



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Cluster of Higher Education Programmes

1. Bachelor's degree program "Agricultural Technologies"
2. Bachelor's degree program "Agronomy"
3. Bachelor's degree program "Animal Husbandry"
4. Master's Program "Agricultural Technologies"
5. Master's Program "Animal Husbandry"
6. Master's Program "Medicinal Plants and Their Production"
7. Master's Program "Agribusiness Management"
8. Master's Program „Agricultural Hydro-Melioration “

SSU - Sokhumi State University

Evaluation Date(s) 1 – 3 June 2026

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June 2026

Tbilisi

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	SSU - Sokhumi State University
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	Programme 5	Programme 6	Programme 7	Programme 8
Name of the educational programme In Georgia	აგრარული ტექნოლოგიები	აგრონომია	მეცხოველეობა	აგრარული ტექნოლოგიები	მეცხოველეობა	სამკურნალო მცენარეები და მათი წარმოება	აგრობიზნესის მენეჯმენტი	ჰიდრომელიორაცია
Name of the educational programme In English	Agricultural Technology	Agronomy	Animal Husbandry	Agricultural Technology	Animal Husbandry	Medicinal Plants and Their Production	Agribusiness Management	Agricultural Hydro-Melioration
Level of higher education	Bachelor's Studies	Bachelor's Studies	Bachelor's Studies	Master's Studies	Master's Studies	Master's Studies	Master's Studies	Master's Studies
Qualification to be awarded	Bachelor of Agronomy	Bachelor of Agronomy	Bachelor of Agronomy	Master of Agronomy	Master of Animal Husbandry	Master of Medicinal Plant Production technology	Part One - Master of Agribusiness Management; Full Course - Research Master of Agribusiness Management	Master of Agricultural hydro-melioration
Name and code of the detailed field	Crop and livestock production 0811	Crop and livestock production 0811	Crop and livestock production 0811	Crop and livestock production 0811	Crop and livestock production 0811	Crop and livestock production 0811	Crop and livestock production 0811	Crop and livestock production 0811
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	Georgian	Georgian	Georgian	Georgian
Number of ECTS credits	185	181	182	120	120	120	First part - 70; Part Two - 60; Total - 130	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	The program is new.	The program is new.	The program is new.	The program is new.	The program is new.	The program is new.	The program is new.	The program is new.

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

II. Accreditation Report Executive Summary

▪ General Information on the Cluster of Education Programmes

Sokhumi State University (SSU) justifies the implementation of its new agricultural programs—which include three Bachelor's and five Master's degrees—primarily as a strategic response to the **economic and social development needs of Georgia**. The university identifies the agricultural sector as a vital component of the country's growth, necessitating a new generation of specialists who can master **innovative technologies** and implement them in practice.

The core justifications include:

- **Sectoral Growth and Innovation:** SSU asserts that for the agricultural sector to grow rapidly and effectively, specialists must be equipped to produce **ecologically clean crops** while minimizing the risks associated with modern production. The Master's programs specifically aim to integrate the latest scientific achievements, such as **biotechnological pest control** and **innovative artificial insemination**.
- **Creation of a Scientific Hub:** The university describes these eight programs as a "logical, strong educational and scientific hub". By grouping them into a cluster, SSU aims to create a synergy that supports human well-being and health through advanced agricultural education.
- **Labor Market Demand and Competitiveness:** The programs were developed following an analysis of modern trends and **labor market requirements**. The university intends to prepare "competitive and qualified specialists" who can meet the challenges of both local and international markets.
- **Strategic Mission and Internationalization:** The programs are aligned with SSU's mission to integrate into the **international scientific and educational space**. This is evidenced by the inclusion of an English-taught Master's program and the use of international benchmarking from institutions like Purdue University to ensure the programs meet global standards.
- **Professional and Ethical Development:** Beyond technical skills, the university justifies these programs as a means to form citizens with "moral and ethical dignity," ensuring that graduates possess the transferable skills necessary for responsible professional activity.

Brief overview of educational programmes in the new cluster

The new agricultural cluster at **Sokhumi State University (SSU)** consists of **eight recently developed educational programs**, including three at the Bachelor's level and five at the Master's level. These programs are strategically grouped to function as a **logical educational and scientific hub** designed to address the socio-economic development needs of Georgia's agricultural sector.

Bachelor's Degree Programs (NQF Level 6)

These programs generally span three years (six semesters) and focus on foundational field knowledge and practical skills.

- **Agricultural Technologies (185 ECTS):** Focuses on equipping students with skills for crop management, environmentally friendly production, and the application of modern agrotechnical measures.
- **Agronomy (181 ECTS):** Aims to prepare highly qualified specialists integrated into the international scientific space, with a focus on market-oriented agribusiness and environmental protection.
- **Animal Husbandry (182 ECTS):** Concentrates on the breeding, selection, and reproduction of livestock and poultry, emphasizing biosecurity and team management in complex farming environments.

Master's Degree Programs (NQF Level 7)

Graduate programs in the cluster emphasize advanced research, innovative technologies, and strategic management.

- **Agribusiness Management (130 ECTS):** This unique program features a two-part structure; completion of the first part (70 ECTS) awards a **Master in Agribusiness Management**, while the full course leads to a **Research Master** qualification.
- **Medicinal Plants and Their Production (120 ECTS):** Focuses on the establishment of valuable seed banks and modern technologies for cultivating ecologically safe medicinal plants and conserving bioresources.
- **Agricultural Hydro-Melioration (120 ECTS):** Trains specialists in designing modern irrigation and drainage systems to increase crop yields and manage water-borne erosion.
- **Agricultural Technologies (120 ECTS):** Offers three specialized concentrations: **Agrotechnology**, **Agro-chemistry/Soil Science**, and **Plant Protection**.

- **Animal Husbandry (120 ECTS):** Emphasizes innovative food processing, artificial insemination, and the independent pursuit of livestock research.

Core Program Characteristics

- **Strategic Alignment:** All programs are aligned with the **National Qualifications Framework (NQF)** and the university's mission of internationalization and research integration.
- **Teaching Methodology:** The cluster utilizes student-centered methods such as **Problem-Based Learning (PBL)**, case studies, laboratory work, and field/industrial practices.
- **Assessment System:** A uniform **100-point multi-component system** is used, requiring a minimum of 11 points for midterm competency and a mandatory final exam.
- **International Standards:** The curriculum design incorporates **benchmarking** against international best practices and requires proficiency in **B2-level English** for Master's programs.

▪ Overview of the Accreditation Site Visit

The accreditation site visit was conducted in a highly professional, constructive, and collaborative atmosphere, following an agenda that enabled the evaluation panel to engage comprehensively with the leadership of Sokhumi State University, faculty members, administrative staff, students, graduates, employers, and external stakeholders. All meetings were efficiently organized, transparent, and conducted in a collegial spirit, allowing the panel to obtain the necessary information and documentary evidence related to the evaluated programmes. The institution demonstrated openness, hospitality, and a strong commitment to continuous quality enhancement, academic development, internationalisation, and self-reflection throughout the process. The meeting facilities provided for the panel were comfortable, quiet, and well-suited to the evaluation activities. Interview sessions included an appropriate number of participants, who arrived punctually and interacted openly with the panel. The evaluation panel would also like to express its appreciation to the Quality Assurance staff for their effective support and for providing all necessary documentation both before and after the visit, which greatly contributed to the effectiveness and success of the evaluation process.

▪ Brief Overview of Education Programme Compliance with the Standards

Summary the recommendations and suggestions for the improvement, and list below.

Recommendations

Cluster

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes.

- It is recommended that comprehensive curriculum maps be developed or updated for all Bachelor's programmes, including maps specifically tailored to the three-year programme structure where applicable.
- It is recommended that curriculum maps for the Master's programmes be revised and aligned with the requirements of the 1+1 model in order to clearly demonstrate the planning, achievement, and assessment of programme learning outcomes across both programme components.

Standard 2 – Methodology and Organisation of Teaching, Adequacy of Evaluation

2.4 Student Evaluation.

- It is recommended to revise the regulations and formatting guidelines for Master's theses in order to ensure that the structure and organisation of theses fully correspond to internationally accepted principles of scientific research and academic writing.

Standard 4 – Providing Teaching Resources

4.1 Human Resources.

- 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.

4.2 Qualification of Supervisors of Master's and Doctoral Students.

- It is recommended that the higher education institution provide information in accordance with subcomponent 4.2. Complete the information and confirm that the data of the candidates for the supervision of master's programs and their qualifications meet the requirements for the supervision of master's theses

4.3 Professional Development of Academic, Scientific and Invited Staff.

- It is recommended that the university encourage, support, and require that newly elected academic staff activate the publication of scientific research in international impact-factor journals, as well as have strict requirements for invited personnel regarding the data on research coverage in high-level international peer-reviewed journals.
- It is recommended that cooperation mechanisms be confirmed by signing agreements, both with academic and invited personnel, as well as with employers.

4.4 Material Resources.

- 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.

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

- 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.

Standard 5 – Teaching Quality Enhancement Opportunities

5.1 Internal Quality Evaluation.

- It is recommended that the administration of Sokhumi State University, particularly the Quality Assurance Service, organize systematic working meetings and training sessions for academic and invited

staff in order to strengthen their understanding of university regulations, quality assurance mechanisms, and collaborative processes related to programme planning, evaluation, monitoring, and development.

5.3 Programme Monitoring and Periodic Review.

- It is recommended that benchmarking processes be strengthened through conducting comprehensive and in-depth comparative analyses of curricula with relevant international programmes and best practices. It is recommended that the University ensure the systematic use of benchmarking results in programmes development and curriculum enhancement processes.
- It is recommended that the Quality Assurance Office undertake a conceptual review of the curricula within the cluster and organize systematic working meetings with programme academic teams to develop effective mechanisms for monitoring programmes learning outcomes achievement and ensuring that evaluation results are consistently reflected in programmes development and modernization processes.

Programme 1: Bachelor's degree programme "Agricultural Technologies"

- **Standard 1.4:** "Review the curriculum structure of the Bachelor's Degree Programme "Agricultural Technologies" with a view to increasing the volume of programme-specific elective courses. The current allocation of only 5 ECTS credits to elective subjects provides limited opportunities for students to individualise their learning pathways and acquire additional competencies according to their academic interests and labour market needs."
- **Standard 5.1:** "It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format."
- **Standard 5.2:** "It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process."

Programme 2: Bachelor's degree programme "Agronomy"

- **Standard 1.4:** "Review the structure of the Bachelor's Degree Programme "Agronomy" with a view to increasing the number of programme-specific elective courses. The current 5 ECTS elective component is insufficient to ensure adequate flexibility and meaningful student choice within the programme."
- **Standard 5.1:** "It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format."
- **Standard 5.2:** "It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process."

Programme 3: Bachelor's degree programme "Animal Husbandry"

- **Standard 5.1:** "It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format."
- **Standard 5.2:** "It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process."

Programme 4: Master's degree programme "Agricultural Technologies"

- **Standard 1.4:** "It is recommended that the University ensure the timely revision and adaptation of "Agricultural Technologies" MA programme within the cluster in accordance with the 1+1 model, as required by the current legislative framework"
- **Standard 4.2:** "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".
- **Standard 5.1:** "It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format."
- **Standard 5.2:** "It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process."

Programme 5: Master's degree programme "Animal Husbandry"

- **Standard 1.4:** "Review the balance between compulsory and elective components of the Master's Degree Programme "Animal Husbandry" with a view to expanding opportunities for individualisation of learning pathways. The current programme structure allocates only 10 ECTS credits to elective courses, which limits students' ability to tailor their studies according to their specific academic and professional interests."
"It is recommended that the University ensure the timely revision and adaptation of all ""Animal Husbandry" MA programme within the cluster in accordance with the 1+1 model, as required by the current legislative framework".
- **Standard 1.5:** "Consider increasing the volume of programme-specific elective courses to provide students with greater flexibility in shaping their individual learning pathways."
- **Standard 4.2:** "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".
- **Standard 5.1:** "It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format."
- **Standard 5.2:** "It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process."

Programme 6: Master's degree programme "Medicinal Plants and Their Production"

- **Standard 1.4:** "Review the balance between compulsory and elective components of the Master's Degree Programme "Medicinal Plants and Their Production" with a view to increasing the volume of elective courses. The current allocation of only 10 ECTS credits to elective subjects limits opportunities for students to individualise their learning pathways and acquire additional competencies according to their academic and professional interests."
"It is recommended that the University ensure the timely revision and adaptation of "Medicinal Plants and Their Production" MA programme within the cluster in accordance with the 1+1 model, as required by the current legislative framework".
- **Standard 1.5:** "Increase the volume of programme-specific elective courses to strengthen curricular flexibility and support students' individual academic interests."

- **Standard 2.1:** "Specify the relevant fields of prior education for admission to the Master's Degree Programme "Medicinal Plants and Their Production" to ensure better alignment between applicants' previous qualifications and the specialised learning outcomes of the programme."
- **Standard 4.1:** "It is recommended that the University review and correct all previous documents in order to accurately determine how many professors, associate professors and visiting staff are implementing the program and how many of them are affiliated academic staff."
- **Standard 4.2:** "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 before 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".
- **Standard 5.1:** "It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format."
- **Standard 5.2:** "It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process."

Programme 7: Master's Program "Agribusiness Management"

- **Standard 1.4:** "Review the volume of elective courses, particularly in the research stage of the programme, where only 5 ECTS credits are allocated to elective subjects. Increasing curricular flexibility would provide students with broader opportunities to tailor their studies according to their professional interests and emerging trends in agribusiness."
- **Standard 4.5:** "It is recommended that the faculty administration and the head of the program develop a more realistic budget that ensures the sustainability of the program and brings the existing expenses and revenues into line."

Programme 8: Master's Program „Agricultural Hydro-Melioration “

- **Standard 1.4:** "Review the structure of the Master's Degree Programme "Agricultural Hydro-Melioration" with a view to increasing the volume of programme-specific elective courses. The current allocation of only 5 ECTS credits to elective subjects limits opportunities for students to individualise their studies and acquire additional competencies according to their professional interests and emerging developments in the field."
"It is recommended that the University ensure the timely revision and adaptation of "Medicinal Plants and Their Production" MA programme within the cluster in accordance with the 1+1 model, as required by the current legislative framework".
- **Standard 2.1:** "Define relevant fields of prior education for admission to the Master's Degree Programme "Agricultural Hydro-Melioration" in order to ensure that applicants possess the necessary academic background for successful completion of the programme."
- **Standard 4.2:** "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 before 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".
- **Standard 5.1:** "It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format."

- **Standard 5.2:** "It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process."

Suggestions

Cluster

- **Standard 3.1:** To enhance anonymity, the university should transition exclusively to online surveys.
- **Standard 3.1:** The university should improve communication regarding AI training and lectures to ensure students can access essential modern learning resources.
- **Standard 3.1:** The university should implement a communication strategy to inform students of their role as stakeholders and increase their engagement with governing bodies.
- **Standard 4.1:** It is suggested that the number of academic, scientific, and visiting staff at the University be proportionally balanced for cluster sustainability.
- **Standard 4.1:** It is suggested to actively strengthen and formalize communication channels with the business sector in order to facilitate the effective and sustainable implementation of the practical components of the new programs.
- **Standard 4.4:** It is suggested that the university already includes in its 2027 procurement plan the purchase of literature necessary for the implementation of programs combined in the cluster.
- **Standard 5.3:** It is recommended that the Quality Assurance Office undertake a conceptual review of the curricula within the cluster and organize systematic working meetings with programme academic teams to develop effective mechanisms for monitoring programmes learning outcomes achievement and ensuring that evaluation results are consistently reflected in programmes development and modernization processes.

Programme 1: Bachelor's degree programme "Agricultural Technologies"

- **Suggestions:** None.

Programme 2: Bachelor's degree programme "Agronomy"

- **Suggestions:** None.

Programme 3: Bachelor's degree programme "Animal Husbandry"

- **Suggestions:** None.

Programme 4: Master's degree programme "Agricultural Technologies"

- **Suggestions:** None.

Programme 5: Master's degree programme "Animal Husbandry"

- **Standard 4.1:** It is suggested that the master's program director take care of scientific development in accordance with international standards and criteria.
- **Standard 4.1:** It is suggested that the co-director of the master's program take care of scientific development in accordance with international standards and criteria.

Programme 6: Master's degree programme "Medicinal Plants and Their Production"

- **Standard 2.2:** The programme may further strengthen students' involvement in research activities related to medicinal plant biotechnology, cultivation technologies, and biodiversity

conservation by increasing the visibility of student participation in scientific events and dissemination activities.

Programme 7: Master's Program "Agribusiness Management"

- **Standard 4.2:** It is suggested that the university develop a unified personal data form, which would greatly simplify the qualification and competence of academic and invited personnel. It is also suggested to place more emphasis on invited personnel with relevant experience in the direction of agribusiness management.

Programme 8: Master's Program „Agricultural Hydro-Melioration “

- **Suggestions:** None.
- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**
 - **Staff and Supervisors**

The programs are implemented by academic and invited staff whose qualifications are verified through an open competition process. While specific ratios for every program are not aggregated in the main text, data for specific programs is provided:

 - **Master's in Medicinal Plants and Their Production:** This program is implemented by **13 staff members:** 7 Professors, 4 Associate Professors, 1 Assistant Professor, and 1 Chief Research Scientist.
 - **Master's in Agricultural Hydro-Melioration:** This program is implemented by **12 staff members:** 4 Professors, 6 Associate Professors, 1 Assistant Professor, and 1 invited professor.
 - **Supervisors' Workload:** The university has established a specific workload scheme where a single supervisor is permitted to train **no more than three master's students**.
 - **Staff Ratios:** The university notes that because the programs are new, they do not yet have a recorded indicator for the ratio of students to supervisors. However, they assert that the current number of academic and visiting staff is adequate for the number of students and ensures program sustainability.
 - **Scientific and Research Indicators**

The academic staff involved across the cluster have confirmed scientific competence through textbooks, monographs, and articles published in refereed journals over the last 10 years. Specific data for the last five years is available for the **Medicinal Plants and Their Production** program:

 - **Publications:** 98 papers in local journals and **55 papers in international journals**.
 - **Conference Participation:** 42 presentations at local conferences and **21 presentations at international conferences**.
 - **Program Performance:** Since 2018, **6 master's theses** have been successfully defended within this specific program.
 - **Academic Staff Turnover Rate**

The provided self-assessment report **does not contain specific quantitative data** regarding the academic staff turnover rate (retired, left, or new staff) for the last five years. It does, however, mention that the university has a personnel management policy in place to attract qualified staff and provides for a **6-month scientific sabbatical** once every five years for academic personnel to support their development.
 - **Data on Individuals Enrolled**

The primary justification for the lack of extensive five-year enrollment data is that **all programs in the cluster are new** to Sokhumi State University.

- **Current Status:** Most programs (Agricultural Technologies, Agronomy, Animal Husbandry, and Agribusiness Management) are listed as "new" with no previous name or historical enrollment data provided in the report.
- **Active Program Exception:** The **Medicinal Plants and Their Production** program has been implemented since **2018**, making it the most established in the cluster, as evidenced by its record of defended theses.
- **Contingent Planning:** The university has recently developed a new methodology for planning the "student contingent" which takes into account demand dynamics, student mobility, and graduate employment indicators to determine optimal enrollment numbers for the future.

These data are all provided in the detailed discussion below under each of the standards as appropriate.

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

- **Brief Overview of the Best Practices (if applicable)²**

None

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

The institution agrees with the report; therefore, the report remains unchanged.

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

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

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

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

[Accreditation Standards for Higher Education Programmes](#)

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

[Framework for Doctoral Education](#)

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

[Assessment criteria](#)

Definitions:

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

Suggestions - non-binding suggestions for the programme development

Evaluation approaches for the accreditation experts:

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

Evaluation Approaches:

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

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

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

[illegible]

[illegible]

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

Summary and Analysis of Cluster Compliance

The agricultural cluster, comprising eight programs (three Bachelor's and five Master's), demonstrates full compliance with the requirement for clearly established and logically connected objectives. These objectives are specifically tailored to the socio-economic development of Georgia, emphasizing the preparation of specialists capable of mastering innovative technologies to produce ecologically clean crops while minimizing agricultural risks. The cluster functions as a logical educational and scientific hub, where foundational knowledge at the Bachelor's level (NQF 6) evolves into specialized research and strategic management at the Master's level (NQF 7).

Cluster Evaluation: Design and Stakeholder Involvement

The development of these programs followed a participatory and market-oriented approach. The design of the programmes within the cluster were described by the programme heads as incorporating inputs from a student survey, employer comments, teachers and a result of market research. This collaborative process ensured that the curriculum responds to contemporary challenges in the labour market. Stakeholders specifically reported that they considered that the quality of the education received by the students is higher now than it had been previously.

Furthermore, the university looked beyond national borders to ensure the programs met global standards. In addition, similar programmes from a range of other international institutions were used as a guide to the programmes' structures and contents. For instance, the Master's in Agribusiness Management was explicitly modelled after prestigious analogues from Purdue University, Texas A&M, and Lincoln University.

Cluster Evaluation: Description and Analysis

Mission Alignment and Strategic Vision The cluster program objectives are stated and align with SSU's reported mission of academic independence, internationalization, and the integration of research into teaching. This alignment is evidenced by the inclusion of English-taught components and the use of laboratory infrastructure to facilitate research-based education.

Stakeholder Involvement and Benchmarking The design of these programs incorporated inputs from student surveys, market research, and consultations with employers. Employers confirmed their active participation in the development process and reported that the resulting quality of education is higher than in previous iterations. Furthermore, SSU utilized prestigious international analogues-such as the MS-MBA at Purdue University and programs at Texas A&M and Lincoln University-as benchmarks to ensure global competitiveness.

Field Specificity and KSC Development Program objectives consider the unique specificities of each field to define the knowledge, skills, and competencies (KSC) required for graduates:

- **Agribusiness Management (MA):** Focuses on deep systematic knowledge of the agri-food sector, food supply chain optimization, and data-based decision-making using modern financial tools.
- **Medicinal Plants and Their Production (MA):** Aims to equip specialists with the skills to establish valuable seed banks and implement modern technologies for cultivating ecologically safe medicinal plants.
- **Animal Husbandry (BA/MA):** Emphasizes improving animal productivity, ensuring biosecurity, and managing unpredictable team-working environments in livestock farming.
- **Agronomy (BA/MA):** Focuses on integrated pest management, soil fertility management plans, and the application of innovative agrotechnical measures.

Contribution to the Field and Society The cluster illustrates a aim of contribution to society to produce specialists who ensure human well-being and health through food safety and sustainable resource management. The programs also focus on forming citizens with "moral and ethical dignity," ensuring that graduates possess the transferable skills necessary for responsible professional activity in the Georgian agricultural sector.

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)³

The undergraduate students and postgraduate students consider their programmes to be relevant and interesting and they are enjoying their learning, an indicator that the Learning outcomes are appropriate and fit their purpose.

Evidences/Indicators

- Self evaluation report.
- Interview with self evaluation team.
- Interview with program heads.
- Interviews with group of interest.

³ 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).

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)
<u>General recommendations/ Suggestion of the Cluster</u>		
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation ⁴

Please, evaluate the compliance of the programme with the component

Component <u>1.1 Programme Objectives</u>	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Complies
2. Bachelor's degree programme "Agronomy"	Complies
3. Bachelor's degree programme "Animal Husbandry"	Complies
4. Master's degree programme "Agricultural Technologies"	Complies
5. Master's degree programme "Animal Husbandry"	Complies
6. Master's degree programme "Medicinal Plants and Their Production"	Complies
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	Complies

⁴ Evaluation is performed for each programme separately.

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.
-

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 presentation of program objectives and learning outcomes follows a structured and coherent framework. Each program is accompanied by a detailed narrative that articulates its primary objectives, such as preparing competitive specialists for the international scientific arena or equipping students with advanced agronomic knowledge. To ensure these objectives are systematically achieved, SSU employs a curriculum mapping system, specifically outlined in Annex 3 and Appendix 2, which establishes a clear correspondence between program goals and a predefined set of measurable learning outcomes. This matrix-based approach confirms that every program objective is systematically addressed through specific, assessable outcomes. Furthermore, each individual course is supported by a comprehensive syllabus that details specific assessment forms and methods, all of which are directly linked to the achievement of that course's learning outcomes, thereby contributing cumulatively to the broader program-level objectives. This integrated structure ensures coherence, transparency, and rigour across the entire educational offering.

The indication of achievement by qualification level is structured according to the National Qualifications Framework (NQF), with learning outcomes categorised into three primary areas. In the domain of Knowledge and Understanding, graduates demonstrate field-specific expertise relevant to their program titles; for instance, Bachelor of Agronomy graduates can characterise the biological processes of plants and evaluate soil conditions based on soil genesis, while Master of Animal Husbandry graduates possess systematic knowledge in genetics and innovative artificial insemination techniques. In terms of Applied Skills, outcomes indicate the ability to implement practical tasks, such as developing innovative business models and evaluating supply chain efficiency in Agribusiness Management or implementing soil reclamation-conservation measures and employing biotechnological research methods in Agricultural Technologies. Regarding Responsibility and Autonomy, the outcomes describe the degree of independence graduates possess, with Master's students being required to demonstrate the ability to independently plan and implement complex projects and take responsibility for the professional development of personal and team members.

The learning outcomes are tightly coupled with specific study fields to ensure graduates meet the expectations of their designated titles. In Medicinal Plants and Their Production (MA), outcomes focus on the establishment of seed banks, *in vitro* cultivation, and the sustainable use of unique bioresources. In Agricultural Hydro-Melioration (MA), graduates must design modern irrigation and drainage systems using 3D modelling and digital mapping. In Animal Science (BA), graduates achieve the ability to formulate feed rations, manage biosecurity, and work effectively in unpredictable livestock environments. This field-specific alignment ensures that each graduate emerges with the precise competencies demanded by their chosen profession.

The achievement of outcomes is measured through a robust and multifaceted assessment system. A 100-point multi-component assessment system is employed, including midterm and final examinations with defined competency thresholds. This direct assessment is complemented by indirect evaluation through stakeholder feedback, with questionnaires distributed to students, academic staff, and employers to periodically evaluate the relevance and achievement of learning outcomes. The framework was further validated during the accreditation site visit, where undergraduate and graduate students were able to satisfactorily answer questions regarding their achievement of learning outcomes, providing tangible evidence that the stated objectives are being met.

The design and oversight of learning outcomes, syllabuses, and assessment frameworks are the ultimate responsibility of programme heads and Quality Assurance staff, who led the development process in consultation with academic staff, students, stakeholders, and alumni to ensure diverse perspectives were reflected. Teaching staff across all programmes are fully acquainted with the learning outcomes and programme objectives, having authored their syllabuses with the explicit aim of achieving these outcomes. They confirm their agreement with the established frameworks and actively participate in regular departmental reviews to ensure course contents and syllabuses remain aligned with evolving regulations and emerging knowledge and skills needs.

Students at both undergraduate and postgraduate levels, but from other programmes, consider their programmes relevant and engaging, expressing satisfaction with the depth and breadth of topics covered. They are fully aware of the learning outcomes and are confident that they are acquiring the appropriate knowledge and competencies. This positive perception is corroborated by alumni, who confirm that they gained the knowledge they expected and required for successful employment in their respective sectors. Stakeholders from other programmes expressed similar confidence in the relevance and appropriateness of the learning outcomes described.

Taken together, these findings confirm that the learning outcomes are fit for purpose, effectively designed, broadly validated, and successfully achieved across all programmes. The comprehensive framework ensures coherence, transparency, and rigour, with active engagement from all stakeholders contributing to continuous improvement and sustained quality throughout the institution's educational offering.

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)⁵

The undergraduate students and postgraduate students consider their programmes to be relevant and interesting and they are enjoying their learning, an indicator that the Learning outcomes are appropriate and fit their purpose.

Evidences/Indicators

- Self evaluation report.
- Interview with self evaluation team.
- Interview with program heads.
- Interviews with group of interest.

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
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⁵ 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).

General recommendations/ Suggestion of the Cluster		
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Complies
2. Bachelor's degree programme "Agronomy"	Complies
3. Bachelor's degree programme "Animal Husbandry"	Complies
4. Master's degree programme "Agricultural Technologies"	Complies
5. Master's degree programme "Animal Husbandry"	Complies
6. Master's degree programme "Medicinal Plants and Their Production"	Complies
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The assessment of programmes learning outcomes are conducted through consistent and transparent mechanisms that consider the specifics of the field and include appropriate assessment forms and methods. The University applies both direct and indirect assessment methods for evaluating programmes learning outcomes. The institution has developed a defined mechanism for the direct assessment of learning outcomes, which includes planning, evaluation, analysis, periodic monitoring, and further development processes. In addition, each course syllabus includes assessment forms, methods, components, and criteria aligned with course learning outcomes. The University also indicated that analyses of learning outcome achievement and comparisons with target benchmarks are conducted periodically to support programme development and improvement. For indirect assessment, the faculty has established mechanisms ensuring stakeholder involvement in programme development processes.

Significant challenges were identified in relation to curriculum mapping and the systematic planning of learning outcome achievement and assessment within the programmes included in the cluster. In particular, the curriculum maps of the Master's programmes were not presented in accordance with the requirements of the 1+1 model. As a result, it remains unclear how programme learning outcomes are distributed, achieved, assessed, and monitored across the two components of the programme. The presented documentation does not sufficiently demonstrate the logical alignment between programme learning outcomes, course learning outcomes, teaching methods, assessment components, and programme structure within both stages of the Master's programmes.

Regarding the Bachelor's programmes, curriculum maps were not comprehensively presented for all programmes within the cluster. In several cases, the existing maps lacked sufficient detail and did not fully reflect the relationship between programme objectives, learning outcomes, course content, teaching and assessment methods, and the gradual development of competencies throughout the programme duration. Furthermore, considering that several Bachelor's programmes have been redesigned according to the three-year structure, it is essential that curriculum maps be revised and adapted to the updated programme architecture to ensure the coherent distribution of learning outcomes, workload, and assessment mechanisms across semesters and programme components.

The expert group considers that comprehensive and properly structured curriculum maps are essential for ensuring transparency, consistency, and effective monitoring of programme implementation, as well as for demonstrating how programme learning outcomes are achieved, assessed, and continuously improved. Therefore, it is important that the University undertake a conceptual review of curriculum mapping practices and ensure the development of unified, detailed, and outcome-oriented curriculum maps for all programmes included in the cluster.

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.

- Interview with self evaluation team.
- Interview with program heads.
- Interviews with group of interest.

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 comprehensive curriculum maps be developed or updated for all Bachelor's programmes, including maps specifically tailored to the three-year programme structure where applicable. It is recommended that curriculum maps for the Master's programmes be revised and aligned with the requirements of the 1+1 model in order to clearly demonstrate the planning, achievement, and assessment of programme learning outcomes across both programme components.	
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programme with the component

Component <u>1.3 Evaluation Mechanism of the Programme Learning Outcomes</u>	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially

4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	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 cluster comprises three Bachelor's degree programmes ("Agricultural Technologies", "Agronomy", and "Animal Husbandry") and five Master's degree programmes ("Agricultural Technologies", "Animal Husbandry", "Medicinal Plants and Their Production", "Agribusiness Management", and "Agricultural Hydro-Melioration"). The programmes have been developed and approved in accordance with the University's established procedures for programme planning, design, and development, as evidenced by the unified structure of programme documentation and their approval by the Academic Council.

The structure of the programmes is coherent and corresponds to the respective qualification levels. The Bachelor's programmes are oriented towards the acquisition of fundamental knowledge and practical competencies in agricultural sciences, while the Master's programmes focus on the development of advanced disciplinary knowledge, analytical abilities, and research-related competences. Programme aims, learning outcomes, teaching and learning methods, and assessment systems are clearly defined and demonstrate internal consistency.

An important characteristic of the cluster is the revision of the Bachelor's programmes "Agricultural Technologies", "Agronomy", and "Animal Husbandry", which have undergone a reduction in overall workload compared with their previous versions. According to explanations provided during the site visit, the revision was accompanied by an increased emphasis on independent student work, while preserving the core disciplinary content and intended learning outcomes. The redesigned curricula demonstrate an effort to optimise programme structures without substantially changing their academic profiles. Nevertheless, considering the reduction in programme volume, continuous monitoring of the achievement of learning outcomes would be beneficial in order to ensure that the balance between contact hours and independent learning remains appropriate and that the expected level of graduate competences is maintained.

The content of the programmes corresponds to the qualifications to be awarded. The Bachelor's programmes provide the theoretical knowledge and practical skills required for professional activity and progression to the next cycle of studies, whereas the Master's programmes provide specialised and advanced knowledge corresponding to their respective qualifications. The intended learning outcomes encompass disciplinary knowledge, practical and analytical skills, communication abilities, ethical responsibility, and professional development, reflecting the expectations associated with the relevant qualification levels.

Analysis of the programme descriptions also indicates a considerable degree of thematic proximity between the Bachelor's programmes "Agricultural Technologies" and "Agronomy", particularly in areas related to soil fertility, plant protection, genetics and breeding, environmentally sustainable agricultural production, and agricultural technologies. Similarly, certain common components may exist between the Master's programmes "Agricultural Technologies" and "Medicinal Plants and Their Production", although the programmes maintain different specialisations. In contrast, the Bachelor's and Master's programmes in "Animal Husbandry" represent a natural vertical progression rather than duplication, while the "Agribusiness Management" programme demonstrates a distinct profile with limited overlap with the remaining programmes. In this regard, periodic curriculum review at the course level would be beneficial to identify possible overlaps and explore opportunities for further optimisation while preserving programme identity and learning outcomes.

The programmes employ diverse teaching and learning methods, including lectures, seminars, practical and laboratory work, case studies, project-based learning, presentations, group activities, and independent work. Such diversity supports the achievement of programme learning outcomes and corresponds to the nature and objectives of the programmes.

Assessment systems across the cluster are based on the 100-point grading scale and include intermediate and final assessment components. The applied assessment approaches are aligned with the national regulatory framework and are intended to measure the extent to which students achieve the intended learning outcomes.

Overall, the structure and content of the programmes included in the cluster are logical and coherent. The qualifications awarded correspond to the programme content and intended learning outcomes, and the programmes generally demonstrate consistency between objectives, curriculum structure, teaching and learning methods, and assessment mechanisms.

It is important to note that the structures of most Master's degree programmes included in the cluster (with the only exception being the *Agribusiness Management* programme) are not presented in accordance with the 1+1 model, as required by the recent legislative amendments introduced in the higher education system of Georgia. This raises concerns regarding the structural compliance of the programmes, the logical distribution of study components, and the phased achievement of learning outcomes.

The expert group additionally requested the curricula of the Master's programmes adapted to the new model to assess the extent to which the revised programme structures ensure compliance with legislative requirements and support the effective achievement of learning outcomes. However, the requested documentation was not provided by the University, which limited the possibility of conducting a comprehensive evaluation of programme compliance.

The expert group considers it essential for the University to ensure a timely conceptual and structural revision of the Master's programme curricula, adapt them to the 1+1 model, and ensure full compliance with legislative requirements. These changes are important not only from the perspective of formal compliance, but also for strengthening the academic coherence of the programmes, ensuring the logical distribution of study workload, and improving the effective planning and assessment of learning outcomes.

It should also be noted that, in accordance with the current regulations, the institution can submit updated programme curricula to the National Centre for Educational Quality Enhancement by July 1, 2026. This provides the University with an opportunity to address the identified shortcomings in a timely manner and ensure programme compliance with the applicable 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.

Bachelor's Degree Programme “Agricultural Technologies”

The Bachelor's Degree Programme “Agricultural Technologies” is designed in accordance with the European Credit Transfer and Accumulation System (ECTS) and comprises 185 ECTS credits delivered over six semesters (three academic years). The programme structure and volume are intended to ensure the achievement of the programme objectives and learning outcomes at the Bachelor's level of the National Qualifications Framework.

The curriculum consists of 16 ECTS credits of general competence courses, 155 ECTS credits of compulsory field-specific courses, 5 ECTS credits of programme-specific elective courses, and 9 ECTS credits of free elective courses. The compulsory component includes both field practice and a Bachelor's project, thereby contributing to the development of practical and analytical competences.

The programme content demonstrates logical progression from basic natural science disciplines towards specialised agricultural subjects. Fundamental courses provide the basis for advanced studies in soil science, agrochemistry, microbiology, genetics and breeding, entomology, phytopathology, crop production, viticulture, horticulture, food safety, organic agriculture, and agricultural biotechnology. The sequence of courses supports the gradual development of professional knowledge and competencies.

The intended learning outcomes correspond to the objectives of the programme and are consistent with the qualification of Bachelor of Agronomy awarded upon completion of the programme. Graduates acquire knowledge and skills related to biological and ecological processes, soil fertility management, plant protection, sustainable agricultural production, food safety, and modern agricultural technologies. In addition, the programme develops analytical, communication, and information-management skills required for professional activities and further studies.

During the site visit, programme representatives explained that the revised curriculum places increased emphasis on independent student learning while maintaining the core disciplinary content and intended learning outcomes. Considering the broad disciplinary coverage of the programme and the reduction in overall workload compared to previous programme versions, continuous monitoring of learning outcome achievement would be beneficial to ensure that the expected level of graduate competences is maintained.

Overall, the structure and content of the Bachelor's Degree Programme “Agricultural Technologies” are logical and internally coherent, and the qualification awarded corresponds to the programme content and intended learning outcomes.

Bachelor's Degree Programme “Agronomy”

The Bachelor's degree programme “Agronomy” is designed in accordance with the European Credit Transfer and Accumulation System (ECTS) and is intended to ensure the achievement of the programme objectives and intended learning outcomes at the Bachelor's level of the National Qualifications Framework. The programme

comprises 181 ECTS credits and is implemented over six semesters (three academic years). One ECTS credit corresponds to 25 hours of student workload and includes both contact and independent learning activities.

The programme structure is coherent and reflects the profile of the qualification to be awarded. The curriculum consists of 16 ECTS credits of general competence courses, 151 ECTS credits of compulsory field-specific courses, 5 ECTS credits of elective courses, and 9 ECTS credits of free elective courses. The compulsory component includes a 5-credit field practice in agronomy, which contributes to the development of practical competences and supports the application of theoretical knowledge in practice.

The content of the programme demonstrates a logical progression from fundamental natural science disciplines towards specialised agronomic subjects. Basic courses in chemistry, biology, mathematics, statistics, and information technologies provide the foundation for advanced courses in soil science, plant physiology, genetics and breeding, entomology, phytopathology, crop production, ecology, organic agriculture, viticulture, and agricultural mechanisation. Such sequencing facilitates the gradual development of professional knowledge and competencies.

The programme learning outcomes correspond to the objectives of the programme and are consistent with the qualification of Bachelor of Agronomy. Graduates acquire knowledge of biological and ecological processes, soil fertility management, plant protection, integrated pest management, genetics and breeding, food safety, and environmentally sustainable agricultural production. In addition, the programme develops students' analytical, communication, information management, and project implementation skills, thereby preparing graduates for employment and further studies.

The availability of elective and free elective courses enables students to individualise their learning pathways and acquire additional competencies according to their interests. Diverse teaching and learning methods, practical activities, and independent work support the achievement of programme learning outcomes and contribute to the implementation of a student-centred approach.

During the site visit, programme representatives explained that the revised curriculum places increased emphasis on independent student work while maintaining the core disciplinary content and intended learning outcomes. Considering the reduction in the overall workload compared to previous programme versions, continued monitoring of the balance between contact hours and independent learning would be beneficial to ensure that the expected level of graduate competences is maintained.

The programme demonstrates overall coherence between its objectives, curriculum structure, and intended learning outcomes.

Bachelor's Degree Programme “Animal Husbandry”

The Bachelor's Degree Programme “Animal Husbandry” is designed in accordance with the European Credit Transfer and Accumulation System (ECTS) and comprises 182 ECTS credits delivered over six semesters (three academic years). The programme structure and volume are intended to ensure the achievement of the programme objectives and intended learning outcomes at the Bachelor's level of the National Qualifications Framework.

The curriculum includes 16 ECTS credits of general competence courses, 147 ECTS credits of compulsory field-specific courses, 10 ECTS credits of programme-specific elective courses, and 9 ECTS credits of free elective courses. In addition, the programme includes a 10-credit industrial practice component, which strengthens the practical orientation of the curriculum and supports the development of professional skills.

The programme content demonstrates a logical progression from fundamental subjects towards specialised courses in animal husbandry. Basic courses in biology, chemistry, microbiology, biochemistry, and animal science provide the foundation for advanced studies in animal nutrition, reproduction, genetics and breeding, physiology, animal welfare, disease prevention, food quality, and livestock production systems. The curriculum also covers specialised areas such as beekeeping, sheep breeding, poultry production, pig production, companion animals, and pasture-based livestock systems.

The intended learning outcomes are consistent with the programme objectives and correspond to the qualification of Bachelor of Animal Husbandry. Graduates acquire knowledge and practical skills related to animal breeding, feeding, reproduction, animal health and welfare, food safety, and biosecurity. The programme also develops students' analytical, communication, and problem-solving skills required for professional activities and further studies.

The relatively broad spectrum of livestock-related disciplines included in the curriculum enables graduates to acquire comprehensive knowledge of the field while maintaining the programme's professional orientation. The substantial practical component contributes to the development of applied competencies and facilitates the integration of theoretical knowledge with practical experience.

During the site visit, programme representatives explained that the revised curriculum places increased emphasis on independent learning while preserving the core content and intended learning outcomes. Continuous monitoring of the achievement of learning outcomes will remain important to ensure that the expected level of graduate competences is maintained.

The curriculum is generally aligned with the qualification awarded.

Master's Degree Programme “Agricultural Technologies”

The Master's Degree Programme “Agricultural Technologies” comprises 120 ECTS credits delivered over four semesters and is designed in accordance with the European Credit Transfer and Accumulation System (ECTS). The programme structure and volume ensure the achievement of programme objectives and intended learning outcomes at the Master's level of the National Qualifications Framework.

The programme consists of 30 ECTS credits of compulsory courses, 30 ECTS credits of programme elective courses, and 60 ECTS credits allocated to concentration modules. Students select one of three concentrations: Agrotechnology, Agrochemistry–Soil Science, or Plant Protection. Each concentration includes compulsory and elective components, a 5-credit field practice, and a 30-credit Master's thesis, thereby ensuring both specialisation and the development of research competences.

The curriculum demonstrates logical progression and is consistent with the programme objectives. Core courses provide advanced knowledge in plant biochemistry, plant physiology, genetics and breeding, experimental methodology, and forecasting methods for crop water requirements. The concentration modules allow students to deepen their expertise in specific areas and develop specialised competencies corresponding to current needs in agricultural sciences.

The intended learning outcomes are consistent with the qualification awarded and reflect the expectations of the second cycle of higher education. Graduates are able to analyse soil fertility, apply modern agrobiotechnological methods, assess pest-related damage, implement plant protection measures, evaluate research results, and formulate evidence-based conclusions. The programme also develops research, communication, and decision-making skills required for professional and academic activities.

A notable feature of the programme is its concentration-based structure, which creates a balance between common disciplinary foundations and specialised study pathways. The three concentrations enable students to tailor their studies according to their academic interests and future professional aspirations while strengthening the link between education, research, and practical application.

The concentration-specific field practice and the 30-credit Master's thesis provide opportunities for independent research and the application of theoretical knowledge in practical contexts. This combination contributes to the development of analytical and research skills expected from graduates of the second cycle of higher education.

During the site visit, programme representatives confirmed that the programme aims to combine advanced theoretical knowledge with research-oriented learning and practical experience. The applied structure supports the development of specialised competencies and contributes to preparing graduates for employment and further doctoral studies.

The programme demonstrates coherence between its objectives, curriculum structure, and intended learning outcomes. The combination of common courses, concentration modules, practical training, and the research component supports the preparation of graduates capable of pursuing professional careers and further academic development.

Master's Degree Programme “Animal Husbandry”

The Master's Degree Programme “Animal Husbandry” comprises 120 ECTS credits delivered over four semesters and is designed in accordance with the European Credit Transfer and Accumulation System (ECTS). The programme structure and volume ensure the achievement of programme objectives and intended learning outcomes at the Master's level of the National Qualifications Framework.

The curriculum consists of 110 ECTS credits of compulsory field-specific courses and 10 ECTS credits of elective courses. The compulsory component includes two industrial practices (5 ECTS and 10 ECTS) and a 30-credit Master's thesis, thereby ensuring the integration of practical training and research activities into the learning process.

The programme demonstrates a pronounced applied orientation and focuses on the development of advanced competencies required for modern livestock production systems. The curriculum provides in-depth knowledge in animal nutrition, genetics and breeding, feed technologies, reproduction, microbiological processes in food of animal origin, and the management of companion and exotic animals. In addition, specialised courses related to cattle, sheep, pigs, poultry, rabbits, and apiculture enable students to acquire comprehensive knowledge of different branches of animal husbandry.

The intended learning outcomes are consistent with the programme objectives and correspond to the qualification of Master in Animal Husbandry. Graduates acquire advanced theoretical knowledge and practical competences required for improving animal production systems, applying modern breeding approaches, conducting independent research, and formulating evidence-based solutions to professional problems. The programme also develops communication, analytical, and lifelong learning skills expected at the second cycle level.

An important feature of the programme is the integration of two industrial practice components, which provide students with opportunities to apply theoretical knowledge in professional settings and strengthen their practical skills. The practical orientation of the curriculum is complemented by the 30-credit Master's thesis, which contributes to the development of independent research competencies and promotes research-based learning.

During the site visit, programme representatives emphasised the programme's orientation towards applied knowledge and the preparation of graduates capable of responding to contemporary challenges in the livestock sector. The curriculum structure supports the development of specialists able to operate in complex professional environments and pursue further academic development.

The educational design effectively integrates theoretical, practical, and research elements and supports the preparation of specialists capable of contributing to the sustainable development and competitiveness of the livestock sector. The programme provides an appropriate balance between theoretical, practical, and research components.

Master's Degree Programme “Medicinal Plants and Their Production”

The Master's Degree Programme “Medicinal Plants and Their Production” comprises 120 ECTS credits delivered over four semesters and is designed in accordance with the European Credit Transfer and Accumulation System (ECTS). The programme structure and volume ensure the achievement of programme objectives and intended learning outcomes at the Master's level of the National Qualifications Framework.

The curriculum consists of 110 ECTS credits of compulsory courses and 10 ECTS credits of elective courses. The compulsory component includes two industrial practices (5 ECTS and 10 ECTS) and a 30-credit Master's thesis, thereby ensuring the integration of practical training and research activities within the programme.

The programme represents a specialised and relatively unique educational offer focusing on the sustainable utilisation of medicinal plant resources and the application of modern biotechnological approaches. The curriculum combines knowledge from plant sciences, biodiversity conservation, phytopharmaceutical sciences, plant biotechnology, and environmentally friendly agricultural production. Such an interdisciplinary approach reflects contemporary trends in the management and utilisation of plant genetic resources.

The intended learning outcomes are consistent with the programme objectives and correspond to the qualification of Master of Medicinal Plant Production Technology. Graduates acquire competencies related to the development of cultivation technologies for medicinal plants, application of biotechnological approaches, establishment of seed banks, sustainable utilisation of phytogenetic resources, and independent research. The programme also develops communication, analytical, and lifelong learning skills expected at the second cycle level.

An important feature of the programme is its strong orientation towards sustainability and biodiversity conservation. The industrial practices and the 30-credit Master's thesis provide opportunities for applying theoretical knowledge in practical settings and developing independent research competencies. These components support the scientific investigation, conservation, and cultivation of medicinal plants and strengthen the link between education, research, and innovation.

During the site visit, programme representatives emphasised the importance of combining research activities with practical applications and innovation in medicinal plant production. The curriculum structure supports the preparation of graduates capable of contributing to the development of the phytopharmaceutical sector and addressing current scientific and societal challenges associated with the sustainable use of plant resources.

The programme profile, together with its emphasis on sustainability, biodiversity, and research-based learning, supports the preparation of specialists capable of contributing to the conservation and sustainable utilisation of medicinal plant resources. The qualification awarded corresponds to the programme content and intended learning outcomes, and the programme complies with the requirements of Standard 1.4.

Master's Degree Programme “Agribusiness Management”

The Master's Degree Programme “Agribusiness Management” has a total volume of 130 ECTS credits and is implemented in accordance with the European Credit Transfer and Accumulation System (ECTS). One credit corresponds to 25 hours of student workload, including both contact and independent learning activities. The programme structure and volume ensure the achievement of programme objectives and intended learning outcomes at the Master's level.

The programme has a distinctive two-stage structure. The first part comprises 70 ECTS credits, including 60 credits of compulsory courses and 10 credits of elective courses, and leads to the qualification of Master of Agribusiness Management. The second part comprises an additional 60 ECTS credits, including 55 compulsory credits and 5 elective credits, and upon successful completion graduates are awarded the qualification of Research Master of Agribusiness Management. This structure allows students to progress from professionally oriented studies towards more advanced research-based competences.

The curriculum integrates knowledge from economics, management, finance, marketing, law, statistics, food supply chain management, risk management, entrepreneurship, and research methodology. The second part of the programme strengthens analytical and research competencies through specialised courses, an integrated business project (5 ECTS), and a 30-credit Master's thesis.

The programme learning outcomes correspond to the objectives of both programme stages and support the development of advanced managerial and analytical skills required in the agribusiness sector. Graduates are expected to demonstrate the ability to analyse agribusiness environments, design and evaluate business strategies, manage resources efficiently, and conduct independent research using quantitative and qualitative methods.

An important strength of the programme is the integration of academic knowledge with practical and research-oriented activities. The professional practice component, integrated business project, and Master's thesis contribute to the development of problem-solving, communication, and decision-making skills, while also promoting academic integrity and ethical responsibility.

The elective component provides opportunities for individualisation of learning and includes courses related to crop production, animal husbandry, branding, digital marketing, business analytics, leadership, and corporate social responsibility. However, considering the broad interdisciplinary nature of agribusiness, the relatively limited volume of elective courses in the second stage (5 ECTS) somewhat restricts students' possibilities for constructing individual learning pathways.

The educational design supports the achievement of the intended competences expected at the respective qualification level.

Master's Degree Programme “Agricultural Hydro-Melioration”

The Master's Degree Programme “Agricultural Hydro-Melioration” comprises 120 ECTS credits delivered over four semesters and is designed in accordance with the European Credit Transfer and Accumulation System (ECTS). The programme structure and volume ensure the achievement of programme objectives and intended learning outcomes at the Master's level of the National Qualifications Framework.

The curriculum consists of 90 ECTS credits allocated to taught and practical components and 30 ECTS credits assigned to the research component. The taught component includes 10 ECTS credits of general courses, 75 ECTS credits of compulsory field-specific courses, and 5 ECTS credits of elective courses. The research component is

represented by a 30-credit Master's thesis. The programme also includes a 10-credit practical component in hydro-melioration systems management, which strengthens its applied orientation.

The programme content demonstrates logical progression and provides advanced knowledge in agroclimatic resources, irrigation system design, drainage systems, soil conservation and fertility restoration, hydrology and hydrogeology, water erosion processes, GIS applications in irrigation and drainage, optimisation of water resources, and agricultural water management. The curriculum reflects the multidisciplinary nature of agricultural hydro-melioration and combines engineering, environmental, and agricultural approaches.

The intended learning outcomes are aligned with programme objectives and correspond to the qualification of Master of Agricultural Hydro-Melioration. Graduates are expected to be capable of designing irrigation and drainage systems, assessing the sustainability of hydraulic structures, applying modern technologies in water management, generating digital maps and three-dimensional models, and conducting independent research while adhering to professional ethics and academic integrity.

A major strength of the programme is the integration of practical and research activities. The practical training component and the Master's thesis contribute to the development of analytical, problem-solving, and research skills and support the application of theoretical knowledge to real-world professional situations. The phased implementation of the research component from the second semester onwards further promotes the gradual development of independent research competencies.

The structure and content of the Master's Degree Programme "Agricultural Hydro-Melioration" are logical and internally coherent. The qualification awarded corresponds to the programme content and intended learning outcomes.

Evidences/Indicators

- Higher Education Qualifications framework
- Educational Programme Objectives, Learning Outcomes and their Compliances with the Programme.
- Programme Descriptor documents
- Interviews with QA staff, Self-Assessment group, Programme heads, Academic staff, students, alumni and employers.

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		
1. Bachelor's degree programme "Agricultural Technologies"	Review the curriculum structure of the Bachelor's Degree Programme "Agricultural Technologies" with a view to increasing the volume of programme-specific elective courses. The current allocation of only 5 ECTS credits to elective subjects provides limited opportunities for students to individualise their learning pathways and acquire additional competencies according to their academic interests and labour market needs.	
2. Bachelor's degree programme "Agronomy"	Review the structure of the Bachelor's Degree Programme "Agronomy" with a view to	

	increasing the number of programme-specific elective courses. The current 5 ECTS elective component is insufficient to ensure adequate flexibility and meaningful student choice within the programme.	
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"	It is recommended that the University ensure the timely revision and adaptation of "Agricultural Technologies" MA programme within the cluster in accordance with the 1+1 model, as required by the current legislative framework	
5. Master's degree programme "Animal Husbandry"	Review the balance between compulsory and elective components of the Master's Degree Programme "Animal Husbandry" with a view to expanding opportunities for individualisation of learning pathways. The current programme structure allocates only 10 ECTS credits to elective courses, which limits students' ability to tailor their studies according to their specific academic and professional interests. It is recommended that the University ensure the timely revision and adaptation of "Agricultural Technologies" MA programme within the cluster in accordance with the 1+1 model, as required by the current legislative framework	
6. Master's degree programme "Medicinal Plants and Their Production"	Review the balance between compulsory and elective components of the Master's Degree Programme "Medicinal Plants and Their Production" with a view to increasing the volume of elective courses. The current allocation of only 10 ECTS credits to elective subjects limits opportunities for students to individualise their learning pathways and acquire additional competencies according to their academic and professional interests. It is recommended that the University ensure the timely revision and adaptation of "Medicinal Plants and Their Production" MA programme within the cluster in accordance with the 1+1 model, as required by the current legislative framework	
7. Master's Program "Agribusiness Management"	Review the volume of elective courses, particularly in the research stage of the programme, where only 5 ECTS credits are allocated to elective subjects. Increasing curricular flexibility would provide students with broader opportunities to tailor their studies according to their professional interests and emerging trends in agribusiness.	
8. Master's Program „Agricultural Hydro-Melioration“	Review the structure of the Master's Degree Programme "Agricultural Hydro-Melioration" with a view to increasing the volume of programme-specific elective courses. The current allocation of only 5 ECTS credits to	

	elective subjects limits opportunities for students to individualise their studies and acquire additional competencies according to their professional interests and emerging developments in the field. It is recommended that the University ensure the timely revision and adaptation of "Medicinal Plants and Their Production" MA programme within the cluster in accordance with the 1+1 model, as required by the current legislative framework	
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Evaluation

Please, evaluate the compliance of the programme with the component

Component <u>1.4. Structure and Content of Educational Programme</u>	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Complies
4. Master's degree programme "Agricultural Technologies"	partially
5. Master's degree programme "Animal Husbandry"	partially
6. Master's degree programme "Medicinal Plants and Their Production"	partially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	partially

1.5. Academic Course/Subject

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The academic courses included in the cluster programmes are designed in accordance with the programme objectives and intended learning outcomes. The structure and sequence of courses demonstrate logical progression and support the gradual development of students' knowledge and competencies.

The content of the courses within the main fields of study is consistent with the profiles of the programmes and contributes to the achievement of programme learning outcomes. The Bachelor's programmes provide students with fundamental disciplinary knowledge and practical skills, while the Master's programmes focus on advanced knowledge, analytical competences, and research-oriented skills.

The reviewed programme documentation demonstrates consistency between programme learning outcomes and the expected competencies developed through the courses. The combination of compulsory and elective components allows students to acquire both broad disciplinary knowledge and more specialised competences corresponding to the respective qualifications.

Teaching and learning methods, including lectures, seminars, practical and laboratory work, case studies, project-based activities, presentations, and independent work, are aligned with the intended learning outcomes of the courses and programmes. Assessment methods are designed to evaluate the extent to which students achieve the expected knowledge and skills.

Overall, the content of academic courses and their arrangement within the curricula generally support the achievement of course learning outcomes and contribute to the attainment of programme learning outcomes. The reviewed documentation indicates consistency between programme objectives, course content, and expected graduate competencies.

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

Description and Analysis - Programme 1 (Name and Level)

Bachelor's Degree Programme “Agronomy”

The academic courses included in the Bachelor's Degree Programme “Agronomy” demonstrate logical sequencing and support the gradual development of competencies in crop production, soil science, plant protection, and sustainable agriculture. The course content and allocated ECTS credits are generally appropriate for achieving both course-level and programme-level learning outcomes.

The syllabuses indicate the use of relevant study materials and support the acquisition of theoretical knowledge and practical skills expected from graduates. However, considering that only 5 ECTS credits are allocated to programme-specific elective courses, opportunities for students to individualise their studies through specialised subjects remain limited.

Master's Degree Programme “Agricultural Hydro-Melioration”

The academic courses of the programme reflect the interdisciplinary nature of hydro-melioration and provide students with advanced knowledge in irrigation, drainage, hydrology, GIS applications, and water resources management. The structure and workload of the courses generally support the achievement of programme learning outcomes.

The study materials indicated in the syllabuses are relevant to the field and contribute to the development of analytical and research skills. Nevertheless, the limited volume of elective courses (5 ECTS) restricts students' possibilities to broaden their expertise according to individual interests and emerging developments in the field.

Master's Degree Programme “Medicinal Plants and Their Production”

The content of academic courses is consistent with the specialised profile of the programme and supports the development of competencies related to medicinal plant production, biodiversity conservation, biotechnology, and phytopharmaceutical sciences. The course structure and study materials contribute to the achievement of programme learning outcomes and support research-oriented learning.

Although the curriculum demonstrates coherence and strong thematic focus, the relatively limited elective component (10 ECTS) provides restricted opportunities for students to individualise their learning pathways.

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

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		
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"	Consider increasing the volume of programme-specific elective courses to provide students with greater flexibility in shaping their individual learning pathways.	
6. Master's degree programme "Medicinal Plants and Their Production"	Increase the volume of programme-specific elective courses to strengthen curricular flexibility and support students' individual academic interests.	
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5. Academic Course/Subject	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Complies
2. Bachelor's degree programme "Agronomy"	Complies
3. Bachelor's degree programme "Animal Husbandry"	Complies
4. Master's degree programme "Agricultural Technologies"	Complies
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	Complies

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

Accreditation standards indicators

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

2.1 Programme Admission Preconditions

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

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.

For the programmes included in the cluster, the University has established transparent, fair, public, and accessible admission requirements and procedures that are aligned with Georgian legislation and support the admission of applicants capable of achieving the intended learning outcomes.

For the Bachelor's degree programmes "Agricultural Technologies", "Agronomy", and "Animal Husbandry", the right to study is granted to holders of complete general education or equivalent qualifications recognised in accordance with the legislation of Georgia.

The admission requirements for the Master's programmes are differentiated according to the specific characteristics of the programmes. The Master's programmes "Agricultural Technologies" and "Animal Husbandry" define the relevant fields of prior education required for admission and specify the corresponding detailed fields in accordance with the national classification of study fields. Admission is based on the results of the Common Master's Examination and additional university examinations, while the examination topics and tests are made available through the University's website.

In contrast, the Master's programmes "Medicinal Plants and Their Production" and "Agricultural Hydro-Melioration" require applicants to hold a bachelor's degree or an equivalent qualification but do not specify relevant fields of prior education. Considering the specialised nature of these programmes, a clearer definition of relevant admission fields would further strengthen the coherence between admission requirements and programme learning outcomes.

Foreign language requirements are established for all Master's programmes. Applicants are required to demonstrate foreign language proficiency at B2 level either by presenting an appropriate certificate or by passing the relevant university examination. Depending on the programme, either English language proficiency or proficiency in one of several foreign languages (English, German, French, or Russian) is accepted.

The cluster programmes also provide opportunities for admission through external and internal mobility procedures. These procedures are implemented in accordance with national legislation and institutional regulations, and relevant information is made publicly available on the University website.

Overall, the admission requirements and procedures established for the cluster programmes are transparent, accessible, and generally consistent with the objectives and learning outcomes of the programmes. The requirements ensure that applicants possess the necessary educational background and language competencies required for successful participation in the programmes.

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.

Admission to the **Master's Degree Programme "Medicinal Plants and Their Production"** is based on the results of the Common Master's Examination and additional examinations determined by the University. Applicants are required to hold at least a Bachelor's degree or an equivalent qualification and demonstrate English language proficiency at B2 level.

The admission procedures are transparent, publicly available, and implemented in accordance with institutional and national regulations. The programme also provides opportunities for admission through mobility procedures and through the mechanisms established by the Ministry of Education and Science of Georgia.

However, unlike some other Master's programmes included in the cluster, the programme does not specify relevant fields of prior education required for admission. Considering the specialised profile of the programme and its focus on medicinal plants, biodiversity, biotechnology, and phytopharmaceutical sciences, defining relevant admission fields would further strengthen the alignment between applicants' academic background and the intended learning outcomes of the programme.

Master's Degree Programme “Agricultural Hydro-Melioration”

Admission to the Master's Degree Programme “Agricultural Hydro-Melioration” is based on the results of the Common Master's Examination and additional examinations established by the University. Applicants are required to hold at least a Bachelor's degree or an equivalent qualification and demonstrate English language proficiency at B2 level.

The admission procedures are transparent, publicly available, and comply with institutional and national regulations. External and internal mobility mechanisms are also available to prospective students.

Considering the technical and specialised nature of the programme, clearer specification of the relevant fields of prior education would strengthen the consistency between admission requirements and programme objectives. Such an approach would ensure that admitted students possess the academic background necessary for successful achievement of the programme learning outcomes.

Evidences/Indicators

- Bachelor's, and Master's educational programmes and their annexes: <https://sou.edu.ge>
- “Regulation of the Sokhumi State University”: [Sou.edu.ge](https://sou.edu.ge)
- Faculty of Busyness and Social Sciences Webpage: <https://www.sou.edu.ge/>
- “Regulation of the Sokhumi State University: <https://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		
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"	Specify the relevant fields of prior education for admission to the Master's Degree Programme “Medicinal Plants and Their Production” to ensure better alignment between applicants' previous qualifications and the specialised learning outcomes of the programme.	

7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “	Define relevant fields of prior education for admission to the Master's Degree Programme “Agricultural Hydro-Melioration” in order to ensure that applicants possess the necessary academic background for successful completion of the programme.	

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme Admission Preconditions	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Complies
2. Bachelor's degree programme "Agronomy"	Complies
3. Bachelor's degree programme "Animal Husbandry"	Complies
4. Master's degree programme "Agricultural Technologies"	Complies
5. Master's degree programme "Animal Husbandry"	Complies
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	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 cluster programmes ensure the development of practical, research, and transferable skills in accordance with their objectives and intended learning outcomes. The reviewed Bachelor's and Master's programmes incorporate

practical components, research-oriented activities, and teaching and learning methods aimed at developing analytical, communication, and problem-solving skills.

Practical training constitutes an important component of the cluster programmes. The Bachelor's programmes are oriented towards the development of professional skills through practical work and field-based activities, while the Master's programmes provide opportunities for more specialised practical training and independent work within the respective fields. The programme descriptions indicate the use of practical classes, laboratory work, field practice, projects, and independent assignments as integral components of the learning process.

The Master's programmes place particular emphasis on analytical and research-related competences. The intended learning outcomes of the programmes “Agricultural Technologies”, “Animal Husbandry”, “Medicinal Plants and Their Production”, “Agribusiness Management”, and “Agricultural Hydro-Melioration” include the ability to analyse information, apply modern methods and technologies, conduct research activities, formulate evidence-based conclusions, and present research results to academic and professional audiences.

Transferable skills are embedded across the cluster programmes. The learning outcomes include communication skills, the use of modern information and communication technologies, teamwork, ethical responsibility, independent learning, decision-making, and professional development. Students are expected to present information to academic and professional audiences and to apply disciplinary knowledge in practical contexts.

During the site visit, representatives of the programmes indicated that students are encouraged to participate in scientific and practical activities organised by the University and external stakeholders. Academic staff supervise students' research activities and support their involvement in conferences and various scholarly events. Such activities contribute to the development of research competences and strengthen students' professional and transferable skills.

Overall, the programmes included in the cluster provide opportunities for the development of practical, research, and transferable skills appropriate to the respective study cycles. The practical and research-oriented components of the programmes are generally consistent with the intended learning outcomes and contribute to preparing graduates for further studies and professional activities.

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

Description and Analysis - Programme 1 (Name and Level)

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

- Bachelor's, Master's, and Doctoral educational programmes and their annexes.
- Programmes of the teaching courses (syllabi)
- Practice agreements/memorandums
- Sokhumi State University. Open International Scientific Conference for Students
- Rules for conducting and evaluating internships for students of the Georgian Technical University
<https://gtu.ge/students/edu/regulatory-documents/bachelor.php>

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the
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	grouped in the cluster. Also, please indicate, according to individual programs (if any)	cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		The programme may further strengthen students' involvement in research activities related to medicinal plant biotechnology, cultivation technologies, and biodiversity conservation by increasing the visibility of student participation in scientific events and dissemination activities.
7. Master's degree programme "Agribusiness Management"		
8. Master's degree programme "Agricultural Hydro-Melioration"		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills</u>	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Complies
2. Bachelor's degree programme "Agronomy"	Complies
3. Bachelor's degree programme "Animal Husbandry"	Complies
4. Master's degree programme "Agricultural Technologies"	Complies
5. Master's degree programme "Animal Husbandry"	Complies
6. Master's degree programme "Medicinal Plants and Their Production"	Complies
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	Complies

2.3. Teaching and Learning Methods

Accreditation standards indicators

The programme is implemented by using student-centered teaching and learning methods. Teaching and

learning methods correspond to the level of education, course/subject content, learning outcomes and ensure their achievement.

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

Cluster evaluation

Description and Analysis of Cluster

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 educational programmes included in the cluster are implemented using student-centred teaching and learning methods that correspond to the level of education, course content, intended learning outcomes, and the specific characteristics of the respective fields of study.

The syllabuses indicate the use of a variety of teaching and learning methods, including discussions and debates, cooperative and group learning, case studies, brainstorming, demonstrations, practical and laboratory work, project-based learning, problem-based learning, role-play and situational simulations, oral and written assignments, inductive and deductive approaches, analysis and synthesis, and heuristic methods. Such diversity supports the achievement of programme learning outcomes and promotes the development of analytical, communication, and problem-solving skills.

The selected teaching and learning methods are aligned with the nature of the programmes and the study cycles. Bachelor's programmes place greater emphasis on guided learning, practical activities, and the acquisition of fundamental disciplinary knowledge, while Master's programmes incorporate more independent work, research-oriented learning, analytical tasks, and project activities corresponding to second-cycle qualifications.

According to the self-evaluation report, the selection and refinement of teaching and learning methods were based on the accumulated institutional experience and were supported by professional development activities organised by the Faculty Quality Assurance Service. During the site visit, academic and invited staff demonstrated awareness of the student-centred approach and confirmed the application of diverse teaching methods in the educational process.

The site visits also revealed opportunities for further strengthening academic staff development activities related to contemporary teaching approaches. Additional training and experience-sharing activities focused on interactive teaching methods, case-based learning, and the effective use of digital technologies could further support the implementation of the student-centred approaches described in the programmes.

Overall, the teaching and learning methods used within the cluster are appropriate for the respective study cycles, correspond to the intended learning outcomes, and support the effective implementation of the educational programmes.

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.

No programme-specific recommendations or suggestions were identified under Standard 2.3.

Evidences/Indicators

- Bachelor's, Master's and Doctoral Educational Programmes and Their Appendices (Appendix 1 - Programme Learning Outcomes and Appendix 2 - Map of Programme Objectives and Learning Outcomes)

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's degree programme "Agribusiness Management"		
8. Master's degree programme "Agricultural Hydro-Melioration"		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Complies
2. Bachelor's degree programme "Agronomy"	Complies
3. Bachelor's degree programme "Animal Husbandry"	Complies
4. Master's degree programme "Agricultural Technologies"	Complies
5. Master's degree programme "Animal Husbandry"	Complies
6. Master's degree programme "Medicinal Plants and Their Production"	Complies
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	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

Student assessment within the programmes included in the cluster is conducted in accordance with the established institutional procedures and complies with the requirements of the current legislation of Georgia. The assessment system is transparent, reliable, and ensures that students are informed in advance about assessment methods, criteria, and procedures.

The University applies a 100-point grading system, which is consistently used across all programmes included in the cluster. Student performance is assessed through intermediate and final evaluations, while the assessment methods specified in the syllabuses correspond to the content of the courses and the intended learning outcomes. The evaluation system complies with the requirements established by the Order No. 3 of the Minister of Education and Science of Georgia (5 January 2007).

Students are admitted to the final examination upon achieving the minimum competence threshold established for the intermediate assessment. The procedures for additional examinations are also regulated by institutional documents and are publicly available.

The assessment methods employed in the cluster programmes include written and oral examinations, practical assignments, laboratory work, projects, presentations, reports, and thesis evaluation. These methods are appropriate to the respective study cycles and enable the assessment of students' knowledge, practical competences, analytical abilities, communication skills, and capacity for independent work.

Master's theses are evaluated according to established procedures that involve supervision, expert evaluation, and commission-based assessment. Such an approach contributes to ensuring objectivity and reliability in the evaluation of research outcomes.

The University has established mechanisms for maintaining academic integrity and preventing plagiarism. Written assignments and theses are checked using the StrikePlagiarism system, and institutional procedures regulate the response mechanisms in cases where unacceptable similarity indices are identified.

Students are informed about their assessment results and are entitled to appeal these results in accordance with the procedures established by the University. Appeals are reviewed by authorised bodies, thereby ensuring transparency, fairness, and the protection of students' rights.

Overall, the student evaluation system applied within the cluster programmes is transparent, reliable, and consistent with the applicable legislation. The assessment methods correspond to the learning outcomes of the programmes and support the effective evaluation of students' academic achievements.

Recommendation: It is recommended to revise the regulations and formatting guidelines for Master's theses in order to ensure that the structure and organisation of theses fully correspond to internationally accepted principles of scientific research and academic writing.

Evidences/Indicators

- LEPL – Sokhumi State University, Regulation on Doctoral Studies;
- Regulation on the Master's Studies;
- Educational Programs and syllabis;
- Instruction on Management of the Educational Process at the Sokhumi State University;
- 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 to revise the regulations and formatting guidelines for Master's theses in order to ensure that the structure and organisation of theses fully correspond to internationally accepted principles of scientific research and academic writing.	
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>2.4. Student Evaluation</u>	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially

3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	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

Student Consulting and Support Services.

Orientation and Information Provision

During the site visit, the experts identified several strengths and areas for improvement regarding the university's student consulting and support services. Interviews conducted with students and alumni revealed that informational meetings are held for students immediately upon their enrolment. During these sessions, representatives of the faculty and academic staff provide detailed information regarding the educational process and the guidelines for utilising the university's electronic portal. The university also conducts student satisfaction surveys each semester, enabling students to share their opinions and insights regarding their academic experience. As indicated by the students, these surveys are administered in both electronic and in-class formats. Although the students attested to the anonymity of the questionnaires, it is desirable for anonymity to be safeguarded through specialised mechanisms. Consequently, it is recommended that the university conduct these surveys exclusively in an online format to ensure greater confidentiality and ease of participation.

The university regularly conducts informational meetings with students, the purpose of which is to discuss in detail the specifics of the educational process and other related significant aspects. Students also can view their academic performance, class schedules, receive information regarding financial obligations, and utilise the university's online library electronically at their convenience, enhancing their ability to manage their academic journey independently.

Counselling and Wellbeing Services

University students can utilise psychological counselling services free of charge and on an anonymous basis. Furthermore, they may participate in art therapy sessions organised by the university, which are evaluated particularly positively by the students. These services demonstrate the university's commitment to supporting student wellbeing and mental health, which are essential components of a holistic educational experience.

International and Language Opportunities

Students are informed about international exchange programmes and are actively involved in initiatives such as "Erasmus+," providing valuable opportunities for international exposure and cross-cultural learning. The university also ensures the organisation of language courses in five foreign languages, in which students can participate voluntarily and entirely free of charge. This provision reflects the university's commitment to fostering linguistic competence and global readiness among its student body.

Career Development and Employment Support

Sokhumi State University operates a Student Career Practice and Career Management Service, the direct function of which is to support and inform students about employment and career development. It organises employment forums annually with the aim of facilitating the employment of students and alumni. The institution periodically analyses the employment rates of graduates, with the results used to inform programme development and resource allocation. Considering the specifics of the field, the university collaborates with local public and private companies, as well as other potential employers, to facilitate the integration of students and alumni into the labour market and support their career advancement.

Identified Areas for Improvement

The research findings indicate that students lack information regarding public lectures or training sessions organised by the university concerning the acquisition and application of artificial intelligence tools. Given contemporary challenges, this component is of essential importance within the learning process. The university should therefore consider developing awareness campaigns and integrating AI-related content into its training offerings.

Additionally, a survey of students revealed a low level of awareness regarding student engagement among the university's governing bodies and councils responsible for the enhancement of academic programmes. To address this issue, it is advisable for the university to develop an effective strategy for informing students in order to underscore the significance of students as stakeholders in the development of the educational process. This would strengthen student participation and foster a more inclusive approach to programme development.

Academic Appeal Procedures and Extracurricular Activities

The university maintains an appeal procedure related to mid-term and final examinations, within the framework of which students have the right to challenge their examination grades by completing a special form. This mechanism ensures transparency and fairness in the assessment process, providing students with a formal channel to address concerns regarding their academic evaluation.

The university hosts various sports and cultural associations and clubs, which provide students with the opportunity to engage in informal educational and creative activities in accordance with their personal interests. These extracurricular opportunities contribute to a vibrant campus life and support the holistic development of students beyond the academic curriculum.

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

Description and Analysis - Programme 1 (Name and Level)

Evidences/Indicators

- Self-evaluation Report;
- Interview Results;
- Website
- Electronic portal for monitoring students' academic performance

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		1.To enhance anonymity, the university should transition exclusively to online surveys. 2.The university should improve communication regarding AI training and lectures to ensure students can access essential modern learning resources. 3.The university should implement a communication strategy to inform students of their role as stakeholders and increase their engagement with governing bodies.
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student Consulting and Support Services	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Complies

2. Bachelor's degree programme "Agronomy"	Complies
3. Bachelor's degree programme "Animal Husbandry"	Complies
4. Master's degree programme "Agricultural Technologies"	Complies
5. Master's degree programme "Animal Husbandry"	Complies
6. Master's degree programme "Medicinal Plants and Their Production"	Complies
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	Complies

3.2. Master's and Doctoral Student Supervision

Accreditation standards indicators

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

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

Programme Leadership and Supervision

Programme Director Appointment and Qualifications

Sokhumi State University's minimum standards for Master's programmes provide for the appointment of one or more programme directors, depending on the specific requirements of each programme. To serve as a director, an individual must hold the academic rank of Professor or Associate Professor at the university and possess the necessary credentials for the role. Alternatively, an invited specialist with the appropriate degree and qualifications may lead a programme; however, in such cases, the specialist must be paired with a co-director who is a qualified Professor or Associate Professor at the university. All appointments of invited directors must be approved by the Academic Council, following a proposal from the relevant Faculty Council. Additionally, an individual is restricted to directing only one Master's programme or module at a time, ensuring focused leadership and effective management of each programme.

Responsibilities of the Programme Director

The Master's programme director bears overall responsibility for the successful execution of the programme. This includes managing its structural framework, organising the curriculum sequence, selecting the faculty, and overseeing the research component, among other duties. Furthermore, the director is accountable for ensuring that all information provided regarding the programme is accurate, current, and consistent with institutional and regulatory requirements. This comprehensive oversight ensures that the programme maintains high academic standards and remains responsive to the needs of students and stakeholders.

Student Supervision

To successfully complete their research component, Master's students must adhere to all obligations and directives set forth by their scientific supervisor, as defined by university policy. This ensures that students receive appropriate guidance and support throughout their research activities, facilitating the successful completion of their studies.

Student-to-Supervisor Ratios

As Sokhumi State University has not yet received a student intake for these Master's programmes, the university is submitting the student-to-supervisor ratios from the Georgian Technical University as a reference. This approach provides a transparent and evidence-based benchmark for ensuring that supervision capacity is adequate when the programmes commence. It is recommended that Sokhumi State University monitor and adjust these ratios as student enrolment increases, ensuring that supervision remains effective and aligned with institutional standards.

Data related to the supervision of master's students Master's degree program "Agricultural Technologies"	
Number of master's/doctoral theses supervisors	16
Number of master's students	20
Ratio - supervisors of master's theses/master's students	0.80

Data related to the supervision of master's students Master's degree program "Animal Husbandry"	
Number of master's theses supervisors	3
Number of master's students	3
Ratio - supervisors of master's theses/master's students	1

Data related to the supervision of master's students Master's degree program "Medicinal Plants and Their Production"	
Number of master's theses supervisors	1
Number of master's students	2
Ratio - supervisors of master's theses/master's students	0.5

Data related to the supervision of doctoral students Doctoral degree program "Agronomy"	
Number of doctoral theses supervisors	3

Number of doctoral students	3
Ratio - supervisors/doctoral students	1

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

Description and Analysis - Programme 1 (Name and Level)

Evidences/Indicators

- Self-evaluation Report
- 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		
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>3.2. Master's and Doctoral Student Supervision</u>	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Complies
2. Bachelor's degree programme "Agronomy"	Complies
3. Bachelor's degree programme "Animal Husbandry"	Complies

4. Master's degree programme "Agricultural Technologies"	Complies
5. Master's degree programme "Animal Husbandry"	Complies
6. Master's degree programme "Medicinal Plants and Their Production"	Complies
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	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 the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

- programme and is the affiliated academic and/or scientific staff of the institution;

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

Cluster evaluation

Description and Analysis of Cluster

The cluster brings together eight educational programmes, seven of which were developed by the academic staff of the Georgian Technical University and are supported by the administrative services of both the Georgian Technical University and Sokhumi State University. Effective teamwork and collaboration among professors represent a best practice that contributes to programme development, particularly within a continuous educational cycle. In this framework, the pedagogical activities and experience-sharing of academic staff involved in both bachelor's and master's programmes create a continuous learning ecosystem. Furthermore, the programmes included in the cluster are designed in harmony with one another to complement and reinforce their respective learning outcomes. One of the key challenges during programme development was aligning the curricula with the new 3+1+1 educational model.

Based on the interviews conducted and the personal data provided, it can be concluded that the educational programmes were developed by academic and invited staff possessing relevant qualifications. However, at the time of the accreditation process, it had not yet been identified who would ultimately be responsible for delivering these programmes. The university announced competitions in accordance with the requirements of

the Law of Georgia on Higher Education and the Statute of Sokhumi State University. At this stage, the higher education institution has not presented contracts with the academic and invited staff who will implement the programmes. In addition, the arrangements regarding academic affiliation remain unclear, as the academic staff of the Georgian Technical University could not specify whether they would be affiliated with the institution or engaged through contractual arrangements. As a result of the reform initiated by the Ministry of Education, Science and Youth of Georgia, the relevant administrative issues are currently in the process of clarification and approval.

It is important that, when determining the number of academic, research, and invited staff, the university considers international practices and trends. Although universities, particularly public institutions, have traditionally employed academic staff on a full-time basis, global trends indicate a growing reliance on invited personnel. There are at least three reasons for this development: (1) optimization of academic expenditure; (2) access to unique expertise and professional experience possessed by invited specialists; and (3) greater flexibility in academic workforce planning within rapidly changing environments. Such an approach may create challenges related to educational process planning, curriculum management, methodological and didactic competencies, and student accessibility. Nevertheless, these are primarily management-related challenges that can be effectively addressed and do not, in themselves, pose a threat to the quality of education.

It should be noted that the university has clearly seen the need for the 8th program in agribusiness management, because it is one thing to teach how to conduct agricultural activities, and another to teach how to manage agribusiness successfully. This program fits well with the programs in the cluster.

During interviews with employers, it was revealed that they are less informed about new educational changes and are also less familiar with Sokhumi University. The memorandums and agreements with employers in the annex documents of the self-assessment report were signed by the Technical University and it is important to update them in accordance with the new teaching modality. It is suggested to actively strengthen and formalize communication channels with the business sector in order to facilitate the effective and sustainable implementation of the practical components of the new 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. 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. Sokhumi 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.

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

Description and Analysis - Programme 1 (Bachelor's degree program "Agricultural Technologies")

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.

Programme 1 (Bachelor's degree program "Agricultural Technologies")⁶				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise⁷	Including the staff holding PhD degree in the sectoral direction⁸	Among them, the affiliated academic staff
Total number of academic staff	40	23	23	36
• Professor	23	12	12	23
• Associate Professor	10	7	7	10
• Assistant-Professor	2	1	1	2
• Assistant	1	1	1	1
Invited Staff	4	2	2	–
Scientific Staff	0			–
Including International Staff	0			

During accreditation visits and interviews, the program director is actively involved in program development and implementation, facilitates the resolution of various implementation-related issues, and supervises the activities of the estimated staff involved in its implementation. The interview with the program director revealed his active participation in the development and implementation of the program. The program director has the necessary knowledge and experience for the development of the program, as confirmed by his scientific, practical, and pedagogical activities. She has implemented up to 24 projects/grants, both as a main executor and as an expert. Author of 16 articles in highly refereed journals. The program is implemented by appropriately qualified personnel. All of them have the necessary competence to produce the learning outcomes envisaged by the program.

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.

Description and Analysis - Programme 2 (Bachelor's degree program "Agronomy")

Programme 2 (Bachelor's degree program "Agronomy")⁹

⁶ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

⁷ Staff implementing the relevant components of the main field of study

⁸ Staff with relevant doctoral degrees implementing the components of the main field of study

⁹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹⁰	Including the staff holding PhD degree in the sectoral direction ¹¹	Among them, the affiliated academic staff
Total number of academic staff	56	32	32	49
• Professor	27	16	16	27
• Associate Professor	18	9	9	18
• Assistant-Professor	3	3	3	3
• Assistant	1	1	1	1
Invited Staff	7	3	3	–
Scientific Staff	0			–
Including International Staff	0			

The program is led by one professor and one associate professor. The head of the program, the professor, is the author of 99 scientific papers, including one monograph, seven textbooks, and teaching and methodological materials. The associate professor, the co-head of the bachelor's program, is the author of 48 scientific papers and 2 textbooks for bachelor's, master's, and doctoral students. Both have the knowledge and many years of experience necessary for the development and implementation of the program. The program is implemented by appropriately qualified personnel. All of them have the necessary competence to produce the learning outcomes envisaged by the program.

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.

Description and Analysis - Programme 3 (Bachelor's degree program "Animal Husbandry")

Programme 3 (Bachelor's degree program "Animal Husbandry") ¹²				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹³	Including the staff holding PhD degree in the sectoral direction ¹⁴	Among them, the affiliated academic staff
Total number of academic staff	25	10	10	20
• Professor	13	3	3	13
• Associate Professor	5	2	2	5
• Assistant-Professor	2	2	2	2
• Assistant				

¹⁰ Staff implementing the relevant components of the main field of study

¹¹ Staff with relevant doctoral degrees implementing the components of the main field of study

¹² In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹³ Staff implementing the relevant components of the main field of study

¹⁴ Staff with relevant doctoral degrees implementing the components of the main field of study

Invited Staff	5	3	2	–
Scientific Staff	0			–
Including International Staff	0			

The program director has the knowledge and experience necessary for the development of the program. She has 50 years of pedagogical and laboratory work experience. Over the past 7 years, she has developed and published 6 textbooks and monographs. Over the past 10 years, she has participated in 7 international conferences as a speaker. Since 2007, she has created and published 67 scientific papers and educational resources in local peer-reviewed journals. Over the past 5 years, he has been the supervisor of 4 master's theses. It should be noted that the master's program director has not published scientific papers in international impact factor journals in the last 3-5 years.

The head of the program is actively involved in the implementation and development of the program, facilitates the resolution of various issues related to the implementation of the program, and supervises the activities of the personnel involved in its implementation. An interview with the head of the program revealed his active participation in the development and development of the program. The program is implemented by appropriately qualified personnel. All of them have the necessary competence to produce the learning outcomes envisaged by the program.

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.

Description and Analysis - Programme 4 (Master's degree program "Agricultural Technologies"))

Programme 4 (Master's degree program "Agricultural Technologies"))¹⁵				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁶	Including the staff holding PhD degree in the sectoral direction¹⁷	Among them, the affiliated academic staff
Total number of academic staff	26	21	21	23
• Professor	12	8	8	12
• Associate Professor	9	9	9	9
• Assistant-Professor	2	2	2	2
• Assistant				
Invited Staff	3	2	2	–
Scientific Staff	0			–
Including International Staff	0			

¹⁵ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁶ Staff implementing the relevant components of the main field of study

¹⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

The program director has the necessary knowledge and experience for the development of the program, as confirmed by his scientific, practical, and pedagogical activities.

The head of the master's program has supervised 3 master's theses over the past 5 years. The scientific work of the program director over the past 10 years has been positively evaluated. Over the past 10 years, the program director has published 21 scientific papers, including 5 articles in peer-reviewed journals over the past 5 years. She has presented 3 professional development certificates, which demonstrate professional growth. In addition, she has participated in 3 grant-funded projects and participated in 9 local and international conferences. She is the author of 4 textbooks.

The interview with the program director revealed his active participation in the development and implementation of the program.

The program is implemented by appropriately qualified personnel. All of them have the necessary competence to produce the learning outcomes envisaged by the program.

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.

Description and Analysis - Programme 5 (Master's degree program "Animal Husbandry")

Programme 5 (Master's degree program "Animal Husbandry") ¹⁸				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹⁹	Including the staff holding PhD degree in the sectoral direction ²⁰	Among them, the affiliated academic staff
Total number of academic staff	10	6	6	9
• Professor	5	2	2	5
• Associate Professor	2	1	1	2
• Assistant-Professor	2	2	2	2
• Assistant				
Invited Staff	1	1	1	–
Scientific Staff	0			–
Including International Staff	0			

The program director has the knowledge and experience necessary for the development of the program. He has 50 years of pedagogical and laboratory work experience. Over the past 7 years, she has developed and published 6 textbooks and monographs. Over the past 10 years, she has participated in 7 international conferences as a speaker. Since 2007, she has created and published 67 scientific papers and educational resources in local peer-reviewed journals. Over the past 5 years, she has been the supervisor of 4 master's theses.

¹⁸ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁹ Staff implementing the relevant components of the main field of study

²⁰ Staff with relevant doctoral degrees implementing the components of the main field of study

It should be noted that the master's program director has not published scientific papers in international impact factor journals in the last 3-5 years. **It is suggested that the master's program director takes care of scientific development in accordance with international standards and criteria.**

The head of the program is actively involved in the implementation and development of the program, facilitates the resolution of various issues related to the implementation of the program, and supervises the activities of the personnel involved in its implementation. An interview with the head of the program revealed his active participation in the development and development of the program.

The co-director of the program has the knowledge and experience necessary for the development of the program. He has 11 years of pedagogical and laboratory work experience. Over the past 6 years, he has developed and published his thematic works in 4 textbooks. Over the past 12 years, he has participated in 12 international and local conferences as a speaker. Since 2005, he has created and published 58 scientific/research works and educational resources in local peer-reviewed journals. It is noteworthy that the co-director of the master's program has not published scientific works in international impact factor journals in the last 3-5 years. It is suggested that the co-director of the master's program take care of scientific development in accordance with international standards and criteria.

The program is implemented by appropriately qualified personnel. All of them have the necessary competence to produce the learning outcomes envisaged by the program.

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.

Description and Analysis - Programme 6 (Master's degree program "Medicinal Plants and Their Production")

Programme 6 (Master's degree program "Medicinal Plants and Their Production")²¹				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²²	Including the staff holding PhD degree in the sectoral direction²³	Among them, the affiliated academic staff
Total number of academic staff	13			
• Professor	6			1
• Associate Professor	3			4
• Assistant-Professor	1			2
• Assistant				
Invited Staff	3			
Scientific Staff				
Including International Staff				

²¹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²² Staff implementing the relevant components of the main field of study

²³ Staff with relevant doctoral degrees implementing the components of the main field of study

Based on the supporting documents submitted by the University, it is not possible to accurately determine how many affiliated and visiting professors, affiliated and visiting associate professors and visiting staff are involved in the implementation of the Master's program. Due to inconsistencies, it is not possible to cross-check the following documents: List of implementing personnel data (Annex 2), Agricultural Self-Assessment Annex, Semester workload of personnel (Annex 12) and (Annex 5) CV of personnel, where names and academic positions do not match. In some documents, the number of affiliated academic staff is indicated as 10, and in others - 7. **It is recommended that the University review and correct all previous documents in order to accurately determine how many professors, associate professors and visiting staff are implementing the program and how many of them are affiliated academic staff.**

The head of the Master's program has supervised 6 Master's theses defended in the last 5 years. The scientific performance of the program head over the past 5 years is assessed positively; her publications have appeared in high-ranking journals. Scopus – 5, Cited Index – 10, H-index – 1. Google Scholar – 20, Cited Index – 45, H-index – 3. Over the past 10 years, the program head has published 75 scientific works, including 17 articles in high-ranking journals within the last 3 years. He/She has presented 38 professional development certificates, demonstrating continuous professional growth. Additionally, she has participated in 5 grant-funded projects and has taken part in up to 24 local and international conferences.

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.

Description and Analysis - Programme 7 (Master's Program "Agribusiness Management")

Programme 7 (Master's Program "Agribusiness management")²⁴				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²⁵	Including the staff holding PhD degree in the sectoral direction²⁶	Among them, the affiliated academic staff
Total number of academic staff	24	23	24	19
• Professor	5	5	5	5
• Associate Professor	13	13	13	13
• Assistant-Professor	1	1	1	1
• Assistant				
Invited Staff	5	4	5	
Scientific Staff				
Including International Staff				

The Head of the Programme is actively engaged in the implementation and ongoing development of the programme, facilitating the resolution of various operational issues and supervising the activities of personnel involved in its delivery. An interview with the Programme Head confirmed his active role in both the design

²⁴ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁵ Staff implementing the relevant components of the main field of study

²⁶ Staff with relevant doctoral degrees implementing the components of the main field of study

and continuous enhancement of the curriculum, demonstrating a strong commitment to the programme's success and quality.

The Master's Programme Supervisor oversees the following core courses: Accounting Information Management (Required), Integrated Business Project (Capstone Project) (Required), Performance Management (Required), Professional Practice, and Master's Thesis Supervision. This teaching portfolio reflects a comprehensive engagement with the programme's curriculum, spanning theoretical instruction, practical application, and final project supervision.

In terms of scholarly output, the Programme Supervisor has published a total of 31 articles, with 12 of these appearing in local and international high-ranking journals over the last six years. Between 2003 and 2011, he also published four textbooks, demonstrating sustained productivity and a long-standing commitment to academic publishing. His scientific and research productivity indicators are as follows: a citation index of 15.00 on Google Scholar, 2.00 on Scopus, and 4.00 on Web of Science; and an H-index of 12.00 on Google Scholar, 1.00 on Scopus, and 3.5 on Web of Science. Over the past decade, he has participated in 16 local and international conferences, further evidencing his active engagement with the broader academic and professional community.

The programme is delivered by appropriately qualified personnel, all of whom possess the necessary competence to achieve the learning outcomes envisaged by the programme. However, it should be noted that the data on academic, affiliated, and invited staff presented in the accompanying table do not represent employees of Sokhumi University at this stage. According to the documentation provided, these individuals are affiliated with the Technical University. This distinction should be clarified to ensure accurate representation of the current staffing structure and institutional affiliations.

Description and Analysis - Programme 8 (Agricultural Hydro-melioration)

Programme 8 (Master's Program „Agricultural Hydro-Melioration “)²⁷				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise²⁸	Including the staff holding PhD degree in the sectoral direction²⁹	Among them, the affiliated academic staff
Total number of academic staff	12	8	8	
• Professor	4	2	2	
• Associate Professor	6	4	4	
• Assistant-Professor	1			
• Assistant				
Invited Staff	1	1	1	
Scientific Staff				
Including International Staff				

²⁷ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²⁸ Staff implementing the relevant components of the main field of study

²⁹ Staff with relevant doctoral degrees implementing the components of the main field of study

The documentation provided by the university does not indicate who the affiliated staff is for the program. The head of the program is actively involved in the implementation and development of the program, facilitates the resolution of various issues related to the implementation of the program, and supervises the activities of the personnel involved in its implementation. An interview with the head of the program revealed his active participation in the development and development of the program.

The Master's program supervisor covers the following courses:

- Soil Physics,
- Sustainability and Reliability of Water Resources Facilities,
- Management of Hydro-Amelioration Systems (Practice),
- Wastewater Decontamination, Soil Conservation and Fertility Restoration-Improvement Measures, Irrigation System Design,
- Fundamentals of Scientific Research Work.

She is the author of 3 monographs, author/co-author of 6 textbooks, she is also the author of 13 scientific articles, she participated in 2 scientific conferences, she is the author of 1 invention, and holds a patent. Her scientific and research productivity index is: Citation index - Google scholar 182.00, Scopus 107.00, Web of science 106.80. H-index - Google scholar 8.00, Scopus 6.00, Web of science 4.00

The program is implemented by appropriately qualified personnel. All of them have the necessary competence to produce the learning outcomes envisaged by the program.

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
- Certificates of participation in academic staff trainings
- Methodology for determining the number of personnel
- University Charter
- Faculty Regulations
- Agricultural self-assessment annex
- Implementing personnel annex
- Semester workload schedules

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	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 is suggested that the number of academic, scientific, and visiting staff at the University be proportionally balanced for cluster sustainability. It is suggested to actively strengthen and formalize communication channels with the business sector in order to facilitate the effective and sustainable implementation of

		the practical components of the new programs.
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		It is suggested that the master's program director take care of scientific development in accordance with international standards and criteria
6. Master's degree programme "Medicinal Plants and Their Production"	It is recommended that the University review and correct all previous documents in order to accurately determine how many professors, associate professors and visiting staff are implementing the program and how many of them are affiliated academic staff.	
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	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. 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 Agricultural technologies, Agronomy, Enimal Husbandry, Agrobusiness Menegement and Medicinal Plants and Their Production 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.

I want to bring more clarity regarding subcomponent 4.2. In the self-assessment report, subcomponent 4.2. is not filled in, and also folder 7 in the shared documentation is empty everywhere, which should probably be a list of documents corresponding to subcomponent 4.2. Also, it is not determined in any way who the supervisors of the master's programs will be, and how I should determine who I should evaluate. Since this is a challenge for the accreditation process, only a recommendation should be issued; it is recommended that the higher education institution provide information in accordance with subcomponent 4.2. Complete the information and confirm that the data of the candidates for the supervision of master's programs and their qualifications meet the requirements for the supervision of master's theses

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 (Master's program "Agricultural Technologies")

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.

Programme 1 (Master's degree program "Agricultural Technologies")³⁰			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction³¹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	16	16	12
- Professor	4	4	4
- Associate Professor	6	6	6
- Assistant-Professor	2	2	2
Invited Staff	4	4	0
Scientific Staff			0
Including International Staff			

Programme 2 (Master's degree program "Animal Husbandry")³²			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction³³	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	3	3	3
- Professor			
- Associate Professor	1	1	1
- Assistant-Professor	2	2	2
Invited Staff			0
Scientific Staff			0
Including International Staff			

Description and Analysis - Programme 3 (Master's degree program "Medicinal Plants and Their Production")

³⁰ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³¹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

³² In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³³ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 3 (Master's degree program "Medicinal Plants and Their Production") ³⁴			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ³⁵	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	5	5	5
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–
Including International Staff			

The list of personal data in the Appendix 5 folder of the documentation shared by the university does not match the "Implementing personnel" document in Appendix 2. The qualifications of 3 personnel cannot be determined, since there is no relevant documentation in Appendix 5. Appendix 5 provides data on 3 personnel that are not in the document provided in Appendix 2, therefore, it is not possible to identify accurate data that would allow us to fill in the table of data of master's thesis supervisors.

Description and Analysis - Programme 4 (Master's degree program „Agrobusiness management")

Programme 4 (Master's degree program "Agribusiness management ") ³⁶			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ³⁷	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	18	18	18
- Professor	15	15	15
- Associate Professor	0	0	0
- Assistant-Professor	0	0	0
Invited Staff			0
Scientific Staff	3	3	3
Including International Staff			

The mentioned master's program is implemented by highly qualified personnel, who have many years of work experience in the field of economics; however, since the mentioned program is new, it is difficult to identify their experience directly in the direction of agribusiness management. Also, their works are less published in high-ranking international journals, especially in the conceptual issues of agribusiness management. It is suggested that the university develop a unified personal data form, which would greatly simplify the qualification

³⁴ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³⁵ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

³⁶ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³⁷ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

and competence of academic and invited personnel. It is also suggested to place more emphasis on invited personnel with relevant experience in the direction of agribusiness management.

Description and Analysis - Programme 5 (Master's degree program "Agricultural Hydro-Melioration ")

Programme 5 (Master's degree program "Agricultural Hydro-Melioration ") ³⁸			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ³⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	4	4	4
- Professor	1	1	1
- Associate Professor	3	3	3
- Assistant-Professor	0	0	0
Invited Staff			0
Scientific Staff	0	0	0
Including International Staff			

The mentioned master's program is implemented by highly qualified personnel, they have many years of experience in both pedagogical and scientific activities, as well as practical experience in various companies and institutions. Their scientific activity is confirmed by the personal data provided by them, it should be noted that the program director, who is also the supervisor of the master's thesis, has a Google Scholar citation index of 182, h-index of 8, a Scopus citation index of 107, and an h-index of 6. Web of Science citation index - 106.8, and an h-index of 4

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	It is recommended that the higher education institution provide information in accordance with subcomponent 4.2. Complete the information and confirm that the data of the candidates for the supervision of master's programs and their	

³⁸ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

³⁹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

	qualifications meet the requirements for the supervision of master's theses	
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"	It is recommended that the higher education institution provide information in accordance with subcomponent 4.2. Complete the information and confirm that the data of the candidates for the supervision of master's programs and their qualifications meet the requirements for the supervision of master's theses	
5. Master's degree programme "Animal Husbandry"	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.	
6. Master's degree programme "Medicinal Plants and Their Production"	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.	
7. Master's Program "Agribusiness Management"		It is suggested that the university develop a unified personal data form, which would greatly simplify the qualification and competence of academic and invited personnel. It is also suggested to place more emphasis on invited personnel with relevant experience in the direction of agribusiness management.

8. Master's Program „Agricultural Hydro-Melioration “	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 before 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.	
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Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>4.2 Qualification of Supervisors of Master's and Doctoral Students</u>	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	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 expert group's visit to the university, a meeting was held with the heads of the programs in the cluster and the authors of the syllabi. It should be noted that in parallel with the process of integrating the programs into Sokhumi University, the university had announced a competition for academic personnel. However, during the ongoing accreditation process, the competition had not been completed, and the results of the competition were not known; therefore, the invited employees of the Technical University who were present at the interview 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 staff. **It is recommended that cooperation mechanisms be confirmed by signing agreements, both with academic and invited personnel, as well as with employers.**

Interviews with the university administration and quality service and the submitted documents show that Sukhumi State University has established 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 a code of ethics for the university's academic, administrative, support staff, visiting teachers and students. The university has developed a mission and charter, which declares the protection of the principles of academic freedom, the acquisition and dissemination of education, and the provision of university education based on the latest scientific ideas. The University's Quality Centre regularly evaluates the academic and visiting staff involved in the program. Annually, academic staff submit a report on the scientific/pedagogical activities carried out, which is sent to the Georgian Academy of Sciences, from which they already receive assessments. However, the quality and career development services themselves also review the reports. Quarterly surveys are conducted, the educational process, material and human resources necessary for the implementation of educational programs are evaluated, the results are analysed, recommendations are developed and reflected in practice to improve the educational process; 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, workshops, etc.). However, these funds are intended for existing staff at this stage, and not for newly selected academic staff as a result of the competition, therefore it is important that the developmental training and services are available to everyone. The university's statutes provide for a 6-month scientific leave/sabbatical for academic staff (once every 5 years), with full salary retention.

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

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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 encourage, support, and require that newly elected academic staff activate the publication of scientific research in international impact-factor journals, as well as have strict requirements for invited personnel regarding the data on research coverage in high-level international peer-reviewed journals. It is recommended that cooperation mechanisms be confirmed by signing agreements, both with academic and invited personnel, as well as with employers.	
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially

6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	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.

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

Cluster evaluation

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.

Infrastructure and Learning Resources

Buildings and Classroom Facilities

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, located at 61 Politkovskaya Street and 26 Politkovskaya Street in Tbilisi, under full ownership rights. Both properties are registered in the database of the National Agency of Public Registry and have been assigned cadastral codes (01.14.05.005.003 and 01.14.05.005.134). At present, approximately 3,600 students are enrolled across both buildings, which together contain around 200 lecture rooms. The current number of classrooms is sufficient in relation to the existing student population. However, the university should anticipate the expected significant increase in student enrolment resulting from the introduction of new academic programmes, which will primarily be located in the building at 26 Politkovskaya Street. It is therefore recommended that the university undertake the necessary optimization of its infrastructure to accommodate this anticipated growth.

Library Resources

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, 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 of Sokhumi State University will not have direct access to this collection. It is therefore essential that the university acquires the literature required for programme delivery and makes it available through its own library resources.

The university has concluded an agreement with LLC "Planeta Fortestan" for the supply of newspapers and journals, ensuring the provision of periodical publications. Additionally, 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.

Information Technology and Administrative Systems

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; and 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.

Laboratory Facilities

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.

Current Status and Future Expansion

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, Sokhumi 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 Agrotechnologies, Food and Environmental Sciences.

Lecture schedules must be carefully planned and documented to ensure that both currently enrolled students and those admitted in the 2026–2027 academic years have access to an appropriate learning environment for the delivery of teaching activities. Particular 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:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended that the 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 suggested that the university already includes in its 2027 procurement plan the purchase of literature necessary for the implementation of programs combined in the cluster.
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.4. Material Resources	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	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.

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 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 agricultural 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 are for the programs implemented by the technical university, which is considered irrelevant, showing only the costs and not the funding, calling 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 7 (Name and Level Master's Program "Agribusiness Management")

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 number of first-year students admitted to the Master's Program in Agribusiness Management for 2026-2027 is set at 30. The 2026 budget for the new program shared by the university only provides expenses but does not show income. If we assume that funding for each student will be 2,250 GEL (which was previously allocated for funding per student), then the estimated income will be 67,500 GEL, and the expenses according to the provided budget are 80,000 GEL. 12,500 GEL is already an estimated deficit, and the presented budget does not allow us to determine where and how this deficit will be filled. It should also be noted that this program is new and was added to the faculty as part of the reform, which indicates that this amount was not foreseen in the 2026 budget in 2025, therefore it cannot be determined where and how the university will receive the required amount for the implementation of the program, and how correctly the expenses and revenues have been calculated and calculated. **It is recommended that the faculty administration and the head of the program develop a more realistic budget that ensures the sustainability of the program and brings the existing expenses and revenues into line.**

Evidences/Indicators

- Program Budgets

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended that, 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.	
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"	It is recommended that the faculty administration and the head of the program develop a more realistic budget that ensures	

	the sustainability of the program and brings the existing expenses and revenues into line.	
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Component 4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	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 collaborate 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.

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 self-evaluation report 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. 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 quality assurance system operating at Sokhumi State University is based on the “Plan–Do–Check–Act” (PDCA) cycle, which ensures the continuous development and improvement of quality within the university. This approach involves the systematic planning, implementation, evaluation, and further enhancement of educational programmes, the teaching and learning process, research activities, and institutional resources. 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. 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 this process, 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.

An important component of the university’s quality assurance system is the cooperation between the Quality Assurance Service and the faculties. This cooperation includes the development of evaluation instruments, planning of research activities, analysis of results, and involvement of stakeholders in programme development processes. The Quality Assurance Service also coordinates internal and external evaluation procedures, including the preparation of annual self-evaluation reports and their submission to the National Center for Educational Quality Enhancement.

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. Several working meetings have been held both at Georgian Technical University and Sokhumi State University at the administrative level to support the transition and implementation processes.

At the same time, one of the main challenges identified during the site visit relates to the effective implementation of the programmes and the establishment of institutional synergy within Sokhumi State University. As noted by programme heads and academic staff 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 assigned to programme heads. According to the interview participants, this challenge is primarily linked to the rapid transition process associated with recent higher education reforms, within the framework of which the programmes and academic personnel were transferred from Georgian Technical University to Sokhumi State University within a limited timeframe. Although several meetings were conducted with programmes heads and academic staff during the integration process, these meetings were mainly focused on administrative and organizational issues. The interviews revealed that substantive academic discussions and training sessions related to programme planning, evaluation, monitoring, and quality assurance processes have not yet been conducted to a sufficient extent.

It is important for the administration of Sokhumi State University, particularly the Quality Assurance Service, to organize working meetings and training sessions for academic and invited staff. These activities should aim to familiarize staff members with university regulations, quality assurance mechanisms, and opportunities for

cooperation in the processes of programme planning, evaluation, monitoring, and development. Such initiatives will contribute to the effective, comprehensive, and smooth implementation of the educational programmes.

For the development of the educational programs included in the cluster, individual self-assessment groups were established for each program. The groups were formed on the initiative of the program leaders and approved by the Faculty Council following discussions at the department level. Responsibilities were distributed among group members according to the accreditation standards and included academic staff, invited staff, employers, faculty and university administration representatives, as well as quality assurance personnel. Throughout the process, the groups received methodological support and consultation from the GTU Quality Assurance Service.

It should be noted that 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. This circumstance is related to the fact that the educational programmes were initially implemented within the framework of the Georgian Technical University and were subsequently transferred to Sokhumi State University.

However, to ensure the full integration and effective implementation of the programmes within Sokhumi State University, it is important that the programme-related documentation be gradually developed and updated directly by Sokhumi State University. The documentation should clearly reflect the University's institutional vision, governance and quality assurance mechanisms, as well as the processes related to programme management, evaluation, and development.

It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official 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.

Evidences/Indicators

- Self-evaluation report
- Educational programmes
- Mechanisms for Assessing the Opportunities for the Development of Teaching Quality
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended that the administration of Sokhumi State University, particularly the Quality Assurance Service, organize systematic working meetings and training sessions for academic and invited staff in order to strengthen their understanding of university regulations, quality assurance mechanisms, and collaborative processes related to programme planning, evaluation, monitoring, and development. Such	

	activities would support the effective and smooth implementation of the educational programmes.	
1. Bachelor's degree programme "Agricultural Technologies"	It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format.	
2. Bachelor's degree programme "Agronomy"	It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format.	
3. Bachelor's degree programme "Animal Husbandry"	It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format.	
4. Master's degree programme "Agricultural Technologies"	It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format.	
5. Master's degree programme "Animal Husbandry"	It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format.	
6. Master's degree programme "Medicinal Plants and Their Production"	It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the	

	University and update these documents under the University's name and official format.	
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “	It is recommended that Sokhumi State University ensure the alignment of the key programme-related documentation (including administrative, financial, quality assurance, and evaluation materials) with the institutional framework of the University and update these documents under the University's name and official format.	

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	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

According to the Law of Georgia “On Higher Education” and the Law of Georgia “On Educational Quality Enhancement,” accreditation serves as the principal external mechanism for promoting and evaluating the quality of educational programmes. The institution has established procedures for considering and implementing recommendations received during accreditation processes. The programme heads and academic personnel

involved in programme implementation discuss the recommendations provided by accreditation experts and initiate relevant modifications to the programmes. Proposed changes are reviewed by the Faculty Quality Assurance Service and the Faculty Council, after which the information is communicated to the University Quality Assurance Service and relevant structural units. The final decision regarding programme modifications is made by the University Academic Council.

During the interviews, it became evident that the programmes included in the cluster have not yet had sufficient time to fully implement all recommendations received during the previous accreditation process, primarily due to the recent institutional transition and limited timeframe available for adaptation. Nevertheless, representatives of the programmes demonstrated awareness of the recommendations and expressed readiness to continue working toward their implementation. It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process.

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.

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
- Decisions of the Council for Accreditation of Educational Programs
- Assessments by industry experts
- Questionnaire results
- Interviews

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
1. Bachelor's degree programme "Agricultural Technologies"	It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process.	
2. Bachelor's degree programme "Agronomy"	It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and	

	ensure appropriate monitoring of the implementation process.	
3. Bachelor's degree programme "Animal Husbandry"	It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process.	
4. Master's degree programme "Agricultural Technologies"	It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process.	
5. Master's degree programme "Animal Husbandry"	It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process.	
6. Master's degree programme "Medicinal Plants and Their Production"	It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process.	
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “	It is recommended that the institution continue systematic work on the fulfilment of the accreditation recommendations and ensure appropriate monitoring of the implementation process.	

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.2. External Quality Evaluation	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Complies
8. Master's Program „Agricultural Hydro-Melioration “	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

According to the self-evaluation report, the University has established programme monitoring and periodic evaluation mechanisms involving relevant stakeholders, including academic, invited and administrative staff, students, graduates, and employers. The University indicated that programme evaluation processes include surveys, research activities, and the systematic collection, processing, and analysis of information. Furthermore, the institution stated that the obtained results are used for programme modification, adaptation, and improvement. Students evaluate courses and academic staff at the end of each semester through questionnaires, while the Quality Assurance Service processes and communicates the findings to relevant stakeholders. The self-evaluation report also emphasizes that benchmarking activities were conducted during the cluster accreditation process to align programmes with international best practices and modern requirements.

During the accreditation process, the expert group confirmed that the University implements several monitoring mechanisms, including semester-based student surveys, employer and academic staff surveys, as well as analyses of students' academic performance. In addition, labour market research had been conducted to ensure programme relevance to current and emerging sectoral needs. The University relied both on governmental labour market studies and employer surveys to identify labour market expectations and sectoral demands.

Nevertheless, 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.

Particular concerns were identified regarding benchmarking practices. While the University repeatedly referred to benchmarking activities during the accreditation process, the expert group concluded that the benchmarking exercises were not based on comprehensive and in-depth curriculum analysis and had not been conducted consistently across all programmes included in the cluster.

Specifically, benchmarking documents were not presented for the following programmes: Master's Programme in Agricultural Hydro-Melioration; Bachelor's Programme in Agricultural Technology; Bachelor's Programme in Animal Science; Master's Programme in Animal Science.

Only several programmes had benchmarking or analogous comparative analysis documentation: Bachelor's Programme in Agronomy; Master's Programme in Agricultural Technology; Master's Programme in Medicinal Plants and Their Production; Master's Programme in Agribusiness Management.

Although the expert group additionally requested the missing documentation, the University did not provide the requested materials.

Furthermore, significant issues were identified regarding curriculum mapping. The curriculum maps of the Master's programmes were not presented in accordance with the 1+1 model, making it unclear how the

achievement and assessment of learning outcomes are planned and ensured across both programme components. Regarding the Bachelor's programmes, curriculum maps were not comprehensively presented for all programmes. Consequently, existing curriculum maps require revision and, in several cases, the development of new maps specifically tailored to the three-year programme structure.

Based on the identified challenges, it is recommended that the Quality Assurance Office undertake a conceptual review of the curricula within the cluster and organize systematic working meetings with programmes academic teams in order to develop effective mechanisms for monitoring programmes learning outcomes achievement and ensuring that evaluation results are consistently reflected in programmes development and modernization 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)

Description and Analysis – Programme 7, Agronomy, PhD

Description and Analysis – Programme 8, Animal Husbandry, PhD

Evidences/Indicators

- Self-evaluation report
- Educational programmes
- Mechanisms for Assessing the Opportunities for the Development of Teaching Quality\
- Questionnaire forms
- Benchmarking documents
- Programmes' maps
- Learning outcomes assessment mechanisms
- Labour market research
- 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	It is recommended that benchmarking processes be strengthened through conducting comprehensive and in-depth comparative analyses of curricula with relevant international programmes and best practices. It is recommended that the University ensure the systematic use of benchmarking results in programmes development and curriculum enhancement processes. It is recommended that the Quality Assurance Office undertake a conceptual review of the curricula within the cluster and organize systematic working meetings with programme academic teams to develop effective mechanisms for	

	monitoring programmes learning outcomes achievement and ensuring that evaluation results are consistently reflected in programmes development and modernization processes.	
1. Bachelor's degree programme "Agricultural Technologies"		
2. Bachelor's degree programme "Agronomy"		
3. Bachelor's degree programme "Animal Husbandry"		
4. Master's degree programme "Agricultural Technologies"		
5. Master's degree programme "Animal Husbandry"		
6. Master's degree programme "Medicinal Plants and Their Production"		
7. Master's Program "Agribusiness Management"		
8. Master's Program „Agricultural Hydro-Melioration “		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.3. Programme Monitoring and Periodic Review	Evaluation
1. Bachelor's degree programme "Agricultural Technologies"	Substantially
2. Bachelor's degree programme "Agronomy"	Substantially
3. Bachelor's degree programme "Animal Husbandry"	Substantially
4. Master's degree programme "Agricultural Technologies"	Substantially
5. Master's degree programme "Animal Husbandry"	Substantially
6. Master's degree programme "Medicinal Plants and Their Production"	Substantially
7. Master's Program "Agribusiness Management"	Substantially
8. Master's Program „Agricultural Hydro-Melioration “	Substantially

Attached documentation (if applicable):

[Signatures](#)

[Chair of Accreditation Experts Panel](#)

Gaspar Ros Berruezo,



Of the member(s) of the Accreditation Experts Panel

Giorgi Japoshvili



Tamar Sanikidze



Nino Dondoladze



Kristine Chikhladze



Giorgi Paghava

