



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

Bachelor's Program "Forestry"
Bachelor's Program "Viticulture and Enology"
Master's Program "Forestry"
Master's Program "Viticulture and Enology"
Master's Program "Viticulture and Enology" (English-language)

Name of Higher Educational Institution

LEPL Sokhumi State University

Evaluation Date(s)

10-11-12.06.2026

Report Submission Date

21.07.2026

Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	Sokhumi State University - LEPL
Identification Code of Institution	205224700
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Valeriu Caisin (Chairman) - National Agency for Quality Assurance in Education and Research (ANACEC) MOLDOVA
Member (Name, Surname, HEI/Organization, Country)	Lasha Bodaveli - LLC Caucasus International University, Georgia
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Member (Name, Surname, HEI/Organization, Country)	Akaki Chalataashvili – NGO World Wildlife Fund
Member (Name, Surname, HEI/Organization, Country)	Tamta Tskhovrebadze, Branch Of Non-Entrepreneurial Legal Person the Branch of Webster University, Inc. in Georgia
Member (Name, Surname, HEI/Organization, Country)	Shalva Mkheidze, N(N)LE New Vision University

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5
Name of the educational programme In Georgia	სატყეო საქმე	მევენახეობა და ენოლოგია	სატყეო საქმე	მევენახეობა და მეღვინეობა	მევენახეობა და ენოლოგია
Name of the educational programme In English	Forestry	Viticulture and Enology	Forestry	Viticulture and Enology	Viticulture and Enology
Level of higher education	Bachelor's	Bachelor's	Master's	Master's	Master's
Qualification to be awarded	Bachelor of Forestry	Bachelor of Viticulture and Enology	Master of Forestry	Master of Viticulture and Enology	Master of Viticulture and Enology
Name and code of the detailed field	Forestry 0821	Interdisciplinary 0888	Forestry 0821	Interdisciplinary 0888	Interdisciplinary 0888
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹					
Language of instruction	Georgian	Georgian	Georgian	Georgian	English
Number of ECTS credits	193	183	120	120	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	NEW	NEW	NEW	NEW	NEW

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

Higher Education Institution: Sokhumi State University (LEPL), Tbilisi, Georgia

This cluster groups five new educational programmes implemented by the Faculty of Natural Sciences, Mathematics, Technology and Pharmacy, spanning two related fields of study — Forestry and Viticulture/Enology — at both Bachelor's and Master's level. None of the programmes has been previously accredited at Sokhumi State University; all five carry the status "NEW."

Location of implementation (all programmes)

- Politkovskaya St. 26, 0186, Tbilisi, Georgia
- Educational Building No. 11, Guramishvili Ave. 17, 0192, Tbilisi, Georgia

▪ Overview of the Accreditation Site Visit

The cluster includes five new programs at SSU: Bachelor's in Forestry (193 ECTS), Bachelor's in Viticulture and Enology (183 ECTS), Master's in Forestry (120 ECTS), Master's in Viticulture and Enology (120 ECTS), and English-language Master's in Viticulture and Enology (120 ECTS).

Programs were designed through benchmarking of sectoral requirements, labor-market analysis, and extensive stakeholder engagement (faculty, QA service, employers), aligned with Georgia's National Qualifications Framework and ministerial credit caps.

The on-site visit was organized for 3 days, June 10, 11, 12, 2026, with mixed participation. Chairman - in online format, and the members of the expert panel in physical format.

On the first day there were meetings with Administrative staff, Self-Evaluation Team and Program Director Bachelor Forestry, Program Director Bachelor Viticulture and Enology, Program Director Master Viticulture and Enology (English-language) and Program Director Master Vegetation and Enology.

On the second day there were meetings with Program Director Master in Forestry, Academic and Invited Staff, Employer representatives, Bachelor Students, Master Students, Bachelor Programs Alumni.

On the third day there were meetings with Master Programs Alumni, QA staff members.

▪ Brief Overview of Education Programme Compliance with the Standards

- Standard 1: Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme - Complies with requirements, bachelor's program in Forestry substantially complies with requirements
- Standard 2: Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering - Substantially complies with requirements
- Standard 3: Student Achievements and Individual Work with Them - Complies with requirements

- Standard 4: Providing Teaching Resources - Substantially complies with requirements
- Standard 5: Teaching Quality Enhancement Opportunities - Substantially complies with requirements

Bachelor's Forestry: Builds broad ecosystem knowledge; emphasizes biodiversity conservation, urban and plantation forestry, forest protection/restoration; strong practical component including 15-credit field practice and 5-credit project; elective concentrations reinforce hands-on skills.

Bachelor's Viticulture & Enology: Develops competencies from vineyard establishment to modern/innovative winemaking; includes enterprise practice (6 ECTS) and bachelor's project (4 ECTS).

Master's Forestry: Focus on innovative sector management, independent research, critical analysis; includes 10-credit field practice and 30-credit thesis.

Master's Viticulture and Enology: Covers advanced viticulture operations, traditional/modern/innovative wine technologies, quality/sensory evaluation; includes 5-credit field practice, 6-credit industrial practice, 30-credit thesis.

Master's Viticulture & Enology (EN): Internationally oriented coverage of global grape/wine development, analytical quality control, microbiology/chemistry, wine tourism; includes 6-credit field practice, 5-credit industrial practice, 45-credit thesis.

▪ Recommendations

Cluster

- It is recommended that the institution ensure that indirect-assessment evidence (employer and graduate surveys) used to evaluate programme learning outcomes is collected and reported in a manner that distinguishes Bachelor's-level from Master's-level qualifications. (1.3)
- It is recommended to ensure that the staff gets sufficient information on how the course level outcomes are contributing to the achievement of the programme level learning outcomes. (1.3)
- It is recommended to ensure that the staff is sufficiently involved in the systematic alignment and evaluation of the learning outcomes process. (1.3)
- It is recommended to consider the geographical distance between the educational campuses, the higher education institution is recommended to implement an effective model for managing the educational process, including the introduction of a dedicated scheduling system and considering its resources while planning a students quota. (2.1)
- It is recommended that the legal framework governing the partnerships between Sokhumi State University and the practical training providers be formalized and appropriately regulated through cooperation agreements. (2.2)
- It is recommended that the HEI establish and enforce a standardized mechanism to ensure every student consistently receives timely and individualized feedback on their mid-term and final assessments across all courses. (2.4)

- It is recommended that the HEI develop and formally incorporate comprehensive guidelines regulating the ethical use of Generative Artificial Intelligence (AI) tools within its overarching academic integrity framework. (2.4)
- It is recommended that the HEI operationalize a functional student grade appeal mechanism, ensuring it is genuinely implemented and effectively serves its intended purpose in practice. (2.4)
- It is recommended to develop a systematic mechanism for measuring the impact of professional development activities on teaching quality, research productivity, curriculum innovation, and programme development. (4.3)
- It is recommended that the University provide all students with institutional email accounts and the necessary technical support to ensure full access both to its own library resources and to the subject-specific electronic resources available through Georgian Technical University. (4.4)
- It is recommended that the University strengthen students' awareness of available academic resources through regular information sessions, user guides, and other appropriate support mechanisms. (4.4)
- It is recommended to strengthen stakeholder awareness and formalize an onboarding and orientation process related to quality assurance for staff, students and alumni through establishing a structured introductory mechanism that will further facilitate understanding of quality culture, strengthen stakeholder awareness of their role in evaluation processes, and support more systematic participation in continuous quality improvement. (5.1)
- It is recommended to establish programme-specific benchmarks and strengthen programme-level quality assurance monitoring by systematically evaluating the attainment of programme learning outcomes, assessing programme efficiency and ensuring that programme is modified based on the analysis of assessment results, in order to ensure its continuous improvement. (5.3)

Bachelor's Program "Forestry"

- It is recommended that the institution review and update the literature cited in courses that currently rely substantially on outdated sources — most notably "Dendrometry" (basic literature consisting of a single 2017 lecture note supported by sources dating from 1955–1990) and "Forest Zoology" (core text dated 2001) — to meet the standard's requirement that study materials reflect current achievements in the field, consistent with the stronger and more current literature already evidenced in sibling courses within the same programme (e.g. Soil Science, 2020; Botany, 2024). (1.5)

Bachelor's Educational Programme "Viticulture and Enology"

N/A

Master's Educational Programme "Viticulture and Enology" (English-language)

- It is recommended that the HEI amend the document 'Methodology for the Planning, Design, Approval, and Development of Master's Programs,' to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. (3.2)

- It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work. (3.2)

Master's Educational Programme "Forestry"

- It is recommended that the HEI amend the document '*Methodology for the Planning, Design, Approval, and Development of Master's Programs,*' to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. (3.2)
- It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work. (3.2)

Master's Educational Programme "Viticulture and Enology"

- It is recommended that the HEI amend the document '*Methodology for the Planning, Design, Approval, and Development of Master's Programs,*' to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. (3.2)
- It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work. (3.2)

Master's Educational Programme "Viticulture and Enology" (English-language)

- It is recommended that the HEI amend the document '*Methodology for the Planning, Design, Approval, and Development of Master's Programs,*' to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. (3.2)
- It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work. (3.2)
- It is recommended to ensure that the faculty has a clear list of eligible thesis supervisors determined (4.2)

▪ Suggestions

Cluster

- It is suggested to encourage collaboration across different programmes within the university to foster interdisciplinary learning and broaden students' perspectives. (1.1)
- It is suggested that document preparation and information consistency is carefully considered by the institution. (1.4)
- It is suggested that the HEI publish admission requirements for all five programmes in a concise programme-by-programme format, including field-specific and language requirements, so that prospective students can easily compare the entry expectations. (2.1)

- It is suggested that the HEI continue strengthening and documenting cooperation with forestry organisations, wineries, laboratories, enterprises and other relevant employers in order to expand practice, internship, fieldwork and applied research opportunities for students. (2.2)
- It is suggested that the HEI consider additional field trips, workshops with sector professionals, and practice-oriented mentorship arrangements, especially in Forestry and Viticulture/Enology programmes, to further enhance students' practical and transferable skills. (2.2)
- It is suggested that the HEI make more systematic use of digital resources and online platforms to support teaching, independent learning and practice documentation, including where appropriate digital practice diaries, virtual field/vineyard materials and/or online learning resources. (2.3)
- It is suggested to encourage the incorporation of project-based learning across all programs to enhance practical skills and real-world problem-solving capabilities. (2.3)
- It is suggested that the faculty institutionalize the role of a dedicated study process manager or coordinator. (3.1)
- It is suggested that the HEI systematically enhance the visibility and operational efficacy of the Student Practice and Career Management Service among the student body, thereby guaranteeing a centralized, structured, and universally accessible career support mechanism for all students. (3.1)
- It is suggested that the HEI implement a systematic provisioning of corporate (institutional) email addresses to all enrolled students and formally mandate that all official academic and administrative correspondence be executed exclusively through these institutional accounts. (3.1)
- It is suggested to develop a robust alumni network to facilitate mentorship opportunities and career advancement for current students. (3.1)
- It is suggested to explore more opportunities for international collaborations and exchange programmes. (3.1)
- To ensure the long-term sustainability, resilience, and smooth operation of the study programme, it is advised to strengthen the academic staff capacity, thereby reducing institutional vulnerability to unexpected staff absences. (4.1)
- It is suggested to introduce annual development plans for academic personnel linked directly to programme objectives, emerging disciplinary developments, and internationalization goals. (4.3)
- It is advised to further strengthen support for participation in international research projects, grant applications, and academic mobility initiatives. (4.3)
- It is suggested that the HEI continue strengthening programme-specific budget planning and periodically analyse budget execution in relation to programme needs. (4.5)
- It is suggested to further systematize the practice of analysing similar programmes of international universities, facilitating the integration of up-to-date knowledge and best practices into the programmes development process. (5.3)

Bachelor's Program "Forestry"

- It is suggested that the institution conduct a full review of literature currency across all syllabi in the Bachelor's Forestry programme specifically, rather than relying on a sample-based assessment, to confirm whether the pattern identified

in this review (uneven currency across courses within the same programme) extends further. (1.5)

- It is suggested to develop mentorship programs that connect students with industry professionals to enhance learning and career guidance. (2.2)
- It is suggested to facilitate workshops on forest management and conservation strategies with industry experts to provide practical insights. (2.2)
- It is suggested to foster stronger partnerships with forestry industry leaders to ensure that the curriculum aligns with current industry needs. This can be achieved through guest lectures, joint research projects, and internship opportunities that provide students with firsthand industry experience. (2.2)
- It is suggested to encourage greater participation of programme staff in international forestry networks and applied forestry research initiatives. (4.3)

Bachelor's Educational Programme "Viticulture and Enology"

- It is suggested to increase participation in international viticulture and enology associations and applied industry partnerships. (4.3)

Master's Educational Programme "Forestry"

- It is suggested to integrate sustainability principles across the curriculum, emphasizing sustainable forest management practices and the role of forests in combating climate change. (1.4)
- It is suggested that the institution replace the general Wikibooks hyperlink currently listed as additional literature in the "Forest Ecology and Climate Change" syllabus with a peer-reviewed or textbook-level academic source more appropriate to Master's-level study. (1.5)
- It is suggested to facilitate workshops on forest management and conservation strategies with industry experts to provide practical insights. (2.2)
- It is suggested to establish partnerships with forestry organizations for collaborative research projects and resource sharing to enrich the academic experience. (2.2)
- It is suggested to develop workshops on emerging conservation technologies and sustainable management practices to keep pace with industry advancements. (2.2)
- It is suggested to increase participation of programme staff in international forestry research projects and collaborative publications. (4.3)

Master's Educational Programme "Viticulture and Enology"

- It is suggested to create a specialized course on climate change impact on viticulture to prepare students for future industry challenges. (1.4)
- It is suggested to introduce advanced modules on climate change impacts on viticulture to prepare students for future challenges. (2.2)
- It is suggested to establish partnerships with international wineries for collaborative research and internship opportunities to enhance practical experience and global exposure. (2.2)
- It is suggested to encourage staff participation in international wine research consortia, industry-academia projects, and competitive research grant schemes. (4.3)

Master's Educational Programme "Viticulture and Enology" (English-language)

- It is suggested that the institution compile and maintain a dedicated learning-outcomes evaluation mechanism file for this programme, distinct from the Georgian-language Master's " Viticulture and Enology" programme, given the differences already identified in the SER between the two programmes' learning outcomes, research-component credit allocation, and target student population. (1.3)
 - It is advised to introduce a digital platform for virtual vineyard tours and online wine tasting sessions to expand learning beyond the classroom and embrace innovative educational tools. (1.4)
 - It is suggested to develop a comprehensive wine marketing and business management module to equip students with essential industry skills. (2.2)
 - It is suggested to establish a dedicated laboratory for wine analysis and grape cultivation research to enhance practical learning opportunities. (2.2)
 - It is advised to further strengthen staff internationalization through joint research projects, academic mobility, and cooperation with foreign institutions offering comparable programmes. (4.3)
- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**
- The five educational programmes grouped within the cluster are staffed by a combination of affiliated (permanent) academic personnel — professors, associate professors, assistant professors, and assistants — and invited (contracted) personnel drawn from the professional and academic community. Staff numbers, reported per programme are as follows:

the Bachelor's Programme "Forestry" is implemented by 45 personnel (8 professors, 13 associate professors, 4 assistant professors, 1 assistant, and 19 invited staff);

the Bachelor's Programme "Viticulture and Enology" by 43 personnel (18 professors, 12 associate professors, 4 assistant professors, and 9 invited staff);

the Master's Programme "Forestry" by 12 personnel (5 professors, 3 associate professors, and 4 invited staff);

the Master's Programme " Viticulture and Enology " by 7 personnel (4 professors, 2 associate professors, and 1 invited staff member);

and the English-language Master's Programme "Viticulture and Enology" by 7 personnel (5 professors, 1 associate professor, and 1 invited staff member).
 - Because SSU's own terminology already classifies professors, associate professors, assistant professors, and assistants as "affiliated" staff, the ratio of affiliated to academic staff and the ratio of academic/scientific to invited staff are, for this cluster, effectively the same figure: the affiliated (academic) core against the invited (contracted) complement. On that basis, the affiliated-to-invited ratio is approximately 1.4:1 for Forestry BA (26:19), 3.8:1 for Viticulture and Enology BA (34:9), 2:1 for Forestry MA (8:4), and 6:1 for both Viticulture and Enology MA and the English-language Viticulture and Enology MA (6:1 each).

The comparatively higher reliance on invited staff at Bachelor's level reflects the breadth of general-competence and practice-oriented courses delivered across a larger student cohort, while the Master's programmes draw predominantly on affiliated professorial staff for thesis-level supervision and specialised instruction.

- The professors and associate professors within each programme's affiliated staff hold a PhD in the relevant sectoral direction — 21 of 45 total staff (47%) for Forestry BA, 30 of 43 (70%) for Viticulture and Enology BA, 8 of 12 (67%) for Forestry MA, 6 of 7 (86%) for Viticulture and Enology MA, and 6 of 7 (86%) for the English-language Viticulture and Enology MA.
- Regarding master's thesis supervision, the University's approved workload regulations cap supervision at no more than three Master's students per supervisor per semester, and the supervisor may be an affiliated academic staff member or a contractually invited doctor with appropriate qualifications. As all three Master's programmes in the cluster (Forestry, Viticulture and Enology, and the English-language Viticulture and Enology) are new, the self-evaluation correctly notes that no operational student-to-supervisor ratio yet exists; this indicator will become measurable once the first cohorts reach the thesis stage and should be reported in subsequent self-evaluation cycles.
- **Scientific/Research Indicators**
 - The self-evaluation report currently describes the research standing of programme staff in qualitative rather than quantitative terms: it states that academic and invited personnel's competencies are evidenced by scientific works completed over the last ten years — including textbooks, monographs, and articles published in refereed, peer-reviewed journals — and by participation in international and local scientific conferences and seminars. It further notes that staff are engaged in applied and scientific research projects at both local and international levels, that students are sometimes involved in these projects alongside academic staff, that the University supports professional development through conference and training funding within the 2026 budget, and that academic personnel are entitled to a six-month scientific leave once every five years.
- **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.**

- **Brief Overview of the Best Practices (if applicable)²**
- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**
 - The argumentative position of LEPL Sokhumi State University regarding the factual findings presented in the draft evaluation report prepared following the expert panel's site visit for the cluster of the Bachelor's Educational Programmes in Forestry and Viticulture and Enology, the Master's Educational Programmes in Forestry and Viticulture and Enology, and the Englishlanguage Master's Educational Programme in Viticulture and Enology.
 - The University has already initiated the review of the educational programmes, with the Quality Assurance Office actively involved in the process. The Office provides academic staff with consultations and methodological support, which will facilitate the further refinement and continuous development of the educational programmes.
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 - **Cluster Recommendations**
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 - ● It is recommended that the institution ensure that indirect-assessment evidence (employer and graduate surveys) used to evaluate programme learning outcomes is collected and reported in a manner that distinguishes Bachelor's-level from Master's-level qualifications. (1.3)
 - Agree. The University has a general guideline in place, under which data relating to Bachelor's and Master's qualifications will be clearly distinguished.
 - ● It is recommended to ensure that the staff gets sufficient information on how the course level outcomes are contributing to the achievement of the programme level learning outcomes. (1.3)
 - Agree. The University considers it appropriate to strengthen feedback mechanisms in this regard.
 - ● It is recommended to ensure that the staff is sufficiently involved in the systematic alignment and evaluation of the learning outcomes process. (1.3)
 - Agree. The University considers it appropriate to increase the involvement of academic staff in this process.
 - ● It is recommended to consider the geographical distance between the educational campuses, the higher education institution is recommended to implement an effective model for managing the educational process, including the introduction of a dedicated scheduling system and considering its resources while planning a student's quota. (2.1) Agree.
 - ● It is recommended that the legal framework governing the partnerships between Sokhumi State University and the practical training providers be formalized and appropriately regulated through cooperation agreements. (2.2)
 - Partially agree. Sokhumi State University has concluded official Memoranda of Understanding with numerous organizations, which provide the basis for regulating cooperation through formal cooperation agreements.
 - ● It is recommended that the HEI establish and enforce a standardized mechanism to ensure every student consistently receives timely and

² A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

individualized feedback on their mid-term and final assessments across all courses. (2.4)

- Partially agree. Sokhumi State University has implemented the StudLab system, which ensures that students receive timely and individualized feedback through the Examination Centre.
- ● It is recommended that the HEI develop and formally incorporate comprehensive guidelines regulating the ethical use of Generative Artificial Intelligence (AI) tools within its overarching academic integrity framework. (2.4) Agree.
- ● It is recommended that the HEI operationalize a functional student grade appeal mechanism, ensuring it is genuinely implemented and effectively serves its intended purpose in practice. (2.4)
- Partially agree. Students are informed about the University's Examination Regulations, which are available on the University's official website. Article 6 of the Regulations sets out the grade appeal mechanism, which was presumably not reflected in the accreditation application due to technical reasons (see Annex 2).
- ● It is recommended to develop a systematic mechanism for measuring the impact of professional development activities on teaching quality, research productivity, curriculum innovation, and programme development. (4.3)
- Partially agree. Sokhumi State University has an established quality assurance system based on the Plan–Do–Check–Act (PDCA) cycle. The University also operates a Programme Learning Outcomes Assessment Mechanism, both of which are planned to be further strengthened.
- ● It is recommended that the University provide all students with institutional email accounts and the necessary technical support to ensure full access both to its own library resources and to the subject-specific electronic resources available through Georgian Technical University. (4.4)
- Partially agree. All students have the opportunity to obtain an institutional email account and access the University's library resources. An official agreement has also been concluded with Georgian Technical University. This information was presumably not reflected in the accreditation application due to technical reasons (see Annex 3).
- ● It is recommended that the University strengthen students' awareness of available academic resources through regular information sessions, user guides, and other appropriate support mechanisms. (4.4) Agree.
- ● It is recommended to strengthen stakeholder awareness and formalize an onboarding and orientation process related to quality assurance for staff, students and alumni through establishing a structured introductory mechanism that will further facilitate understanding of quality culture, strengthen stakeholder awareness of their role in evaluation processes, and support more systematic participation in continuous quality improvement. (5.1)
- Agree. The University considers it appropriate to strengthen cooperation with staff, students, and alumni in order to enhance their understanding of quality culture.
- ● It is recommended to establish programme-specific benchmarks and strengthen programme-level quality assurance monitoring by systematically evaluating the attainment of programme learning outcomes, assessing programme efficiency and ensuring that programme is modified based on the analysis of assessment results, in order to ensure its continuous improvement. (5.3)

- Agree. The University considers it appropriate to strengthen programme-level quality assurance monitoring.
-
- Bachelor's Programme "Forestry"
- ● It is recommended that the institution review and update the literature cited in courses that currently rely substantially on outdated sources — most notably "Dendrometry" (basic literature consisting of a single 2017 lecture note supported by sources dating from 1955–1990) and "Forest Zoology" (core text dated 2001) — to meet the standard's requirement that study materials reflect current achievements in the field, consistent with the stronger and more current literature already evidenced in sibling courses within the same programme (e.g. Soil Science, 2020; Botany, 2024). (1.5)
- Agree.
-
- Bachelor's Educational Programme "Viticulture and Enology" N/A
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- Master's Educational Programme "Forestry" N/A
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- Master's Educational Programme "Viticulture and Enology" (English-language)
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- ● It is recommended that the HEI amend the document "Methodology for the Planning, Design, Approval, and Development of Master's Programs," to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. (3.2) Agree.
- ● It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work. (3.2)
- Partially agree. The University has established quality enhancement mechanisms, which also include the evaluation of the quality of Master's thesis supervision. In addition, a dedicated questionnaire has been developed to enable students to evaluate their thesis supervisor. This information was presumably omitted from the accreditation application due to technical reasons (see Annex 4).
- ● It is recommended to ensure that the faculty has a clear list of eligible thesis supervisors determined. (4.2)
- Partially agree. The approved Master's programmes specify both the research areas and the prospective thesis supervisors.
-
- Master's Educational Programme "Viticulture and Enology" (English-language)
- ● It is recommended that the HEI amend the document "Methodology for the Planning, Design, Approval, and Development of Master's Programs," to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. (3.2) Agree.
- ● It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work. (3.2)
- Partially agree. The University has established quality enhancement mechanisms, which also include the evaluation of the quality of Master's thesis supervision. In addition, a dedicated questionnaire has been developed to enable students to evaluate their thesis supervisor. This information was presumably omitted from the accreditation application due to technical reasons (see Annex 4).
- ● It is recommended to ensure that the faculty has a clear list of eligible thesis supervisors determined. (4.2)

- Partially agree. The approved Master's programmes specify both the research areas and the prospective thesis supervisors.
- 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

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

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

[Accreditation Standards for Higher Education Programmes](#)

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

[Framework for Doctoral Education](#)

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

[Assessment criteria](#)

Definitions:

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

Suggestions – non-binding suggestions for the programme development

Evaluation approaches for the accreditation experts:

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

Evaluation Approaches:

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

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

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

No	Contents/ Standard	Bachelor's Program "Forestry"	Bachelor's Program "Viticulture and Enology"	Master's Program "Forestry"	Master's Program "Viticulture and Enology"	Master's Program "Viticulture and Enology" (English- language)
1.	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Substantially Complies	Complies	Complies	Complies	Complies
1.1	Programme Objectives	Complies	Complies	Complies	Complies.	Complies
1.2	Programme Learning Outcomes	Complies	Complies	Complies	Complies.	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies
1.4	Structure and Content of Educational Programme	Complies	Complies	Complies	Complies.	Complies
1.5	Academic Course/Subject	Substantially Complies	Complies	Complies	Complies.	Complies
2.	Methodology and Organization of Teaching,	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies

	Adequacy of Evaluation of Programme Mastering					
2.1	Programme Admission Preconditions	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies
2.3	Teaching and Learning Methods	Complies	Complies	Complies	Complies	Complies
2.4	Student Evaluation	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies
3.	Student Achievements and Individual Work with Them	Complies	Complies	Complies	Complies	Complies
3.1	Student Consulting and Support Services	Complies	Complies	Complies	Complies	Complies
3.2	Master's and Doctoral Student Supervision	N/A	N/A	Substantially Complies	Substantially Complies	Substantially Complies
4	Providing Teaching Resources	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies
4.1	Human Resources	Complies	Complies	Complies	Complies	Complies
4.2	Qualification of Supervisors of Master's and Doctoral Student	Complies	Complies	Complies	Complies	Substantially Complies
4.3	Professional Development of Academic, Scientific and Invited Staff	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies
4.4	Material Resources	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies	Substantially Complies

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

IV. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

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

1.1 Programme Objectives

Accreditation standards indicators

Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

PhD programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The educational programmes grouped in the cluster at Sokhumi State University have been designed to align with the accreditation standards set by national and international educational bodies. The university has demonstrated compliance through a thorough self-evaluation report (SER), which includes detailed analysis and evidence supporting the effectiveness of their academic offerings. The programmes have clear objectives and learning outcomes that are consistent with the institution's mission and strategic goals. The methodology and organization of teaching are structured to ensure that students can achieve these learning outcomes effectively.

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

Description and Analysis – Bachelor’s Educational Programme “Forestry”

The programme aims to prepare a competitive Bachelor of Forestry aligned with international standards; to build knowledge and skills in forest ecosystem maintenance, protection, restoration, afforestation, sustainable and multifunctional forest use, and biodiversity conservation; and to provide a foundation for further study and professional development in forestry. The objectives are appropriately pitched at first-cycle (Bachelor’s) level — emphasising foundational ecological and management knowledge rather than independent research design. They map clearly onto the detailed field classification (0821 Forestry) and connect logically to the three elective concentrations, which deepen practical competence without altering the shared core objectives. The objectives are realistic given the programme’s resourcing (45 implementing staff, dedicated forestry laboratories) and labour-market orientation is evident in the emphasis on “international requirements” and practical skill development.

Description and Analysis – Bachelor’s Educational Programme “Viticulture and Enology”

The programme aims to prepare a competitive Bachelor with practical skills and theoretical knowledge recognised nationally and internationally; to develop competencies in vineyard establishment and grape cultivation, raw-material quality, environmentally friendly production, and classical/modern/innovative winemaking technologies and evaluation; and to provide a foundation for further study and professional development. The objectives reflect the full production chain — from vineyard to finished product — appropriate to the interdisciplinary field classification (0888, Viticulture and Winemaking) and the Bachelor’s level. The explicit reference to “environmentally friendly products” and both “classical” (e.g., Qvevri) and “innovative” technologies signals an intentional balance between Georgia’s traditional winemaking heritage and modern international practice, a distinguishing feature relative to the Forestry objectives. The objectives are well supported by the practical/enterprise placement component built into the curriculum.

Description and Analysis – Master’s Educational Programme “Forestry”

The programme aims to prepare a competitive Master of Forestry capable of using innovative methods and meeting international labour-market requirements; to develop skills in forestry management, innovative activity, independent research, critical analysis, and planning; and to provide sustainable opportunities for continuous professional development contributing to the effective functioning of the forestry sector. The objectives are appropriately elevated from the Bachelor’s level, with explicit emphasis on independent research, critical analysis, and innovation — consistent with second-cycle (Master’s, NQF Level VII) expectations. The objectives logically anticipate the embedded 30-credit research/thesis component. One area meriting attention: as the programme is newly established with only 12 implementing personnel, the Panel notes the objectives’ emphasis on “international standards” and “innovative methods” will need to be demonstrably supported by ongoing staff research output and international engagement, since no track record yet exists.

Description and Analysis – Master's Educational Programme " Viticulture and Enology "

The programme aims to teach modern and innovative methods of vineyard establishment and management based on grape varietal diversity and global viticulture practice; to teach traditional, modern, and innovative grape-processing technologies and international quality/sensory evaluation systems, along with experimental planning methodology; and to prepare competitive specialists capable of managing the full production chain from vineyard to final product. The objectives are well-differentiated from the Bachelor's "Viticulture and Enology" programme by their emphasis on management responsibility across the full chain, experimental/research methodology, and international quality systems — appropriate to Master's-level (NQF VII) expectations. The threefold objective structure (teach vineyard management; teach processing technology; prepare competitive specialists) is logically sequenced and mirrors the embedded practice components (5-credit viticulture practice, 6-credit industrial practice) and 30-credit thesis.

Description and Analysis – Master's Educational Programme "Viticulture and Enology" (English-language)

The programme aims to teach the historical development of viticulture and winemaking globally alongside modern vineyard management; to teach innovative and traditional grape-processing technologies in line with international regulations, including microbiological/physico-chemical processes and laboratory quality control; to teach international wine evaluation systems, wine disease prevention, and wine-tourism trends including "Wine Route" development; and to prepare a competitive Master capable of managing the full production cycle to international standards. This is the most extensively scoped set of objectives in the cluster, reflecting its dual purpose: technical mastery of viticulture/winemaking and an additional wine-tourism/marketing dimension not present in the Georgian-language Master's "Viticulture and Winemaking" programme. This broader scope is consistent with its function as an internationally oriented programme intended to attract foreign students and engage with global wine markets, and is reflected in its larger 45-credit thesis component (vs. 30 credits in the parallel Georgian-language programme) and B2 English-language admission requirement.

Evidences/Indicators

- Self-evaluation report
- Educational programmes and syllabi
- Methodology for Planning, Elaboration and Development of Educational Programs
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/		It is suggested to encourage collaboration across different programmes within the university to

Suggestion of the Cluster		foster interdisciplinary learning and broaden students' perspectives.
Bachelor's Program "Forestry"		
Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		
Master's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Viticulture and Enology" (English-language)		

Evaluation ³

Component 1.1 - Programme Objectives	Evaluation
Bachelor's Program "Forestry"	Complies
Bachelor's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Forestry"	Complies
Master's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Viticulture and Enology" (English-language)	Complies

³ Evaluation is performed for each programme separately.

Please, evaluate the compliance of the programme with the component

1.2 Programme Learning Outcomes

Accreditation standards indicators

- The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.
- Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

PHD Programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The educational programmes in the cluster demonstrate strong alignment with the component of the standard by providing comprehensive course content and practical training that meet industry requirements. The self-evaluation report (SER) highlights a robust curriculum design that effectively integrates theoretical knowledge with practical application, ensuring students achieve the desired learning outcomes. Enclosed documents and site-visit observations confirm the programmes' adherence to quality standards through consistent updates and improvements based on feedback and industry trends. The programmes foster critical thinking, analytical skills, and professional competencies, aligning well with the expected learning outcomes and industry expectations.

The learning outcomes correspond to the aims of the programme and cover main knowledge, skills or/and responsibility and autonomy envisaged by the content. The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study. are measurable, achievable and realistic. They are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded and are based on the sectoral benchmarks developed based on the National Qualifications Framework (NQF). The learning outcomes are consistent with employment demands of programme graduates and enable graduates to continue their education onto the next level of education. They are consistent with the peculiarities of the field of study and labour market demands. Developing the learning outcomes of the programme is a collaborative process and involves all stakeholders (academic / research / visiting staff, students, graduates, employers, etc.). Learning outcomes of educational programmes of different levels grouped in a cluster are consistent in terms of content, complexity and difficulty and are developing considering the relevant cycles. Individuals involved in the implementation of the programme provide information about the learning outcomes to the stakeholders.

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

Description and Analysis – Bachelor's Program "Forestry"

The Bachelor's Program in Forestry demonstrates compliance with the component of the standard by offering a curriculum that effectively integrates core forestry principles with practical fieldwork, as evidenced by the self-evaluation report (SER) and meetings. The SER and enclosed documents indicate that the program includes a comprehensive range of courses that cover essential topics such as ecosystem management, conservation techniques, and sustainable forestry practices. Site-visit observations confirm that the program facilities, including labs and field sites, are well-equipped to support hands-on learning and research, aligning with the program's educational objectives. The program's focus on developing critical thinking, problem-solving skills, and professional competencies ensures that graduates are well-prepared to meet industry demands and challenges.

Description and Analysis – Bachelor's Educational Programme "Viticulture and Enology"

The Bachelor's Educational Programme in Viticulture and Enology complies with the component of the standard by providing a curriculum that integrates theoretical knowledge with practical applications in grape cultivation and winemaking, as detailed in the self-evaluation report (SER). The SER highlights a diverse set of courses covering essential topics such as vine physiology, wine production techniques, and sensory evaluation, ensuring comprehensive coverage of the field. Enclosed documents and site-visit findings confirm the availability of modern facilities and equipment that support practical learning and research, enhancing students' hands-on experience. The program emphasizes the development of analytical skills, critical thinking, and industry-relevant competencies, preparing graduates to excel in the dynamic field of viticulture and enology.

Description and Analysis – Master's Educational Programme "Forestry"

The Master's Educational Programme in Forestry meets the requirements of the standard by offering an advanced curriculum that combines in-depth theoretical studies with practical fieldwork, as demonstrated in the self-evaluation report (SER). The SER outlines a comprehensive range of courses focusing on advanced topics such as forest ecology, resource management, and conservation strategies, ensuring students gain a deep understanding of the field. Enclosed documents and site-visit observations confirm that the program provides access to state-of-the-art research facilities and field sites, which are crucial for experiential learning and research activities. The program places a strong emphasis on developing leadership, research skills, and critical thinking, equipping graduates to address complex challenges in forestry and environmental management.

Description and Analysis – Master's Educational Programme "Viticulture and Enology"

The Master's Educational Programme in "Viticulture and Enology" complies with the standard requirements by delivering a curriculum that blends advanced theoretical instruction with practical winemaking and vineyard management, as highlighted in the self-evaluation report (SER) and meetings. The SER details a diverse curriculum covering critical areas such as advanced enology, viticulture science, and wine business management, ensuring students acquire a comprehensive understanding of the wine industry. Enclosed documents and site-visit findings verify the presence of cutting-edge

facilities and research opportunities that support the program's hands-on components, enhancing student learning and innovation. The program emphasizes the development of strategic thinking, research proficiency, and industry-relevant skills, preparing graduates to excel in leadership roles within the global wine sector.

Description and Analysis - Master's Educational Programme "Viticulture and Enology" (English-language)

The Master's Educational Programme in Viticulture and Enology effectively aligns with standard requirements by providing a curriculum that integrates advanced theoretical knowledge with practical applications in wine production and vineyard management, as highlighted in the self-evaluation report (SER). The SER details a rich curriculum that includes courses on advanced enology, viticulture science, wine business management, and sensory evaluation, ensuring comprehensive coverage of critical industry areas. Site-visit findings and enclosed documents confirm the availability of modern facilities, such as laboratories and vineyards, which are crucial for practical learning and research, enhancing student engagement and skill development. The program fosters strategic thinking, innovative research, and industry-relevant skills, preparing graduates to assume leadership roles in the global wine industry and tackle complex challenges in viticulture and enology.

Evidences/Indicators

- Self-evaluation report
- Educational programmes and syllabi
- Methodology for Planning, Elaboration and Development of Educational Programs
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Bachelor's Program "Forestry"		
Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		

Master's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Viticulture and Enology" (English-language)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Evaluation
Bachelor's Program "Forestry"	Complies
Bachelor's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Forestry"	Complies
Master's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Viticulture and Enology" (English-language)	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Accreditation standards indicators

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

Cluster evaluation

Description and Analysis of Cluster

The SSU has a practice of evaluating programme learning outcomes and this is assumed for the newly prepared programmes grouped in cluster, too. The plan for evaluation of the learning outcomes includes a description of learning outcomes. The list of learning courses that lead to three levels of learning outcomes (Introduction, Practice, Mastering) contains mandatory courses (subjects) and they can be seen as a kind of a curriculum map.

Timing and periodicity of evaluation of learning outcomes are also a part of the process, mainly with an annual frequency. The SSU has a set of methods for evaluation of learning outcomes of the programmes, both direct and indirect. However, this needs to be stated there are some areas for improvement in this case. As also mentioned in the 4.5 of this report, the use of clearly defined and measurable indicators and criterion-based methods for evaluation of programme learning outcomes should be strengthened here. The institution should ensure that indirect-assessment evidence (employer and graduate surveys) used to evaluate programme learning outcomes is collected and reported in a manner that distinguishes Bachelor's-level from Master's-level qualifications. At present, the same survey instrument and dataset has been applied to both the Bachelor's and Master's programmes within each field (Forestry; Viticulture/Winemaking), without separately evidencing employer or graduate views on the additional competencies expected at the Master's level. This does not fully satisfy the standard's requirement that the assessment of learning outcomes be carried out "taking into account the specifics of the field" and the corresponding level of study.

Evaluation of learning outcomes is also connected with possible improvement steps, and these can include re-use of benchmark analysis, in case of need. The engagement of external stakeholders in evaluation of learning outcomes was indicated to some extent in the documentation of the SSU and in the interviews. The staff related to the programme is expected to get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes. As it appears now, the staff do not always possess sufficient information on how the course level outcomes are contributing to the achievement of the programme-level learning outcomes.

The SSU plans to ensure familiarization of stakeholders with the analysis of evaluation of learning outcomes. So far, the program staff have shown limited involvement in the systematic alignment and evaluation of the learning outcomes process, which may reduce consistency in understanding how course-level learning outcomes support broader program-level competencies.

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

- Self-evaluation report
- Educational programmes and syllabi
- Methodology for Planning, Elaboration and Development of Educational Programs
- Interview results
- Mechanism for Evaluating Learning Outcomes of Programmes

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	● It is recommended that the institution ensure that indirect-assessment evidence (employer and graduate surveys) used to evaluate programme learning outcomes is collected and reported in a manner that distinguishes Bachelor's-level from Master's-level qualifications. ● It is recommended to ensure that the staff gets sufficient information on how the course level outcomes are contributing to the achievement of the programme level learning outcomes. ● It is recommended to ensure that the staff is sufficiently involved in the systematic alignment and evaluation of the learning outcomes process.	
Bachelor's Program "Forestry"		
Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		
Master's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Viticulture and Enology" (English-language)		It is suggested that the institution compile and maintain a dedicated learning-outcomes evaluation mechanism file for this programme, distinct from the Georgian-language Master's "

		Viticulture and Enology " programme, given the differences already identified in the SER between the two programmes' learning outcomes, research-component credit allocation, and target student population.
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Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Evaluation
Bachelor's Program "Forestry"	Substantially complies
Bachelor's Educational Programme "Viticulture and Enology"	Substantially complies
Master's Educational Programme "Forestry"	Substantially complies
Master's Educational Programme "Viticulture and Enology"	Substantially complies
Master's Educational Programme "Viticulture and Enology" (English-language)	Substantially complies

1.4. Structure and Content of Educational Programme

Accreditation standards indicators

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

PHD Programme indicators

- The basis for the development of the doctoral educational programme is the research potential of the higher education institution, the existence of previous scientific-research activity experience in the relevant direction, successful practice and research results;
- The doctoral educational programme contributes to the development of scientific-research activities at the HEI and the formation of field-related, scientific collaboration and professional connections;
- The contents of the doctoral educational programme, depending on the peculiarities of the study area, ensures the intellectual, social, cultural, economic, technological, industrial and/or other types development of science/field, state and/or society;

- The teaching component of the doctoral educational programme contributes to the implementation of the scientific-research component of the doctoral student in an appropriate degree through the development of transferable skills and/or by deepening the knowledge of the doctoral student on current issues/trends in the field. It also provides methodological guidelines for the proper planning and implementation of the research component;
- The content of the doctoral educational programme leads to the formation of important innovative approaches, that will contribute to the development of cooperation between scientific fields using interdisciplinary approaches, taking into account the specifics of the research field;
- The doctoral education programme promotes the development of such competences and transferable skills for doctoral students as: planning and implementation of research-scientific activities, finding and administering grants, project management, planning and implementation of creative/performing projects, engaging into the technological transfer through implementation of the research outcomes, leadership, supervision, career development planning, critical analysis of scientific literature, data analysis, teaching (pedagogical skills), expressing opinions in popular scientific language, etc.;
- To effectively implement the research component of the doctoral education programme, the HEI has developed: the mechanism for selecting and changing the research topic and implementing/presenting the scientific-research component, which, following the research field/fields of the educational programme and taking into account the interests of the doctoral students, ensures that the scientific-research component is performed by the doctoral student at an appropriate level, taking into account the adherence of academic integrity mechanisms;
- The individual research plan of the doctoral student takes into account – research aim, the structure of the doctoral thesis and the estimated schedule/timetable of the research implementation, research methodology and so on. The research plan supports the doctoral student to conduct his/her activities in accordance with the research topic and to complete the doctoral thesis within the time limit established by the law;
- The ethical norms of scientific-research activity are adhered to in the HEI, which take into account the local and international standards of research ethics in the relevant field.

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

Cluster evaluation

Description and Analysis of Cluster

The structure of all five clustered programmes is, on the whole, consistent, logically sequenced, and aligned with ECTS requirements and the qualifications to be awarded. Credit allocations are internally consistent, prerequisite chains are generally logical, and the progression of content within each programme moves coherently from foundational knowledge to specialised and applied components.

The issues identified during the desk review and site visit primarily relate to document preparation and internal consistency rather than to the academic design of the programmes themselves. Addressing these issues is suggested to enhance the coherence, accuracy, and consistency of programme documentation and ensure that all information relating to the programmes is presented in a clear, aligned, and systematic manner.

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

Description and Analysis – Bachelor's Programme "Forestry"

The programme's structure (193 ECTS credits over 6 semesters) is logically sequenced, moving from foundational sciences in Semesters I–II (Calculus, Chemistry, Botany, Forest Zoology) through specialised forestry disciplines in Semesters III–IV (Dendrology, Soil Science, Forest Entomology, Phytopathology, Dendrometry) to applied/management content and field practice in Semesters V–VI (Forest Management, Urban Forestry, 15-credit Field Practice, 5-credit Bachelor's Project). The three optional concentrations are well-integrated, adding a practice-strengthening component to existing courses rather than introducing parallel content, which keeps the core curriculum coherent across concentration choices. Per-semester credit loads (35/30/31/33/31/33) correctly sum to the stated 193-credit total but are uneven relative to the standard 30-credit/semester ECTS norm, most notably the 35-credit first semester; this was clarified by the programme head at the site visit. However, It is suggested to integrate sustainability principles across the curriculum, emphasizing sustainable forest management practices and the role of forests in combating climate change. This could include courses on carbon sequestration, biodiversity conservation, and eco-friendly land-use planning.

Description and Analysis Bachelor's Educational Programme "Viticulture and Enology"

The programme (183 ECTS credits over 6 semesters) is structured with a similar logical progression: general sciences and an introductory " Viticulture and Enology": History and Challenges" course in Semester I, plant/soil/chemistry foundations in Semesters II–III, viticulture- and enology-specific technical courses (Ampelography, Enology Principles, Wine Microbiology) in Semesters IV–V, and applied/commercial content (Wine Marketing, Tourism Management, Legal Regulation, Sensory Evaluation) alongside the optional winery/brandy-enterprise internship and the 4-credit Bachelor's project in Semester VI. The "Employment fields" and course-content sections of the programme document are programme-specific and internally consistent, with no copy-paste artifacts identified. Per-semester credit loads (32/31/30/30/27/33) sum correctly to 183 but show a notable dip to 27 credits in Semester V, which should be explained — particularly given that several technically demanding courses (Winemaking Engineering, Wine Microbiology) are also concentrated in adjacent semesters.

Description and Analysis Master's Educational Programme "Forestry"

The programme (120 ECTS credits over 4 semesters) is cleanly structured at exactly 30 credits per semester, with prerequisite logic correctly chained: Semester II courses (Forest Management Information Systems, Forest Management Organization, Forest Cultivation and Forest Nurseries, Forest Protection, and the 10-credit Forestry Practice) each require completion of the relevant Semester I core courses, and Semester III courses build on Semester II in turn. The 30-credit research component/Master's thesis is correctly placed in the final semester.

Description and Analysis Master's Educational Programme " Viticulture and Enology "

The programme's credit structure itself is sound: 120 ECTS credits over 4 semesters at an even 30 credits per semester, with prerequisites correctly chained (e.g. "Research Methodology and Experiment" in Semester IV requires four named Semester I–III courses; "Traditional Winemaking Technology in Qvevri" requires Ampelography, Wine Technology, Wine Microbiology, and Wine Chemistry). It is suggested to create a specialized course on climate change impact on viticulture to prepare students for future industry challenges.

Description and Analysis Master's Educational Programme "Viticulture and Enology" (English-language)

It would be beneficial to further enhance the learning experience by integrating innovative digital learning tools and technology-enhanced educational activities into the program. The use of virtual platforms and interactive online experiences can complement traditional teaching methods, extend learning beyond the classroom, and provide students with greater flexibility in engaging with practical aspects of the discipline. It is advised to introduce a digital platform for virtual vineyard tours and online wine tasting sessions to expand learning beyond the classroom and embrace innovative educational tools.

Evidences/Indicators

- Self-evaluation report
- Education programmes and syllabi
- Survey results and forms
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		It is suggested that document preparation and information consistency is carefully considered by the institution.
Bachelor's Program "Forestry"		It is suggested to integrate sustainability principles across the curriculum, emphasizing sustainable forest management practices and the role of forests in combating climate change.

Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		
Master's Educational Programme "Viticulture and Enology"		It is suggested to create a specialized course on climate change impact on viticulture to prepare students for future industry challenges.
Master's Educational Programme "Viticulture and Enology" (English-language)		It is advised to introduce a digital platform for virtual vineyard tours and online wine tasting sessions to expand learning beyond the classroom and embrace innovative educational tools.

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4. Structure and Content of Educational Programme	Evaluation
Bachelor's Program "Forestry"	Complies
Bachelor's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Forestry"	Complies
Master's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Viticulture and Enology" (English-language)	Complies

1.5. Academic Course/Subject

Accreditation standards indicators

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

of the programme.

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

Cluster evaluation

Description and Analysis of Cluster

Syllabi reviewed across the cluster follow a consistent, properly structured template: course objectives, prerequisites, learning outcomes mapped to knowledge/skills/autonomy descriptors, teaching-learning methods, a detailed weekly lecture/practical content breakdown, a fully specified multi-component assessment scheme (current activity, midterm, final exam, each with explicit rubrics), and designated basic and supplementary literature. Credit-hour arithmetic checks out correctly where sampled: the Bachelor's Forestry "Dendrometry" syllabus, for example, correctly sums its stated lecture (15h), practical (30h), exam (4h), and independent-work (76h) components to exactly 125 hours, matching its stated 5 ECTS credits at the university's 25-hours-per-credit standard. Assessment rubrics are detailed and consistently formatted across the sampled syllabi from both fields, supporting the SER's claim that assessment forms and criteria are clearly defined and known in advance.

The clearest distinction between fields in the cluster concerns the currency of designated literature. Syllabi in the Viticulture and Enology field, at both Bachelor's and Master's level, draw on strong, internationally recognised, recent English-language sources (e.g. Ribéreau-Gayon's *Handbook of Enology*, 2006; Jackson's *Wine Science*, 2010; Goode, 2014; Bird, 2014), which substantiates the SER's claim that course literature "reflects the latest trends" in that field. By contrast, syllabi sampled in the Forestry field show a less consistent pattern: the Bachelor's "Dendrometry" course lists a single basic-literature item (a 2017 internal lecture-course PDF) supported almost entirely by Soviet-era sources (Anuchin 1981; Mirzashvili 1955/1960; Aptsiauri 1964), and the Master's "Forest Ecology and Climate Change" course lists a 2009 textbook as its principal source, supplemented by one current international text (Thomas & Packham, Cambridge University Press, 2007) and a general Wikibooks hyperlink — the latter being a weak choice of supplementary academic literature for a Master's-level course.

This pattern, while based on a sample rather than a full review of all syllabi across all five programmes, is significant because the standard requires that study materials indicated in the syllabus "ensure the achievement of the learning outcomes of the programme" and reflect current achievements in the field — a requirement the Forestry-field syllabi sampled don't meet fully, given their reliance on literature that in some cases predates the programme's own 2026 development by six decades or more.

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: Bachelor's Programme "Forestry"

Syllabi reviewed (Dendrometry, Forest Zoology, Soil Science, Botany/Plant Systematics) follow a consistent, properly structured template, with correctly specified credit-hour arithmetic (e.g. Dendrometry's 15 lecture + 30 practical + 4 exam + 76 independent hours sum exactly to its stated 5 ECTS credits at 25 hours/credit) and detailed, criterion-referenced assessment rubrics. Literature currency is uneven across the sampled courses: "Soil Science" (Urushadze, 2020) and "Botany" (Kuchukhidze & Jokhadze, 2nd edition, 2024) cite genuinely current sources, while

"Dendrometry" (a single 2017 lecture note, supported almost entirely by 1955–1990 sources) and "Forest Zoology" (a 2001 core text) rely substantially on older material. This unevenness, rather than a uniform deficiency, should be raised with the relevant course authors at the site visit to confirm whether more current literature exists but was omitted, particularly for the taxonomically and methodologically oriented courses.

Description and Analysis - Bachelor's Educational Programme "Viticulture and Enology"

The "Principles and Elements of Enology" syllabus sampled is well-constructed, citing strong, current, internationally recognised English-language literature (Ribéreau-Gayon's *Handbook of Enology*, 2006; Jackson's *Wine Science*, 2010; Goode, 2014; Bird, 2014; Vine et al., 2002; Reynolds, 2010), supporting the SER's claim that course materials reflect current achievements in the field. Assessment weighting, rubrics, and grading bands are clearly specified and internally consistent with the university-wide assessment regulation. No literature-currency concerns were identified in the syllabi sampled for this programme.

Description and Analysis - Master's Educational Programme "Forestry"

Syllabi sampled (Forest Ecology and Climate Change; Forest Protection; Forest Management Organization) are, on the whole, well-supported by current literature, including FAO global forest resource assessments (2015, 2016, 2024), recent peer-reviewed journal articles (2020), current Georgian government forestry regulations (2021), and a 2020 UNECE report — appropriately reflecting the research and policy orientation expected at Master's level. One area for refinement was noted: the "Forest Ecology and Climate Change" syllabus lists its principal source as a 2009 textbook, supplemented by a general Wikibooks hyperlink as additional literature; the latter is not an appropriately rigorous academic source for a Master's-level course and should be replaced or supplemented with peer-reviewed or textbook-level material.

Description and Analysis - Master's Educational Programme " Viticulture and Enology "

Syllabi sampled (Grapevine Physiology; Integrated Soil and Water Management for Vineyards; Wine Production and Winery Systems) cite strong, current, internationally recognised literature appropriate to Master's-level study (Keller, *The Science of Grapevines*, 2nd ed., 2015; Goode, 2014; Iland, Dry, Proffitt & Tyerman; Ribéreau-Gayon, 2006; Jackson, 2010).

Description and Analysis - Master's Educational Programme "Viticulture and Enology" (English-language)

Given that this is the cluster's sole English-language programme, with a distinct international/wine-tourism orientation described in the SER, it would be particularly informative to review its syllabi once supplied — including whether its assigned literature is drawn directly in English (as would be expected for English-medium instruction) rather than from translated Georgian-language sources.

Evidences/Indicators

- Self-evaluation report
- Internal and external evaluation results
- Survey results and forms

- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Bachelor's Program "Forestry"	It is recommended that the institution review and update the literature cited in courses that currently rely substantially on outdated sources — most notably "Dendrometry" (basic literature consisting of a single 2017 lecture note supported by sources dating from 1955–1990) and "Forest Zoology" (core text dated 2001) — to meet the standard's requirement that study materials reflect current achievements in the field, consistent with the stronger and more current literature already evidenced in sibling courses within the same programme (e.g. Soil Science, 2020; Botany, 2024).	It is suggested that the institution conduct a full review of literature currency across all syllabi in the Bachelor's Forestry programme specifically, rather than relying on a sample-based assessment, to confirm whether the pattern identified in this review (uneven currency across courses within the same programme) extends further.
Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		It is suggested that the institution replace the general Wikibooks hyperlink currently listed as additional literature in the "Forest Ecology and Climate Change" syllabus with a peer-reviewed or textbook-level academic source more appropriate to Master's-level study.
Master's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Viticulture and Enology" (English-language)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5. Academic Course/Subject	Evaluation
Bachelor's Program "Forestry"	Substantially Complies
Bachelor's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Forestry"	Complies
Master's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Viticulture and Enology" (English-language)	Complies

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

Accreditation standards indicators

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

2.1 Programme Admission Preconditions

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

PHD Programme indicators

- The admission requirements of the doctoral programme are public, they include information on the programme, admission deadlines and documentation to be submitted, as well as information on the research interests of supervisors and support/encouragement mechanisms for studies conducted by doctoral students and other information;
- Admission requirements of the doctoral programme takes into consideration an assessment of the applicants' experience and capabilities, required for successful completion of the doctoral programme.
- When enrolling in the doctoral education programme, the strategy of the scientific research/creative research activity of the HEI/basic educational unit is also taken into account;
- Admission of doctoral students to the doctoral educational programme is ensured on a commission basis;
- The HEI defines the rules for determining the composition, activities, and decision-making of the committee involved in the admission process of the doctoral education programme, which ensures the evaluation of the people wishing to be enrolled in the programme - in compliance with the principles of objectivity, fairness, and transparency;
- A candidate wishing to enroll in a doctoral educational programme shall submit a research/creative research thesis/project to the Commission in accordance with the rules established by the HEI. A candidate is also required to have a previous paper/publication in the

- relevant field and/or to participate in scientific-research projects and events and/or to have at least 2 years of work experience in the relevant field. The established requirements should provide an opportunity to evaluate the candidate's research skills;
- At the time of admission to the doctoral educational programme, the level of foreign language proficiency is determined. Taking into account the specifics of the field, the person in the programme must have knowledge of the English language at least B2 level or knowledge of one of the other Western European foreign languages at least B2 level and English language knowledge at least B1 level;
 - Admission to the doctoral education programme takes into account the human, financial, and research resources available at the HEI, including the ratio of doctoral supervisors to doctoral students. Also, the results of the analysis on the timely completion of the programme by the doctoral students enrolled will be taken into account by the HEI.

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

Cluster evaluation

Description and Analysis of Cluster

The admission preconditions for the programmes grouped in the cluster are defined in the programme documentation and are aligned with the relevant level of higher education, the specificity of the field of study and the language of instruction. The requirements are designed to ensure that admitted students possess the necessary prior knowledge and readiness to achieve the intended programme learning outcomes.

For the Bachelor's programmes, the admission preconditions are appropriate for first-cycle entry and are consistent with the general national admission framework and the introductory/foundational nature of the curricula. For the Master's programmes, the admission preconditions are appropriately more advanced, reflecting the need for prior academic preparation, readiness for independent work and capacity to engage with research and practice-oriented components, including the Master's thesis.

The English-language Master's programme has a distinct international orientation and, accordingly, the language requirement is aligned with the language of instruction and the programme's objectives. Overall, the admission preconditions are transparent, relevant and adequate for ensuring that students entering the programmes can reasonably achieve the learning outcomes.

Despite these positive findings, from an infrastructural and logistical perspective, the considerable geographical distance between the two educational campuses—those of Sokhumi State University and Georgian Technical University—raises concerns regarding the effective coordination and uninterrupted implementation of academic activities. That should be considered while defining the students quota for the programmes grouped in cluster. This approach should mitigate potential disruptions arising from the geographical separation of the campuses, ensure equal access for students and academic staff to educational and administrative resources, and facilitate the efficient and uninterrupted delivery of teaching, learning, and other academic activities.

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 (Name and Level)

Evidences/Indicators

- Self-evaluation report
- Educational programmes and admission precondition
- Programme documentation and syllabi
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended to consider the geographical distance between the educational campuses, the higher education institution is recommended to implement an effective model for managing the educational process, including the introduction of a dedicated scheduling system and considering its resources while planning a students quota.	It is suggested that the HEI publish admission requirements for all five programmes in a concise programme-by-programme format, including field-specific and language requirements, so that prospective students can easily compare the entry expectations.
Bachelor's Program "Forestry		
Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		
Master's Educational Programme "Viticulture and Enology"		

Master's Educational Programme "Viticulture and Enology" (English-language)		
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Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme Admission Preconditions	Evaluation
Bachelor's Program "Forestry	Substantially complies
Bachelor's Educational Programme "Viticulture and Enology"	Substantially complies
Master's Educational Programme "Forestry"	Substantially complies
Master's Educational Programme "Viticulture and Enology"	Substantially complies
Master's Educational Programme "Viticulture and Enology" (English-language)	Substantially complies

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

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The programmes grouped in the cluster provide adequate opportunities for the development of students' practical, scientific/research and transferable skills. The curricula combine theoretical courses with field practice, laboratory/practical work, enterprise or industrial practice, project work and thesis components. This structure is consistent with the programme objectives and learning outcomes and supports students' readiness for employment and/or further studies.

The Bachelor's Forestry programme includes a substantial practical component, including field practice and a Bachelor's project, which supports the development of field observation, forest

assessment, ecosystem analysis and applied forestry skills. The Bachelor's Viticulture and Enology programme similarly integrates practical and enterprise-oriented learning, including practice in a relevant professional environment and a Bachelor's project, enabling students to connect viticulture/enology theory with real production processes.

At Master's level, the programmes place stronger emphasis on research, independent analysis and professional decision-making. The Master's Forestry programme includes field practice and a 30-credit thesis, while the Master's "Viticulture and Enology" programme combines field and industrial practice with a 30-credit thesis. The English-language Master's Viticulture and Enology programme includes field and industrial practice and a larger research component, reflected in a 45-credit thesis. These elements are appropriate to second-cycle education and support the development of research, critical analysis, problem-solving and professional communication skills.

Notwithstanding the above, during the site visit the expert panel had the opportunity to review the cooperation agreements concluded between the programme's practical training partners and Georgian Technical University. Furthermore, interviews conducted with representatives of these partner organizations confirmed their willingness to continue the collaboration under the framework of Sokhumi State University. Nevertheless, it is recommended that these cooperation arrangements be formally regulated through appropriate legal agreements with Sokhumi State University to ensure the sustainability and legal certainty of the practical training component.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, 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.

Evidences/Indicators

- Self-evaluation report
- Educational programmes and admission precondition
- Programme documentation and syllabi
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster.	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please
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	Also, please indicate, according to individual programs (if any)	indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended that the legal framework governing the partnerships between Sokhumi State University and the practical training providers be formalized and appropriately regulated through cooperation agreements.	It is suggested that the HEI continue strengthening and documenting cooperation with forestry organisations, wineries, laboratories, enterprises and other relevant employers in order to expand practice, internship, fieldwork and applied research opportunities for students. It is suggested that the HEI consider additional field trips, workshops with sector professionals, and practice-oriented mentorship arrangements, especially in Forestry and Viticulture/Enology programmes, to further enhance students' practical and transferable skills.
Bachelor's Program "Forestry"		It is suggested to develop mentorship programs that connect students with industry professionals to enhance learning and career guidance. It is suggested to facilitate workshops on forest management and conservation strategies with industry experts to provide practical insights. It is suggested to foster stronger partnerships with forestry industry leaders to ensure that the curriculum aligns with current industry needs. This can be achieved through guest lectures, joint research projects, and internship opportunities that provide students with firsthand industry experience.
Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		It is suggested to facilitate workshops on forest management and conservation strategies with industry experts to provide practical insights. It is suggested to establish partnerships with forestry organizations for collaborative

		research projects and resource sharing to enrich the academic experience. It is suggested to develop workshops on emerging conservation technologies and sustainable management practices to keep pace with industry advancements.
Master's Educational Programme "Viticulture and Enology"		It is suggested to introduce advanced modules on climate change impacts on viticulture to prepare students for future challenges. It is suggested to establish partnerships with international wineries for collaborative research and internship opportunities to enhance practical experience and global exposure.
Master's Educational Programme "Viticulture and Enology" (English-language)		It is suggested to develop a comprehensive wine marketing and business management module to equip students with essential industry skills It is suggested to establish a dedicated laboratory for wine analysis and grape cultivation research to enhance practical learning opportunities.

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Evaluation
Bachelor's Program "Forestry	Substantially complies
Bachelor's Educational Programme "Viticulture and Enology"	Substantially complies
Master's Educational Programme "Forestry"	Substantially complies
Master's Educational Programme "Viticulture and Enology"	Substantially complies

Master's Educational Programme "Viticulture and Enology" (English-language)	Substantially complies
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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 teaching and learning methods used in the cluster are generally student-centred and correspond to the field specificity, programme level, course content and intended learning outcomes. The syllabi indicate a combination of lectures, seminars, practical/laboratory work, fieldwork, independent work, project-based tasks, presentations, discussions, case analysis and research/thesis-related activities.

The methods are appropriately differentiated by level. At Bachelor's level, teaching methods focus on building foundational knowledge and practical skills through a combination of classroom learning, practical tasks and field/enterprise exposure. At Master's level, the methods place greater emphasis on research, independent analysis, experimental planning, critical discussion, professional judgement and thesis development. This progression is consistent with the distinction between first-cycle and second-cycle learning outcomes.

The use of practical and field-based methods is especially important for Forestry and Viticulture/Enology, where professional competencies depend on students' ability to apply theoretical knowledge in natural, laboratory and production environments. The current teaching and learning methods therefore support achievement of the intended learning outcomes. The programmes could nevertheless benefit from more systematic use of project-based learning, digital resources and technology-supported learning tools, especially for documenting practice, supporting independent learning and improving access to learning materials.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, 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.

Evidences/Indicators

- Self-evaluation report
- Educational programmes and admission precondition
- Programme documentation and syllabi
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		It is suggested that the HEI make more systematic use of digital resources and online platforms to support teaching, independent learning and practice documentation, including where appropriate digital practice diaries, virtual field/vineyard materials and/or online learning resources. It is suggested to encourage the incorporation of project-based learning across all programs to enhance practical skills and real-world problem-solving capabilities.
Bachelor's Program "Forestry"		
Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		
Master's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Viticulture and Enology" (English-language)		

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
Bachelor's Program "Forestry	Complies
Bachelor's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Forestry"	Complies
Master's Educational Programme "Viticulture and Enology"	Complies
Master's Educational Programme "Viticulture and Enology" (English-language)	Complies

2.4. Student Evaluation

Accreditation standards indicators

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

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

At Sokhumi State University, student evaluations are conducted utilizing diverse assessment methods and criteria explicitly defined within the respective course syllabi. These grading procedures are thoroughly documented and demonstrate full compliance with applicable legal standards.

Furthermore, the specific evaluation formats are tailored to the subject matter of each course, thereby ensuring an accurate measurement of the intended learning outcomes.

The Master's programs feature highly transparent and equitable procedures for the defense and evaluation of theses. The evaluation methodology is grounded in a collegial assessment conducted by a formally appointed defense committee. This commission-based framework safeguards objectivity and academic integrity, facilitating a comprehensive review of students' research outcomes while effectively minimizing individual bias. Moreover, the evaluation criteria and corresponding grading rubrics employed by the committee are clearly structured and communicated to students well in advance. This proactive disclosure ensures that the defense process remains fair and transparent for all candidates, enabling a standardized and objective appraisal of their acquired competencies.

The methods, components, and criteria for student assessment are delineated with clarity and precision in each course syllabus. Site visit interviews with the students confirmed that these syllabi are made fully accessible to them prior to the commencement of the academic semester.

During the accreditation visit, interviews with academic staff, invited lecturers, and students revealed that feedback provided on mid-term and final assessments is predominantly general rather than individualized, whether delivered orally or in writing. Several lecturers indicated that they conduct collective post-examination discussions regarding test questions. However, this generalized format deprives the individual student of personalized feedback from the lecturer. To effectively identify their academic strengths and specific areas requiring improvement, it is imperative that students receive timely and individualized feedback, at a minimum in oral form, though detailed written feedback remains the highly preferred standard. It is recommended that the HEI establish and enforce a standardized mechanism to ensure every student consistently receives timely and individualized feedback on their mid-term and final assessments across all courses.

In accordance with program requirements, the completion of a Master's thesis is a mandatory component. To regulate this process, the HEI has formally adopted a document titled "Instructions for the Execution, Defense, and Evaluation of the Master's Thesis". Interviews with both graduating students and alumni corroborated that, prior to initiating their research, they receive comprehensive briefings from their supervisors regarding the specific requirements outlined in this document. Consequently, the assessment criteria are formulated in alignment with the provisions set forth in these instructions.

Furthermore, the HEI has implemented a comprehensive regulatory policy governing responsibilities and disciplinary measures pertaining to violations of academic ethics and discipline. This policy applies uniformly to academic, scientific, and visiting staff, as well as to students across all educational cycles (Bachelor's, Master's, and PhD). The document explicitly defines:

- Procedures and mechanisms for the prevention of academic ethics violations;
- Specific mechanisms and tools for the detection of plagiarism;
- Protocols and corresponding sanctions for addressing identified instances of plagiarism, alongside other related academic integrity matters.

Site visit interviews confirmed that students are well-informed regarding the consequences of plagiarism. Nevertheless, a review of the institutional regulatory framework reveals an absence of policies governing the ethical use of Generative Artificial Intelligence (AI) tools. This regulatory gap presents a significant risk to the reliability, validity, and overall integrity of the student assessment process. It is recommended that the HEI develop and formally incorporate comprehensive guidelines regulating the ethical use of Generative Artificial Intelligence (AI) tools within its overarching academic integrity framework.

While Article 6 of the HEI's "Instructions for Conducting Examinations" formally delineates the procedure for grade appeals, its practical implementation remains unsubstantiated. During interviews with approximately 20 participants, comprising both current students and alumni, respondents acknowledged awareness of the appeal process; however, none reported ever utilizing it. Furthermore, the expert panel requested documentary evidence demonstrating the practical application of this mechanism, which the institution failed to provide. The complete absence of practical engagement by students, coupled with the institution's inability to furnish corroborating evidence, provides reasonable grounds to conclude that the student grade appeal mechanism is merely nominal. Consequently, it fails to fulfill the functional requirements of the accreditation standard. It is recommended that the HEI operationalize a functional student grade appeal mechanism, ensuring it is genuinely implemented and effectively serves its intended purpose in practice.

The HEI has submitted sufficient and relevant evidence confirming that student evaluation results are systematically analyzed and practically applied to enhance the teaching and learning environment. Since the programs currently undergoing accreditation have not yet been operationalized, the HEI provided interim evaluations of learning outcomes from an existing educational program (the Ecology Bachelor's program) as a representative sample. This documentation demonstrates that the HEI utilizes a combination of direct and indirect assessment methods. The evaluation methodology is structured around four primary indicators: quantitative metrics regarding student enrollment and graduation, qualitative assessments of academic performance, progression rates to Master's degree programs, and field-specific employment statistics aligned with the awarded qualifications.

The submitted analytical report clearly demonstrates that this gathered data serves beyond mere statistical recording; it is utilized to diagnose programmatic weaknesses and formulate targeted improvement strategies. For example, upon identifying a relatively low field-specific employment rate of 18% through the fourth indicator, the report proactively outlines the necessity to bolster strategic partnerships with potential employers, educational organizations, and other key stakeholders. Additionally, the institution leverages the qualitative analysis of academic grades - which demonstrates a normal Gaussian distribution - to systematically evaluate the complexity of individual syllabi, the appropriateness of assessment methodologies, and the pedagogical efficacy of the academic staff.

Crucially, the documentation establishes a fully functional quality assurance loop, explicitly detailing how the continuous evaluation of learning outcomes dictates evidence-based modifications to program content, prerequisites, course sequencing, and the overarching assessment framework.

Site visit interviews with both the students and academic staff indicated that the HEI does not currently administer online examinations.

Evidences/Indicators

- Educational Programmes and syllabi;
- Interviews conducted during the visit to the HEI;
- Educational Process Regulations;
- Instructions for Conducting Examinations;
- Instructions for the Execution, Defense, and Evaluation of the Master's Thesis;
- Rule on the Responsibility for the Violations of Academic Ethics and Academic Discipline by the Academic, Scientific, and Invited Staff, and Students (PhD/Master's/Bachelor's) of LEPL Sokhumi State University;
- The Report on the evaluation of learning outcomes for the Ecology Bachelor's program at Sokhumi State University;
- Self-evaluation report.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	● It is recommended that the HEI establish and enforce a standardized mechanism to ensure every student consistently receives timely and individualized feedback on their mid-term and final assessments across all courses. ● It is recommended that the HEI develop and formally incorporate comprehensive guidelines regulating the ethical use of Generative Artificial Intelligence (AI) tools within its overarching academic integrity framework. ● It is recommended that the HEI operationalize a functional student grade appeal mechanism, ensuring	None

	it is genuinely implemented and effectively serves its intended purpose in practice.	
Programme 1 (Bachelor's Degree Program in Forestry, Level 6)		
Programme 2 (Bachelor's Degree Program in Viticulture and Enology, Level 6)		
Programme 3 (Master's Degree Program in Forestry, Level 7)		
Programme 4 (Master's Degree Program in Vegetation and Enology, Level 7)		
Programme 5 (Master's Degree Program in Viticulture and Enology (English-language), Level 7)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4. Student Evaluation	Evaluation
Programme 1 (Bachelor's Degree Program in Forestry, Level 6)	Substantially Complies
Programme 2	Substantially Complies

(Bachelor's Degree Program in Viticulture and Enology, Level 6)	
Programme 3 (Master's Degree Program in Forestry, Level 7)	Substantially Complies
Programme 4 (Master's Degree Program in Vegetation and Enology, Level 7)	Substantially Complies
Programme 5 (Master's Degree Program in Viticulture and Enology (English-language), Level 7)	Substantially Complies

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Accreditation standards indicators

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

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

Interviews with current students and alumni revealed the absence of a dedicated study process manager or coordinator within the faculty. At present, the responsibilities associated with this role are assumed by the Dean and the Deputy Dean. Despite this structural gap, students reported no communication barriers with the administration regarding problematic matters, noting that they receive appropriate and timely consultations. Furthermore, when seeking to enhance their academic performance, students proactively engage directly with academic and invited staff for supplementary support. However, to ensure the long-term sustainability and operational efficiency of student support services, it is suggested that the faculty institutionalize the role of a dedicated study process manager or coordinator. It is also suggested to develop a robust alumni network to facilitate mentorship opportunities and career advancement for current students.

Delegating these administrative functions would secure consistent, individualized support for the students irrespective of fluctuating administrative workloads, thereby enabling the Dean and Deputy Dean to concentrate more effectively on the strategic and academic governance of the faculty.

While the HEI formally operates a Student Practice and Career Management Service and organizes periodic employment forums, site visit interviews exposed a significant deficit in student awareness regarding this structural unit. Interviewees indicated that information pertaining to career opportunities is predominantly disseminated by the Deputy Dean. Additionally, alumni of the Master's programs highlighted that their program head frequently facilitates employment prospects, an initiative that has successfully resulted in the employment of several graduates. Although the proactive, individualized support from academic and administrative staff is highly commendable, the current institutional framework for career support relies disproportionately on specific individuals rather than the designated structural unit. It is suggested that the HEI systematically enhance the visibility and operational efficacy of the Student Practice and Career Management Service among the student body, thereby guaranteeing a centralized, structured, and universally accessible career support mechanism for all students.

To foster seamless adaptation and integration into the academic environment, orientation sessions led by the Dean are conducted during the first week of studies, equipping students with critical information regarding available HEI services. Notably, the HEI's physical and educational environment is appropriately adapted to accommodate the needs of persons with disabilities (PWDs), and the institution demonstrates tangible practical experience in effectively integrating these students into the educational process.

During the site visit, it was observed that communication among the HEI administration, academic staff, and students is largely contingent upon informal social media channels, specifically Facebook groups. Moreover, institutional email addresses are not provisioned automatically upon enrollment; instead, students are required to proactively petition the IT department to obtain one. In light of the aforementioned findings, it is suggested that the HEI implement a systematic provisioning of corporate (institutional) email addresses to all enrolled students and formally mandate that all official academic and administrative correspondence be executed exclusively through these institutional accounts.

The student body demonstrates active engagement in research and cognitive endeavors. The HEI regularly hosts academic conferences, and students reported active participation in both internal and external institutional events, acknowledging comprehensive administrative support in these initiatives. High-achieving students are additionally afforded the opportunity to participate in national-level academic conferences, underwritten by financial support from the HEI. Furthermore, the interviewed students demonstrated adequate awareness of available international exchange programs. Although none of the respondents have personally utilized these mobility opportunities, they are familiar with the practical implementation of these initiatives, specifically citing the example of a peer who successfully participated in an exchange program at one of the European universities.

Evidences/Indicators

- Regulation of the Student Practice and Career Management Service of LEPL - Sokhumi State University;
- Interviews conducted during the visit to the HEI;
- Self-evaluation report.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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General recommendations/ Suggestion of the Cluster	None	● It is suggested that the faculty institutionalize the role of a dedicated study process manager or coordinator. ● It is suggested that the HEI systematically enhance the visibility and operational efficacy of the Student Practice and Career Management Service among the student body, thereby guaranteeing a centralized, structured, and universally accessible career support mechanism for all students. ● It is suggested that the HEI implement a systematic provisioning of corporate (institutional) email addresses to all enrolled students and formally mandate that all official academic and administrative correspondence be executed exclusively through these institutional accounts. ● It is suggested to develop a robust alumni network to facilitate mentorship opportunities and career advancement for current students. ● It is suggested to explore more opportunities for international collaborations and exchange programmes.
Programme 1 (Bachelor's Degree Program in Forestry, Level 6)	None	
Programme 2 (Bachelor's Degree Program in Viticulture and Enology, Level 6)	None	
Programme 3	None	

(Master's Degree Program in Forestry, Level 7)		
Programme 4 (Master's Degree Program in Vegetation and Enology, Level 7)	None	
Programme 5 (Master's Degree Program in Viticulture and Enology (English-language), Level 7)	None	

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student Consulting and Support Services	Evaluation
Programme 1 (Bachelor's Degree Program in Forestry, Level 6)	Complies
Programme 2 (Bachelor's Degree Program in Viticulture and Enology, Level 6)	Complies
Programme 3 (Master's Degree Program in Forestry, Level 7)	Complies
Programme 4 (Master's Degree Program in Vegetation and Enology, Level 7)	Complies
Programme 5 (Master's Degree Program in Viticulture and Enology (English-language), Level 7)	Complies

3.2. Master's and Doctoral Student Supervision

Accreditation standards indicators

- A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, the ratio of students and supervisors enables them to perform scientific supervision properly.

Description and Analysis of Master's Degree Program in Forestry, Master's Degree Program in Vegetation and Enology, Master's Degree Program in Viticulture and Enology (English-language)

Based on the provided interview results, the HEI actively involves Master's students in the research process by allowing them to select research topics according to their personal interests. In alignment with the selected topic, the HEI provides students with several options for academic supervisors.

The interviews reveal a commendable level of supervisor engagement; supervisors introduce academic style requirements at the very beginning of the process. Additionally, they actively assist students in sourcing literature, preparing and refining the thesis structure, and providing systematic written and verbal feedback on various sections of the work.

The standard stipulates that the HEI must possess regulatory documents detailing the appointment, change, rights, and responsibilities of supervisors. The document provided by the HEI - *Methodology for the Planning, Design, Approval, and Development of Master's Programs*, does not include any information regarding the rules or procedures for changing their academic supervisor or their thesis topic.

It is recommended that the HEI amend the document '*Methodology for the Planning, Design, Approval, and Development of Master's Programs*,' to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic.

The standard requires the HEI to have mechanisms in place to evaluate the quality of the supervisor's work. Conversely, students explicitly noted that they do not evaluate the work performed by their supervisors. It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work.

Data related to the supervision of master's students Programme 3 (Master's Degree Program in Forestry, Level 7)	
Number of master's theses supervisors	7
Number of master's students	-
Ratio - supervisors of master's theses/master's students	-

Data related to the supervision of master's students Programme 4 (Master's Degree Program in Vegetation and Enology, Level 7)	
Number of master's theses supervisors	13
Number of master's students	-
Ratio - supervisors of master's theses/master's students	-

Data related to the supervision of master's students Programme 5 (Master's Degree Program in Viticulture and Enology (English-language), Level 7)	
Number of master's theses supervisors	5
Number of master's students	-
Ratio – supervisors of master's theses/master's students	-

Evidences/Indicators

- Methodology for the Planning, Design, Approval, and Development of Master's Programs;
- Interviews conducted during the visit to the HEI;
- Self-evaluation report.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Programme 3 (Master's Degree Program in Forestry, Level 7)	● It is recommended that the HEI amend the document 'Methodology for the Planning, Design, Approval, and Development of Master's Programs,' to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. ● It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work.	None
Programme 4 (Master's Degree Program in Vegetation and Enology, Level 7)	● It is recommended that the HEI amend the document 'Methodology for the Planning, Design, Approval, and Development of Master's Programs,' to explicitly incorporate clear rules and	None

	procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. ● It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work.	
Programme 5 (Master's Degree Program in Viticulture and Enology (English-language), Level 7)	● It is recommended that the HEI amend the document '<i>Methodology for the Planning, Design, Approval, and Development of Master's Programs</i>,' to explicitly incorporate clear rules and procedures governing the process for students to change their academic supervisor and/or modify their thesis topic. ● It is recommended for the HEI to introduce and implement a formal evaluation mechanism to assess the quality of the supervisor's work.	None

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Evaluation
Programme 3 (Master's Degree Program in Forestry, Level 7)	Substantially Complies
Programme 4 (Master's Degree Program in Vegetation and Enology, Level 7)	Substantially Complies
Programme 5	Substantially Complies

(Master's Degree Program in Viticulture and Enology (English-language), Level 7)	
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4. Providing Teaching Resources

Accreditation standards indicators

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

PHD Programme indicators

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

Cluster evaluation

Description and Analysis of Cluster

The programmes are executed by qualified academic and invited staff. The university presented evidence of the selection procedures for the academic staff through the open competition process, aligned with the Georgian Law on Higher Education, as well as the statute of the HEI.

The expert's group confirms that the qualifications of academic staff meet the standards established by the legislation, together with the rules set out by the HEI. The skills and competences are aligned with each course's requirements and expectations, as well as the learning outcomes.

The field visit, together with the supported documents confirm that the full professors, assistant professors and associate professors staff are required to publish scientific articles in peer-reviewed and indexed journals at least once in two years, as well as at least two articles in local peer-reviewed journals. Moreover, participation in scientific conferences as a keynote speaker is mandatory, together with the requirement to publish textbooks, monographs and other scientific literature. Participation in scientific grants is also compulsory.

The university presented a resolution of the academic council 'On the approval of the results of the summary protocol of the competition commission' to strengthen the continuation of the study programmes within the Sokhumi University domain. Having said that, the university hadn't finished signing the contract with the selected academic staff, thus the respective documentation has not been scrutinised by the group of experts.

The academic staff to student ratio is adequate and appropriate to the scope of the cluster and, ensuring the sufficient time dedicated to each student. Furthermore, the semester workload for the academic staff is adequate to ensure that sufficient time is allocated both for teaching, as well as other academic activities.

Having said that, to ensure the long-term sustainability, resilience, and smooth operation of the study programme, it is recommended to strengthen the academic staff capacity, thereby reducing institutional vulnerability to unexpected staff absence, as well as the sustainability of the programme itself.

Bachelor Programme in Forestry:

The university presented evidence of 34 academic staff involved in the programme, out of which 21 are professors, 6 – associate professors, 1 – assistant professor, 4 invited professors, and 2 invites associate professors. The qualification of the programme academic staff corresponds to the legal requirements, as well as the internal regulations of the HEI. The programme is led by a qualified academic staff, aligned with the HEI's internal regulations on the status of the programme leads.

Masters Programme in Forestry:

The university presented evidence of 12 academic staff involved in the programme, out of which 8 are professors, 2 – associate professors, 1 – invited professor and 1 – invited associate professors. The qualification of the programme academic staff corresponds to the legal requirements, as well as the internal regulations of the HEI. The programme is led by a qualified academic staff, aligned with the HEI's internal regulations on the status of the programme leads.

Bachelor Programme in Viticulture and Enology:

The university presented evidence of 46 academic staff involved in the programme, out of which 26 are professors, 8 – associate professors, 3 – assistant professors, 6 – invited professors, 2 – invited associate professors and 1 scientist. The qualification of the programme academic staff corresponds to the legal requirements, as well as the internal regulations of the HEI. The programme is led by a qualified academic staff, aligned with the HEI's internal regulations on the status of the programme leads.

Masters Programme in Viticulture and Enology:

The university presented evidence of 8 academic staff involved in the English language programme, out of which 6 are professors, 1 – associate professor and 1 invited professor. For the Georgian language programme, in total, 8 staff are involved, out of which 6 are professors, 1 –

associate professor and 1 invited professor. The qualification of the programme academic staff corresponds to the legal requirements, as well as the internal regulations of the HEI, aligned with the HEI's internal regulations on the status of the programme leads. The programme is led by a qualified academic staff.

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 (Name and Level)

The tables below describe the number of academic staff involved in the delivery of each of the programmes in the cluster, disaggregated by the programme staff, staff with sectoral expertise, staff holding PhD degree in the sectoral direction, as well as affiliated academic staff.

Bachelor Programme in Forestry				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	34			
- Professor	21			
- Associate Professor	6			
- Assistant-Professor	1			
- Assistant	0			
Invited Staff	4+2			–
Scientific Staff	0			–
Including International Staff	0			

Masters Programme in Forestry				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	12			
- Professor	8			
- Associate Professor	2			

- Assistant-Professor	0			
- Assistant	0			
Invited Staff	1+1			–
Scientific Staff	0			–
Including International Staff	0			

Bachelor Programme in Viticulture and Enology

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	46			
- Professor	26			
- Associate Professor	8			
- Assistant-Professor	3			
- Assistant	0			
Invited Staff	6+2			–
Scientific Staff	1			–
Including International Staff				

Masters Programme in Viticulture and Enology

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	8			
- Professor	6			
- Associate Professor	1			
- Assistant-Professor	0			
- Assistant	0			
Invited Staff	1			–
Scientific Staff	0			–

Including International Staff	0			
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Masters Programme in Viticulture and Enology				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated academic staff
Total number of academic staff	16			
- Professor	4			
- Associate Professor	4			
- Assistant-Professor	0			
- Assistant	-			
Invited Staff	8			
Scientific Staff	-			
Including International Staff	-			

Evidences/Indicators

- CVs, diplomas and lists of publications of academic and invited staff involved in the programme delivery
- Methodology for determining the required number of academic and administrative personnel
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		To ensure the long-term sustainability, resilience, and smooth operation of the study programme, it is advised to strengthen the academic staff capacity, thereby reducing institutional vulnerability to unexpected staff absences.
Bachelor Programme in Forestry		

Masters Programme in Forestry		
Bachelor Programme in Viticulture and Enology		
Masters Programme in Viticulture and Enology		
Masters Programme in Viticulture and Enology		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
Forestry BA	Complies
Viticulture and Enology BA	Complies
Forestry MA	Complies
Viticulture and Enology MA	Complies
Viticulture and Enology MA	Complies

4.2 Qualification of Supervisors of Master's and Doctoral Students

Accreditation standards indicators

Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

PHD Programme indicators

- HEI has developed qualification requirements for scientific supervisor/co-supervisor, which respond to the specifics of the programme and international best practice;
- Due to the specifics and development of the field, the scientific supervisor of each doctoral student is equipped with the latest knowledge, has the academic degree in the relevant field, has experience
- of supervision/co-supervision, or has completed a relevant activity (training, seminar, professional development course, etc.), as well as actively participated in scientific research and/or has published a scientific work (in the field of art - creative/performing project) which corresponds to the general topic/research field of the doctoral thesis;
- Due to the specifics and development of the field, the doctoral student's supervisor has published at least 1 scientific paper (in the field of arts - creative/performing project) in the foreign peer-reviewed journal with the international index defined by the HEI during the last 3 years, and this paper corresponds to the general topic/research field of the doctoral student's doctoral thesis;
- The supervisor of the doctoral student, as well as in the case of several supervisors, one of the supervisors, is an academic (professor, associate professor) and/or scientific staff of the HEI with doctoral degree or equivalent to the doctoral degree. The requirement in the section on holding an academic position does not apply to an international supervisor/co-supervisor;
- The doctoral student's supervisor has professional connection with the local and international scientific/artistic community (joint researches/grants/projects, scientific associations/unions/educational/scientific institutions);

- The qualification requirements of the co-supervisor correspond to the topic/research field of the doctoral student's doctoral thesis;
- HEI periodically provides the doctoral thesis supervisor with such activities (training, seminar, workshop, etc.) that facilitate the effective implementation of supervision;
- HEI has developed mechanisms to encourage doctoral students' supervisors in the doctoral education programme;

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

Cluster evaluation

Description and Analysis of Cluster

The university presented evidence of qualification requirements for scientific supervisor/co-supervisor, responding to the specifics of the programme. According to the HEI's internal regulations, the supervisor can be a professor, associate professor, assistant professor, invited lecturer with a PhD degree, emeritus or a senior or chief scientist. A supervisor can also be an academic staff of other partnering HEIs, who holds a PhD degree. Each supervisor sets out a personal work plan with a student, which shall define the research topic, required subjects a student should pass, as well as other scientific-research activities needed for the thesis. Supervisors ensure that the students are prepared for their thesis defence.

The field visit confirmed the faculty's practice to organize introductory and orientation meetings between the academic staff and the students. Such meetings ensure that students are aware of the existing research relevance and the research priorities of the faculty, yet students have an opportunity to suggest their own research interest to their prospective supervisors.

The HEI presented strong evidence of the qualifications of the academic staff, providing students a wide range of areas from which they can select their potential thesis topic.

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

Master's Educational Programme - Forestry

The panel established that the programme is supported by a regulatory framework governing master's thesis supervision. According to university regulations, thesis supervisors may be selected from among academic staff members (Professor, Associate Professor, Assistant Professor) or invited specialists holding a doctoral degree and appropriate qualifications in the relevant disciplinary field. The process for selecting thesis topics and appointing supervisors is formalized through faculty-level procedures and university regulations. Supervisors are required to provide academic guidance throughout all stages of thesis preparation. Furthermore, university workload regulations limit the number of master's students supervised by an individual supervisor, thereby supporting the quality of supervision.

The academic staff involved in the programme include professors and associate professors with expertise in forestry and related fields. The available human resources appear sufficient to provide disciplinary and methodological supervision for master's research projects within the programme. The existence of a research component comprising 30 ECTS credits demonstrates

the programme's intention to develop students' research competencies and independent analytical skills.

At the same time, the programme is newly established and has not yet produced graduates or completed master's theses. Consequently, no empirical evidence is available regarding the effectiveness of supervision practices, student-supervisor ratios in implementation, thesis quality, completion rates, student satisfaction, or research outputs generated within the programme. The panel therefore assessed the programme primarily on the basis of the proposed arrangements and institutional capacity rather than demonstrated outcomes.

Master's Educational Programme - Viticulture and Enology

The programme operates within the university-wide framework regulating master's supervision. The criteria for appointment of supervisors, allocation of responsibilities, approval of thesis topics, and supervision workload are clearly defined through institutional regulations. Supervisors are required to possess relevant qualifications and to provide continuous academic support throughout the thesis preparation process. The established framework creates the necessary procedural basis for effective supervision.

The programme is implemented by academic personnel with qualifications in viticulture, winemaking, and related disciplines. The profile of the programme places considerable emphasis on applied and scientific aspects of viticulture and winemaking, including laboratory analysis, production technologies, quality assessment, and independent research. The 30-credit master's thesis component provides students with an opportunity to engage in research activities under academic supervision.

The panel positively notes that the supervision arrangements are aligned with programme objectives and learning outcomes, particularly with respect to developing analytical, research, and innovation-oriented competencies. However, as the programme is newly established, evidence concerning actual supervisory practice is not yet available. There is currently no information regarding student-supervisor ratios, supervision effectiveness, successful thesis completions, publication outcomes, or student satisfaction with supervision.

Based on the available evidence, the panel concludes that the programme possesses adequate human resources and institutional arrangements to ensure qualified supervision. The effectiveness of the supervision process should be further verified after the programme has completed one full implementation cycle.

Master's Educational Programme - Viticulture and Enology (English-Language)

The programme benefits from the same institutional framework regulating master's supervision that applies across Sokhumi State University. Supervisors are appointed according to clearly established regulations and are required to possess relevant scientific qualifications and expertise. The workload model limits the number of supervised master's students and aims to ensure sufficient academic support throughout the research process.

The panel notes that the international orientation of the programme imposes additional expectations regarding research supervision. The programme includes a substantial research component comprising 45 ECTS credits, considerably exceeding the research volume of the other master's programmes within the cluster. This places particular importance on the availability of supervisors with strong research capacity, international experience, and the ability to supervise research conducted in English.

The proposed academic staff profile appears appropriate for supporting programme implementation. The panel notes positively the programme's international character, which creates opportunities for attracting international students and increasing the visibility of research activities in viticulture and enology. Nevertheless, because the programme has not yet been implemented, evidence regarding actual supervision practices, research outputs, international co-supervision arrangements, or thesis completion results is not yet available.

Given the extensive research component and international orientation of the programme, continued attention should be devoted to ensuring that supervisors maintain active engagement in international scholarly activities and remain capable of supporting students in an English-language research environment.

Overall, the panel concludes that the programme provides sufficient conditions for the delivery of qualified supervision and complies with the requirements of the standard.

Viticulture and Enology MA			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction⁴	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	6	6	
- Professor	4	4	
- Associate Professor	1	1	
- Assistant-Professor	-	-	
Invited Staff	-	-	
Scientific Staff	-	-	
Including International Staff	-	-	

Forestry MA

⁴ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁵	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	7	7	
- Professor	5	5	
- Associate Professor	1	1	
- Assistant-Professor	-	-	
Invited Staff	1	1	
Scientific Staff	-	-	
Including International Staff	-	-	

Viticulture and Winemaking MA			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁶	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	-		
- Professor	-		
- Associate Professor	-		
- Assistant-Professor	-		
Invited Staff	-		
Scientific Staff	-		
Including International Staff	-		

Evidences/Indicators

- CVs, diplomas and lists of publications of academic and invited staff involved in the programme delivery
- Instruction on the calculation and distribution of academic workloads, approved by the GTU Academic Council (Resolution No. 253, 14 May 2010)

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

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

- Methodology for determining the required number of academic and administrative personnel

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	None	None
Master's Educational Programme - Forestry	None	None
Master's Educational Programme - Viticulture and Enology	None	None
Master's Educational Programme - Viticulture and Enology (English-Language)	Ensure that the faculty has a clear list of eligible thesis supervisors determined	None

Evaluation

Component 4.2 Qualification of Supervisors of Master's and Doctoral Students	Evaluation
Master's Educational Programme - Forestry	Complies
Master's Educational Programme - Viticulture and Enology	Complies
Master's Educational Programme - Viticulture and Enology (English-Language)	Substantially Complies

4.3 Professional Development of Academic, Scientific and Invited Staff

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The cluster is supported by an institutional framework that facilitates the professional development, evaluation, and academic advancement of academic, scientific, and invited personnel. The University has established policies and regulations governing staff recruitment, ethical conduct, workload allocation, academic freedom, and professional responsibilities. Professional development is recognised within the University's strategic priorities and is supported through institutional regulations, budget allocations, training opportunities, conference participation, and research-related activities.

The experts note positively that academic personnel involved in the programmes actively participate in national and international scientific conferences, training events, professional forums, and other development activities. The University provides financial support for professional development and maintains a policy that allows academic staff to take scientific leave at regular intervals, thereby creating favorable conditions for professional growth and research productivity.

The institution also has mechanisms for evaluating academic and invited personnel through surveys, educational process monitoring, and quality assurance procedures. The existence of an institutional culture supporting academic freedom, scholarly activity, and continuous professional development contributes positively to programme sustainability and quality enhancement.

At the same time, the panel observes that the evidence presented is predominantly procedural. While mechanisms and opportunities clearly exist, limited evidence is provided regarding the systematic assessment of professional development outcomes and the direct impact of development activities on teaching quality, research productivity, curriculum enhancement, and internationalization. Furthermore, the report itself acknowledges that evaluation mechanisms for administrative and support personnel are not yet fully developed.

Given that all programmes included within the cluster are newly established, evidence of programme-level staff development outcomes remains naturally limited. However, the existing institutional framework provides an opportunity for future staff development and programme enhancement in case it is done systematically and consistently.

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

Bachelor's Educational Programme - Forestry

The programme is implemented by a large and diverse academic team consisting of affiliated and invited personnel possessing qualifications relevant to forestry and related disciplines. The panel finds that the programme benefits from the University's overall system of professional development and quality assurance. The academic staff demonstrate qualifications that support programme implementation and achievement of the learning outcomes.

The forestry field is characterized by rapidly evolving approaches to sustainable forest management, GIS applications, biodiversity conservation, ecosystem services, and climate adaptation. The programme's academic staff appear appropriately positioned to incorporate such developments into teaching activities. The University's support for conference participation, research activities, and professional development further contributes to maintaining staff competencies.

Overall, the panel considers staff development opportunities adequate for the programme's objectives and expected learning outcomes.

Bachelor's Educational Programme - Viticulture and Enology

The programme is supported by academic personnel with relevant qualifications in viticulture, enology, agricultural sciences, and related disciplines. The panel notes that the programme benefits from the University's professional development mechanisms, which provide opportunities for staff engagement in scientific and professional activities.

Given the dynamic development of the wine industry, ongoing staff exposure to international trends, technological innovation, sustainability requirements, and industry practices is particularly important. Available evidence demonstrates institutional support for such development, although systematic evidence regarding outcomes could be further strengthened.

Overall, the staff development environment adequately supports programme implementation.

Master's Educational Programme - Forestry

The programme is implemented by academically qualified personnel capable of supporting advanced master's-level teaching and research activities. The University's framework for professional development supports the maintenance and enhancement of staff qualifications.

The programme's research orientation requires continuous academic engagement with emerging forestry research, policy developments, and technological innovations. The evidence suggests that academic staff participate in research and professional activities that support this objective. However, the programme would benefit from further strengthening international research engagement and publication activities to support master's-level education.

Master's Educational Programme - Viticulture and Enology

The programme is implemented by experienced academic personnel whose qualifications correspond to the programme's specialized profile. The University provides opportunities for staff development through scientific events, training programmes, and research support mechanisms. Given the research-oriented nature of the programme and the evolving demands of the wine sector, continuous academic engagement with industry innovation, sustainability issues, quality assurance systems, and modern production technologies remains particularly important. The panel finds that the institutional framework provides sufficient opportunities for such development. Overall, staff development arrangements adequately support programme implementation.

Master's Educational Programme - Viticulture and Enology (English-Language)

The international orientation of the programme places additional emphasis on staff qualifications, international experience, and English-language teaching competencies. The panel finds that the programme is supported by academic personnel whose qualifications are generally consistent with the programme profile and intended learning outcomes. The University's professional development environment provides opportunities for staff to participate in international activities, develop research competencies, and maintain disciplinary expertise. These opportunities are particularly important for an English-language programme seeking to attract international students and maintain international relevance.

While the institutional framework is appropriate, continued focus on international scholarly engagement, publication activity, and collaboration with foreign universities would further strengthen the programme's international profile.

Evidences/Indicators

- Staff evaluation and staff satisfaction survey results;
- Documentation confirming professional-development trainings, exchange projects and similar activities
- Evidence of staff awareness of international cooperation projects and research-support mechanisms.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended to develop a systematic mechanism for measuring the impact of professional development activities on teaching quality, research productivity, curriculum innovation, and programme development	It is suggested to introduce annual development plans for academic personnel linked directly to programme objectives, emerging disciplinary developments, and internationalization goals. It is advised to further strengthen support for participation in international research projects, grant applications, and academic mobility initiatives.
Bachelor's Educational Programme - Forestry		It is suggested to encourage greater participation of programme staff in international forestry networks and applied forestry research initiatives

Bachelor's Educational Programme - Viticulture and Enology		It is suggested to increase participation in international viticulture and enology associations and applied industry partnerships
Master's Educational Programme - Forestry		It is suggested to increase participation of programme staff in international forestry research projects and collaborative publications
Master's Educational Programme - Viticulture and Enology		It is suggested to encourage staff participation in international wine research consortia, industry-academia projects, and competitive research grant schemes
Master's Educational Programme - Viticulture and Enology (English-Language)		It is advised to further strengthen staff internationalization through joint research projects, academic mobility, and cooperation with foreign institutions offering comparable programmes

Evaluation

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	Evaluation
Bachelor's Educational Programme - Forestry	Substantially complies
Bachelor's Educational Programme - Viticulture and Enology	Substantially complies
Master's Educational Programme - Forestry	Substantially complies
Master's Educational Programme - Viticulture and Enology	Substantially complies
Master's Educational Programme - Viticulture and Enology (English-Language)	Substantially complies

4.4. Material Resources

Accreditation standards indicators

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

PHD Programme indicators

- The doctoral education programme is equipped with the necessary research and artistic-creative infrastructure and technical equipment (scientific laboratory, computer resource,

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

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

Cluster evaluation

Description and Analysis of Cluster

The expert panel reviewed the programme documentation, information relating to the library, laboratory and digital resources, as well as the information obtained during the site visit and interviews with the University administration, programme directors and relevant staff.

University representatives stated that the infrastructure required for the implementation of the programmes is in place, including appropriately equipped classrooms, computer and digital resources, library services, access to electronic databases, and general laboratory facilities.

The University representatives further indicated that the library maintains a collection of both printed and electronic academic resources and that students are provided with access to international electronic databases, modern information resources, and other learning materials that support the achievement of the programme learning outcomes. However, it was also explained that all five programmes are newly established and, during the initial stage of implementation, students will primarily rely on the library resources and electronic collections of Georgian Technical University.

The evaluation process confirmed that students at Sokhumi State University either do not have institutional email accounts or only a proportion of them have such accounts. As institutional email addresses are often a prerequisite for accessing international electronic library databases, it is recommended that the University provide all students with institutional email accounts and the necessary technical support to ensure full access both to its own library resources and to the subject-specific electronic resources available through Georgian Technical University.

Furthermore, interviews with students enrolled in other programmes revealed that they have limited awareness of the learning resources available to them and frequently depend on individual lecturers' recommendations and shared reading materials. It is therefore recommended that the University strengthen students' awareness of available academic resources through regular information sessions, user guides, and other appropriate support mechanisms.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, 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.

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended that the University provide all students with institutional email accounts and the necessary technical support to ensure full access both to its own library resources and to the subject-specific electronic resources available through Georgian Technical University. It is recommended that the University strengthen students' awareness of available academic resources through regular information sessions, user guides, and other appropriate support mechanisms.	
Bachelor's Educational Programme - Forestry		
Bachelor's Educational Programme - Viticulture and Enology		
Master's Educational Programme - Forestry		
Master's Educational Programme - Viticulture and Enology		
Master's Educational Programme - Viticulture and Enology (English-Language)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.4. Material Resources	Evaluation
Bachelor's Program "Forestry	Substantially complies
Bachelor's Educational Programme "Viticulture and Enology"	Substantially complies
Master's Educational Programme "Forestry"	Substantially complies
Master's Educational Programme "Viticulture and Enology"	Substantially complies
Master's Educational Programme "Viticulture and Enology" (English-language)	Substantially complies

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

Accreditation standards indicators

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

PHD Programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The financial planning for the educational programmes is reflected in the programme and institutional budget. The allocation of financial resources is linked to the needs of programme implementation, including remuneration of academic and invited staff, administrative and support services, teaching and learning resources, library and electronic databases, maintenance and development of material resources, quality assurance activities, and student support services. Based on the self-evaluation report, enclosed financial documents and interviews with representatives of the HEI, the available financial resources are economically feasible and generally correspond to the needs of the programmes. The HEI applies budget planning and monitoring procedures, through which programme-related financial needs are identified and considered in annual planning. The existing financial mechanisms support the stable implementation of the programmes and contribute to the achievement of programme objectives and learning outcomes.

Where relevant, the HEI also uses additional financial mechanisms, including institutional funds, grants, partnerships and externally funded projects, to support the development of educational and research activities. Therefore, the financial sustainability of the programmes is ensured.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, 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.

Evidences/Indicators

- Self-Evaluation Report;
- Programme/faculty/school budget;
- Institutional budget and annual financial plan;
- Budget execution reports;
- Regulations and internal mechanisms for student and staff funding/support;
- Documents confirming research funding, grants, partnerships or externally funded projects;
- Interviews with HEI administration, faculty/school representatives, programme heads, financial office, quality assurance staff, academic staff and students.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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General recommendations/ Suggestion of the Cluster		It is suggested that the HEI continue strengthening programme-specific budget planning and periodically analyse budget execution in relation to programme needs.
Bachelor's Program "Forestry"		
Bachelor's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Forestry"		
Master's Educational Programme "Viticulture and Enology"		
Master's Educational Programme "Viticulture and Enology" (English-language)		

Evaluation

Component 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Evaluation
Programme 1 (Forestry, Bachelor's programme)	Complies
Programme 2 (Viticulture and Enology, Bachelor's programme)	Complies
Programme 3 (Forestry, Master's programme)	Complies
Programme 4 (Viticulture and Enology, Master's programme)	Complies
Programme 5 (Viticulture and Enology, Master's programme)	Complies

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1. Internal Quality Evaluation

Accreditation standards indicators

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

PHD Programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The internal quality assurance processes on the programme level at Sokhumi State University are organized in accordance with the Methodology of Planning, Elaboration and Development Methodology and Mechanism for Evaluation of Teaching Quality Development. The quality assurance statute centralizes principles of continuous improvement, transparency, accountability and cooperation in the quality assurance processes. Therefore, internal quality assurance mechanisms define systemic surveys and evaluations of curricula, services, and resources as main mechanisms for continuous quality assessment. QA Office focuses on semester and annual surveys, involving stakeholders to analyze assessment results to maintain effective monitoring and identify development tendencies. In accordance with the evaluation of the submitted documentation and the findings of the accreditation site visit, programme evaluation is expected to be conducted on a regular basis, and the results of the assessments are intended to be used for programme improvement.

Programme quality assurance is based on the PDCA, “plan – do – check – act” principle. Programme evaluation highlights the inclusiveness of programme staff that collaborate with the internal QA and share the principles and mechanisms to ensure proper internal quality evaluation of the programme. The working group for programs grouped in cluster has been developed ensuring engagement of academic and administrative staff, industry representatives and programme's leaders. The programmes underwent evaluations by field experts and an internal review conducted by the Internal Quality Assurance Office to verify compliance with predefined criteria and ensure alignment with labor market and industry requirements.

The institution underlines the importance of ensuring the involvement of students, graduates, employers, academic staff, and invited experts in the internal quality assurance processes. The Quality Assurance Office cooperates with and encourages the participation of all stakeholders to

ensure a constructive evaluation process. Consequently, the self-evaluation report is jointly prepared by academic and administrative staff. However, the process demonstrates limited awareness among academic staff and employers, as well as students and alumni from related programmes, regarding the quality culture, along with insufficient involvement of staff in broader quality assurance activities beyond programme-level responsibilities. This is particularly relevant in the context of the ongoing transition between the two institutions, where strengthening quality assurance support and engagement is essential for the effective integration of practices and the development of a shared quality culture.

Although information sessions, open-access regulations, and the StudLab database to some extent contribute to the dissemination of relevant information on quality assurance mechanisms and culture, these practices appear to function primarily as supportive tools rather than as part of a structured orientation framework. Awareness and engagement depends more on informal communication or individual initiative, which may affect consistency in stakeholder participation. It is recommended for the institution to formalize an onboarding and orientation process related to quality assurance for stakeholders. Establishing a structured introductory mechanism – supported by regular training sessions or digital guidance materials – would help to strengthen a common understanding of quality culture, support stakeholder’s awareness of their role in evaluation processes, and support more systematic participation in continuous quality improvement.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, 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.

Evidences/Indicators

- Self-evaluation report
- Methodology for Planning, Elaboration and Development of Educational Programs
- Internal and external evaluation results
- Survey results and forms
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/	It is recommended to strengthen stakeholder awareness and formalize an onboarding and orientation	

Suggestion of the Cluster	process related to quality assurance for staff, students and alumni through establishing a structured introductory mechanism that will further facilitate understanding of quality culture, strengthen stakeholder awareness of their role in evaluation processes, and support more systematic participation in continuous quality improvement.	
Programme 1 (Forestry, Bachelor's programme)		
Programme 2 (Viticulture and Enology, Bachelor's programme)		
Programme 3 (Forestry, Master's programme)		
Programme 4 (Viticulture and Enology, Master's programme)		
Programme 5 (Viticulture and Enology, Master's programme)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	Evaluation
Programme 1 (Forestry, Bachelor's programme)	Substantially complies
Programme 2 (Viticulture and Enology, Bachelor's programme)	Substantially complies
Programme 3 (Forestry, Master's programme)	Substantially complies
Programme 4 (Viticulture and Enology, Master's programme)	Substantially complies
Programme 5 (Viticulture and Enology, Master's programme)	Substantially complies

[5.2. External Quality Evaluation](#)

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

External quality assurance at the SSU is carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The institution generally reviews the recommendations and suggestions, and the findings are introduced to the programme staff. The QA and senior management ensure compliance of the developments with the received recommendations. The bachelor's and master's programmes grouped in cluster are new for Sokhumi State University. The programme team expresses readiness for continuous improvement and considering recommendations concerning the further development perspectives.

The educational programmes of the institution are periodically evaluated by external experts. The programmes were developed with the active consideration of the local and international experts' experiences and positions. The evaluations and feedback shared by the external experts emphasize compliance with the subject benchmark requirements in Georgia, compliance with educational and industry standards both locally and internationally. Field experts from "Wine Laboratory" LLC, Georgian Academy of Agricultural Sciences - GAAS, LEPL Scientific-Research Center of Agriculture, National Wine Agency, The Samson Family Center for Grape and Wine Research - Ariel University, Wageningen Social and Economic Research - Wageningen University and Research, positively evaluated programmes, as well as underlined its strengths and importance for preparing qualified professionals, structure and content of the programme, a balance within theory and practice.

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 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, 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.

Evidences/Indicators

- Self-evaluation report
- Methodology for Planning, Elaboration and Development of Educational Programmes
- Self-assessment group meeting minutes
- Internal and external evaluation results
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (Forestry, Bachelor's programme)		
Programme 2 (Viticulture and Enology, Bachelor's programme)		
Programme 3 (Forestry, Master's programme)		
Programme 4 (Viticulture and Enology, Master's programme)		
Programme 5 (Viticulture and Enology, Master's programme)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>5.2. External Quality Evaluation</u>	Evaluation
Programme 1 (Forestry, Bachelor's programme)	Complies
Programme 2 (Viticulture and Enology, Bachelor's programme)	Complies
Programme 3 (Forestry, Master's programme)	Complies
Programme 4 (Viticulture and Enology, Master's programme)	Complies
Programme 5 (Viticulture and Enology, Master's programme)	Complies

5.3. Programme Monitoring and Periodic Review

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

For the programme development and service improvement, the QA Office at the SSU coordinates monitoring and periodic assessment. The assessment and evaluation process involves internal and external actors. Surveys with academic and administrative staff, students, graduates, and employers are central tools for programme monitoring and periodic review. At the end of every compulsory course, students evaluate the course by completing a course evaluation form.

Assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. The labour market analysis is the integral part of the programme planning and monitoring. Results of the evaluation process are distributed among the stakeholders and are used for the programme improvements. The programme development group and the Faculty Council are responsible for the content of the programme, and reflect the field's current achievements and trends in the programme. The Quality Assurance Department regularly reviews students' academic performance on a semester basis, which provides a general mechanism for monitoring educational effectiveness. The programme is accompanied by a mapping of learning outcomes, which defines the Gaussian distribution as the main basis for the direct assessment of learning outcomes.

However, using a Gaussian (normal) distribution as the primary basis for assessing programme learning outcomes may not provide a sufficiently accurate measure of students' actual achievement of intended competencies. Grade distribution reflects relative performance within a specific course and even though course learning outcomes are connected to the program level learning outcomes, it does not necessarily indicate whether students have genuinely attained the knowledge, skills, and competences expected at the programme level. Programme learning outcomes should be assessed through direct, criterion-based evaluation methods that measure achievement against clearly defined and measurable indicators and it is an essential component in the modifying and developing a programme on the basis of assessment result analysis.

The institution has a practice of periodic academic and invited staff evaluation through pre-determined classroom observation practice. The classroom observation is conducted by peers from the same and/or different programme, including representatives from Faculty and Quality Assurance Office. The aim of the evaluation is to provide a platform for sharing experiences, observe the quality of the delivered lectures, compliance with the syllabi, predefined teaching and learning methods and to articulate development tendencies and provide relevant activities.

The institution ensures benchmarking for the local and international practices. The Viticulture and Enology educational programme has been benchmarked against a similar programme offered at University of Tokaj, Hungary. The partnership between the programs and programme

development teams ensured identifying common features as well as multiple development opportunities that have positively influenced the further elaboration of the programme. However, it is suggested to further systematize this practice and ensure that comparable programmes are benchmarked across all programmes grouped in the cluster. This would support more consistent programme improvement and facilitate the integration of up-to-date knowledge and best practices into the programme development process.

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 (Forestry, Master's programme); Programme 4 (Viticulture and Enology, Master's programme); Programme 5 (Viticulture and Enology, Master's programme)

Master's students mostly evaluate the implementation of the research component through informal and individual meetings with the administration. While this allows for direct communication and immediate feedback, there is no structured mechanism in place to systematically collect student feedback on the supervision process or the quality of research mentorship. As already discussed in 3.2, introducing structured mechanisms for evaluating the research component and the process of supervision would help programme teams ensure systematic feedback collection, enhance the quality and smooth delivery of supervision.

Evidences/Indicators

- Self-evaluation report
- Methodology for Planning, Elaboration and Development of Educational Programmes
- Learning Outcomes Evaluation Mechanism
- Internal and external evaluation results
- Survey results and forms
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended to establish programme-specific benchmarks and strengthen programme-level quality assurance monitoring by systematically evaluating the attainment of programme learning outcomes, assessing programme efficiency and ensuring that programme is modified based on the analysis of assessment results, in	It is suggested to further systematize the practice of analysing similar programmes of international universities, facilitating the integration of up-to-date knowledge and best practices into the programmes development process.

	order to ensure its continuous improvement.	
Programme 1 (Forestry, Bachelor's programme)		
Programme 2 (Viticulture and Enology, Bachelor's programme)		
Programme 3 (Forestry, Master's programme)		
Programme 4 (Viticulture and Enology, Master's programme)		
Programme 5 (Viticulture and Enology, Master's programme)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.3. Programme Monitoring and Periodic Review	Evaluation
Programme 1 (Forestry, Bachelor's programme)	Substantially complies
Programme 2 (Viticulture and Enology, Bachelor's programme)	Substantially complies
Programme 3 (Forestry, Master's programme)	Substantially complies
Programme 4 (Viticulture and Enology, Master's programme)	Substantially complies
Programme 5 (Viticulture and Enology, Master's programme)	Substantially complies

Attached documentation (if applicable):

[Signatures](#)

[Chair of Accreditation Experts Panel](#)

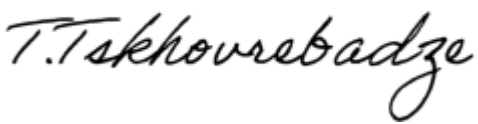
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