomes, curriculum, study plan, and details on human, material, and financial resources

Individual evaluation

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

Evidences/Indicators

- SER.
- Educational Programs.
- Syllabi.
- Methodology of planning, elaboration and development of educational Programs.
- Curriculum Maps.
- Higher Education Sector Benchmark for Integrated Master's Programs in Veterinary Medicine.
- Higher Education Sector Benchmark for Veterinarian Training Programs.
- Doctoral Education Framework Document of the Accreditation Charter.
- Accreditation Council Decisions N936799 (October 2, 2020).
- Interviews with academic and non-academic staff, students, alumni, and administration.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	To ensure the long-term standardization and highest quality application of these established practices, it is suggested to **implement or improve comprehensive internal procedural guidelines for conducting OSCE and OSPE**, and to **formalize detailed guidelines for the student use of acquired simulation equipment**, thereby institutionalizing

		and ensuring maximum clarity in these modern methodologies.
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	The Veterinarian Training Program, which is being phased out, requires clearer information on degree accessibility and recognition.
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component **1.4.** Structure and Content of Educational Programme	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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 cluster of programs demonstrates full compliance with the standard for academic course and subject quality.

For all programs grouped within the cluster, the following criteria are met:

1. **Content and Credits Ensure Course Learning Outcomes**: The content and the number of credits assigned to each course ensure the achievement of the specific learning outcomes defined for that course. For a standard program at the AUG, **1 ECTS credit encompasses 30 hours of work**.
2. **Course Content Supports Program Learning Outcomes**: The content and the learning outcomes of the academic subjects are designed to ensure the achievement of the overarching learning outcomes of the respective educational program.
3. **Study Materials are Adequate**: The study materials specified in the syllabus for each course cover the **current achievements of the field, modern trends**, and ensure the achievement of the program learning outcomes.

The **syllabus** serves as the central document detailing the academic course, ensuring transparency and alignment. Each syllabus includes essential information such as the course name, number of ECTS credits, learning outcomes, teaching and learning methods, evaluation system, evaluation scale, and **study materials**. The syllabi for the three programs in the cluster were developed by the relevant lecturers and finalized through a rigorous process.

The content, credit allocation, and learning outcomes of each course within the clustered educational programmes (Integrated Master's Programme in Veterinary Medicine, Veterinarian Training Programme, and Doctoral Programme in Veterinary Medicine) are aligned with the objectives and intended learning outcomes of the respective programmes.

All programmes are supported by syllabi that contain information harmonized with the content requirements of the curriculum, including clearly defined learning outcomes, teaching and assessment methods, a detailed calendar plan, and a list of instructional materials. The syllabi are based on a unified credit workload standard (1 credit = 30 hours), which ensures consistency between the workload, content, and expected learning outcomes.

The content and defined learning outcomes of the educational programmes ensure that students acquire the competencies envisioned by the programme. The teaching materials listed in the syllabi reflect the latest developments and contemporary trends in the field.

The teaching and assessment methods employed (CBL, PBL, OSCE, OSPE) are in line with international best practices.

Despite the above, the self-evaluation document does not explicitly identify areas for improvement. However, practical training, while considered adequate, was highlighted in multiple stakeholder interviews as an area requiring further development.

Individual evaluation

Description and Analysis - Programme 3: PhD Program in Veterinary Medicine (Level VIII)

The PhD Program in Veterinary Medicine (40 ECTS credits) is focused on advanced research capabilities and academic competencies. The structure ensures that the limited academic course content directly supports the research outcomes.

- **Content and Credits**: The program was revised to ensure the Teaching Component does **not exceed 60 credits**. The academic modules (40 ECTS) are strategically designed to develop the **core skills necessary to conduct high-quality academic research**.
- **Alignment with Program Outcomes**: The learning outcomes of each study course correspond to the program's 6 learning outcomes, which emphasize independent research and knowledge generation. Courses like "**Quantitative Research Methods**" had their syllabi completely revised, and "**Doctoral Seminars**" syllabi were updated to provide structured guidance for public seminar presentations. The subject "**The Art of Argumentative Writing**" replaced "Academic Writing" to teach students how to construct and present arguments effectively around their research topics. These revisions, based on graduate feedback, ensure the content directly supports the Level VIII research autonomy LOs.
- **Study Materials**: The study material specified in the syllabus covers the **current achievements of the field and modern trends** in research, ensuring the achievement of the program learning outcomes.

Evidences/Indicators

- SER
- Educational Programmes
- Interviews with Stakeholders
- Syllabi.
- Curriculum Maps.
- Higher Education Sector Benchmark for Integrated Master's Programs in Veterinary Medicine.
- Accreditation Council Decision N936799 of October 2, 2020 (recommending PhD structure changes).
- Program updates based on student/graduate feedback (e.g., replacement of "Academic Writing")
- Interviews with academic and non-academic staff, students, alumni, and administration.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	It is suggested to introduce more practical training sessions.
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component 1.5.- Academic Course/Subject	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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 prerequisites ensure the selection of students with appropriate academic preparedness and skills. Each academic level has clearly defined academic requirements - general education (for the integrated master's programme), a bachelor's degree in veterinary medicine (for the training programme), and a master's degree (for the doctoral programme). Additionally, for the doctoral programme, mechanisms for assessing skills and research competencies are in place.

The integrated master's programme has clearly defined, legally grounded, transparent, and publicly available admission criteria, adapted for both local and international applicants.

However, the admission requirement for the doctoral programme needs to be revised, as the current formulation "a person holding a master's or equivalent academic degree" does not explicitly indicate that the degree must be in veterinary medicine.

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 - Programme 1 Veterinary Medicine Integrated Programme, MA, Level VII
Programme 3 (PhD Program in Veterinary Medicine, Level VIII) –

The PhD Program in Veterinary Medicine, classified under the specialized field code 0841 Veterinary, currently requires applicants to hold a Master's degree or an equivalent academic qualification. The program's existing admission process evaluates candidate relevance by reviewing academic and professional experience, research theses, and evidence of engagement in the relevant field. To further enhance the clarity of the admission prerequisites and ensure maximum alignment with the standard's requirement for relevance in this regulated field, it is suggested to formally specify the required Master's academic degree by specialty (Veterinary Medicine), thereby explicitly strengthening the foundation of knowledge required for success in the doctoral research component.

Evidences/Indicators

- SER
- Interview Findings
- Cluster Programmes
- Learning Outcomes Assessment Plan

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated	**N/A**	**N/A**

Programme, MA, Level VII)		
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	The admission requirements for the doctoral programme should specify the academic degree by specialty (veterinary medicine).

Evaluation

Component **2.1.-** Programme Admission Preconditions	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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

AUG ensures the development of students' **practical, research, and transferable skills** across all three programs in the cluster in accordance with their respective learning outcomes. The university emphasizes developing competencies crucial for professional success in the modern labor market and active participation in research and academia.

The learning environment and teaching approaches at AUG are designed to foster the **integrated development of practical, research, and transferable skills**. Key aspects supporting this include:

- **Active Faculty Involvement in Research**: A significant number of the School's faculty are actively engaged in research, including major international projects, which provides students with opportunities for research involvement, particularly for PhD students who conduct in-depth research with experienced researchers.

- **Hands-on Laboratory Training**: Students conduct laboratory work in dedicated teaching laboratories for chemistry, biology, microbiology, and veterinary medicine on the Kakha Bendukidze Campus. This training follows a "learning-by-doing" method, allowing students to gain professional skills through individual tasks, tests, experiments, and analyses. Laboratory groups are kept small (maximum 20 students), positively impacting learning outcomes.
- **Extensive Practical Classes**: Beyond laboratory work, programs include extensive practical classes where **action-based learning** is actively employed, with a strong focus on practical skill development.
- **Infrastructure Investment**: Over **USD 550,000 has been invested in infrastructure development** in the past two years to enhance hands-on learning. This includes:
  - Full renovation and re-equipment of the university's veterinary clinic, **"Veterinarium,"** which is actively used for practical surgical and therapeutic subjects.
  - Purchase of new equipment for the Veterinary Clinical Laboratory, where students conduct laboratory research.
  - Acquisition of various **animal simulators (moulages)** for hands-on training in diagnostic and therapeutic procedures, including obstetric, gynecological, and surgical techniques.
  - Construction of a new auditorium specifically for the School of Veterinary Medicine to facilitate effective **Problem-Based Learning (PBL)**.
  - Establishment of a new computer lab for subjects like Biostatistics and Quantitative Research Methods.
- **Clinical Training Facilities**: Two veterinary clinics, Veterinarium and Mayhew Georgia, operate on campus and are actively involved in delivering the practical components of surgical and therapeutic courses, providing students with real-world clinical experience. Veterinarium has also introduced advanced diagnostic and surgical techniques, including ultrasound diagnostics, cardiac screening, endoscopy, and minimally invasive procedures (thoracoscopy, arthroscopy, laparoscopy), which are integrated into the educational programs.
- **Pioneering Procedures**: Graduates and students, supported by the advanced facilities, have performed innovative surgical procedures for the first time in Georgia, such as limb prosthesis surgery (ITAP technique), patellar groove endoprosthesis, and spondylodesis of cervical vertebrae for Wobbler Syndrome.

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 - Programme 1: Veterinary Medicine Integrated Master's Program (Level VII)

The Veterinary Medicine Integrated Master's Program at the Agricultural University of Georgia ensures the comprehensive development of students' practical, scientific/research, and transferable skills through several strategic approaches:

1. **Practical Training**:
   - **Course-Based Practical Components**: The majority of the program's courses include practical components delivered through laboratory work, seminars, and practical classes. These employ diverse teaching methods such as practical tasks, situational tasks, projects, laboratory techniques,

simulations, Case-Based Learning (CBL), Problem-Based Learning (PBL), Objective Structured Clinical Examination (OSCE), and Objective Structured Practical Examination (OSPE).

- **Significant Practical Credit Volume**: Out of the program's 307 ECTS credits, **130 credits (42%) involve practical and/or laboratory work**, indicating a substantial focus on hands-on learning.
- **Learning-by-Doing**: Practical sessions, conducted in training laboratories, the Veterinarium, and Mayhew Georgia, are rooted in action-oriented learning, allowing students to master skills individually. Practical classes are held in small groups (typically no more than 20 students) for optimal learning.
- **Modern Methodologies**: CBL, PBL, OSCE, OSPE, and simulation teaching methods are widely implemented. CBL is used in most clinical subjects, with lecturers preparing cases for discussion and student analysis. PBL is intensively integrated, with dozens of clinical cases developed, and two entire subjects, "Clinical Reasoning I and II," are based on PBL. OSCE and OSPE assessment methods have been introduced in clinical subjects, necessitating retraining of staff and purchase of teaching aids. Simulation methods are used in subjects like Internal Medicine of Small Animals and Clinical Diagnostics.
- **Mandatory Professional Practice**: The program includes essential practical elements, "Professional Practice I" and "Professional Practice II."
    - "**Professional Practice I**" is an internship at Veterinarium and Mayhew Georgia, involving rotations between therapeutic and surgical departments, where students observe and assist in procedures. Students work in small teams (3-5 students) under mentor guidance.
    - "**Professional Practice II**" is an advanced practice involving sequential work in veterinary diagnostic laboratories, veterinary clinics, farms, and slaughterhouses.
    - Both courses are designed to develop practical and research skills, support adaptation to the working environment, and foster the acquisition of new professional competencies.

2. **Scientific/Research Skills Development**:
    - The program places strong emphasis on research skills, facilitated through **student participation in laboratory and field research**.
    - Specific training courses dedicated to research include "**Fundamentals of Scientific Research**," "**Master's Thesis Preparation**," and "**Master's Project**".
    - Research skills are also cultivated in other subjects that involve laboratory analysis or research-based work, such as Laboratory Medicine, Clinical Reasoning I, and Clinical Reasoning II.
3. **Transferable Skills Development**:
    - **University General Education subjects** significantly contribute to developing transferable skills, including communication, critical thinking, and foreign language proficiency, which are crucial for academic and professional advancement.
    - Throughout the program, students consistently acquire skills in academic writing, research ethics, data processing, and the generation of new knowledge.
    - Other transferable skills such as effective communication, teamwork, critical and analytical thinking, public speaking, and digital competence are developed through both academic coursework and additional academic activities.

Evidences/Indicators

- SER
- Educational Programs
- Syllabi

- Description of Infrastructure (Veterinarium, Laboratories, Simulators, PBL Auditorium, Computer Lab)
- Curriculum Maps
- Learning Outcome Evaluation Mechanisms and Plans
- Exam Administration and Evaluation Rules
- Student and Graduate Achievements/Activities
- International Cooperation and Exchange Programs
- Faculty Professional Development records related to modern teaching methods
- Visitation iterviews and tour to facilities

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	Continuous methodical monitoring to proactively identify and address any potential issues for improvement that may arise in evolving circumstances.
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component **2.2.- The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills**	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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 university (AUG) employs a student-centered educational model across its Veterinary Medicine cluster. All teaching and learning methodologies are strategically selected to align with the educational level, course content, and intended learning outcomes, ensuring their effective achievement.

To fulfill this principle, the HEI utilizes a diverse and modern array of teaching methods, including but not limited to:

- **Active & Collaborative Approaches:** Problem-Based Learning (PBL), Case-Based Learning (CBL), group work, cooperative learning, discussions, and brainstorming.
- **Practical & Clinical Skill Development:** Objective Structured Clinical/Practical Exams (OSCE/OSPE), laboratory work, practical sessions, simulations, and demonstrations.
- **Critical Thinking & Analysis:** Inductive/deductive approaches, analysis and synthesis techniques, comparative methods, and action-oriented learning.
- **Foundational Formats:** Verbal, text-based, written, and explanatory methods.

Lecturers are empowered to incorporate additional relevant methods, with all approaches detailed in the respective course syllabi.

The HEI proactively supports the digital transformation of teaching by funding and organizing specialized staff training in blended learning and digital pedagogy. This commitment is reinforced by infrastructure investments, such as a new computer lab, with oversight from the IT office. All digital components are required to correspond directly to course content and learning outcomes.

The university's innovative approach operates within the national regulatory framework, which safeguards the program's integrated, hands-on objectives by not recognizing foreign distance learning formats for admission.

Learning outcome evaluation is achieved through a complementary variety of assessment tools, including participation, midterm and final exams, projects, presentations, practical work, and quizzes. This cohesive integration of modern methodologies -such as CBL, PBL, OSCE, and simulation-based instruction- ensures that teaching practices are directly aligned with and effectively measure the attainment of defined learning outcomes also when using electronic/distance learning.

Individual evaluation –

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

Evidences/Indicators

- SER.
- Educational Programs
- Syllabi
- Curriculum Maps
- Descriptions of infrastructure (Veterinarium, Laboratories, Animal Simulators/Moulages, PBL Auditorium, Computer Lab)
- Faculty Professional Development records and training programs on modern teaching methodologies (OSCE, OSPE, PBL, CBL)
- Exam Administration and Evaluation Rules (given the use of OSCE, OSPE)

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	Regular methodical monitoring to proactively identify and address any potential issues for improvement that may arise in evolving circumstances
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component 2.3.- Teaching and Learning Methods	Evaluation
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.

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 program includes a student assessment system that is clearly described and aligned with standard higher education practices. Assessment is carried out using a 100-point system, which consists of five positive evaluation categories (A–E) and two types of negative results (FX and F). Various assessment methods are highlighted, such as written and oral forms, homework, practical work, presentations, and different types of projects. This allows lecturers to select assessment tools that correspond to the learning outcomes of each course.

The assessment criteria are defined in the course syllabi, which students can access through the university's online platforms and learning management systems.

Interviews with students confirmed that the assessment criteria and procedures are completely transparent. They expressed satisfaction with their collaboration with lecturers, noting that feedback is timely and constructive. During the site visit, it was confirmed that there had been no instances of contesting grades that would cast doubt on the transparency or fairness of the evaluation process. Moreover, students reported that when they have questions about their tests, lecturers go through the results with them in detail. This demonstrates that the assessment system is fair and transparent for students.

Within the courses, students receive feedback on their learning outcomes at the end of the semester, including information on their strengths and weaknesses. Students also maintain close communication with lecturers and thesis supervisors, which was confirmed during student interviews.

Students are well informed about academic style requirements and regulations, which are essential during the thesis-writing process. They are introduced to the relevant rules and requirements in advance, before beginning their research. Students are also made aware of the evaluation criteria for their theses.

It is noteworthy that the institution has a distinctive policy regarding plagiarism. Specifically, theses are not checked using particular plagiarism-detection software. The university believes that such mechanisms are insufficient to detect plagiarism and do not adequately address modern challenges, including artificial intelligence. Instead, students undergo training on academic integrity, and an academic committee is formed for each thesis to thoroughly review and examine the completed work. In cases where issues related to plagiarism are identified, students engage in close communication with the head of the student services office and are kept fully informed of all details concerning their thesis.

Description and Analysis - PhD Program in Veterinary Medicine

Within the doctoral program, doctoral students receive periodic formative assessments from their supervisors, which reflect the quality of their research process. The evaluation of dissertations is carried out in accordance with all the necessary rules for dissertation assessment and defense. External evaluators with the appropriate qualifications are involved in the dissertation evaluation process. The defense of dissertations is public and transparent, open to anyone interested.

Evidences/Indicators

- SER
- Onsite interviews
- Website
- Educational Programs
- Bachelor's Programs and Integrated Master's Program Charter
- Syllabi
- Master's Programs Charter
- PhD Programs and Dissertation Councils Charter
- Ethics Council Charter
- Student Code of Ethics

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component **2.4.- Student Evaluation**	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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

Based on the documentation submitted by the institution and the information obtained during the site visit, it is evident that the university effectively informs students about all essential academic matters. The university employs all necessary mechanisms to support students and assists them in integrating into the university environment. There is close and active communication between students and both administrative and academic staff.

The rights and interests of students are fully ensured, and their legal interests are protected. This was confirmed during the visit, as revealed through student interviews. Both administrative and academic staff provide students with comprehensive information regarding curricula and the learning process, which was also confirmed by students during the interviews. Academic staff support students throughout their studies and provide individual assistance in planning their learning process.

Student consultations with lecturers take place during office hours, as defined in course syllabi. In addition, lecturers are willing to provide further assistance beyond scheduled hours.

The university actively organizes job fairs and various events, including public lectures, which contribute to students' career development and align with their interests. The university cooperates with employers, facilitates employer participation in events, and organizes relevant meetings and job fairs that provide important opportunities for students. The career support service assists both students and graduates in employment and professional advancement.

Within the framework of academic programs, the university encourages student participation in both local and international projects. The institution offers students opportunities to take part in conferences and various types of events. Students are regularly informed about these opportunities through the university website, social media, and direct communication. The university participates in the Erasmus+ program and maintains partnerships with multiple universities worldwide, providing students with opportunities for study abroad and international development.

The university promotes activities and diverse student life through various initiatives that enrich and expand personal and academic growth opportunities. While the university does not have a student self-government body, it operates a different institutional model: students have a Dean who, through active communication and engagement with students, supports the implementation of various initiatives and events tailored to students' interests, contributing to a diverse student life.

It is also noteworthy that the institution provides financial support mechanisms. Through the "Knowledge Fund," financial assistance is offered to socially vulnerable students. Additionally, tuition fees at the university can be paid according to a flexible schedule.

Individual evaluation –

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

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component **3.1.- Student Consulting and Support Services**	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.*

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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 university has developed a regulatory framework for the management of the educational process, which includes clear rules for the preparation and defense of the research component.

The university has also created a supportive environment for students to conduct research. Academic staff are actively involved, and students are able to receive consultations on academic planning, thesis supervision, and issues related to courses.

Students are informed about the procedures for selecting a thesis supervisor and about their rights. Depending on the specificity and requirements of the thesis topic, a student may also have a co-supervisor, which is an established practice within the institution and is fully supported by the university. Students are informed about this as well.

Within the master's thesis process, supervisors hold regular consultations with students, as outlined in the syllabus. Eligible supervisors include professors with a doctoral degree, as well as qualified associate professors and invited lecturers. According to the regulations, one supervisor may not oversee more than five master's theses in a single semester. The regulatory framework also clearly defines the involvement and responsibilities of supervisors throughout the research process.

Based on interviews with students, it can be concluded that they were fully aware of their rights and responsibilities during the research process. It was also confirmed that students enjoy freedom in selecting their thesis topics and choose them according to their academic interests. This was fully corroborated by academic staff and thesis supervisors during the interviews. As they noted, students choose topics based on personal interests, receive active feedback, and subsequently begin working on their theses.

Students also confirmed that they maintain active and direct communication with their supervisors. They noted that they can contact their supervisors both in person and via electronic means.

Supervisors regularly conduct consultations with their students. They fulfill their responsibilities in managing the thesis project and are actively involved in developing the research design and methodology. It is also noteworthy that students have the opportunity to participate in local and international events, including academic publications and various research projects, all of which are fully supported by the university.

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 - Programme 1 Veterinary Medicine Integrated Programme, MA, Level VII

It is noteworthy that the university has developed and implemented a methodology for determining the ratio between dissertation supervisors and doctoral students within the doctoral program. This ensures the quality of the research process. The established ratio is observed, and the number of doctoral students per supervisor does not exceed the 1:3 principle.

Data related to the supervision of master's students Veterinary Medicine Integrated Programme, MA, Level VII	
Number of master's theses supervisors	24
Number of master's students	155
Ratio - supervisors of master's theses/master's students	0.15

Data related to the supervision of doctoral students PhD Program in Veterinary Medicine, Level VIII	
Number of doctoral thesis supervisors	11
Number of doctoral students	3
Ratio - supervisors of doctoral theses/doctoral students	3.67

Evidences/Indicators

- SER
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component 3.2.- Master's and Doctoral Student Supervision	Evaluation
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.*

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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

Description and Analysis of Cluster

All three educational programs in the cluster of the Agrarian University of Georgia (Veterinary Medicine Integrated Master's Program, Veterinary Training Program, and PhD Program in Veterinary Medicine) are supported by qualified academic, scientific, and invited staff. In all three cases, the number of staff is sufficient, and sometimes even more than needed compared to the small number of students. This allows for an individual approach and provides the chance for high-quality teaching.

The program supervisors have the necessary academic and practical experience. They are also involved in both teaching and research, which increases the credibility of the programs. The stability of the academic staff is high, especially in the doctoral program, where the turnover rate is 0%. Affiliated staff members also help to ensure the sustainability of the academic core.

However, the number of students in some programs is very small (PhD program – 3 students; veterinary training program – 4 students). This creates a challenge for program sustainability. It should also be noted that the turnover rate of invited staff is relatively high (25–51%), which reduces long-term stability.

Description and Analysis - Programme 1 (Veterinary Medicine Integrated Master's Program, Level VII)

The program is carried out by qualified academic, scientific, and invited staff who have the necessary competencies to achieve the learning outcomes defined in the curriculum.

A total of 86 academic, scientific, and invited staff are involved in the program, including 27 affiliated academic staff. This number is sufficient for effective program management and for carrying out research and scientific activities.

The staff-to-student ratios are adequate:

- Affiliated academic staff to students (27/228) = 0.12
- Academic/scientific/invited staff to students (86/228) = 0.38
- Supervisors to master's/doctoral students (24/155) = 0.15

The turnover rate of academic staff is only 3.6%, which shows high stability. However, the turnover of invited staff is higher (51%), which requires additional measures to ensure their long-term involvement.

The program supervisors have relevant academic knowledge and experience, as well as international competence. He/she is directly involved in both the teaching and research processes, which strengthens the credibility and academic quality of the program.

Students also receive appropriate support from administrative and support staff, which helps create an effective and well-organized learning environment. At present, 155 students have active status, and in the past five years, enrollment has varied between 211 and 301 students.

Overall, the human resources of the program meet the requirements of national and international standards and ensure its sustainable development.

Description and Analysis -

Programme 1 (Veterinary Medicine Integrated Master's Program, Level VII)[5]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated academic staff
Total number of academic staff	27	10	10	**27**
- Professor	18	7	7	18
- Associate Professor	6	3	3	6
- Assistant-Professor	3	0	0	3
- Assistant	0	0	0	0
Invited Staff	51	23	11	_
Scientific Staff	8	8	8	5

Description and Analysis - Programme 2 (Veterinary Training Program, Level VII)

The veterinary training program is implemented by qualified academic, scientific, and invited staff, whose competencies ensure the achievement of the learning outcomes defined by the program.

A total of 26 academic, scientific, and invited staff are involved, including 7 affiliated academic employees. These numbers are more than sufficient for the small number of active students (4).

The ratios are as follows:

- Affiliated academic staff to students (7/4) = 1.75
- Academic/scientific/invited staff to students (26/4) = 6.50
- Supervisors to students (24/4) = 6.00

These indicators show that the program has more than enough staff, which allows for an individual approach and supports high-quality teaching.

The program supervisors have the necessary academic knowledge, experience, and competence, and is directly involved in the teaching process. Students also receive adequate support from administrative and support staff.

The student retention rate is high (100% in the first academic year). However, the low admission rate and the very small number of active students (4) are considered weaknesses of the program. At the same

[5] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[6] Staff implementing the relevant components of the main field of study
[7] Staff with relevant doctoral degrees implementing the components of the main field of study

time, both the program and university management highlighted during interviews the specific purpose of the program. They explained that it was created especially for graduates of the Agrarian University bachelor's program in veterinary medicine, so they could continue their studies and obtain a master's degree.

Currently, the demand for the program is low, as 99% of graduates with a bachelor's degree have already advanced to a master's degree. Overall, the human resources of the veterinary study program fully ensure the conduct of the educational process and the achievement of its goals.

Programme 2 (Veterinary Training Program, Level VII)[8]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[9]	Including the staff holding PhD degree in the sectoral direction[10]	Among them, the affiliated academic staff
Total number of academic staff	7	**7**	**7**	**7**
- Professor	6	6	6	6
- Associate Professor	1	1	1	1
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	19	19	10	_
Scientific Staff	7	7	5	4

Description and Analysis - Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

The PhD Program in Veterinary Medicine is implemented by qualified academic, scientific, and invited staff, who have the necessary competencies to achieve the learning outcomes of the program.

A total of 15 academic, scientific, and visiting staff are involved in the program, including 8 affiliated academic staff. These numbers are more than sufficient for the small number of active students (3).

The ratios are as follows:

- Affiliated academic staff to students (8/3) = 2.67
- Academic/scientific/visiting staff to students (15/3) = 5.00
- Supervisors to doctoral students (11/3) = 3.67

[8] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[9] Staff implementing the relevant components of the main field of study
[10] Staff with relevant doctoral degrees implementing the components of the main field of study

These indicators show that there is an excess of staff, which allows for effective program management and individual student-oriented teaching.

Over the past five years, the turnover of academic staff has been 0%, showing stability and sustainability of the academic core. The turnover of visiting staff is also low, with no recorded changes, which supports the consistent implementation of the program.

The program supervisors have the required knowledge, experience, and competencies for PhD-level studies, and they are directly involved in both teaching and research.

Students also receive appropriate support from administrative and support staff. The retention rate of students has reached 100% in recent years, which reflects effective program management and strong student engagement.

The program also benefits from close cooperation with international academic and scientific staff, which highlights its international recognition and competitiveness. In addition, doctoral students are actively involved in international grants and research networks, which increases their opportunities for funding, employment, and academic development.

Overall, the human resources of the PhD Program in Veterinary Medicine fully meet the required standards, are characterized by stability, and ensure the high-quality implementation of both education and research activities.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)[11]				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[12]	Including the staff holding PhD degree in the sectoral direction[13]	Among them, the affiliated academic staff
Total number of academic staff	8	8	8	8
- Professor	6	6	6	6
- Associate Professor	1	1	1	1
- Assistant-Professor	1	1	1	1
- Assistant	0	0	0	0
Invited Staff	6	4	6	-
Scientific Staff	8	5	8	7

Evidences/Indicators

[11] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[12] Staff implementing the relevant components of the main field of study
[13] Staff with relevant doctoral degrees implementing the components of the main field of study

- Methodology for defining the number of academic and visiting staff for each program
- Mechanisms for evaluating staff performance and supporting professional development
- Rules for staff selection
- Rules for academic staff affiliation
- Individual staff workload distribution
- Staff resumes/CVs
- Contract templates
- Self-assessment report
- Interviews, including with department heads and academic staff

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N**/A	
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N**/A	To capitalize on its potential for growth, the university should implement active promotion and targeted recruitment strategies to expand student enrolment in the Veterinary Medicine Integrated Master's Program.
Programme 2 (Veterinarian Training Program M, Level VII)	**N**/A	**N**/A
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N**/A	The PhD Program in Veterinary Medicine possesses significant potential for expansion, which can be realized through dedicated recruitment initiatives and strategic promotion to attract qualified candidates.

Evaluation

Component **4.1.- Human Resources**	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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

The scientific supervisors of master's and PhD students are highly qualified academic and scientific staff. Their work follows both national and international academic standards. The supervisors have relevant research experience, important scientific publications, participate in international conferences, and many of them are members of global scientific networks.

In the last five years, a total of 461 scientific publications and 454 reports at local and international conferences have been produced within the three programs. It is especially important that students are co-authors of many of these works, which shows the quality of supervision and the active involvement of students in research.

Students receive continuous guidance from the selection of their topic to the final defense of their dissertation or term paper. If needed, co-supervisors may also be assigned according to established rules, which supports interdisciplinary research and high-quality results.

Programme 1 (Veterinary Medicine Integrated Master's Program, Level VII)[14]			
Number of supervisors of Master's theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[15]	Among them, the affiliated academic staff
Number of supervisors of Master's theses	24		
- Professor	8	8	8
- Associate Professor	1	1	1
- Assistant-Professor	0	0	0
Invited Staff	10	8	_
Scientific Staff	5	5	4

Description and Analysis - Programme 1 (Veterinary Medicine Integrated Master's Program, Level VII)

In the Integrated Master's Program in Veterinary Medicine, the supervisors of master's projects may be an academic staff member of the Georgian Agrarian University (professor, associate and assistant professor) and a PhD student, a researcher at a scientific research institute, or a invited specialist with research experience in the relevant field. They are responsible for guiding the selection of the topic, preparing the research plan and bibliography, and ensuring the high-quality completion of the work.

There are 24 supervisors for 155 students, giving a ratio of 0.15, which is considered optimal.

During the past five years, staff involved in the Integrated Master's Program have published 301 scientific papers (including articles in international journals) and presented 359 reports at local and international conferences. A significant number of these publications include students as co-authors, which shows that the program supports not only supervision but also the scientific development of students. These joint works confirm the high quality of collaboration and strengthen the credibility of academic results.

[14] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[15] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)[16]			
Number of supervisors of Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction[17]	Among them, the affiliated academic staff
Number of supervisors of Doctoral theses	11	11	7
- Professor	6	6	6
- Associate Professor	1	1	1
- Assistant-Professor	-	-	-
Invited Staff	4	4	_
Scientific Staff	-	-	-

Description and Analysis - Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

The supervisors of PhD students are professors, associate professors, and specialists with a doctoral degree. They have substantial research experience in the field of the dissertation topic and publications in peer-reviewed journals. Supervisors are responsible for the research design, methodology, academic quality of the dissertation, the student's professional development, and their integration into the international scientific community. A proportionality principle is applied: one supervisor should not oversee more than three active doctoral students at the same time, except in exceptional cases.

There are 11 supervisors for 3 PhD students, giving a ratio of 3.67, which ensures highly individualized supervision.

Over the past five years, the staff involved in the program have produced 109 scientific publications, including in international peer-reviewed journals, and presented 36 reports at international conferences. It is particularly important that some publications are joint works with doctoral candidates. This strengthens the quality of dissertations, helps young researchers integrate into international scientific networks, and increases the international competitiveness of the program.

Evidences/Indicators

- Methodology for determining the number of academic and visiting staff for each program
- Mechanisms for evaluating staff performance and supporting professional development
- Rules for staff selection
- Rules for academic staff affiliation
- Individual staff workloads
- Staff resumes/CVs

[16] In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.
[17] Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

- Contract templates
- Self-assessment report
- Interviews, including with department heads and academic staff

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	It is advised to increase the involvement of co-supervisors, especially in interdisciplinary and international research projects. This will improve the quality and practical relevance of research. Consider further encouraging joint publications between students and supervisors, as this would strengthen both the research and educational dimensions of the program in the long term.
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	Leveraging the university's extensive international partnerships, a strategic priority should be to actively integrate PhD candidates into global research networks and joint projects, thereby fostering their development within the international scientific community.
Programme 2 (Veterinarian Training Program, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	The university should utilize its robust international collaborations to create structured opportunities for Master's students to engage in joint projects and research networks, enhancing their global scientific perspective and competitiveness.

Evaluation

Component **4.2.-** Qualification of Supervisors of Master's and Doctoral Students	**Evaluation**

Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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 AUG systematically supports the professional development of academic, scientific, and invited staff. The main principles of personnel management are defined in the University Charter and internal labor regulations, which ensure transparency and fairness in work processes. The rules for staff selection and employment include competitive stages, sample lectures for visiting staff, and clear conditions for holding academic positions. These measures help attract highly qualified specialists.

Existing mechanisms include the assessment of teaching skills and subject knowledge of academic staff, as well as monitoring the productivity of scientific staff. This monitoring considers grant involvement, international publications, citation index, use of infrastructure, and supervision of doctoral students. Each assessment is linked to professional development plans, allowing the University to provide timely training and guidance.

The university pays special attention to orientation meetings, trainings, and individual consultations. These activities help integrate new and existing staff, introduce modern teaching methods and technologies, and improve teaching quality. In addition, staff have flexible financial support mechanisms, including a fixed component in their salary for professional development and the possibility to apply to the Knowledge Fund or the University for co-financing of scientific activities.

Interviews showed that employees value the university's "short bureaucracy" policy and the opportunity for direct communication with leadership. They also emphasized that professional development is supported both through trainings and the distribution of academic workload.

The interviews identified several factors that contribute to the professional development of academic, scientific, and visiting staff in the programs within the cluster. These include the systematic organization

of trainings and discussion meetings, flexible financial support (Knowledge Fund, co-financing), ease of communication, and direct contact with the administration.

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

Evidences/Indicators

- Method for determining the number of academic and visiting staff for each program
- Ways to evaluate staff performance and support professional development
- Rules for selecting staff
- Rules for academic staff affiliation
- Individual staff workloads
- Staff resumes/CVs
- Contract templates
- Self-assessment report
- Interviews, including with department heads and academic staff

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component **4.3.- Professional Development of Academic, Scientific and Invited Staff**	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements

Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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 Agrarian University of Georgian is located on the "Kakha Bendukidze Campus," which has a total area of 24,801.8 m². The infrastructure is well-organized to meet educational, scientific, and administrative needs. The university has a complex of lecture halls, laboratories, and specialized facilities, which support both theoretical learning and practical and research activities.

The infrastructure includes a veterinary clinic, a vivarium, a mini-farm, and a virtual learning space equipped with animal models and simulators. These units provide opportunities for interdisciplinary research, practical student involvement, and professional skills development.

The veterinary clinic serves as an educational, research, and service unit integrated into all levels of veterinary programs. It is equipped with modern diagnostic and treatment tools, including X-ray systems, ultrasound devices, hematological and biochemical analyzers, and microscopes. There is also a surgical block and a hospital. The clinic supports practical training for students, research projects, and veterinary services.

The laboratories follow BSL-1 and BSL-2 standards and are equipped for molecular, biological, and microbiological studies, including PCR equipment, biosafety cabinets, incubators, and sterilizers. They also have instruments for histological, physiological-biochemical, and parasitological studies. This infrastructure fully supports both teaching and scientific research, while complying with all biosafety regulations.

Conference spaces are also important for learning and include the Auditorium Magnum (640 seats) and a 224-seat hall, allowing the university to host international scientific and educational events.

The library is a key intellectual resource, offering both physical and electronic collections, including access to Elsevier and Scopus databases. Since 2019, the library budget has increased by 23%, showing stable development.

The exam center, renovated in 2022, covers 900 m² and accommodates 305 students at a time. It is equipped with modern technologies, scheduling systems, and security features, providing a transparent and high-quality examination environment.

The university also provides sports and recreational areas, a dendrological park, and the Bazaleti Training Center, which offers accommodation, training, and research facilities for students.

Overall, the infrastructure of Agrarian University of Georgian fully supports the veterinary cluster programs. It provides the necessary conditions for effective teaching, scientific research, and the development of students' practical skills. The diversity of facilities and compliance with modern standards make the university competitive internationally.

However, to ensure the safety of clinical activities and the full implementation of best clinical practices, it is edvised to review and improve protocols and functional components.

To strengthen the scientific research component in veterinary medicine and increase autonomy, it is also edvised to develop a strategic vision that includes independent procurement of advanced research technologies. This would reduce dependence on external institutions and allow the university to conduct innovative research independently.

Individual evaluation

Description and Analysis - Programme 1 (Veterinary Medicine Integrated Master's Program, Level VII)

The program has access to lecture halls, specialized laboratories, and a veterinary clinic. The laboratories meet BSL-1 and BSL-2 standards and are equipped with modern tools, including PCR devices, incubators, biosafety cabinets, and biochemical and hematological analyzers. The clinic supports practical student training and includes a surgical block, a hospital, and diagnostic equipment. Additional resources include a vivarium, a mini-farm, a library with access to Elsevier and Scopus, conference rooms, and the Auditorium Magnum.

Description and Analysis - Programme 2 (Veterinary Training Program, Level VII)

The program has infrastructure suited to vocational education. Practical training is provided through the veterinary clinic, a mini-farm, and a vivarium. Specialized laboratories in microbiology, molecular biology, physiology and biochemistry, histology, and parasitology support research and the development of practical skills. Additional resources include the library, electronic databases, computer facilities, and the Bazaleti Training Center.

Description and Analysis - Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

The program provides the necessary infrastructure and technical equipment for research. Doctoral students have access to molecular biology and microbiology laboratories (PCR, BSL-1 and BSL-2 biosafety cabinets, incubators), a vivarium, and a veterinary clinic, enabling both experimental and clinical research. The library, electronic databases, and conference facilities support high-quality dissertation work and presentations at the international level.

Evidences/Indicators

- Documents confirming ownership of real estate (extracts from the public registry)
- Materials for recording movable property
- Agreements with practical training, research, and scientific institutions
- Procedures for fire safety, medical care, and security
- Self-assessment report of the higher education institution
- Results of infrastructure inspection
- Results of interviews conducted during the visit, including with deans, department heads, examination center staff, library staff, and registration office

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	To ensure the safety of clinical activities and the full implementation of best clinical practices, it is advised to review and improve protocols and functional components. It is also advised to develop a strategic plan for the independent acquisition of advanced research technologies, in order to reduce dependence on external institutions for the research process.
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**

Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component 4.4.- Material Resources	Evaluation
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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 financial support for the Veterinary Cluster programs comes from the consolidated budget of Georgian Agrarian University, which includes tuition fees, state funding, and income from scientific grants. Tuition fees are the main source of income. The average annual fee is 6,000 GEL per student for the Integrated Master's Program in Veterinary Medicine, 4,500 GEL for the Veterinary Training Program, and 5,000 GEL for the Doctoral Program in Veterinary Medicine. Over the past five years, the number of students in these programs has ranged from 211 to 301, allowing the university to maintain stable income and predictable financial flow.

The budget expenditure includes salaries for academic and administrative staff (about 48% of the total budget), maintenance and renovation of infrastructure (25%), modernization of laboratory and clinic equipment (15%), and funding for the library, electronic resources, and research activities (12%).

The financial sustainability of the veterinary cluster programs is supported by stable student numbers (currently 155 active students), funding from state grants and international projects, and university policies that prioritize long-term investment in infrastructure and human resources.

In conclusion, the veterinary cluster programs are financially sustainable. Current revenues and investments provide a strong foundation for high-quality education and research. Infrastructure upgrades and expansion of library resources will enhance the competitiveness of the programs. However, it is recommended to develop a strategic plan to independently acquire expensive research technologies, reducing reliance on equipment from external institutions.

Individual evaluation –

Description and Analysis - Programme 1 (Veterinary Medicine Integrated Master's Program, Level VII)

The financial support for the Integrated Master's Program in Veterinary Medicine comes from the consolidated budget of Georgian Agrarian University, which includes tuition fees, state funding, and income from scientific grants. The program is financially sustainable. Current revenues and investments provide a strong foundation for the quality management of the educational process.

Description and Analysis - Programme 2 (Veterinary Training Program, Level VII)

The financial support for the Veterinary Training Program comes from the consolidated budget of Georgian Agrarian University, including tuition fees, state funding, and income from scientific grants. The program is financially sustainable. Existing revenues and investments create a solid basis for high-quality education.

Description and Analysis - Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

The Doctoral Program in Veterinary Medicine is supported financially through the consolidated budget of UAG, which combines tuition fees, state funding, and income from scientific grants. The program is

financially sustainable. Current revenues and investments provide a strong foundation for the management of both educational and scientific-research activities.

Evidences/Indicators

- SER
- University budget
- University funding trends over the last five years/financial statements for the current and previous reporting period
- Document describing the implementation of the university's financial management and control system
- Results of interviews conducted during the visit, including with the self-assessment group

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**
Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component **4.5.- Programme/Faculty/School Budget and Programme Financial Sustainability**	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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.

Programme 3 (PhD Program in Veterinary Medicine, Level VIII)

- 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 Quality Assurance Office is responsible for quality provision processes at the University, functions and working rules of which are defined by the legislation of Georgia, University mission and strategy, and international experience in the field of higher education. Accordingly, the Quality Assurance Office is guided in its activities by the following documents: Law of Georgia „On Education Quality Improvement"; Standards for authorization of higher education institutions and accreditation of higher education programmes; Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG); University Charter; University mission and strategic development plan; Regulations of Quality Assurance Department, etc.

The self-evaluation report outlines a holistic quality assurance system at the Agricultural University of Georgia, built on the principles of Total Quality Management. The quality assurance system is based on a holistic approach aligned with the university's strategic vision to maintain a lean structure and ensure close links between students, teaching processes, and decision-makers. Quality assurance is a shared responsibility, involving not only the Quality Assurance Office but also School/Program Coordinators, Deans, Heads of Programmes, the Dean of Students, the Office of Registration and Academic Process Management, and other administrative and academic units.

Responsibilities are interrelated and carried out through teamwork, enabling the identification of problems, coordination of mechanisms, and implementation of effective solutions. Open communication between the Quality Assurance Office and other units ensures the selection of appropriate tools, the systematic use of analyzed data, and continuous improvement. This integrated and uninterrupted cycle supports the university's management in planning and implementing strategic development.

The quality assurance mechanisms implemented at the university, as well as the interview results, confirm that programmes quality assurance is based on the principle of "Plan-Do-Check-Act". Planning, implementation, monitoring, and corrective actions are systematically integrated into the institutional processes. This ensures a dynamic cycle of quality improvement rather than one-time interventions.

The self-evaluation report clearly demonstrates that programmes staff collaborate extensively with the Quality Assurance Office and other relevant structural units. School/Programme Coordinators play a critical role by collecting student feedback and forwarding it to the Quality Assurance Office. Academic staff, School Deans, and Heads of Programmes integrate these findings into programmes development and management. During interviews conducted within the evaluation process, all stakeholder groups (students, faculty, alumni, administrative staff, and employers) confirmed their participation in the programmes quality assurance cycle. They reported that feedback provided through questionnaires, focus groups, or direct communication is acknowledged and leads to relevant changes.

The Quality Assurance Office conducts internal evaluation through quantitative as well as qualitative research. A strong emphasis is placed on the use of semester questionnaires (conducted via Survey Monkey and other instruments). Students systematically evaluate courses, lecturers, administrative staff and the overall academic process. In addition, satisfaction surveys for graduates, employers, academic and administrative personnel are conducted. The results are analyzed, shared with relevant stakeholders and translated into concrete programme adjustments (e.g., revisions of syllabi/ overall programme structure, teaching methods, assessment approaches and etc.).

The doctoral programme integrates monitoring of the research environment, resources, and student support mechanisms. Supervisors and co-supervisors are evaluated based on feedback from doctoral students, results of thesis supervision, and participation in research activities. The QA Office collects this

information and channels it into programme development. Also, the staff involved in doctoral education are evaluated within the framework of QA monitoring. Their activities in both teaching and supervision are assessed, and results are used to enhance performance, often through targeted professional development activities.

Doctoral students, graduates, supervisors, co-supervisors, academic/invited staff, and employers are involved in evaluating the programme's implementation. Their perspectives are gathered through surveys, interviews, and career tracking mechanisms. This participatory approach ensures that the doctoral programme remains responsive to both academic and labor market needs.

It should be noted that the self-evaluation report shows the active involvement of the self-evaluation team in the development of both the educational programmes and the cluster self-evaluation report. The self-evaluation team included the university leadership, program coordinators, quality assurance representatives, and administrative managers. Regular meetings and working groups were organized to review, update, and improve documents, while input from academic and administrative staff, students, graduates, and employers was actively considered. The self-evaluation process for each program focused on: Market demand and key findings Program objectives; learning outcomes, and their alignment; Human, material, and financial resources; Curriculum and semester planning; Teaching methodology, organization, and assessment methods; Opportunities for quality enhancement.

Evidences/Indicators

- SER;
- Educational Programs;
- The Study Courses Syllabi;
- Quality Assurance Mechanisms;
- AUG Strategic Review and Action Plan;
- Questionnaire Forms;
- Semester Evaluation Report;
- Interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	N/A	N/A
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	N/A	N/A

Programme 2 (Veterinarian Training Program M, Level VII)	N/A	N/A
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	N/A	N/A

Evaluation

Component 5.1.- Internal Quality Evaluation	Evaluation
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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

The AUG shows a consistent commitment to using external quality assurance to guide programmes development. The university not only welcomes the peer review process but also actively incorporates recommendations from accreditation and authorization. This ensures that external input becomes a meaningful part of programmes enhancement, rather than a formality. Recommendations are carefully discussed before implementation, allowing the institution to prioritize those that best support programme quality.

Concrete examples of this approach can be seen in the university's response to the 2020 monitoring process conducted by the National Center for Educational Quality Enhancement. Following Accreditation Council Decision N936799, the institution:

1. Restructured the PhD in Agricultural Sciences (the predecessor of the PhD Programme in Veterinary Medicine) to comply with national legislation on programme duration and credit limits.
2. Revised programme learning outcomes to align with the National Qualifications Framework (Order No. 69/N, April 10, 2019).

Additionally, it is important to highlight that during the previous accreditation, both the Veterinary Medicine Integrated Master's Programme and the Veterinary Training Programme (60 ECTS) received seven recommendations each. These recommendations focused on ensuring that the programmes' aims and learning outcomes were clear, realistic, and measurable. They also addressed the need to improve the alignment of syllabi objectives with learning outcomes and to enhance the curriculum maps. In the revised programmes submitted for accreditation, these recommendations have been fully addressed and integrated.

These steps demonstrate not only compliance but also a willingness to adapt and strengthen programmes design. During interviews, it was revealed that the institution's approach goes beyond meeting formal requirements. By critically reviewing recommendations and integrating them into continuous improvement cycles, it fosters a quality culture that balances external guidance with institutional and educational programmes priorities.

Evidences/Indicators

- Self-evaluation report;
- Educational programmes;
- The Study Courses Syllabi;
- August 29, 2018 N109 and N110 and May 4, 2018 N59 decisions of the Accreditation Council of Higher Education Programmes;
- Interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	N/A	N/A
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	N/A	N/A
Programme 2 (Veterinarian Training Program M, Level VII)	N/A	N/A
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	N/A	N/A

Evaluation

Component 5.2.- External Quality Evaluation	Evaluation
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

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

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

Cluster evaluation

Description and Analysis of Cluster

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The Agricultural University of Georgia has developed and implemented a systematic framework for the monitoring and periodic evaluation of Veterinary Medicine programmes cluster. Monitoring and review processes actively involves a wide range of stakeholders, including academic, scientific, invited, administrative staff, as well as students, graduates, and employers.

The university conducts programmes evaluation through structured data collection and evidence-based analysis. Information is gathered systematically from diverse sources, including student academic performance, course and lecturer evaluations, surveys of alumni and employers, and scientific-research outputs. Both direct and indirect methods for programmes learning outcomes assessment are applied:

- Direct methods include assessment of learning outcomes, targets achievement, grade distribution analysis, and review of graduate employment indicators. Every semester, student academic performance data are collected and analyzed, providing continuous insight into

progression and success rates. The monitoring also extends to evaluating the achievement of learning outcomes and measuring student and graduate satisfaction.

- Indirect methods include feedback mechanisms such as student, graduate, and employer surveys, which provide qualitative insights into programmes relevance and effectiveness.

The results of evaluations are systematically applied for programmes development. Based on the analysis, programme modification is in progress to ensure alignment with academic standards, labour market needs, and international benchmarks. Benchmarking exercises are regularly carried out, comparing the Veterinary Medicine programmes with analogous programmes at leading foreign universities. Specifically, programmes from the following universities were analyzed: University of Glasgow; University of Edinburgh; Estonian University of Life Sciences; University of California, Davis (UC Davis); Cornell University; University of Pennsylvania. These universities were chosen as they represent global leaders in veterinary education and surgery, each with strong academic traditions and innovative curricula. In particular, the University of Glasgow's Bachelor of Veterinary Medicine and Surgery (BVMS) programme with its emphasis on surgical training, provided a valuable benchmark. The comparative analysis identified best practices and offered insights into which elements could be adapted to the Georgian context.

Although the university does not currently practice peer classroom observations in a formalized way, it compensates through active academic exchange. Regular meetings, discussions, and teamwork are part of the daily routine for academic staff, providing a collaborative environment for the continuous improvement of teaching practices. These collegial activities ensure that pedagogical approaches are shared, critically examined and refined in an ongoing manner.

Evidences/Indicators

- Self-Evaluation Report;
- Educational Programs;
- The Study Courses Syllabi;
- Quality Assurance Mechanisms;
- Questionnaire Forms;
- Semester Evaluation Report;
- Interview results.

Recommendations and Suggestions according to the programmes:	Recommendation(s):	Suggestion(s):
General recommendations/ Suggestion of the Cluster	**N/A**	**N/A**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	**N/A**	**N/A**

Programme 2 (Veterinarian Training Program M, Level VII)	**N/A**	**N/A**
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	**N/A**	**N/A**

Evaluation

Component **5.3.- Programme Monitoring and Periodic Review**	**Evaluation**
Programme 1 (Veterinary Medicine Integrated Programme, MA, Level VII)	Complies with requirements
Programme 2 (Veterinarian Training Program M, Level VII)	Complies with requirements
Programme 3 (PhD Program in Veterinary Medicine, Level VIII)	Complies with requirements

Attached documentation (if applicable):

Signatures

Chair of Accreditation Experts Panel

Gaspar Francisco Ros Berruezo

Member(s) of the Accreditation Experts Panel

Marika Bokuchava

Levan Tsitskishvili

Kristine Chikhladze

Giorgi Mkheidze