



Accreditation Expert Group Report on Cluster of Higher Education Programmes

Food Technology, BA
Food Science and Technology, BA
Food Technology, MA
Food Safety, MA

LEPL – Sokhumi State University
Evaluation Date(s) - 8-9 June, 2026

Report Submission Date

15.07.2026

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

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3	Programme 4
Name of the educational programme In Georgia	სასურსათო ტექნოლოგია	სურსათის მეცნიერება და ტექნოლოგია	სასურსათო ტექნოლოგია	სურსათის უვნებლობა
Name of the educational programme In English	Food Technology	Food Science and Technology	Food Technology	Food Safety
Level of higher education	Bachelor's Studies	Bachelor's Studies	Master's Studies	Master's Studies
Qualification to be awarded	Bachelor in Food Technology	Bachelor of Science in Food Technology	Master in Food Technology	Master of Food Safety
Name and code of the detailed field	Food processing 0721	Food processing 0721	Food processing 0721	Food processing 0721
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education ¹				
Language of instruction	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	241	241	120	120
Programme Status (Accredited/Non-accredited/Conditionally	New	New	New	New

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

Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)				
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II. Accreditation Report Executive Summary

■ General Information on the Cluster of Education Programmes

Sokhumi State University (SSU) has submitted for accreditation a cluster of educational programs in the fields of Food Technology, Food Science and Technology, and Food Safety. The cluster includes two bachelor's programs and two master's programs that are being transferred to SSU within the framework of the ongoing reforms in the Georgian higher education system aimed at strengthening and redistributing academic capacity among public higher education institutions. The programs were previously implemented at Georgian Technical University (GTU) and are now proposed for implementation at SSU.

The decision to evaluate the programs as a cluster is based on their common disciplinary focus, substantial overlap in academic content, shared human and material resource requirements, and their potential to create a coherent educational pathway in the field of food sciences and technologies. Collectively, the programs address national priorities related to food security, food quality, technological innovation, and workforce development within the agri-food sector.

The cluster comprises the Bachelor's Educational Program in Food Technology, the Bachelor's Educational Program in Food Science and Technology, the Master's Educational Program in Food Technology, and the Master's Educational Program in Food Safety. The curricula, learning outcomes, and program structures presented by the university are based on programs previously accredited and implemented at GTU and are aligned with the National Qualifications Framework and relevant field-specific descriptors.

The Bachelor's Program in Food Technology is intended to provide students with fundamental and applied knowledge in food production technologies, food processing, quality assurance, and related technological disciplines. The Bachelor's Program in Food Science and Technology combines training in natural sciences with food-related technological subjects, aiming to prepare graduates capable of addressing contemporary challenges in food production, product development, and quality management.

At the Master's level, the program in Food Technology is designed to provide advanced knowledge and research-oriented competencies in food production and processing technologies. The program in Food Safety focuses on food quality management, food legislation, risk assessment, and public health aspects of food systems, reflecting increasing national and international demand for qualified specialists in this area.

Although the academic content of the proposed programs is derived from previously accredited programs, SSU itself has not historically been involved in the delivery of agricultural sciences, food technology, or food safety programs. Consequently, the accreditation process focused not only on the academic merits of the proposed curricula but also on the university's capacity to successfully assume responsibility for their implementation. Particular attention was paid to the availability of qualified academic staff, adequacy of laboratory and teaching infrastructure, institutional support mechanisms, quality

assurance procedures, and the extent to which the transferred programs had been adapted to the specific context and strategic priorities of SSU.

The proposed cluster has the potential to contribute to the diversification of SSU's academic portfolio and to support national workforce needs in the food sector. However, the successful implementation of the programs will depend on the university's ability to establish the necessary academic, administrative, and infrastructural conditions for sustainable program delivery. As the programs have not previously been implemented at SSU, the evaluation primarily assessed the university's readiness and capacity to support the transition rather than evidence of successful program operation and outcomes.

In this context, the cluster evaluation served to examine both the academic coherence of the proposed programs and the institutional preparedness of SSU to integrate and sustainably develop food-related educational programs within its educational and research environment.

- Overview of the Accreditation Site Visit

The accreditation site visit for the cluster of educational programs in Food Technology and Food Science at Sokhumi State University (SSU) was conducted over two days, on 8–9th of June, 2026 with the experts of the panel involved in face-to-face meetings and the head of the expert panel attending on-line. The visit involved a comprehensive review of the Bachelor's Educational Programs in Food Technology and Food Science and Technology, as well as the Master's Educational Programs in Food Technology and Food Safety. The evaluation process included meetings with university management, academic and invited staff, students, employers, and quality assurance representatives, as well as observation of the material and technical resources available to support the programs.

The site visit commenced on 8 June with a preparatory session of the expert panel, followed by a meeting with the university administration, including the Vice Rector, Head of Administration, and representatives of the Faculty of Business and Social Sciences. Discussions focused on institutional governance, strategic development, resource allocation, and support mechanisms for the educational programs transferred to the institution within the ongoing reform in HE.

Subsequently, the panel met with the Self-Assessment Group to discuss the self-evaluation process, quality assurance procedures, program development, and institutional support services. Separate meetings were then held with the heads of the Bachelor's and Master's programs, representing GTU, allowing the panel to examine program objectives, curriculum design, learning outcomes, and mechanisms for monitoring and improving educational quality.

The afternoon sessions included meetings with academic staff involved in the delivery of the programs and supervisors of master's theses. These discussions focused on teaching methodologies, research activities, student assessment practices, supervision procedures, and professional development opportunities. The panel also met with invited staff participating in the implementation of the programs and with employers representing various sectors of the

food industry in order to receive insights into labour market needs, graduate employability, and industry engagement.

On the second day, the expert panel conducted an extensive observation of the material and technical resources supporting the programs, including laboratories, teaching facilities, and library services. The panel subsequently met with students enrolled in the accredited programs to discuss their learning experiences, academic support, access to resources, and participation in quality assurance processes.

Following these meetings, the panel held a dedicated session with representatives of the university and faculty quality assurance services to discuss internal quality assurance mechanisms, program monitoring procedures, and continuous improvement activities.

The visit concluded with a working session of the expert panel, during which key findings and observations were consolidated. Preliminary conclusions were then presented to university representatives.

The site visit provided the expert panel with evidence regarding the implementation of educational programs, institutional support mechanisms, quality assurance processes, available learning resources, and stakeholder engagement. However, the evaluation was complicated by the fact that a significant portion of the documentation submitted by SSU, including curricula, course syllabi, staff allocations, and supporting materials, appeared to be derived from the corresponding programs accredited at GTU, with limited adaptation to the specific context, resources, and academic environment of SSU.

Consequently, during the site visit particular attention was paid to verifying the actual implementation capacity of the programs, the availability and involvement of academic staff, the adequacy of learning resources, and the extent to which the programs had been genuinely integrated into the institutional framework of SSU.

- Brief Overview of Education Programme Compliance with the Standards

The information obtained through interviews, direct observation, additional documentation requests, and discussions with internal and external stakeholders provided some evidence regarding the university's readiness and will to implement the proposed programs. Nevertheless, the extent to which the programs will be institutionally adapted following their transfer from GTU could not be comprehensively verified during the evaluation process. As a result, while the evidence collected informed the panel's assessment and accreditation recommendations, uncertainties remain regarding the practical implementation and long-term sustainability of the transition within the SSU context. Thus, the panel adopted a series of recommendations, mostly to the whole cluster and to the University because of the concern relative to the timing of implementation, procedures of appointing staff, exchange of information among SSU and GTU, adaptation of the staff to the new Institution, necessity of clear agreements for the shared use of Infrastructures for the Programmes and proper allocation and definition of the budget. The majority of the recommendations are necessary to be implemented in short time to give to the students of the first year of the programmes

that should be run at SSU, the standard quality of education and proper comprehension of their university pathway. Considering the peculiarity of the evaluation that is driven by the implementation of a Reform of the Educational system, the panel decided to evaluate most of the sub-standards Substantially compliant, nevertheless, concerns about a proper implementation of the cluster at SSU in the next academic year still remain.

- Recommendations

Cluster:

- Revise the English titles of qualifications to ensure consistency with the Classification of Fields of Study and internationally accepted degree nomenclature (1.1.)
- Revise the learning outcomes of the Bachelor's programs to ensure that they adequately differentiate the qualifications of Food Technology and Food Science and Technology graduates and clearly reflect the specific academic and professional profile of each program (1.2)
- Develop and implement a clearly documented mechanism for the periodic assessment and improvement of program learning outcomes, including transparent procedures for stakeholder engagement and the collection of reliable employer feedback supporting the evaluation of learning outcomes and program relevance. (1.3)
- Ensure that the structures and syllabi of all programs included in the cluster are fully revised and brought into compliance with the Bachelor's and Master's Program Planning, Development, and Improvement Methodologies approved by Sokhumi State University, including the required format, prerequisite information, credit-hour distribution, and alignment with the university's 15-week academic calendar (1.4)
- Review the total volume of the Bachelor's programs and consider aligning the curricula with the standard four-year workload of 240 ECTS credits, unless a clear academic justification for the additional credit can be demonstrated. (1.4)
- Review overlapping and duplicated courses across and within programs to ensure clear differentiation of course content, learning outcomes, and competencies at both Bachelor's and Master's levels (1.5)
- It is recommended that the university strengthen and formalize cooperation with relevant employers, professional organizations, and industry partners through sustainable partnership mechanisms in order to support the effective implementation of practical training, internships, applied research activities, and other practice-oriented components of the educational programs, as well as to ensure their continued relevance to labour market needs (2.2)

- Within the framework of the academic program, a unified standard for academic citation should be established and clearly reflected in the relevant regulatory documents, and its practical application in students' research papers should also be strengthened. (2.4)
- It is recommended that Sokhumi State University finalize, clarify, and formally confirm the composition of the academic and invited staff responsible for the implementation of the cluster programs. (4.1)
- The university should provide evidence of contractual arrangements, workload allocation, affiliation status, and staff qualifications, ensuring that the academic and professional profile of the personnel is fully aligned with the objectives, learning outcomes, and sustainability requirements of the respective educational programs. (4.1)
- It is recommended that Sokhumi State University finalize and formalize the integration of academic and invited staff involved in the implementation of the cluster programs by concluding the necessary contractual arrangements and ensuring their systematic participation in institutional quality assurance, staff evaluation, professional development, and support mechanisms. 4.3
- The university should demonstrate that all personnel responsible for program implementation are fully familiar with institutional regulations, quality assurance procedures, and the opportunities available for pedagogical, scientific, and professional development 4.3
- It is recommended that the lecture schedules be correctly determined and written so that the active students admitted in 2026-2027 and existing students can attend lectures in the appropriate learning environment. The ratio of the number of auditoriums and students should be correctly determined, which will allow students to receive higher education that meets standards. 4.4
- It is recommended that the university already include in its 2027 procurement plan the purchase of literature, including on-line resources, necessary for the implementation of programs combined in the cluster. 4.4
- It is recommended that, within the framework of the dialogue with the Ministry of Education, Science and Youth, the current full budget of the programs included in the cluster be clarified, and a strategy for the development and financial sustainability mechanisms of each program and the cluster be developed. 4.5
- It is recommended that Sokhumi State University complete the adaptation and formal adoption of all program-related documentation within its institutional framework and strengthen the self-evaluation process to ensure the systematic identification, analysis, and elimination of deficiencies related to program content, learning resources, staffing, infrastructure, and implementation arrangements. The university should also provide clearer evidence demonstrating how the cooperation mechanisms established with

Georgian Technical University support the effective and sustainable transfer and implementation of the educational programs. 5.1

- It is recommended that Sokhumi State University update programme-related documentation under the University's name and official format. 5.1
- It is recommended the University ensure implementation of recommendations issued according to the external evaluation (for example, recommendations by Accreditation Council. In addition, the University should ensure systematic external collegial developmental evaluations by local and foreign experts. 5.2
- It is recommended that the University ensure the monitoring process of educational programmes presented in cluster using the full spectrum of existing monitoring mechanisms. 5.3
- It is recommended that the university ensure anonymous survey of academic/scientific/visiting staff and administrative/support staff satisfaction with university services. 5.3

Programme 1 (Food Technology, BA, level VI):

- Revise the English title of the qualification from “Bachelor in Food Technology” to “Bachelor of Food Technology”. (1.1)
- Develop program-specific learning outcomes reflecting the scientific dimension of the qualification. (1.2)
- Align the courses "Quality Control, Certification and Labeling" and "Processing of Food Industry ProductionWaste" with their stated learning outcomes. (1.2)
- Consider aligning the curricula with the standard four-year workload of 240 ECTS credits, unless a clear academic justification for the additional credit can be demonstrated. (1.4)
- Remove the topic “Tea Production Technology” from the course “Canning Technology” and align the course content and literature with the intended subject focus. (1.5)
- Update the literature used in the program and reduce reliance on outdated sources, particularly where contemporary scientific and professional literature is available. (1.5)
- It is recommended to develop benchmarking document for BA programme „Food Technology “ (5.3)

Programme 2 (Food Science and Technology, BA, level VI):

- Develop program-specific learning outcomes reflecting the scientific dimension of the qualification. (1.2)

- Consider aligning the curricula with the standard four-year workload of 240 ECTS credits, unless a clear academic justification for the additional credit can be demonstrated. (1.4)

Programme 3 (Food Technology, MA, level VII):

- Revise the English title of the qualification from “Master in Food Technology” to “Master of Food Technology (1.1)
- It is recommended to establish the prerequisites for admission to the program in accordance with the SSU methodology (2.1)
- It is recommended that Sokhumi State University identify and formally appoint qualified Master's thesis supervisors for the programs included in the cluster and provide evidence of their contractual engagement, academic qualifications, research expertise, and availability prior to program implementation. The university should ensure that the supervisory capacity is sufficient to support the research component of the programs and the successful completion of Master's theses in accordance with institutional regulations and academic standards. 4.2
- It is recommended that university ensures the creation and implementation of tools for anonymous evaluation of the scientific supervision and scientific component by students (5.3)

Programme 4 (Food Safety, MA, level VII)

- It is recommended to establish the prerequisites for admission to the program in accordance with the SSU methodology (2.1)
- It is recommended that Sokhumi State University identify and formally appoint qualified Master's thesis supervisors for the programs included in the cluster and provide evidence of their contractual engagement, academic qualifications, research expertise, and availability prior to program implementation. The university should ensure that the supervisory capacity is sufficient to support the research component of the programs and the successful completion of Master's theses in accordance with institutional regulations and academic standards. 4.2
- It is recommended that university ensures the creation and implementation of tools for anonymous evaluation of the scientific supervision and scientific component by students (5.3)

- Suggestions

1.1 Programme Objectives

Cluster:

- Revise the objectives of all programs within the cluster to ensure a stronger competence-based orientation, clearer differentiation between qualification levels, and better alignment with contemporary developments in the food sector. The revised objectives should explicitly articulate the knowledge, skills, and competences expected of graduates, strengthen the progression between Bachelor's and Master's levels, and incorporate current international trends, including sustainability, digitalization, artificial intelligence applications, innovation, and international regulatory frameworks.
- Strengthen the articulation of the contribution of the programs to societal development, particularly in relation to food security, public health, environmental sustainability, and responsible resource management.
- Further enhance the internationalization dimension of the programs by explicitly reflecting European and international food safety and quality standards, international research collaboration, and participation in global professional and innovation networks.

Programme 1 (Food Technology, BA, level VI):

- Reformulate the program objectives using competence-based language that more clearly describes the expected graduate profile and learning achievements.
- Expand the objectives to reflect emerging developments in the food sector, including sustainable production systems, digital technologies, artificial intelligence applications, innovation, and resource-efficient manufacturing.

Programme 2 (Food Science and Technology, BA, level VI):

- Strengthen the scientific dimension of the objectives by placing greater emphasis on scientific reasoning, research skills, evidence-based decision-making, and innovation.

- Revise the objectives to more explicitly reflect contemporary challenges related to food security, public health, sustainability, environmental responsibility, and technological development.
- Improve the English version of the program objectives to ensure clarity, linguistic accuracy, and consistency with internationally accepted academic terminology.

Programme 3 (Food Technology, MA, level VII):

- Strengthen the objectives by incorporating contemporary developments in food technology, including sustainable production systems, circular bioeconomy approaches, digital transformation, artificial intelligence applications, smart manufacturing technologies, and climate-resilient food production.
- Revise the objectives to better distinguish Master's-level competences from first-cycle qualifications, particularly regarding innovation, independent research, critical analysis, and advanced problem-solving. Improve the English version of the program objectives to ensure that it accurately reflects the meaning, scope, and academic level of the Georgian text.

Programme 4 (Food Safety, MA, level VII):

- Strengthen the objectives by incorporating contemporary developments in food safety, including digital food safety systems, traceability technologies, artificial intelligence applications, data-driven quality management, climate-related food safety risks, and emerging regulatory challenges.
- More explicitly articulate the program's contribution to public health, consumer protection, food security, and economic competitiveness.

1.2 Programme Learning Outcomes

Programme 1 (Food Technology, BA, level VI)

- Although food safety and technological processes are well represented, the learning outcomes could better reflect sustainable production practices, waste minimization, resource efficiency, and environmental responsibility.

Programme 2 (Food Science and Technology, BA, level VI)

- The learning outcomes could more clearly reflect competencies related to scientific inquiry, interpretation of experimental results, data analysis, and evidence-based decision-making, thereby reinforcing the distinction between Food Science and Food Technology graduates

Programme 3 (Food Technology, MA, level VII)

- Strengthen learning outcomes by incorporating contemporary developments such as sustainability, digitalization, AI, traceability, and climate resilience.
- While research and technological expertise are addressed, the learning outcomes could more explicitly emphasize technology transfer, commercialization of innovations, product development, and industry-oriented research

Programme 4 (Food Safety, MA, level VII)

- Strengthen learning outcomes by incorporating contemporary developments such as sustainability, digitalization, AI, traceability, and climate resilience.

1.4 Structure and content of educational Programme

Programme 1 (Food Technology, BA, level VI)

- Review and specify the number of credits allocated to foreign language studies and ensure consistency across all program documentation.
- Reconsider prerequisite relationships for courses such as Food Technology Processes and Equipment, Food Production Microbiology, Food Safety, and specialized food technology courses included in the professional modules

Programme 2 (Food Science and Technology, BA, level VI)

- Review the prerequisite structure of the course Nutritional Biochemistry and related scientific courses to strengthen curriculum coherence.
- Reassess the credit allocation of Occupational Safety in Food Industry Enterprises, Fundamentals of Biochemistry, and Fundamentals of Food Plant Design to ensure consistency between course scope and assigned workload.
- Correct inconsistencies in the distribution of contact and independent learning hours identified within course syllabi.

Programme 3 (Food Technology, MA, level VII)

- Complete the adaptation of program documentation and course syllabi to the methodological and formal requirements established by Sokhumi State University before the commencement of program implementation.

Programme 4 (Food Safety, MA, level VII)

- Consider introducing a field-specific foreign language component or another mechanism supporting professional communication in international food safety, regulatory, and scientific environments.

1.5 Academic Course/Subject

Cluster:

- Systematically update the literature used across the cluster by supplementing classical and historical sources with contemporary scientific publications, international standards, and recent technological developments

Programme 2 (Food Science and Technology, BA, level VI)

- Revise the content and literature of the course “Wine Production from Stone Fruit Raw Materials” to ensure adequate coverage of technologies specific to stone-fruit wine production

Programme 3 (Food Technology, MA, level VII)

- Review the course “Food Microbiology” and ensure consistency between the course title, content, and intended learning outcomes.

Programme 4 (Food Safety, MA, level VII)

- Review the curriculum, incorporating trending directions in Food safety

2.3 Teaching and Learning methods

Cluster:

- It is suggested to use greater involvement of the examination center for conducting midterm/final exams of specialty subjects, which will ensure their full assessment.
- It is suggested to clearly indicate the time and place of midterm/final exams in the syllabi. Adding these details will contribute to greater clarity and greater standardization and systematic organization of the syllabus format within the program cluster.

4.3 Professional Development of Academic, Scientific and Invited Staff

Cluster:

- It is suggested that the university ensure equal access to professional development activities, training opportunities, research support measures, and internationalization initiatives for newly recruited academic and invited staff involved in the cluster programs, thereby facilitating their effective integration into the academic environment of Sokhumi State University

5.1 Internal Quality Evaluation

Cluster:

- It is suggested that the university organize systematic working meetings, consultations, and training activities for academic and invited staff involved in the cluster programs in order to strengthen quality culture, facilitate familiarity with institutional regulations and quality assurance procedures, and support their active participation in programme planning, monitoring, evaluation, and continuous improvement processes

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

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

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

- 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.);
Non-available based on the presented data

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

- 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;
Non-available – the programs are new

- Analysis of other quantitative data provided in the self-assessment and annexes.
Non-available based on the presented data

▪ Brief Overview of the Best Practices (if applicable)³

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

The HEI practically agreed on all the recommendations, some of them were partially agreed, the panel wish to clarify about those specific ones, that remains as recommendations

Recommendation N.2 (1.2) : the panel request clear differentiation of the learning outcomes for the two bachelor courses, this is relevant for the student to understand differences between courses of the same area and for the teachers to shape the programs. Within the general framework of Food Processing different learning outcomes should be given, in case only partially but not totally overlapping

Recommendation N.6 (1.5): total differentiation in the content of the courses (and possibly title) is necessary between Bachelor and Master, this should be implemented immediately if the Master starts next academic year. As for the previous recommendation, partial overlap is admissible for the 2 Bachelors

Recommendation N.12 (4.3): the panel is not questioning accessibility, but as reported in the evaluation, during the interviews it was clear that teachers (even program leaders) were not fully aware of policy and academic organization, university should assure that people involved in the program will be aware

Other recommendations partially agreed: the panel is asking not only to share the recommendation but also to check that will be implemented

- 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

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

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	Programme 1 (Food Technology, BA, level VI)	Programme 2 (Food Science and Technology, BA, level VI)	Programme 3 (Food Technology, MA, level VII)	Programme 4 (Food Safety, MA, level VII)
1.	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Substantially	Substantially	Substantially	Substantially
1.1	Programme Objectives	Substantially	Substantially	Substantially	Substantially
1.2	Programme Learning Outcomes	Substantially	Substantially	Substantially	Substantially
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Substantially	Substantially	Substantially	Substantially
1.4	Structure and Content of Educational Programme	Substantially	Substantially	Substantially	Substantially
1.5	Academic Course/Subject	Substantially	Substantially	Substantially	Substantially
2.	Methodology and Organization of Teaching, Adequacy of	Substantially	Substantially	Substantially	Substantially

	Evaluation of Programme Mastering				
2.1	Programme Admission Preconditions	Complies	Complies	Substantially	Substantially
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Substantially	Substantially	Substantially	Substantially
2.3	Teaching and Learning Methods	Complies	Complies	Complies	Complies
2.4	Student Evaluation	Substantially	Substantially	Substantially	Substantially
3.	Student Achievements and Individual Work with Them	Complies	Complies	Complies	Complies
3.1	Student Consulting and Support Services	Complies	Complies	Complies	Complies
3.2	Master's and Doctoral Student Supervision	Complies	Complies	Complies	Complies
4	Providing Teaching Resources	Substantially	Substantially	Substantially	Substantially
4.1	Human Resources	Substantially	Substantially	Substantially	Substantially

4.2	Qualification of Supervisors of Master's and Doctoral Student	- Choose an item.	- Choose an item.	Substantially	Substantially
4.3	Professional Development of Academic, Scientific and Invited Staff	Substantially	Substantially	Substantially	Substantially
4.4	Material Resources	Substantially	Substantially	Substantially	Substantially
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Substantially	Substantially	Substantially	Substantially
5	5. Teaching Quality Enhancement Opportunities	Substantially	Substantially	Substantially	Substantially
5.1	Internal Quality Evaluation	Substantially	Substantially	Substantially	Substantially
5.2	External Quality Evaluation	Substantially	Substantially	Substantially	Substantially
5.3	Programme Monitoring and Periodic Review	Substantially	Substantially	Substantially	Substantially

IV. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

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

The four academic programs included in the cluster (two Bachelor's and two Master's programs) demonstrate a general coherence in structure, thematic focus, and academic purpose. Collectively, they cover the field of food technology, food science, and food safety across two educational cycles, providing opportunities for academic progression and professional specialization. The clustering rationale is well justified, not only by the disciplinary proximity of

the programs but also by the shared academic resources, common subject areas, and the interdisciplinary cooperation established among the faculties involved in their implementation.

The objectives of the programs generally correspond to the disciplinary field, the respective qualification levels, and national workforce needs. The programs address important areas related to food production, food quality, food safety, and technological development, which are highly relevant to both the Georgian economy and public health priorities. Furthermore, the cluster reflects the university's strategic intention to expand its educational portfolio in fields that support national development and labour market demands.

At the same time, several shortcomings were identified in the formulation of the program objectives. While the objectives broadly align with the field of study, they are predominantly content-oriented and frequently describe subject areas to be taught rather than the knowledge, skills, and competences graduates are expected to acquire. Consequently, the objectives do not always provide a sufficiently clear picture of the expected graduate profile.

This issue is particularly evident in the Bachelor's programs, where several objectives take the form of lists of products, technologies, or processes rather than competence-based statements. For example, the objective of the Bachelor's Program in Food Technology states that the program aims to prepare specialists familiar with the production of bread products, sugar, alcohol, confectionery, beverages, meat and dairy products, and canned goods. While this identifies the subject matter of the program, it does not clearly articulate what graduates will be able to do with this knowledge. The objective would benefit from reformulation using competence-oriented language that emphasizes the ability to manage, optimize, analyze, and control food production processes while ensuring quality and compliance with relevant standards.

A further weakness concerns the differentiation between educational levels. Although the Master's programs place greater emphasis on innovation, research, and international integration, the progression from Bachelor's to Master's level is not always sufficiently explicit. The objectives do not consistently demonstrate the increasing complexity of knowledge, autonomy, analytical capacity, and research competence expected from graduates at different qualification levels. Strengthening this vertical progression would contribute to a clearer demonstration of the academic pathway within the cluster.

The contribution of the programs to the development of the field and society is generally evident, particularly within the Master's programs. Issues such as food safety management, technological innovation, quality assurance, and applied research are appropriately reflected and correspond to contemporary challenges facing the food sector. However, the societal role of food professionals

and the broader contribution of the programs to sustainable development, public health, food security, and environmental protection could be more explicitly articulated.

Similarly, while the objectives acknowledge labour market needs, they insufficiently reflect several important international and sector-specific developments. Contemporary trends such as sustainability, circular bioeconomy, climate-resilient food systems, digitalization of food production, artificial intelligence applications, smart manufacturing technologies, traceability systems, novel foods, biotechnology, and data-driven quality management are largely absent from the objectives. Given the rapid transformation of the food sector internationally, greater consideration of these developments would enhance the relevance and future orientation of the programs.

The internationalization dimension is also only partially reflected. While the Master's programs refer to international cooperation and integration into global professional environments, the objectives do not sufficiently emphasize international regulatory frameworks, International food safety standards, international quality management systems, or participation in international research and innovation ecosystems. Considering Georgia's ongoing integration with European and international educational and regulatory frameworks, these aspects deserve greater attention.

Regarding the formal designation of qualifications, the English titles of the awarded degrees should be brought into accordance with the Classification of Fields of Study and established international practice. Specifically, the titles should use the construction "Bachelor of Food Technology" and "Master of Food Technology" rather than "Bachelor in Food Technology" and "Master in Food Technology."

Overall, the program objectives demonstrate a general alignment with the disciplinary field and national workforce requirements. However, they would benefit substantially from revision to ensure that they are more competence-based, measurable, and clearly differentiated by qualification level. Greater emphasis should be placed on graduate capabilities, employability, research competence, innovation, sustainability, digital transformation, artificial intelligence applications, and internationalization. Such revisions would strengthen the academic coherence of the cluster, improve the articulation of the graduate profile, and enhance compliance with contemporary accreditation standards and international expectations.

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 Food Technology, BA (Level VI)⁴

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.

The objectives of the Bachelor's Program in Food Technology generally reflect the disciplinary field and provide a solid foundation in food technology. However, they are formulated primarily as descriptions of subject areas and processes to be studied rather than as competence-based statements that clearly articulate the knowledge, skills, and responsibilities expected of graduates. As a result, the graduate profile and expected learning achievements are not always sufficiently explicit.

Furthermore, the objectives place considerable emphasis on traditional food production technologies but provide limited reference to broader competences increasingly required in the contemporary food sector, including innovation, sustainability, digital technologies, artificial intelligence applications, resource-efficient production, quality management systems, and interdisciplinary problem-solving. Greater emphasis on these areas would strengthen the program's alignment with current international developments and labour market expectations.

Additionally, the English title of the qualification should be revised to ensure consistency with the Classification of Fields of Study and internationally accepted degree nomenclature. The qualification should be awarded as Bachelor of Food Technology rather than Bachelor in Food Technology.

Description and Analysis - Programme 2 (Food Science and Technology, BA (Level VI)

The objectives of the Bachelor's Program in Food Science and Technology aim to provide students with knowledge of food industry processes, food production technologies, quality and safety concepts, raw material processing, environmental and occupational safety requirements, and analytical methods used in food production and quality control. The objectives also seek to develop students' ability to characterize food components, apply physicochemical analytical methods, evaluate factors affecting food production, analyze technological innovations, and participate in the development and implementation of food technology projects. It should also be noted that the English version of the program objectives requires substantial linguistic revision. The current wording contains numerous grammatical, terminological, and stylistic inaccuracies

⁴ Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

that reduce clarity and may hinder the proper interpretation of the program's aims by international stakeholders.

Despite the program title emphasizes both food science and technology, the objectives do not sufficiently reflect the scientific and research-oriented dimensions of the field. Greater attention should be given to scientific reasoning, innovation, research skills, quality management, and evidence-based decision-making. The objectives would also benefit from a stronger focus on contemporary challenges facing the food sector, including sustainability, food security, public health, digital technologies, and environmental responsibility.

Overall, the program provides a solid academic foundation and demonstrates relevance to the field; however, the objectives should be revised to adopt a more competence-oriented approach and to more explicitly articulate the program's contribution to societal development and emerging trends in food science and technology.

Description and Analysis - Programme 3 (Food Technology, MA (Level VII))

The Master's Program in Food Technology aims to provide students with advanced and systematic knowledge in the field of food technology, including food production processes, technological schemes, production methods, physicochemical processes occurring during manufacturing, and the machinery and equipment used in the food industry.

The objectives generally correspond to the second cycle of higher education and reflect key areas of the food technology discipline.

Nevertheless, several shortcomings were identified. The objectives insufficiently reflect contemporary developments within the food technology sector, including sustainable food production systems, circular bioeconomy approaches, digital transformation, artificial intelligence applications, smart manufacturing technologies, advanced quality management systems, and climate-resilient food production. Given the rapidly evolving nature of the field, these aspects should be more explicitly incorporated into the program objectives.

Particular concern arises regarding the English version of the program objectives. The English-language description does not adequately reflect the meaning and academic level of the original Georgian text and may create confusion for prospective international partners, and external stakeholders.

Overall, the program objectives demonstrate alignment with the disciplinary field and broadly correspond to the Master's level. However, they would benefit from revision to strengthen their competence-based orientation, better differentiate the program from first-cycle education, and more clearly reflect contemporary scientific, technological, international, and societal developments relevant to food technology.

Additionally, the English title of the qualification should be revised to ensure consistency with the Classification of Fields of Study and internationally accepted degree nomenclature. The qualification should be awarded as Master of Food Technology rather than Master in Food Technology.

Description and Analysis - Programme 4 (Food Safety, MA (Level VII))

The objectives of the Master program in Food Safety correspond to the second cycle of higher education and demonstrate a clear connection to the disciplinary field. In comparison with other programs within the cluster, they more explicitly address internationalization, innovation, and alignment with labour market requirements. The focus on food safety management systems and international regulatory obligations is particularly relevant given Georgia's ongoing approximation to European food safety legislation and standards.

Although innovation and international integration are mentioned, the objectives would benefit from a stronger reflection of contemporary developments in the field, including digital food safety systems, traceability technologies, data-driven quality management, artificial intelligence applications, sustainability considerations, climate-related food safety risks, and emerging regulatory challenges. Incorporating these aspects would strengthen the program's relevance to current and future developments within the sector.

The societal contribution of the program is evident, as food safety directly impacts public health, consumer protection, food security, and economic competitiveness. Nevertheless, these contributions could be articulated more explicitly within the program objectives to better demonstrate the broader significance of the qualification.

The wording of certain objectives would also benefit from revision to ensure greater clarity and measurability. Statements such as "integrating into the international ecosystem" are conceptually appropriate but remain vague and do not clearly indicate the specific knowledge, skills, or competences graduates are expected to acquire. The example of wording could be – “To prepare highly qualified specialists capable of implementing modern food safety and quality management systems, conducting research and innovation activities, and operating effectively within European and international food safety and regulatory frameworks”.

Evidences/Indicators

- SER
- Charter of Sokhumi State University;
- Statute of the Faculty of Natural Sciences, Mathematics, Technology and Pharmacy;
- Descriptions of the programs
- Mission, objectives and strategy of the SSU

- Interview results

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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	Revise the English titles of qualifications to ensure consistency with the Classification of Fields of Study and internationally accepted degree nomenclature.	Revise the objectives of all programs within the cluster to ensure a stronger competence-based orientation, clearer differentiation between qualification levels, and better alignment with contemporary developments in the food sector. The revised objectives should explicitly articulate the knowledge, skills, and competences expected of graduates, strengthen the progression between Bachelor's and Master's levels, and incorporate current international trends, including sustainability, digitalization, artificial intelligence applications, innovation, and international regulatory frameworks. Strengthen the articulation of the contribution of the programs to societal development, particularly in relation to food security, public health, environmental sustainability, and responsible resource management. Further enhance the internationalization dimension of the programs by explicitly reflecting European and international food

		safety and quality standards, international research collaboration, and participation in global professional and innovation networks.
Programme 1 (Food Technology, BA, level VI)	Revise the English title of the qualification from “Bachelor in Food Technology” to “Bachelor of Food Technology”.	Reformulate the program objectives using competence-based language that more clearly describes the expected graduate profile and learning achievements. Expand the objectives to reflect emerging developments in the food sector, including sustainable production systems, digital technologies, artificial intelligence applications, innovation, and resource-efficient manufacturing.
Programme 2 (Food Science and Technology, BA, level VI)		Strengthen the scientific dimension of the objectives by placing greater emphasis on scientific reasoning, research skills, evidence-based decision-making, and innovation. Revise the objectives to more explicitly reflect contemporary challenges related to food security, public health, sustainability, environmental responsibility, and technological development. Improve the English version of the program objectives to ensure clarity, linguistic accuracy, and consistency with internationally accepted academic terminology.
Programme 3 (Food Technology, MA, level VII)	Revise the English title of the qualification from “Master in Food Technology” to “Master of Food Technology	Strengthen the objectives by incorporating contemporary developments in food technology, including sustainable production systems, circular bioeconomy approaches, digital transformation,

		artificial intelligence applications, smart manufacturing technologies, and climate-resilient food production. Revise the objectives to better distinguish Master's-level competences from first-cycle qualifications, particularly regarding innovation, independent research, critical analysis, and advanced problem-solving. Improve the English version of the program objectives to ensure that it accurately reflects the meaning, scope, and academic level of the Georgian text.
Programme 4 (Food Safety, MA, level VII)		Strengthen the objectives by incorporating contemporary developments in food safety, including digital food safety systems, traceability technologies, artificial intelligence applications, data-driven quality management, climate-related food safety risks, and emerging regulatory challenges. More explicitly articulate the program's contribution to public health, consumer protection, food security, and economic competitiveness.

Evaluation ⁵

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 - Programme Objectives	

⁵ Evaluation is performed for each programme separately.

Programme 1 (name, level)	Substantially
Programme 2 (name, level)	Substantially
Programme 3 (name, level)	Substantially
Programme 4 (name, level)	Substantially

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

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

The learning outcomes of the four educational programs generally correspond to the aims of the respective programs and reflect the qualification levels to be awarded. The outcomes encompass the main areas of knowledge, practical skills, responsibility, and autonomy expected from graduates in the fields of food technology, food science, and food safety. They are broadly aligned

with the National Qualifications Framework and demonstrate relevance to labour market requirements within the food sector.

The cluster demonstrates a logical progression between the first and second cycles of higher education. The Bachelor's programs focus primarily on the acquisition and application of fundamental knowledge and practical skills related to food production, quality assurance, technological processes, and food safety, while the Master's programs place greater emphasis on critical analysis, innovation, independent decision-making, research activities, and management competencies.

At the same time, significant concerns were identified regarding the differentiation of learning outcomes between the two Bachelor's programs. The Food Technology and Food Science and Technology programs contain identical learning outcomes, which have been reproduced directly from the Sectoral Benchmark for Higher Education in Food Technology. While alignment with sectoral benchmarks is appropriate and desirable, educational programs leading to different qualifications within the same institutional cluster should demonstrate distinct graduate profiles reflecting their specific objectives, content, and intended professional trajectories. The current formulation does not adequately distinguish the competencies expected from graduates of the two programs and therefore weakens the academic identity and justification of each qualification.

The learning outcomes generally address labour market requirements and support graduates' progression to the next cycle of education. However, several contemporary developments affecting the food sector—including sustainability, digital transformation, artificial intelligence applications, data-driven production systems, climate resilience, circular bioeconomy principles, and advanced quality management approaches—are only partially reflected. Greater incorporation of these emerging developments would enhance the future-oriented character of the programs and strengthen their responsiveness to evolving labour market demands.

The evidence gathered during the site visit indicates that the learning outcomes were developed through consultation with academic staff and external stakeholders. Nevertheless, given the substantial similarity between the Bachelor's programs, the effectiveness of stakeholder involvement in differentiating the intended graduate profiles is not fully evident.

Overall, the learning outcomes are generally consistent with the qualification levels and field-specific requirements; however, the distinctiveness of the programs within the cluster, particularly at the Bachelor's level, requires further strengthening

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 (Food Technology, BA-Level VI)

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.

The learning outcomes of the Bachelor's Program in Food Technology generally correspond to the program objectives and reflect the fundamental knowledge and practical competencies expected from a first-cycle qualification in the field. The outcomes address food production processes, food safety, technological equipment, analytical methods, independent implementation of certain production stages, problem-solving, and professional responsibility.

The outcomes are generally measurable and achievable and correspond to the requirements of Level VI of the National Qualifications Framework. They also support graduates' employability within the food sector and provide an appropriate foundation for further studies at the Master's level.

However, a significant concern arises from the fact that the learning outcomes are identical to those of the Bachelor's Program in Food Science and Technology and replicate the wording of the Sectoral Benchmark without sufficient adaptation to the specific profile and objectives of the program. Consequently, the learning outcomes do not adequately reflect the unique characteristics of the Food Technology qualification.

Furthermore, inconsistencies were identified between the objectives, learning outcomes, and content of certain courses, particularly "Quality Control, Certification and Labeling" and "Processing of Food Industry Production Waste." In these cases, the course learning outcomes do not fully derive from the course content and therefore limit the constructive alignment within the curriculum.

Overall, the learning outcomes are broadly appropriate for the qualification level and field of study; however, they require revision to better reflect the specific profile of the program and to strengthen internal consistency between program and course-level outcomes.

Description and Analysis - Programme 2 (Food Science and Technology, BA (Level VI))

The learning outcomes of the Bachelor's Program in Food Science and Technology generally correspond to the qualification level and address core knowledge and skills related to food production, food safety, analytical methods, technological equipment, and professional responsibility. They provide an adequate basis for graduate employment and further studies.

However, despite the program title emphasizing both scientific and technological dimensions, the learning outcomes do not sufficiently distinguish the program from the Bachelor's Program in Food Technology. The outcomes are identical to those of the latter program and are reproduced directly from the Sectoral Benchmark. As a result, they do not adequately reflect the specific scientific orientation suggested by the program title and objectives.

Greater emphasis should be placed on scientific reasoning, data interpretation, research methods, innovation, and evidence-based problem-solving in order to better represent the food science dimension of the qualification. This would contribute to a clearer graduate profile and strengthen the distinction between the two Bachelor's programs within the cluster.

Overall, while the learning outcomes correspond to the qualification level and field of study, they require revision to ensure greater consistency with the specific objectives and identity of the program.

Description and Analysis - Programme 3 (Food Technology, MA (Level VII))

The learning outcomes of the Master's Program in Food Technology generally correspond to the objectives of the program and appropriately reflect the complexity expected at the second cycle of higher education. The outcomes demonstrate advanced knowledge of food technology, innovation, technological analysis, equipment modernization, research activities, critical evaluation of information, and independent problem-solving.

The learning outcomes are generally measurable and consistent with the requirements of Level VII of the National Qualifications Framework..

Nevertheless, certain learning outcomes remain strongly focused on traditional technological aspects of food production and could more explicitly incorporate contemporary developments in the field, including sustainable food systems, circular bioeconomy approaches, digital technologies, artificial intelligence applications, smart manufacturing systems, and climate-resilient food production.

Description and Analysis - Programme 4 (Food Safety, MA (Level VII))

The learning outcomes of the Master's Program in Food Safety are well aligned with the program objectives and demonstrate a clear correspondence to the second cycle of higher education. They encompass advanced knowledge of food safety systems, quality management, international regulatory frameworks, risk management, decision-making, research competence, and professional responsibility.

Particularly noteworthy is the strong emphasis on international obligations, European regulatory requirements, food safety management systems, and critical decision-making.

The learning outcomes are generally measurable, realistic, and appropriate for the qualification level. They demonstrate an evident progression from first-cycle education and adequately support graduates' readiness for professional activity and further academic development.

Nevertheless, the outcomes could be further strengthened by incorporating explicit references to emerging developments in food safety, including digital traceability systems, data-driven quality management, artificial intelligence applications, sustainability considerations, and climate-related food safety risks (one-health approach).

Evidences/Indicators

- o Program Descriptions and annexes
- o SER
- o Syllabi
- o Subject Benchmark Statement of Food Technology I and II Cycles of Higher Education VI and VII Levels of the National Qualifications Framework
- o Interview results

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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	Revise the learning outcomes of the Bachelor's programs to ensure that they adequately differentiate the qualifications of Food Technology and Food Science and Technology graduates and clearly reflect the specific academic and professional profile of each program.	

Programme 1 (Food Technology, BA, level VI)	Develop program-specific learning outcomes reflecting the scientific dimension of the qualification. Align the courses "Quality Control, Certification and Labeling" and "Processing of Food Industry Production Waste" with their stated learning outcomes.	Although food safety and technological processes are well represented, the learning outcomes could better reflect sustainable production practices, waste minimization, resource efficiency, and environmental responsibility.
Programme 2 (Food Science and Technology, BA, level VI)	Develop program-specific learning outcomes reflecting the scientific dimension of the qualification.	The learning outcomes could more clearly reflect competencies related to scientific inquiry, interpretation of experimental results, data analysis, and evidence-based decision-making, thereby reinforcing the distinction between Food Science and Food Technology graduates
Programme 3 (Food Technology, MA, level VII)		Strengthen learning outcomes by incorporating contemporary developments such as sustainability, digitalization, AI, traceability, and climate resilience. While research and technological expertise are addressed, the learning outcomes could more explicitly emphasize technology transfer, commercialization of innovations, product development, and industry-oriented research
Programme 4 (Food Safety, MA, level VII)		Strengthen learning outcomes by incorporating contemporary developments such as sustainability, digitalization, AI, traceability, and climate resilience.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation	
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1.2 Programme Learning Outcomes		
Programme 1 (Food Technology, BA, level VI)	Substantially	
Programme 2 (Food Science and Technology, BA, level VI)	Substantially	
Programme 3 (Food Technology, MA, level VII)	Substantially	
Programme 4 (Food Safety, MA, level VII)	Substantially	

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

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

The cluster programs have established mechanisms for the assessment of program learning outcomes that define procedures for collecting, analyzing, and utilizing information related to student achievement. The documentation submitted by the university demonstrates that learning outcome assessment is integrated into the internal quality assurance system and is intended to support continuous program improvement through periodic evaluation and revision.

The proposed assessment system incorporates both direct and indirect evaluation methods, including analysis of student achievement, course learning outcome attainment, surveys of students, graduates, academic staff, and employers, as well as periodic program reviews. The assessment process generally reflects the requirements of the National Qualifications Framework and aims to evaluate the extent to which graduates achieve the intended learning outcomes.

The submitted materials indicate that learning outcomes are assessed through curriculum mapping matrices linking course learning outcomes to program learning outcomes. The results of these assessments are intended to be discussed within relevant academic and quality assurance structures and used for program enhancement.

At the same time, it should be noted that the assessment model and supporting evidence originate primarily from the experience of Georgian Technical University, where the programs were previously implemented. As the programs are currently undergoing transfer to Sokhumi State University, evidence regarding the practical implementation and effectiveness of these assessment mechanisms within the SSU environment is not yet available. Consequently, the evaluation is based on the adequacy of the proposed mechanisms and SSU's intention to integrate them within its own quality assurance framework and regulatory environment.

A review of the assessment documentation identified several areas requiring improvement. In particular, the questionnaires used for indirect assessment of learning outcomes do not always contain indicators directly linked to specific program learning outcomes, making it difficult to clearly determine the extent to which stakeholder feedback contributes to the evaluation of individual outcomes. Furthermore, the employer survey results presented in the documentation do not identify the participating organizations or respondents. While anonymity is appropriate for student and staff surveys, the absence of information regarding employer representation limits the transparency, reliability, and representativeness of labour market feedback and weakens the evidence supporting program relevance and graduate employability.

Particular attention should be paid to the fact that the evaluated programs are being transferred to SSU and have not yet been implemented within the institutional environment. Consequently, although the Self-Evaluation Report states that the analysis of learning outcome achievement and comparison with target benchmarks are conducted periodically and serve as a basis for continuous improvement, there is currently no evidence demonstrating the practical implementation of this process within SSU. The university will therefore need to establish and consistently apply its own procedures for monitoring, evaluating, and improving program learning outcomes in accordance with its internal quality assurance regulations.

Furthermore, the Self-Evaluation Report indicates that all relevant stakeholders are involved in the development and enhancement of educational programs through indirect assessment mechanisms. However, the specific mechanisms of stakeholder involvement are not sufficiently

described. It remains unclear how stakeholder participation will be organized and documented following the transfer of the programs to SSU, whether through advisory boards, formal cooperation agreements, employer councils, memoranda of understanding, structured consultation meetings, or other mechanisms. Greater clarity regarding the composition, roles, frequency of engagement, and practical contribution of stakeholders to learning outcomes assessment would strengthen confidence in the effectiveness and sustainability of the proposed quality assurance processes.

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

- o SER
- o Program descriptions
- o Learning outcomes assessment tools and materials
- o Curricula map
- o Programme learning outcomes assessment mechanism
- o Interview results

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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	Develop and implement a clearly documented mechanism for the periodic assessment and improvement of program learning outcomes, including transparent procedures for stakeholder engagement and the collection of reliable employer feedback supporting the evaluation of learning outcomes and program relevance.	
Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		
Programme 4 (Food Safety, MA, level VII)		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Evaluation
Programme 1 (Food Technology, BA, level VI)	Substantially
Programme 2 (Food Science and Technology, BA, level VI)	Substantially
Programme 3 (Food Technology, MA, level VII)	Substantially
Programme 4 (Food Safety, MA, level VII)	Substantially

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.

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 and content of the educational programs included in the cluster generally comply with the requirements of the National Qualifications Framework, the relevant field descriptors, and the ECTS principles. The programs are organized according to the established cycles of higher education and demonstrate a clear progression of knowledge and competencies from introductory to advanced levels. The volume of the programs comprises 241 ECTS credits for Bachelor's programs and 120 ECTS credits for Master's programs. It should be noted, the general principle of the ECTS system and the national framework for first-cycle higher education is based on a workload of 60 ECTS credits per academic year, resulting in a standard program volume of 240 ECTS credits over four years for Bachelor programs. The rationale for exceeding this volume by one credit is not sufficiently explained in the program documentation. Given that the additional credit does not appear to be linked to a specific academic necessity or learning outcome requirement, consideration should be given to revising the curriculum structure to align the total workload with the standard volume of 240 ECTS credits.

The programs include compulsory, elective, and free elective components and provide opportunities for the development of both theoretical knowledge and practical skills. The Master's programs additionally incorporate a substantial research component culminating in the preparation and defense of a Master's thesis. The program structures generally support the achievement of the intended learning outcomes and correspond to the qualifications to be awarded.

The cluster demonstrates a coherent disciplinary focus and provides opportunities for academic progression within the fields of food technology, food science, and food safety. The programs

include practical training, laboratory-based learning, research activities, and industry-oriented components, which are appropriate considering the applied nature of the field.

At the same time, an important issue was identified regarding the adaptation of the transferred programs to the institutional framework of Sokhumi State University. SSU has developed and approved its own methodologies for the planning, development, and improvement of Bachelor's and Master's programs, including standardized program structures and syllabus templates. However, the submitted documentation demonstrates that the transfer of the programs into the SSU format remains incomplete. In particular, several program structures do not fully comply with the university's approved templates, as they lack information regarding credit hour distribution and course prerequisites. Similarly, the syllabi of all four programs continue to follow formats previously used by Georgian Technical University rather than the forms approved by SSU.

Furthermore, a discrepancy exists between the academic calendar of SSU and the structure of the submitted syllabi. While SSU operates on a 15-week teaching semester, many syllabi remain designed around a 13-week teaching schedule inherited from GTU. Although university representatives acknowledged this issue during the site visit, the necessary revisions had not yet been completed. Given that the programs will be implemented under the academic regulations of SSU, full alignment of program documentation with institutional requirements is essential prior to implementation.

The review of the curricula also identified opportunities to strengthen internal consistency through a more logical arrangement of prerequisites and sequencing of courses. Several prerequisite relationships do not fully reflect the content progression within the programs, and certain course placements could be reconsidered to improve the logical development of knowledge and skills. In addition, some inconsistencies were identified in the allocation of credits and distribution of contact and independent learning hours.

Overall, the structure and content of the programs are generally appropriate for the qualification levels and field of study. However, further adaptation of the transferred programs to the institutional framework, methodology, and academic regulations of SSU is necessary to ensure full compliance with the university's internal quality assurance requirements.

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

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 (Food Technology, BA (Level VI))

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.

The structure of the Bachelor's Program in Food Technology generally corresponds to the requirements of a first-cycle qualification and provides an appropriate balance between general education, specialization courses, electives, and practical training. The curriculum demonstrates logical progression from fundamental scientific knowledge toward specialized food technology subjects and practical applications.

The program includes a substantial number of compulsory specialty courses and elective modules, allowing students to develop both broad and specialized competencies within the field.

However, several issues were identified. The number of credits allocated to foreign language studies requires clarification, as inconsistencies were identified between the curriculum documentation and explanations provided during the site visit. The program documentation should clearly indicate the exact number of foreign language credits and ensure consistency across all program materials. In addition, a review of course sequencing suggests that certain prerequisite relationships should be reconsidered. Specifically, stronger prerequisite links could be established between courses such as Hydraulics and Food Technology Processes and Equipment, while the sequencing of Food Production Microbiology and Food Safety could be revised to better reflect the logical progression of knowledge.

An overall observation concerns the strong engineering and technical orientation of the curriculum. The emphasis placed on technical and engineering components was justified within the context of Georgian Technical University, where the program was developed and implemented within a technical higher education environment. However, following the transfer of the program to Sokhumi State University, the continued appropriateness of the existing balance between technological, engineering, and food science components requires further consideration. The extent to which the current curriculum reflects the strategic priorities, academic profile, available resources, and intended graduate profile of SSU remains insufficiently substantiated. Consequently, a comprehensive review of the curriculum should be undertaken to determine whether the existing structure continues to be optimal in the new institutional context and

whether adjustments are required to better align the program with the university's academic environment and labour market expectations.

A review of the curriculum and course syllabi identified several opportunities to strengthen the logical progression of knowledge and competencies through a more coherent prerequisite structure. In particular, the course "Hydraulics" could serve as an appropriate prerequisite for "Food Technology Processes and Equipment," given the technical content and engineering principles addressed within both subjects. Similarly, stronger prerequisite relationships could be established between "Food Production Microbiology" and "Food Safety," as the former provides essential scientific foundations for understanding food safety systems and risk management. Consideration should also be given to introducing "Food Production Technological Equipment" as a prerequisite for more specialized food technology courses included within the professional modules. Furthermore, the sequencing of certain courses may be improved. For example, "Food Production Microbiology" could be offered earlier in the curriculum and serve as a prerequisite for "Food Safety," thereby ensuring a more logical development of student competencies.

The review also identified several issues related to credit allocation and workload distribution. Certain courses appear to have credit values that may not fully correspond to the scope and complexity of their content. In addition, inconsistencies were identified in the calculation and distribution of contact and independent learning hours in some syllabi. Such discrepancies should be reviewed to ensure full compliance with ECTS principles and to strengthen the transparency and consistency of workload calculations across the curriculum.

Description and Analysis - Programme 2 (Food Science and Technology, BA (Level VI))

The structure of the program generally corresponds to the requirements of a Bachelor's qualification and includes a balanced combination of scientific, technological, and practical components. The inclusion of industrial practice and a Bachelor's thesis contributes positively to the development of practical and research-oriented competencies.

The curriculum supports the achievement of the intended learning outcomes and provides opportunities for both specialization and elective study.

Nevertheless, several areas for improvement were identified. The allocation of credits among certain courses does not always appear fully consistent with the scope and complexity of the course content. In particular, the relationship between the credits assigned to Occupational Safety in Food Industry Enterprises, Fundamentals of Biochemistry, and Fundamentals of Food Plant Design should be reviewed to ensure proportionality between workload, content, and expected learning outcomes.

Furthermore, the prerequisite structure could be strengthened. For example, the course Nutritional Biochemistry would benefit from more clearly defined prerequisite requirements reflecting the scientific foundations necessary for successful completion of the course.

A review of the distribution of contact and independent learning hours is also recommended, as inconsistencies were identified in several course syllabi.

Description and Analysis - Programme 3 (Food Technology, MA (Level VII))

The structure of the Master's Program in Food Technology is generally appropriate for a second-cycle qualification. The balance between coursework, elective components, and the research thesis supports the development of advanced knowledge, analytical skills, and research competencies. The inclusion of elective groups allows students to pursue individual academic interests while maintaining a coherent professional profile.

The research component is appropriately integrated into the curriculum and contributes to the achievement of the intended learning outcomes. The overall organization of the program reflects the requirements of Level VII of the National Qualifications Framework.

No significant deficiencies were identified regarding the overall structure of the program. However, full adaptation of the program documentation and syllabi to SSU's approved methodological framework remains necessary prior to implementation.

Description and Analysis - Programme 4 (Food Safety, MA (Level VII))

The structure of the Master's Program in Food Safety generally corresponds to the requirements of a second-cycle qualification and provides an appropriate balance between theoretical study, practical training, and research activities. The inclusion of an industrial internship component is particularly valuable given the applied nature of the field.

The sequencing of the research component and the requirement for successful completion of each stage before progression to the next stage provide a logical framework for developing research competencies and ensuring academic progression.

However, unlike the other programs in the cluster, the curriculum does not include a foreign language component. Given the highly internationalized nature of food safety regulation, European food legislation, scientific communication, and quality management systems, consideration should be given to incorporating a field-specific foreign language component or equivalent mechanism for strengthening professional communication competencies in an international context.

Overall, the structure of the program is appropriate and supports the achievement of the intended learning outcomes.

Evidences/Indicators

- o SER
- o Program descriptions
- o Syllabi
- o Methodology for planning, designing and developing educational programmes in SSU
- o Curriculum map
- o Interview results

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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	Ensure that the structures and syllabi of all programs included in the cluster are fully revised and brought into compliance with the Bachelor's and Master's Program Planning, Development, and Improvement Methodologies approved by Sokhumi State University, including the required format, prerequisite information, credit-hour distribution, and alignment with the university's 15-week academic calendar Review the total volume of the Bachelor's programs and consider aligning the curricula with the standard four-year workload of 240 ECTS credits, unless a clear academic justification for the	

	additional credit can be demonstrated.	
Programme 1 (Food Technology, BA, level VI)	Consider aligning the curricula with the standard four-year workload of 240 ECTS credits, unless a clear academic justification for the additional credit can be demonstrated.	Review and specify the number of credits allocated to foreign language studies and ensure consistency across all program documentation. Reconsider prerequisite relationships for courses such as Food Technology Processes and Equipment, Food Production Microbiology, Food Safety, and specialized food technology courses included in the professional modules
Programme 2 (Food Science and Technology, BA, level VI)	Consider aligning the curricula with the standard four-year workload of 240 ECTS credits, unless a clear academic justification for the additional credit can be demonstrated.	Review the prerequisite structure of the course Nutritional Biochemistry and related scientific courses to strengthen curriculum coherence. Reassess the credit allocation of Occupational Safety in Food Industry Enterprises, Fundamentals of Biochemistry, and Fundamentals of Food Plant Design to ensure consistency between course scope and assigned workload. Correct inconsistencies in the distribution of contact and independent learning hours identified within course syllabi.
Programme 3 (Food Technology, MA, level VII)		Complete the adaptation of program documentation and course syllabi to the methodological and formal requirements established by Sokhumi State University before the commencement of program implementation.

Programme 4 (Food Safety, MA, level VII)		Consider introducing a field-specific foreign language component or another mechanism supporting professional communication in international food safety, regulatory, and scientific environments.
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Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4. Structure and Content of Educational Programme	Evaluation
Programme 1 (Food Technology, BA, level VI)	Substantially
Programme 2 (Food Science and Technology, BA, level VI)	Substantially
Programme 3 (Food Technology, MA, level VII)	Substantially
Programme 4 (Food Safety, MA, level VII)	Substantially

1.5. Academic Course/Subject

Accreditation standards indicators

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- 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

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

The academic courses included in the cluster generally support the achievement of the intended program learning outcomes and correspond to the qualifications awarded at the respective educational levels. The syllabi define course learning outcomes, teaching and learning methods, assessment approaches, and recommended literature, and in most cases demonstrate a clear relationship between course-level and program-level learning outcomes. The content of the courses is generally appropriate to the field of food technology, food science, and food safety and includes both theoretical and practical components necessary for the development of professional competencies.

The review of the syllabi demonstrated that the majority of courses contribute appropriately to the achievement of program learning outcomes. Nevertheless, several issues affecting coherence, distinctiveness, and contemporary relevance of the curriculum were identified. In particular, a number of courses within and across the programs demonstrate substantial overlap in content, learning outcomes, and literature despite being offered under different titles. Similar situations were identified between Bachelor's and Master's level courses, where differences in complexity and depth are not always sufficiently reflected in course titles or descriptions. Such duplication weakens the distinctiveness of individual courses and may limit the progressive development of competencies across educational cycles.

The review further revealed inconsistencies between course titles and actual course content in several cases. This raises concerns regarding the transparency of learning outcomes and the extent to which course content accurately reflects the competencies students are expected to acquire. In addition, the allocation of credits and workload is not always fully supported by the scope and complexity of the course content.

Particular attention should be paid to the literature indicated in the syllabi. Although the university provided reasonable justification for retaining some older technological literature as a basis for comparing historical and contemporary production methods, a significant proportion of the recommended literature remains outdated. In many syllabi, recent scientific publications, international standards, and contemporary technological developments are insufficiently represented. Given the rapidly evolving nature of the food sector, systematic updating of literature would strengthen the achievement of learning outcomes and ensure greater alignment with current scientific and technological advances.

Since the programs are being transferred from Georgian Technical University to Sokhumi State University, a comprehensive review of course content, learning outcomes, literature, and assessment approaches would further support the adaptation of the programs to the academic environment and strategic priorities of SSU.

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 (Food Technology, BA (Level VI))

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.

The courses included in the Bachelor of Food Technology program generally correspond to the technological orientation of the qualification and contribute to the achievement of the program learning outcomes. The curriculum provides students with knowledge of food production technologies, processing operations, equipment, quality assurance, and food safety.

However, the review identified several issues requiring attention. The course “Canning Technology” includes the topic “Tea Production Technology,” despite tea not being classified as a canned product. Furthermore, the literature indicated in the syllabus does not adequately support this topic. Consequently, the relationship between the course title, content, literature, and intended learning outcomes is not fully justified. This issue had already been identified during the previous accreditation process but has not yet been addressed.

A further concern relates to the literature used in several courses. While historical sources remain valuable for understanding the evolution of technological processes, the predominance of outdated literature, including older Russian-language textbooks, does not adequately reflect current developments in food technology, food safety, sustainability, digitalization, and modern industrial practices. Updating the literature would enhance the relevance of the courses and strengthen students’ exposure to contemporary scientific and technological developments.

Description and Analysis - Programme 2 (Food Science and Technology, BA (Level VI))

The courses included in the Bachelor of Food Science and Technology program generally reflect the interdisciplinary nature of the qualification and provide an appropriate balance between scientific foundations and applied food technologies. Laboratory work, practical components, and

the Bachelor's thesis contribute positively to the development of professional and research-related competencies.

At the same time, the review identified several issues related to course coherence and differentiation. The course “Food Microbiology” contains substantial content from industrial, environmental, and soil microbiology, which extends beyond the scope implied by the course title. As a result, the title does not fully reflect the actual content of the course. Either the content should be more specifically focused on food-related microbiological processes and hazards, or the course title should be revised to better correspond to its content.

Several specialized technological courses also demonstrate considerable overlap in content, objectives, learning outcomes, and literature. In some cases, courses with different titles appear to cover substantially the same material, limiting the distinctiveness of the curriculum and raising questions regarding the efficient use of student workload. A systematic review of these courses would strengthen curriculum coherence and ensure clearer differentiation of competencies developed through each subject.

The course “Wine Production from Stone Fruit Raw Materials” does not sufficiently reflect its stated focus. Although the title suggests specialization in stone-fruit wine technologies, the content and literature are primarily oriented toward general wine production and grape-based technologies. Consequently, the course content and supporting literature should be revised to ensure consistency with the intended learning outcomes and subject title.

The Bachelor's thesis component is currently oriented predominantly toward technological design, process schemes, and engineering calculations. Considering the scientific orientation of the program, broader opportunities should be provided for research-based thesis topics related to food quality, food safety, microbiology, functional foods, packaging technologies, sustainability, and product development. Such diversification would strengthen the scientific profile of the qualification and support the development of analytical and research competencies.

Description and Analysis - Programme 3 (Food Technology, MA (Level VII))

The courses included in the Master of Food Technology program generally correspond to the requirements of second-cycle education and contribute to the development of advanced professional and research competencies. The curriculum provides opportunities for specialization and independent research and supports the achievement of the intended learning outcomes.

However, the review of course content revealed instances where subjects offered at the Master's level demonstrate substantial similarity to courses taught at the Bachelor's level. While advanced study of the same technological domains is justified, the distinction in complexity, analytical depth, and research orientation should be more clearly reflected in course content, learning

outcomes, and titles. Strengthening this differentiation would further support the progressive development of competencies expected at the Master's level.

Description and Analysis - Programme 4 (Food Safety, MA (Level VII))

The courses included in the Master of Food Safety program generally correspond to the objectives of the program and provide students with advanced knowledge and competencies in food safety management, regulation, quality assurance, and risk assessment. The content is generally appropriate for second-cycle education and supports the development of analytical and decision-making skills required in the field.

At the same time, continued modernization of course literature and the incorporation of emerging topics such as digital traceability systems, sustainability-related food safety challenges, data-driven quality management, and recent European regulatory developments would further strengthen the contemporary relevance of the curriculum and support the achievement of program learning outcomes.

Evidences/Indicators

- SER
- Program descriptions
- Syllabi
- Interview results

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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	Review overlapping and duplicated courses across and within programs to ensure clear differentiation of course content, learning outcomes,	Systematically update the literature used across the cluster by supplementing classical and historical sources with contemporary scientific

	and competencies at both Bachelor's and Master's levels.	publications, international standards, and recent technological developments
Programme 1 (Food Technology, BA, level VI)	Remove the topic “Tea Production Technology” from the course “Canning Technology” and align the course content and literature with the intended subject focus. Update the literature used in the program and reduce reliance on outdated sources, particularly where contemporary scientific and professional literature is available.	
Programme 2 (Food Science and Technology, BA, level VI)		Revise the content and literature of the course “Wine Production from Stone Fruit Raw Materials” to ensure adequate coverage of technologies specific to stone-fruit wine production
Programme 3 (Food Technology, MA, level VII)		Review the course “Food Microbiology” and ensure consistency between the course title, content, and intended learning outcomes.
Programme 4 (Food Safety, MA, level VII)		Review the curriculum, incorporating trending directions in Food safety

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5. Academic Course/Subject	Evaluation
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Programme 1 (Food Technology, BA, level VI)	Substantially
Programme 2 (Food Science and Technology, BA, level VI)	Substantially
Programme 3 (Food Technology, MA, level VII)	Substantially
Programme 4 (Food Safety, MA, level VII)	Substantially

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.

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

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

SSU has defined relevant, transparent, fair, public and accessible prerequisites and procedures for admission to the student program.

The prerequisites for each program included in the cluster are derived from the specificity of the program, which ensures the inclusion of individuals with appropriate knowledge and skills in the program.

The prerequisites are logically related to the content of the program, learning outcomes and level of study, taking into account the qualification to be awarded. The language of instruction is also clearly indicated.

Student admission is carried out in accordance with the methodology for planning the number of students, the implementation mechanism takes into account: the mission of the university, strategic development plan, resources, labor market requirements, actual values of indicators selected by the university and their target values, which ensures the opportunity for each student to receive quality education.

The above prerequisites and procedures comply with the current legislation

According to the prerequisites for admission to the program, the basis for obtaining student status at the university at the level of the bachelor's educational program is the results of the Unified National Exams, except for cases specified by legislation, while the basis for obtaining student status at the master's degree level is the results of the master's exam, which includes the common master's exam and the internal university exam for admission to the master's degree. Applicants/master's degree candidates who have the right to study without passing the Unified National Exams/Common Master's Exams are granted the status of a student at SSU in accordance with the rules established by legislation

Within the quota for admission to the university, places are determined for foreign citizens and stateless persons, whose enrollment is carried out by the Ministry of Education and Science of Georgia in accordance with the rules established by legislation. A foreign citizen wishing to study in a Georgian-language program, whose native language is not Georgian, will be interviewed to determine their knowledge of the program language.

Enrollment in SSU through mobility is carried out in accordance with the rules established by law.

The internal mobility procedure is implemented by the university administration twice a year in the spring and fall semesters, starting from the beginning of the academic process. A SSU student has the right to participate in internal mobility from the second year of study. Internal mobility is carried out within the framework of one level of higher education. In the process of internal mobility, the recognition of student credits is carried out in accordance with the "Rules for the Recognition of Credits of Students Who Wish to Transfer to Sukhumi State University from Other Higher Educational Institutions and/or Transferred, Restored" established by the Academic Council of SSU.

The above-mentioned information is publicly available to all interested persons on the university websites.

The number of official candidates for the relevant programs (total and first three choices), enrolled students and students transferred through internal and external mobility could not be presented in the attached documents, since the programs are being implemented at Sokhumi State University for the first time.

The programs presented in the cluster were implemented at the Georgian Technical University, but, in accordance with the education reform implemented by the government, they were transferred to Sokhumi State University. However, this year, enrollment in the aforementioned programs is still taking place under the umbrella of GTU, therefore, the prerequisites for admission to master's programs are presented according to the methodology developed by GTU. In general, the prerequisites for admission to the master's level at Georgian universities do not differ from each other in principle, but the accreditation of the program and their implementation at the new university require the rearrangement of the prerequisites for admission to the GTU methodology. During the visit, the administration of the university and the relevant faculty also expressed their full readiness to do so.

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 (Food Technology, MA, Level VII)

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.

1. A person with at least a bachelor's degree or an equivalent academic degree is entitled to study in a master's degree program (according to the detailed field of the classifier of fields of study: 0511 Biology; 0512 Biochemistry; 0711 Chemical Engineering and Processes; 0714 Electronics and Automation; 0721 Food Processing; 0811 Plant and Animal Husbandry; 0841 Veterinary Medicine), who will be enrolled based on the results of the master's exams. Enrollment in the program will be carried out based on the results of the general master's exams and the exam/exams determined by the GSU. Exam questions/tests will be posted on the GSU website.

2. It is mandatory to submit a certificate/document confirming proficiency in English at level B2. Applicants who Those who have received education abroad (have completed an English-language

program) are not required to pass an exam or submit a certificate; an applicant who cannot present the above certificate/document is required to pass the relevant exam in English - B2 level);

3. Enrollment in the program without passing the master's exams is possible in accordance with the rules established by the Ministry of Education and Science of Georgia.

4. Mobility.

External mobility - enrollment in an educational program is also possible, according to the mobility rule, in accordance with the "Rules for Transfer from a Higher Educational Institution to Another Higher Educational Institution" approved by the Order No. 10/n of the Minister of Education and Science of Georgia of February 2, 2010.

Internal mobility. Applicants will also be admitted to the educational program according to the internal mobility rule. The terms and procedures for internal mobility are established by the university's legal act and information is posted on the university's website.

Description and Analysis – Programme 4 (Food Safety, MA, Level VII)

1. A person with at least a bachelor's degree or an equivalent academic degree is entitled to study in a master's degree program (according to the detailed field of the classifier of fields of study: 0511 Biology; 0512 Biochemistry; 0711 Chemical Engineering and Processes; 0714 Electronics and Automation; 0721 Food Processing; 0811 Plant and Animal Husbandry; 0841 Veterinary Medicine), who will be enrolled based on the results of the master's exams. Enrollment in the program will be carried out based on the results of the general master's exams and the exam/exams determined by the GSU. Exam questions/tests will be posted on the GSU website.

2. It is mandatory to submit a certificate/document confirming proficiency in English at level B2. Applicants who Those who have received education abroad (have completed an English-language program) are not required to pass an exam or submit a certificate; an applicant who cannot present the above certificate/document is required to pass the relevant exam in English - B2 level);

3. Enrollment in the program without passing the master's exams is possible in accordance with the rules established by the Ministry of Education and Science of Georgia.

4. Mobility.

External mobility - enrollment in an educational program is also possible, according to the mobility rule, in accordance with the "Rules for Transfer from a Higher Educational Institution to Another Higher Educational Institution" approved by the Order No. 10/n of the Minister of Education and Science of Georgia of February 2, 2010.

Internal mobility. Applicants will also be admitted to the educational program according to the internal mobility rule. The terms and procedures for internal mobility are established by the university's legal act and information is posted on the university's website.

Evidences/Indicators

- Educational programs:
- • Bachelor's program “Food Technology”
- • Bachelor's program “Food Science and Technology”
- • Master's program “Food Technology”
- • Master's program “Food Safety”.
- • University website
- • National Center for Assessment and Examinations website
- • Interview with the administration o

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)	It is recommended to establish the prerequisites for admission to the	

	program in accordance with the SSU methodology	
Programme 4 (Food Safety, MA, level VII)	It is recommended to establish the prerequisites for admission to the program in accordance with the SSU methodology	

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme Admission Preconditions	Evaluation
Programme 1 (Food Technology, BA, level VI)	Complies
Programme 2 (Food Science and Technology, BA, level VI)	Complies
Programme 3 (Food Technology, MA, level VII)	Substantially
Programme 4 (Food Safety, MA, level VII)	Substantially

[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

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

The learning outcomes of each program grouped in a cluster ensure the development of students' practical, scientific/research, as well as creative and transferable skills, which determines the achievement of the results specified by the program.

A practice component is provided within the framework of the bachelor's degree educational programs. For its implementation, the university has signed agreements/memorandums with a number of organizations. However, it should be noted that the attached documents contain agreements and memoranda signed by the GTU administration, therefore, they must be updated/signed by the new administration.

Moreover, the documents attached to the self-assessment report do not include any agreements or memorandums signed with employers. It is important to sign these agreements. It is recommended to actively strengthen and formalize communication channels with all stakeholders, including business sector to facilitate the effective and sustainable implementation of the practical components of the new programs.

The practical component of the program is organized in accordance with the program learning outcomes and helps the student develop theoretical knowledge in a practical environment.

According to the relevant instructions at the university, the practice supervisor is responsible for the implementation and full conduct of the practice. The receiving institution allocates a mentor, who will supervise the students in the institution. During the practice, the student adheres to the internal regulations of the receiving institution, safety and ethics standards, performs specific work and keeps a practice diary in accordance with the practice calendar plan and the instructions of the mentor. The practice report is maintained by a commission assigned to the faculty.

In the case of involvement in a scientific research project during the practice period, the student is supervised by a qualified person in the field, who will evaluate the student's activities.

In accordance with the programs, learning outcomes and level, students are provided with the development of practical skills by involving them in scientific/research projects, which are led by academic/invited personnel. Students have the opportunity to participate in university, local and international scientific conferences. An international scientific conference of students is held annually at the university, sections work at the faculties, where students of all levels participate. Program leaders, faculty administration facilitate the implementation of internships in scientific-practical institutions during the winter and summer holidays, organize meetings of their representatives with students of the faculty.

It should be noted that according to the presented documents, the procedure for conducting internships is determined by the methodology established by GTU. In general, the procedure for

internships is identical in universities, however, it is still preferable to carry it out according to the methodology existing at SSU.

During the visit, an important factor was identified, which is related to the possibility of using the scientific-research bases located in the building of the former Faculty of Agriculture. The mentioned bases were actively involved in the implementation of programs at GTU, especially master's programs. Thus, the issue of concluding a detailed memorandum of cooperation between GTU and SSU was raised, to which a positive response was received from the administration, and already during the visit, preparatory work was provided in the form of a confirming document after the end of the visit.

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

- Educational and Syllabus:
 - Bachelor's Program "Food Technology"
 - Bachelor's Program "Food Science and Technology"
 - Master's Program "Food Technology"
 - Master's Program "Food Safety".
- https://www.sou.edu.ge/images/file/1613488336--2020_sabakalavro%20programis%20instruqcia.pdfhttps://www.sou.edu.ge/images/file/1613488348--2020_samagistros%20instruqcia.pdf
- Internship agreements/memorandums
- Student conferences held at the university
- Internship reports
- Student surveys
- Interview with the program director
- Interview with students
- Interview with graduates
- Interview with employers
- Interview with administration

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

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 strengthen and formalize cooperation with relevant employers, professional organizations, and industry partners through sustainable partnership mechanisms in order to support the effective implementation of practical training, internships, applied research activities, and other practice-oriented components of the educational programs, as well as to ensure their continued relevance to labour market needs	
Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		

Programme 4 (Food Safety, MA, level VII)		
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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
Programme 1 (Food Technology, BA, level VI)	Substantially
Programme 2 (Food Science and Technology, BA, level VI)	Substantially
Programme 3 (Food Technology, MA, level VII)	Substantially
Programme 4 (Food Safety, MA, level VII)	Substantially

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

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

Within the framework of the cluster, modern interactive learning methods are used, which provides the opportunity to acquire both theoretical knowledge and practical skills, which contributes to the development of general and practical skills in students.

The teaching methods used in each course at both academic levels correspond to the relevant educational level, fully reflect the content of the course, ensure the achievement of learning outcomes and fully meet the requirements of the specific field.

The programs use different teaching methods: lectures, seminars (group work), practical and laboratory sessions, internships, term papers/projects, consultations and independent work. The joint use of the mentioned components helps the academic staff to achieve the planned learning outcomes and promotes the professional development of the students. A diverse range of activities (performance of practical tasks, homework, laboratory diaries, demonstration of laboratory work, written assignments) ensures active involvement of students in the learning process, promotes their autonomy and sense of responsibility, and enhances interaction between academic staff and students.

Teaching and learning methods are flexible and take into account the individual needs of each student. It is important that during the selection of teaching methods, the feedback received from the student survey was taken into account, which was taken into account in the process of developing the program cluster. One of the recommendations was related to the improvement of the assessment system, in particular, the introduction of practical and laboratory skills assessment mechanisms in the intermediate and final exams. The teaching and learning methods of the program are clearly described in the educational program documentation.

During the visit, during the interview with the academic staff, a nuance was revealed - the midterm/final exam of the specialty subjects, which includes a mixed form (eg demonstration of laboratory work and open/closed testing), is conducted on site under the supervision of a teacher. In this case, the following factors should be taken into account: according to the regulation of the educational process of SSU, article 19.5 - "a necessary component of intermediate evaluations is the written evaluation, which is determined by a written component of no less than 20 points"; According to the same rule, Article 18.2 – "Conducting final evaluations/examination in written form is ensured by the Unified Examination Center of SSU"; The midterm/final exam component of most subjects is a written component (open/closed test); The time devoted to the midterm/final exam may not be controlled by the teacher and in many cases will be expressed in his/her good will towards the students. The examination center will be able to eliminate this error and control the time. Moreover, as part of the visit, the examination center was also inspected, which is already equipped with appropriate examination computers, at this stage they can serve 150 students at a time and are still waiting for the users to be filled. Thus, the examination center should be more involved in the process of conducting mixed examinations of the subjects of the main specialty.

Considering this, it is advisable to specify the place of midterm/final exams in the syllabus, e.g. It is held in the examination center or in the lecture hall/laboratory. Adding this detail will make syllabi more clear and understandable for students, and also provide more standardization and systematic organization of syllabi format.

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

- • Educational programs and syllabi:
- • Bachelor's program "Food Technology"
- • Bachelor's program "Food Science and Technology"
- • Master's program "Food Technology"
- • Master's program "Food Safety".
- • SSU Educational Process Regulation
- • Interview with academic staff
- • Interview with administration
- • Review of material resources

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		It is suggested to use greater involvement of the examination center for conducting midterm/final exams of specialty subjects, which will ensure their full assessment.

		It is suggested to clearly indicate the time and place of midterm/final exams in the syllabi. Adding these details will contribute to greater clarity and greater standardization and systematic organization of the syllabus format within the program cluster.
Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
Programme 1 (name, level)	Complies
Programme 2 (name, level)	Complies
Programme 3 (name, level)	Complies
Programme 4 (name, level)	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

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

The program includes a student assessment system that is clearly described and consistent with common practices in higher education. Assessment is based on a 100-point grading system, which includes five positive grades (A–E) and two types of negative results (FX and F). The program uses various assessment methods, including written and oral examinations, homework assignments, practical tasks, and presentations. This allows lecturers to select assessment tools that match the learning outcomes of each course.

Assessment criteria are defined in the course syllabi, which are available to students through the university's electronic platforms and learning management systems.

Interviews conducted with students confirmed that assessment criteria and procedures are fully transparent. Students expressed satisfaction with their cooperation with lecturers and noted that feedback is provided in a timely and constructive manner.

During the site visit, interviews with students revealed that they had not personally experienced cases requiring an appeal of assessment results. They had no concerns regarding the transparency or fairness of the assessment process. However, it is important that students are well informed about the appeal procedure if needed. Students stated that when they have questions regarding test results, they discuss their work directly with lecturers.

Within the courses, students communicate with lecturers at the end of each semester regarding their learning outcomes, including their strengths and weaknesses. Students also maintain close communication with their thesis supervisors, which was confirmed during the interviews.

Although students are generally well informed about thesis preparation, academic writing requirements, and relevant regulations, one weakness was identified. Students do not use proper in-text citations for the sources used in their papers and instead list sources only in the bibliography. A similar problem was identified in theses defended in previous years, where proper in-text citations were not used and sources were presented only in the bibliography. In addition, the documents regulating thesis preparation, defense, and assessment did not include any

requirements regarding academic citation standards. Therefore, it is necessary to address this issue in the future.

It should be noted that Sokhumi State University has developed a policy for plagiarism prevention and detection. Each thesis is checked using dedicated plagiarism detection software.

Based on the submitted documentation, interviews, and the results of the site visit, it can be concluded that the assessment system operating within the program generally meets the requirements of higher education. Assessment procedures are transparent, students are informed about criteria and feedback, and assessment practices support a learning-outcome-oriented approach.

At the same time, the analysis of the research component identified shortcomings related to academic citation practices. In particular, it is necessary to clearly define a unified citation standard in the program documents and strengthen its practical application in student papers. Improving this area will contribute to better compliance with the principles of academic integrity.

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.
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		Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	Within the framework of the academic program, a unified standard for academic citation should be established and clearly reflected in the relevant regulatory documents, and its practical application in students research papers should also be strengthened.	
Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		
Programme 4 (Food Safety, MA, level VII)		
Programme 5 (name, level)		
Programme 6 (name, level)		
Programme 7 (name, level)		
Programme 8 (name, level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4. Student Evaluation	Evaluation
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Programme 1 (Food Technology, BA, level VI)	Substantially
Programme 2 (Food Science and Technology, BA, level VI)	Substantially
Programme 3 (Food Technology, MA, level VII)	Substantially
Programme 4 (Food Safety, MA, level VII)	Substantially

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

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

Based on the self-evaluation report, submitted documents, and information obtained during the site visit, it is clear that Sokhumi State University provides students with comprehensive information about the educational process and academic programs. The university has student

support mechanisms that help students integrate into university life. This is especially important for first-year students. Administrative and academic staff maintain close communication with students, which was confirmed by the students during the interviews.

The university protects students' rights and legitimate interests. Students are informed about their rights and have a good understanding of them. During the interviews, students noted that the university administration had introduced them to their rights and legal interests. Students are also familiar with the rules of academic integrity.

Students actively receive important information related to teaching and the learning process. When necessary, Sokhumi State University is prepared to assist students in planning their individual learning paths. Students have consultations with lecturers during the consultation hours specified in the course syllabi.

Employment forums are a regular practice at the university. The university cooperates with various employers, which is important for students' career development. In addition, Sokhumi State University organizes different events and activities, including public lectures. These provide students with additional opportunities beyond their academic courses.

Sokhumi State University offers students the opportunity to participate in various academic activities, including conferences and other academic events. Students receive information about these activities through the university website, social media, Facebook groups, and direct communication.

Sokhumi State University participates in the Erasmus+ program and has several international partner universities. This gives students the opportunity to take part in exchange programs and gain international educational experience.

The university supports student activities and promotes a diverse student life. A student self-government body operates at the university and organizes sports and cultural activities. In addition, several student clubs have been established on the initiative of students and cover a wide range of interests. These clubs independently organize various events. During the interviews, students stated that the activities offered are appropriate and correspond to their interests.

At Sokhumi State University, students are well informed, supported, and their rights are protected. The close communication between students and the administrative and academic staff contributes to the effective management of the learning process. The university demonstrates a willingness to consider issues related to students' needs and the educational process.

The university actively promotes students' academic and professional development through various events, conferences, and international opportunities. Participation in the Erasmus+

program and cooperation with partner universities provide students with opportunities to gain international experience, while student activities contribute to a vibrant student life.

Based on the submitted documentation and interviews, it can be concluded that the university has effective student support mechanisms that ensure students are informed, their rights are protected, and their academic, professional, and social development is supported

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;
- Interviews;
- Website;
- University Statute;
- Implemented and ongoing projects;
- Student Self-Government Regulations Component evidences/indicators, including the relevant documents and interview results

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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		
Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		
Programme 4 (Food Safety, MA, level VII)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student Consulting and Support Services	Evaluation
Programme 1 (Food Technology, BA, level VI)	Complies
Programme 2 (Food Science and Technology, BA, level VI)	Complies
Programme 3 (Food Technology, MA, level VII)	Complies
Programme 4 (Food Safety, MA, level VII)	Complies

3.2. Master's and Doctoral Student Supervision

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The analysis has been conducted on the mechanism of supervision of Master's student related to other programs since the programs are new for SSU. No list of supervisors has been provided by SSU, thus no table related to the list has been filled. A specific recommendation has been issued at component 4.2 for this.

The university has developed a regulatory framework for managing the educational process, which includes clear rules for the preparation and defense of research theses.

Academic staff are actively involved in this process, and students have the opportunity to receive consultations on academic matters, thesis supervision, and issues related to their courses. This was confirmed by students during the interviews.

Students are informed about the procedures for selecting a master's thesis supervisor and are aware of their rights. Depending on the specific topic and requirements of the thesis, a student may also have a co-supervisor, and this practice is fully supported by the university. Students confirmed that they are properly informed about this opportunity.

During the thesis preparation process, supervisors hold regular consultations with students, as specified in the syllabus. A thesis supervisor may be a professor holding a doctoral degree, as well as an associate professor or invited lecturer with relevant qualifications. According to the existing regulations, one supervisor may supervise no more than five master's theses in a single semester. This requirement is fully observed at the university.

Based on interviews with students, it can be concluded that they are fully informed about their rights and responsibilities within the research process. Students are free to choose the topic of their master's thesis according to their academic interests. This was also fully confirmed by the academic staff during the interviews. Students first select a supervisor, then choose a topic based on their personal interests, receive appropriate feedback, and afterwards begin working on their thesis.

Students also confirmed that they maintain active and direct communication with their supervisors. According to them, supervisors can be contacted both in person and through electronic means.

Supervisors conduct regular consultations with students. They properly fulfill their responsibilities related to thesis supervision and are actively involved in the development of the

research design and methodology. It should also be noted that students have opportunities to participate in local and international events, including involvement in academic publications and article preparation, which is supported by Sokhumi State University.

The evidence provided confirms that the university has established an appropriate environment for the implementation of the research component, ensuring student support, accessibility of supervisors, and the effective management of research activities.

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

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.

Data related to the supervision of master's/doctoral students	
Programme 3 (Food Technology, MA, level VII)	
Number of master's/doctoral theses supervisors	23
Number of master's students	2
Ratio - supervisors of master's theses/master's students	23:2

Data related to the supervision of master's/doctoral students (Food Safety, MA, level VII)	
Number of master's/doctoral theses supervisors	15
Number of master's students	2
Ratio - supervisors of master's theses/master's students	15:2

Evidences/Indicators

- Interviews;
- Self-evaluation report;
- Website;
- Master's Program Guidelines;
- Theses defended in related academic programs;
- Master's Thesis Preparation, Defense and Assessment Guidelines;
- Syllabi.

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 (Food Technology, BA, level VI)		
Programme 2 (Food Science and		

Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		
Programme 4 (Food Safety, MA, level VII)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.2. Master's and Doctoral Student Supervision	Evaluation
Programme 1 (Food Technology, BA, level VI)	Complies
Programme 2 (Food Science and Technology, BA, level VI)	Complies
Programme 3 (Food Technology, MA, level VII)	Complies
Programme 4 (Food Safety, MA, level VII)	Complies

4. Providing Teaching Resources

Accreditation standards indicators

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

4.1 Human Resources

- Programme staff consists of qualified persons who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for

programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.

➤ Programme students are provided with an adequate number of administrative and support staff with relevant competence.

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

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

The cluster brings together four educational programmes, developed by the academic staff of the Georgian Technical University and supported by the administrative services of both the Georgian Technical University and Sokhumi State University.

Based on the submitted documentation and interviews conducted during the site visit, it can be concluded that the educational programs were originally developed with the involvement of academic and invited staff possessing qualifications relevant to the field. The expertise and experience of the individuals involved in the development of the programs generally correspond to the disciplinary requirements of food technology, food science, and food safety.

However, at the time of the accreditation evaluation, the university was unable to provide conclusive evidence regarding the composition of the academic and invited staff who will be responsible for the actual implementation of the programs at Sokhumi State University. Although the institution presented documentation confirming the completion of academic staff selection procedures through competitions conducted in accordance with the Law of Georgia on Higher Education and the Charter of Sokhumi State University, no employment contracts or other legally binding agreements with the academic and invited staff designated for program implementation were presented to the expert panel.

Furthermore, the issue of academic affiliation remains insufficiently clarified. During the interviews, academic staff currently affiliated with Georgian Technical University were unable to provide clear information regarding their future affiliation status and whether they would continue their academic activities within Georgian Technical University, Sokhumi State

University, or both institutions. Consequently, the availability and sustainability of the academic staff necessary for the implementation of the programs cannot be fully verified at this stage.

The uncertainty surrounding staff arrangements appears to be linked to the ongoing higher education reform and the transfer process initiated by the Ministry of Education, Science and Youth of Georgia. Nevertheless, from an accreditation perspective, the university has not yet provided sufficient evidence demonstrating that all academic and invited personnel required for the delivery of the programs have been formally engaged and will be available for implementation upon program commencement.

This includes first year programs for bachelor degrees that were declared during the interview to be implemented by teachers of SSU staff; it was not evident by the documents.

As a result, while the qualifications of the proposed academic staff are generally appropriate, the actual staff model, contractual arrangements, and affiliation status of the personnel responsible for program implementation require further clarification and formalization to ensure sustainable delivery of the programs and full compliance with accreditation requirements.

The workload data and staff information provided to the expert panel reflect the status of academic and invited personnel currently affiliated with Georgian Technical University. At the time of the accreditation process, Sokhumi State University was unable to provide verified information regarding the academic and invited staff who will be responsible for the implementation of the transferred programs, as the official documents for recruitment were not yet ready .

Consequently, the actual composition of the academic and invited staff, their workload distribution, affiliation status, and long-term involvement in the implementation of the programs could not be conclusively verified.

It is recommended that Sokhumi State University finalize and formally confirm the composition of academic and invited staff responsible for the implementation of the cluster programs, including workload allocation, affiliation status, and contractual arrangements. The university should provide evidence of signed contracts and demonstrate that the qualifications, academic achievements, and professional experience of the appointed personnel are fully aligned with the requirements of the respective educational programs.

Although interviews conducted during the accreditation site visit revealed that the educational programmes included in the cluster are implemented with the support of the university administration and all relevant structural units, the evidence provided does not fully substantiate these claims. According to the explanations given during the interviews, the programmes are supported by appropriately qualified administrative and support staff employed within the

relevant services and structural units of the Georgian Technical University and the Faculty of Agricultural Sciences and Biosystems Engineering.

However, the documentation submitted by the university does not sufficiently demonstrate this arrangement. Such statements should be supported by appropriate documentary evidence that was absent in the provided documentation set. The documents provided did not include employment contracts, detailed job descriptions, or clearly defined functions and responsibilities of the administrative and support personnel involved in programme implementation. Consequently, it was not possible to verify the extent and nature of staff engagement in supporting the educational programmes.

The above data, which was shared by the university administration, fully represents the workload and status of the staff of the Georgian Technical University. Sukhumi State University was unable to clarify the above data during the accreditation process, since it has ongoing competitions. Within the cluster programmes, it is recommended that the exact data of academic and invited staff be clarified and confirmed through signed contracts based on their qualifications and academic achievements.

It should be noted that the tables and descriptions presented below for each educational program are based on the staff data, workload distribution, and academic involvement as currently implemented at Georgian Technical University. Consequently, they reflect the existing situation at GTU rather than the prospective implementation model at Sukhumi State University.

Given that the transfer of the programs is still in progress and the recruitment and staff procedures at SSU have not yet been fully finalized, these data do not provide sufficient evidence regarding the actual composition, workload allocation, and sustainability of the academic and invited staff who will implement the programs at SSU. Therefore, the information presented should not be interpreted as confirmation of a smooth and fully secured transfer of the programs to Sukhumi State University, but rather as a representation of the current implementation model at Georgian Technical University

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

Description and Analysis - Programme 1 (Food Technology, BA (Level VI))

Programme 1 (Food Technology, Bachelor Program, Level VI)				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[2]	Including the staff holding PhD degree in the sectoral direction ^[3]	Among them, the affiliated academic staff
Total number of academic staff	42	36	36	36
- Professor	17	15	15	17
- Associate Professor	15	13	13	13
- Assistant-Professor	3	3	3	3
- Assistant	1	1	0	1
Invited Staff	5	5	5	0
Scientific Staff	1	1	1	0

The Bachelor's Program in Food Technology is led by a Professor, Doctor of Engineering Sciences, who has been serving as program head since 2020. He also serves as the Georgian co-director of a Georgian French dual-degree program. He possesses the expertise and knowledge necessary for program development, as evidenced by his scientific, practical, and pedagogical work. He is the author of 139 scientific and technical publications, holds authorship of two inventions, is a co-author of one monograph, has experience working on seven fully funded projects, and has received two awards. The program head is approved by the Academic Council.

The program head is actively engaged in the development of the program and oversees the resolution of issues related to program execution. The interview with the program head revealed his active involvement in the development and improvement of the program. From the university side, the program is supported by enough administrative and support staff, whose qualifications and competencies are aligned with their respective functions, as ensured by the institution of higher education.

The qualifications of administrative and support staff are fully aligned with the functional responsibilities assigned to them.

The program's annexes include documentation attesting to the qualifications of each staff member (Sokhumi State University and Georgian Technical University), including scientific publications, conference participation, inventions, and other relevant materials.

Description and Analysis - Programme 2 (Food Science and Technology, BA (Level VI))

Programme 2 (Food Science and Technology, BA (Level VI))				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[1]	Including the staff holding PhD degree in the sectoral direction ^[2]	Among them, the affiliated academic staff
Total number of academic staff	41	28	28	28
- Professor	25	17	17	17
- Associate Professor	10	7	7	7
- Assistant-Professor	3	2	1	3
- Assistant	1	1	0	1
Invited Staff	2	1	0	0
Scientific Staff	0	0	0	0

The bachelor's program in Food Science and Technology is headed by a Doctor of Engineering Sciences, Professor. She has the expertise and knowledge necessary for the development of the program, which is confirmed by his scientific, practical, and pedagogical work. She has been working at the Technical University since 1970, where he has held positions ranging from lecturer to professor, during which time he held positions as a junior and senior research fellow, laboratory assistant, senior laboratory assistant, senior teacher, and associate professor at the Faculty of Chemical Technology and Metallurgy. She is an author of 1 textbook, 23 articles over the past 10 years, and has presented papers at 14 conferences. She has received 8 certificates and implemented 1 grant.

An interview with the program director revealed his active participation in the development of the program and its successful implementation at Sukhumi University. From the university side, the program is supported by sufficient administrative and support staff, whose qualifications and

competencies correspond to their respective functions, which is provided by the higher education institution.

The program annexes include documentation confirming the qualifications of each employee (Sukhumi State University and Georgian Technical University), including scientific publications, participation in conferences, inventions, and other relevant materials.

Description and Analysis - Programme 3 (Food Technology, MA (Level VII))

Programme 3 (Food Technology, MA (Level VII))				
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	23	17	17	17
- Professor	10	8	8	8
- Associate Professor	4	2	2	2
- Assistant-Professor	2	2	2	2
- Assistant	1	1	1	1
Invited Staff	5	4	4	0
Scientific Staff	1	1	0	0

The head of the master's program possesses the necessary knowledge and experience for program development, as evidenced by their scientific, practical, and pedagogical work. He is the author of two inventions. He has published 19 scientific papers, one monograph, and developed ten innovations implemented in production settings. Since 1995, the program head has been working at the Georgian Technical University and, since 2010, has served as the head of the university's Food Technology program (master's and doctoral), holding the title of full professor. He is a practicing lecturer and possesses a strong knowledge of plant design, machinery construction, and technology development.

An interview with the program director revealed his active participation in the development of the program and its successful implementation at Sukhumi University. From the university side, the program is supported by sufficient administrative and support staff, whose qualifications and

competencies correspond to their respective functions, which is provided by the higher education institution.

The program annexes include documentation confirming the qualifications of each employee (Sukhumi State University and Georgian Technical University), including scientific publications, participation in conferences, inventions, and other relevant materials.

Description and Analysis - Programme 4 (Food Safety, MA (Level VII))

Programme 4 ((Food Safety, MA (Level VII))				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ^[1]	Including the staff holding PhD degree in the sectoral direction ^[2]	Among them, the affiliated academic staff
Total number of academic staff	15	13	13	5
- Professor	5	4	4	5
- Associate Professor	1	1	1	1
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	9	9	5	0
Scientific Staff	0	0	0	0

The head of the program possesses the knowledge, experience, skills, and competencies required for the effective development and implementation of the program. The program head is directly involved in the development, evaluation, enhancement, and implementation of the program. The program head holds a doctoral degree in biological sciences, is a professor, and is an expert in food safety.

She has been engaged in academic teaching as a professor for more than 30 years across various higher education institutions. She is the author of numerous guidelines in the field of food safety.

She has published 74 scientific works and articles in the fields of food safety and quality, food microbiology, and fortification. She has developed syllabi and lecture courses for “Sensory Analysis of Food,” “Food Quality Management,” and “Food Hazards,” and is directly responsible for teaching these subjects.

She has completed food safety training in multiple countries, including the United States, the United Kingdom, Belgium, Serbia, Poland, Italy, Israel, Hungary, Switzerland, and others. She currently serves as an expert for various international organizations, including FAO, UNICEF, WHO, ADB, UNIDO, and others.

The head of the aforementioned program was unable to participate in the interviews during the accreditation process; therefore, it was not possible to hear his position on how the program and implementing personnel will be integrated into the new educational institution at a practical and implementation level.

The program annexes include documentation confirming the qualifications of each employee (Sukhumi State University and Georgian Technical University), including scientific publications, participation in conferences, inventions, and other relevant materials.

The data on academic, affiliated and invited staff presented in the above table do not represent the employees of Sokhumi University at this stage. According to the documents provided, they represent the Technical University.

Evidences/Indicators

- CVs, diplomas and list of publications of academic and visiting staff
- Documents confirming participation in conferences of academic, invited personnel
- University Charter

Implementing personnel annex

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 recommended that Sokhumi State University finalize, clarify, and formally confirm the composition of the academic and invited staff responsible for the implementation of the cluster programs. The university should provide evidence of contractual arrangements, workload allocation, affiliation status, and staff qualifications, ensuring that the academic and professional profile of the personnel is fully aligned with the objectives, learning outcomes, and sustainability requirements of the respective educational programs.	
Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		
Programme 4 (Food Safety, MA, level VII)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
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Programme 1 (Food Technology, BA)	Substantially
Programme 2 (Food Science and Technology, BA (Level VI))	Substantially
Programme 3 (Food Technology, MA (Level VII))	Substantially
Programme 4 (Food Safety, MA (Level VII))	Substantially

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.

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

During the interview, it was confirmed by the university that subcomponent 4.2 was not completed by the self-assessment team. In the self-assessment report, subcomponent 4.2. is not filled in, and also folder 7 in the shared documentation is empty. For this reason was not possible to fill any table related to Master's Supervisors. The programs included in the cluster are new for Sokhumi State University; therefore, there are no defended master's theses yet. At this stage, the university has no appointed master's program supervisors, nor has it submitted agreements/contracts with prospective master's thesis supervisors.

Consequently, the assessment of this substandard can only be based on the regulatory framework and general documentation provided by the university rather than on evidence of actual implementation.

The submitted documentation includes the Methodology for Planning, Elaboration, Approval and Development of Master's Programs adopted by Sokhumi State University. Appendix 8 of this document clearly defines the procedures governing the preparation, supervision, evaluation, and defense of Master's theses. According to the methodology, a Master's thesis supervisor may be an

academic staff member of the relevant field or faculty of Sokhumi State University (Professor, Associate Professor, or Assistant Professor) or an invited specialist holding a doctoral degree and possessing appropriate qualifications under a contractual arrangement.

The expert panel also reviewed examples of Master's theses defended within other Master's programs currently implemented at SSU. Based on this review, it can be concluded that the university has established transparent qualification requirements for thesis supervisors and co-supervisors that are generally consistent with the expectations and academic standards of second-cycle higher education. The regulatory framework envisages the appointment of supervisors based on their academic qualifications, research experience, and expertise in the relevant field. However, it remains unclear who will be appointed as supervisors for the Master's programs included in the cluster. Due to the ongoing process of staff recruitment and the transfer of the programs from Georgian Technical University to Sokhumi State University, the university was unable to provide a definitive list of supervisors or demonstrate their formal engagement in the implementation of the programs. As a result, the availability of suitably qualified supervisors and the capacity to ensure effective supervision of Master's theses in the fields of Food Technology and Food Safety could not be fully verified at the time of evaluation.

Therefore, while the institutional regulations governing Master's thesis supervision are generally appropriate and consistent with academic standards, the practical arrangements for supervision within the evaluated programs remain insufficiently evidenced and require further clarification.

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

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)

Food Technology, MA, level VII)			
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	15	15	3

- Professor	9	9	3
- Associate Professor	3	3	0
- Assistant-Professor	3	3	0
Invited Staff	0	0	0
Scientific Staff	0	0	0
Including International Staff	0	0	0

(Food Safety, MA, level VII)			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ⁷	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	11	11	6
- Professor	5	9	4
- Associate Professor	1	1	1
- Assistant-Professor	0	0	0
Invited Staff	5	5	0
Scientific Staff	0	0	0
Including International Staff	0	0	0

Evidences/Indicators

- - Description of Programs
 - SER

- Methodology for Planning, Elaboration, Approval and Development of Master's Programs
- Master Theses
- Interviews

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 (name, level)		
Programme 2 (name, level)		
Programme 3 (name, level)	It is recommended that Sokhumi State University identify and formally appoint qualified Master's thesis supervisors for the programs included in the cluster and provide evidence of their contractual engagement, academic qualifications, research expertise, and availability prior to program implementation. The university should ensure that the supervisory capacity is sufficient to support the	.

	research component of the programs and the successful completion of Master's theses in accordance with institutional regulations and academic standards.	
Programme 4 (name, level)	It is recommended that Sokhumi State University identify and formally appoint qualified Master's thesis supervisors for the programs included in the cluster and provide evidence of their contractual engagement, academic qualifications, research expertise, and availability prior to program implementation. The university should ensure that the supervisory capacity is sufficient to support the research component of the programs and the successful completion of Master's theses in accordance with institutional regulations and academic standards.	

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.2 Qualification of Supervisors of Master's and Doctoral Students	Evaluation
Programme 1 (Food Technology, BA, level VI)	- Choose an item.
Programme 2 (Food Science and Technology, BA, level VI)	- Choose an item.

Programme 3 (Food Technology, MA, level VII)	Substantially
Programme 4 (Food Safety, MA, level VII)	Substantially

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

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

During the visit of the expert group to the university, a meeting was held with the heads of cluster programs and authors of study programs. It is noteworthy that in parallel with the integration of the above-mentioned programs into Sokhumi University, the university announced a competition for academic personnel. The competition was completed during the ongoing accreditation process, and the results of the competition were shared directly during the interviews. The administration shared a document of the order, which included a list of selected academic personnel. The invited employees of the Technical University who attended the interview also received information on the day of the interview that they had passed the competition and would be selected for the relevant academic positions. At the time of the interview, they were less familiar with the regulations in force at Sokhumi University and the services that support the development of the pedagogical and scientific activities of academic

personnel. It is recommended to confirm the mechanisms of cooperation by signing agreements with both academic and invited personnel, as well as with employers.

Interviews with the university administration, quality service, and submitted documents show that Sukhumi State University has developed a personnel management policy aimed at ensuring the implementation of the educational process and activities defined by the strategic plan. Structural units and staffing schedules are approved by the Representative Council and ensure effective management of the university's educational process and the university in general. The University's Representative Council has approved the Code of Ethics for the university's academic, administrative, support staff, visiting teachers, and students. The university has developed a mission and charter that declares the protection of the principles of academic freedom, the acquisition and dissemination of education, as well as the provision of university education based on the latest scientific ideas. The University's Quality Center regularly evaluates the academic and visiting staff involved in the program. Every year, academic staff submit a report on their scientific/pedagogical activities, which is sent to the Georgian Academy of Sciences, from where they already receive assessments. However, the quality and career development services themselves also review the reports. Quarterly surveys are conducted; the educational process is assessed, the material and human resources required for the implementation of educational programs are analyzed, the results are developed and implemented in practice, recommendations for improving the educational process are developed; the university supports the professional development of academic staff. The administration noted that funds have been allocated in the 2026 budget for the professional development of staff (training, seminars, etc.). However, at this stage, these funds are intended for existing staff, and not for newly selected academic staff because of the competition; therefore, it is important that the above-mentioned development training and services are available to everyone. The university's charter provides for a 6-month scientific leave/sabbatical (once every 5 years) for academic staff, with full salary

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

- University Charter;
- University organizational structure;
- Programme budget;
- Personnel files (CV);

Methodology for planning, designing and development of programs

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

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 Sokhumi State University finalize and formalize the integration of academic and invited staff involved in the implementation of the cluster programs by concluding the necessary contractual arrangements and ensuring their systematic participation in institutional quality assurance, staff evaluation,	It is suggested that the university ensure equal access to professional development activities, training opportunities, research support measures, and internationalization initiatives for newly recruited academic and invited staff involved in the cluster programs, thereby facilitating their effective integration into the academic environment of Sokhumi State University

	professional development, and support mechanisms. The university should demonstrate that all personnel responsible for program implementation are fully familiar with institutional regulations, quality assurance procedures, and the opportunities available for pedagogical, scientific, and professional development	
Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		
Programme 4 (Food Safety, MA, level VII)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	Evaluation
Programme 1 (bachelor's Program "Food Technology")	Substantially
Programme 2 (bachelor's program "Food Science and Technology")	Substantially
Programme 3 (master's program "Food Technology")	Substantially
Programme 4 (master's program "Food Safety")	Substantially

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

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

During the site visit, the experts inspected the university's infrastructure. As of 2025, Sokhumi State University owns two academic buildings used for the implementation of educational activities (61 Politkovskaya Street and 26 Politkovskaya Street, Tbilisi), under full ownership

rights. The real estate is registered in the database of the National Agency of Public Registry and has been assigned cadastral codes (01.14.05.005.003 and 01.14.05.005.134).

At present, the number of classrooms is sufficient in relation to the current student population. However, the university should consider the expected significant increase in student enrolment resulting from the introduction of new academic programmes, which will primarily be in the building at 26 Politkovskaya Street. Currently, approximately 3,600 students are enrolled at Sokhumi State University, while the total number of lecture rooms across both buildings is around 200. Accordingly, the university should consider the anticipated growth in student numbers and undertake the necessary optimization of its infrastructure.

Sokhumi State University operates libraries in both academic buildings. These libraries include reading rooms (84 seats at 26 Politkovskaya Street and 50 seats at 61 Politkovskaya Street), book storage facilities, staff workspaces, information technology-equipped areas, and spaces designated for meetings and group work.

Modern reading rooms meeting contemporary standards have been established on the ground floor of both academic buildings (26 and 61 Politkovskaya Street), and open-access computer facilities are also available. Separate spaces equipped with internet access are allocated for academic and invited staff. Wireless internet access is provided throughout the facilities, and users have access to printing, photocopying, and scanning services.

The programmes included in the cluster are new to the university; therefore, the library does not yet possess the relevant literature necessary to ensure timely and high-quality access to learning resources for students. While the Faculty of Agricultural Sciences and Biosystems Engineering of the Georgian Technical University, including its library and laboratories, provides the infrastructure required for programme implementation, the main collection of academic literature belongs to the Georgian Technical University. Consequently, students at Sokhumi State University will not have direct access to this collection. It is therefore important for the university

to acquire the literature required for programme delivery and make it available through its own library resources.

The university has concluded an agreement with LLC “Planeta Fortes” for the supply of newspapers and journals, ensuring the provision of periodical publications.

In addition, the university has signed a public procurement agreement with LLC “Innovative Systems Management,” under which the university library is integrated into the library network of higher education and research institutions operating in Georgia.

Sokhumi State University uses the internal university management system “Elgoni,” which serves students, administrative staff, and academic personnel. The “Elgoni” system includes the following functions and modules:

- Academic Process Management Module;
- Academic and Administrative Registration Module;
- Student Financial Management Module;
- Registry/Office Management Module (document workflow management).

The university has also implemented the electronic system “StudLab,” which supports the electronic management of various university resources. The university’s official website, www.sou.edu.ge, serves both communication and information dissemination functions. Sokhumi State University has laboratory facilities including: an Organic and Physical Chemistry Laboratory, an Inorganic and Analytical Chemistry Laboratory, a Pharmacy Laboratory, an Ecology Laboratory, a Biology Laboratory, a Microbiology Laboratory, and a Preparation Room. These laboratories are sufficient to support the practical training requirements of first-year students. However, at later stages of study, more advanced laboratory facilities will be required, comparable to those currently available at the Faculty of Agricultural Sciences and Biosystems Engineering of the Georgian Technical University.

On the balance sheet of Sukhumi State University, there are two buildings in which educational activities are conducted for students enrolled in five faculties, with a total of 1,070 active students. Within the framework of the ongoing reform, Sukhumi State University will introduce 21 additional academic programmes (Bachelor's and Master's levels). Furthermore, within the cluster under review, the admission quota for first-year students in the eight programmes has already been determined and amounts to 570 places. During the interviews, the university administration stated that a new faculty is planned to be established within the university, tentatively named the Faculty of Agrotechnology, Food and Environmental Sciences.

Lecture schedules must be carefully planned and documented to ensure that both active enrolled students and those admitted in the 2026–2027 academic years have access to an appropriate learning environment for the delivery of teaching activities. Attention should be paid to the alignment between classroom capacities and student numbers, ensuring adequate learning spaces and enabling students to receive higher education in compliance with established quality standards.

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

- Extracts from the public register (S/C 01.14.05.005.003; S/C 01.14.05.005.134);
- Site visit

- University structure; Regulations of the Department of Information Technology;
- Computer classes;
- Appropriate infrastructure;
- Programs budget;
- Material and technical base of Sukhumi State University and the faculty
- University Library
- Actual state of the university and faculty infrastructure
- SSU website www.sou.edu.ge

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 lecture schedules be correctly determined and written so that the active students admitted in 2026-2027 and existing students can attend lectures in the appropriate learning environment. The ratio of the number of auditoriums and students should be correctly determined, which will allow students to receive higher education that meets standards. It is recommended that the university already include in its 2027 procurement plan the purchase of literature, including on-line resources, necessary for the implementation of programs combined in the cluster.	

Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		
Programme 4 (Food Safety, MA, level VII)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.4. Material Resources	Evaluation
Programme 1 (Food Technology, BA)	Substantially
Programme 2 (Food Science and Technology, BA)	Substantially
Programme 3 (Food Technology, MA)	Substantially
Programme 4 (Food safety, MA)	Substantially

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.

Cluster evaluation

Description and Analysis of Cluster

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

During the interview with the university administration, it was determined that the financing system of the programs included in the cluster is being completely changed and will be fully funded by the state. It is worth noting that programs are among the most expensive, requiring large expenditures for the purchase/upgrade of laboratory and technological equipment and facilities. Despite the fact that in the 2027 academic year only first-year students will study in the university's auditoriums and laboratories, in subsequent academic years the university will need detailed needs for laboratory work, as well as practical training, for which the targeted budget must be detailed and thematic.

The budgets provided by the university administration during the accreditation process, showing only the costs and not the funding, call into question the sustainability of the programs included in the cluster. It is recommended that, within the framework of the dialogue with the Ministry of Education, Science and Youth, the current full budget of the programs included in the cluster be clarified, and a strategy for the development and financial sustainability mechanisms of each program and the cluster be developed.

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

- HEI budget;
- Financial analysis of the programs

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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, within the framework of the dialogue with the Ministry of Education, Science and Youth, the current full budget of the programs included in the cluster be clarified, and a strategy for the development and financial sustainability mechanisms of each program and the cluster be developed.	
Programme 1 (Food Technology, BA, level VI)		
Programme 2 (Food Science and Technology, BA, level VI)		
Programme 3 (Food Technology, MA, level VII)		
Programme 4 (Food Safety, MA, level VII)		

Evaluation

Component 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Evaluation
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Programme 1 (Food Technology, BA)	Substantially
Programme 2 (Food Science and Technology, BA)	Substantially
Programme 3 (Food Technology, MA)	Substantially
Programme 4 (Food Safety, MA)	Substantially

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.

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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

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

The quality assurance processes at the university are regulated by the document “Mechanisms for Assessing the Opportunities for the Development of Teaching Quality” approved by the Academic Council on April 20, 2012. The self-evaluation report presented by the University and

interview results demonstrate that the university has established an internal quality assurance system aimed at improving the quality of educational programmes, teaching and learning processes, research activities, and institutional resources. The quality assurance system is integrated into the university management process and is linked to the institution's mission, strategic development plan, and operational policies.

Existing regulations on mechanisms for evaluating teaching quality development opportunities which describe the mechanisms for evaluating educational programs, educational processes, scientific work, and personnel. These mechanisms include a self-assessment component as well as surveys, questionnaires, and external assessments. At the same time, the involvement of various interested parties in the process of program development and the research of their opinions and attitudes are considered.

In General, in the process of the elaboration of the educational programs academic and invited personnel collaborates with internal quality assurance service and takes into consideration quality assurance results. In the process of the development of the program together with university administrative and academic/invited personnel, other stakeholders such as potential employers, graduates, and students also are involved. According to existing rules and practice at SSU, academic and visiting staff involved in the programs, as well as faculty administrative staff, collaborate with the internal quality assurance service at both the university and faculty level in planning the program quality assessment process, developing assessment tools and conducting the evaluation, and use the quality assessment results to improve the programs.

The quality assurance system at the university operates based on the principles of the "Plan, Do, Check, Act" (PDCA) cycle. Quality assurance is a continuous process, and internal quality assurance mechanisms are implemented in it. Within the framework of the PDCA cycle, the first stage involves planning evaluation processes, defining evaluation criteria, indicators, and responsible persons. The next stage focuses on the implementation of planned activities, including programme evaluation, monitoring of the teaching and learning process, and conducting various surveys and studies. Particular attention is paid to the analysis of students' academic performance, which represents one of the key indicators of the effectiveness of the teaching and learning process. At the checking and analysis stage, the university evaluates the obtained results, identifies problematic issues, and analyzes their underlying causes.

Based on the process mentioned above, the Quality Assurance Service, in cooperation with the faculty quality assurance services, develops recommendations aimed at improving educational programmes and the teaching and learning process. These recommendations are submitted to the Academic Council and Faculty Councils for further consideration and planning of development

activities. University develops strategic development and action plans (<https://www.sou.edu.ge/content/2/65/0/0/0>) as well as discusses annual reports of the quality assurance office. The quality assurance service is engaged in consulting activities for all segments of the faculty, to implement educational activities in accordance with the standards established by the legislation.

The quality assurance system at Sukhumi State University (SSU) functions as follows: the administration of the quality assurance service is involved in all stages of the implementation of the educational process, which involves the principle of planning, implementation, inspection (continuous evaluation, analysis of results) and development. In General, evaluation of educational processes is done regularly and involves the development of mechanisms for solving specific problems identified by the self-evaluation process. The interviews conducted with administrative and academic staff confirmed that programme staff cooperate with faculty and university level quality assurance services during the implementation stage of the programmes.

Despite the fact that several working meetings have been held both at Georgian Technical University and Sokhumi State University at the administrative level in order to support the transition and implementation processes, existing quality assurance mechanisms and educational programs evaluation procedures partially were applied towards educational programs presented in the cluster because of short time period due to the reforms initiated by the Ministry of Education, Science and Youth of Georgia. In the framework of initiated reforms educational programs presented in cluster were transferred from The Georgian Technical University.

Interviews with the academic staff and program heads revealed that they during the interviews, they have not yet had sufficient time to fully familiarize themselves with the university's internal regulations related to programme planning, evaluation, development processes, quality assurance mechanisms, and the responsibilities. According to the interview participants, main challenges are linked to the rapid transition process from Georgian Technical University to Sokhumi State University within a limited timeframe. Several meetings were conducted with the personnel involved in the implementation of the programs during the integration process, but these meetings were mainly focused on administrative and organizational issues. Work is still in progress to merge administrative, material, financial, human and organizational resources under the management of SSU and certain administrative issues are currently in the process of clarification and approval. It is recommended to establish collaborative processes related to programme planning, evaluation, monitoring, and development by systematic working meetings and consultations for the personal involved in the implementation of the educational programs.

To develop the programs grouped in cluster, a self-evaluation group was created that regularly held meetings and discussed issues related to program development. The programs were developed following the principles of cooperation between Sokhumi State University and Georgian Technical University. The documents attached to the self-evaluation report (including memoranda, budget-related documents, survey results, and other supporting materials) were presented under the name of the Georgian Technical University and prepared using its institutional templates. It is recommended that Sokhumi State University to update programme-related documentation under the University's name and official format.

Each member of the self-assessment group took care of identifying the areas for improvement during the work on the self-assessment report. Although the areas for improvement and certain challenges still remain (see details in the narrative parts of standards 1-4). It is recommended that within the framework of self-evaluation of the educational programs when evaluating the content of the programs, study courses and available resources necessary to implement the educational programs, the University implement a mechanism to detect and prevent shortcomings.

For the monitoring and evaluation of the electronic/distance learning process, during the Corona pandemic period the university adopted the special regulations for the study process (Academic Council resolution № 05/01-608; 24. 03. 2020) to ensure the adaptation of internal quality assurance mechanisms for the distance/hybrid study 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 1 (Food Technology, BA)

Description and Analysis - Programme 2 (Food Science and Technology, BA)

Description and Analysis - Programme 3 (Food Technology, MA)

Description and Analysis - Programme 4 (Food safety, MA)

Evidences/Indicators

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- Educational programs and syllabi;
- Mechanisms for Evaluating Teaching Quality Enhancement Opportunities (Resolution of Academic Council of Sukhumi State University #05/01 - 20, 20.04.2012);
- The Methodology of approval, planning and development of graduate programs;
- Methodology for planning, designing and development of undergraduate program
- Regulation for study process;
- Minutes of the Self-Assessment Group/Working Groups meetings (related programs);
- Minutes of Faculty Council and Academic Council of the University (related programs);
- Webpage of the university <https://www.sou.edu.ge/home>;
- Job market research documents;
- Programs learning outcome evaluation mechanism;
- Regulations for distance/electronic study process (Academic Council resolution № 05/01-608; 24. 03. 2020);
- Survey forms for students and personnel, graduates and employers;
- Analysis of students, graduates and personnel surveys for related programs,
- Interviews with representatives of university administration, academic/invited personnel and employers;
- Interviews with representatives of students and alumni from related programs;
- Self-evaluation report presented by the Sokhumi State University.

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 Sokhumi State University complete the adaptation and formal adoption of all program-related documentation within its institutional framework and strengthen the self-evaluation process to ensure the systematic identification, analysis, and elimination of deficiencies related to program content, learning	It is suggested that the university organize systematic working meetings, consultations, and training activities for academic and invited staff involved in the cluster programs in order to strengthen quality culture, facilitate familiarity with institutional regulations and quality assurance procedures, and support their active participation in

	resources, staffing, infrastructure, and implementation arrangements. The university should also provide clearer evidence demonstrating how the cooperation mechanisms established with Georgian Technical University support the effective and sustainable transfer and implementation of the educational programs. It is recommended that Sokhumi State University update programme-related documentation under the University's name and official format.	programme planning, monitoring, evaluation, and continuous improvement processes
Programme 1 (Food Technology, BA)		
Programme 2 (Food Science and Technology, BA)		
Programme 3 (Food Technology, MA)		
Programme 4 (Food Safety, MA)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	Evaluation
Programme 1 (Food Technology, BA)	Substantially
Programme 2 (Food Science and Technology, BA)	Substantially
Programme 3 (Food Technology, MA)	Substantially

Programme 4 (Food Safety, MA)	Substantially

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

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

The external mechanisms for the evaluation of the quality of educational process are authorization and accreditation processes according to the Georgian Legislation: the external mechanisms for evaluating the implementation of the educational program are based on the "Regulation on the Accreditation of Educational Programs of Educational Institutions" and the "Regulation on the Authorization of Educational Institutions".

Sokhumi State University periodically submits information about each educational program to the legal entity under public law to the National Center for Education Quality Development in the form of a self-evaluation report in accordance with the established deadlines and forms. The personnel involved in the program take into account the recommendations received by experts during authorization and accreditation and make appropriate changes to the program. The changes to be implemented in the program are discussed by the head of the program and the staff involved in the program.

External evaluation mechanisms also include peer review and feedback from stakeholders, including representatives of partner or other higher education institutions, employers, students, and graduates through various survey instruments and consultation processes. The programmes included in the cluster were evaluated by employers and academic personnel, and the results of these external evaluations and stakeholder feedback were considered in the programme modification process in cooperation with the University Quality Assurance Service.

In accordance with the university regulation “Mechanisms for Evaluating Teaching Quality Development Opportunities” of Sokhumi State University, an external collegial developmental peer-review of the programs are carried out by local and international experts. In addition, the results of the survey of industry professionals, partners and other interested parties such as alumni are taken into account. The results of the analysis of the employers' requirements are also taken into consideration.

The programs represented in the cluster were granted accreditation by the Accreditation Council in November 2025, and the Accreditation Council set recommendations for the programs to implement. Interviews with the program heads and the personnel implemented the programs revealed that due to the recent institutional transition and limited timeframe available for adaptation they have not yet had sufficient time to implement all recommendations/suggestions received during the previous accreditation process. Educational programs have not yet been submitted by Sokhumi State University for external peer review by experts in the field.

It is recommended the University ensure implementation of recommendation issued according to the external evaluation (for example, recommendations by Accreditation Council. In addition, the University should ensure systematic external collegial developmental evaluations by local and foreign experts.

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 (Food Technology, BA)

Description and Analysis - Programme 2 (Food Science and Technology, BA)

Description and Analysis - Programme 3 (Food Technology, MA)

Description and Analysis - Programme 4 (Food safety, MA)

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 the University ensure implementation of recommendations issued according to the external evaluation (for example, recommendations by Accreditation Council. In addition, the University should ensure systematic external collegial developmental evaluations by local and foreign experts.	
Programme 1 (Food Technology, BA)		
Programme 2 (Food Science and Technology, BA)		
Programme 3 (Food Technology, MA)		
Programme 4 (Food safety, MA)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.2. External Quality Evaluation	Evaluation
Programme 1 (Food Technology, BA)	Substantially
Programme 2 (Food Science and Technology, BA)	Substantially
Programme 3 (Food Technology, MA)	Substantially
Programme 4 (Food Safety, MA)	Substantially

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

Quality Assurance Service at the university periodically monitors the quality of the development and implementation of educational programs. Based on the monitoring results, the relevant recommendations, suggestions for possible changes, and conclusions are developed for the further development of educational programs. Within the framework of the mentioned process, the

Quality Assurance Office regularly checks the library's book fund (including textbooks and other educational materials in their physical condition, quantity, and compliance with the syllabi).

The Quality Assurance Office conducts questionnaire surveys for students, alumni, personnel and employers to get feedback from all interested parties and ensure the quality of educational process, educational programs and study courses implementation. It also analyzes the results of peers' classroom observations. Based on the analysis of surveys, the Quality Assurance Office develops recommendations and instructions to enhance the quality of teaching and to ensure further development of programs. It also analyzes the opinions and recommendations of specialists in the field and compares the existing programs with similar programs of foreign universities. Based on the analysis of such complex indicators the Quality Assurance Office assesses the efficiency of implementation of educational programs and offers recommendations and suggestions to program personnel for further development of the education programs.

The expert group identified several important challenges regarding the effectiveness and comprehensiveness of programme monitoring and evaluation processes. Although substantial information is collected through various evaluation mechanisms, the results and analytical findings are not yet systematically or fully reflected in programme development and improvement processes. It is recommended that the University ensure the monitoring process of educational programmes presented in cluster using the full spectrum of existing monitoring mechanisms.

Based on materials submitted by the University and site-visit interviews, a group of experts did not find the evidence that the University conducts anonymous survey of academic, visiting and administrative staff satisfaction with university services. Despite the fact that the university conducts student satisfaction surveys as well as the surveys to evaluate teaching of personnel, such surveys do not include questions for respondents to get feedback about the implementation of the research component and scientific supervision of the program. The Sokhumi State University should ensure that graduate students anonymously evaluate the implementation of the scientific-research component and scientific supervision. It is recommended that the university ensure anonymous survey of academic/scientific/visiting staff and administrative/support staff satisfaction with university services.

Only three programmes had benchmarking or analogous comparative analysis documentation. It is recommended to develop benchmarking documents for all educational programs presented in cluster.

For master's programs, it is recommended that the university ensure the creation and implementation of tools for anonymous evaluation of the scientific supervision and scientific component by students.

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

Programme 1 (Food Technology, BA)

See cluster evaluation

- It is recommended to develop benchmarking document for BA programme „Food Technology “

Description and Analysis - Programme 2 (Food Science and Technology, BA)

Description and Analysis - Programme 3 (Food Technology,)

Description and Analysis - Programme 4 (Food safety, MA)

See cluster evaluation

Evidences/Indicators

- o Educational program and syllabi;
- Mechanisms for Evaluating Teaching Quality Development Opportunities (Resolution of Academic Council of Sukhumi State University #05/01 - 20, 20.04.2012);
- o The Methodology of approval, planning and development of undergraduate programs;

- o The Methodology of approval, planning and development of graduate programs;
- o Regulation for study process;
- o Webpage of the university <https://www.sou.edu.ge/home> ;
- o Job market research documents for related programs;
- o Document of comparison/benchmarking with the analogical local and foreign education programs (for MA program) ;
- o Programs learning outcome evaluation mechanism;
- o External evaluation reports by local and foreign experts;
- o Internal evaluation reports;
- o Regulations for distance/electronic study process (Academic Council resolution № 05/01-608; 24. 03. 2020);
- o Survey forms for students and personnel, graduates and employers;
- o Analysis of students, graduates and personnel surveys for related programs;
- o Interviews with representatives of university administration, academic/invited personnel and employers;
- o Interviews with representatives of students and alumni from related programs;
- o Self-evaluation report presented by the university.

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> 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)	<u>Suggestion(s):</u> 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 that the University ensure the monitoring process of educational programmes	

Suggestion of the Cluster	presented in cluster using the full spectrum of existing monitoring mechanisms. It is recommended that the university ensure anonymous survey of academic/scientific/visiting staff and administrative/support staff satisfaction with university services.	
Programme 1 (Food Technology, BA)	It is recommended to develop benchmarking document for BA programme „Food Technology “	
Programme 2 (Food Science and Technology, BA)		
Programme 3 (Food Technology, MA)	It is recommended the university ensure the creation and implementation of tools for anonymous evaluation of the scientific supervision and scientific component by students.	
Programme 4 (Food safety, MA)	It is recommended the university ensure the creation and implementation of tools for anonymous evaluation of the scientific supervision and scientific component by students.	

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.3. Programme Monitoring and Periodic Review	Evaluation
Programme 1 (Food Technology, BA)	Substantially
Programme 2 (Food Science and Technology, BA)	Substantially
Programme 3 (Food Technology, MA)	Substantially
Programme 4 (Food Safety, MA)	Substantially

Attached documentation (if applicable):

[Signatures](#)

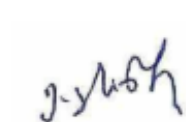
[Chair of Accreditation Experts Panel](#)

Dario Compagnone,



[Of the member\(s\) of the Accreditation Experts Panel](#)

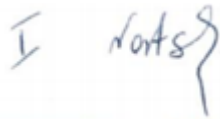
Ekaterine Kakhniashvili



Tamar Sanikidze

A handwritten signature in blue ink, appearing to be 'T. Sanikidze' with a stylized flourish at the end.

Ia Natsvlishvili

A handwritten signature in black ink, appearing to be 'Ia Natsvlishvili' with a stylized flourish at the end.

Giorgi Mkheidze

A handwritten signature in black ink, appearing to be 'G. Mkheidze' with a stylized flourish at the end.