



Accreditation Expert Group Report on Cluster of Higher Education
Programmes

Viticulture and Enology Bachelor, Viticulture and Enology Bachelor in English

University of Gorgia

April 27-28, 2026

July 13, 2026

Tbilisi

Table of Contents

I. Information on the Cluster of Educational Programmes.....	4
II. Accreditation Report Executive Summary	5
III. Summary Table of Compliance of the programmes with the standards.....	12
IV. Compliance of the Programme with Accreditation Standards.....	15
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	15
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	28
3. Student Achievements, Individual Work with Them	38
4. Providing Teaching Resources.....	44
5. Teaching Quality Enhancement Opportunities.....	58

Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	University of Georgia
Identification Code of Institution	205037137
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organization, Country)	Zsolt Zsófi Eszterházy Károly Catholic University, Hungary
Member (Name, Surname, HEI/Organization, Country)	Manuchar Meskhidze, Field Expert, Telavi State University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Lasha Bodaveli, Filed Expert, Caucasus International University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Tinatin Gabrichidze, QA Expert, New Vision University, Georgia
Member (Name, Surname, HEI/Organization, Country)	Mariam Burmistova, Student Expert, East European University, Georgia
Member (Name, Surname, HEI/Organization, Country)	

I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2
Name of the educational programme In Georgia	მევენახეობა და მელვინეობა	მევენახეობა და მელვინეობა ინგლისურ ენაზე
Name of the educational programme In English	Viticulture and Enology	Viticulture and Enology in English
Level of higher education	Bachelor's Studies	Bachelor's Studies
Qualification to be awarded	Bachelor of Viticulture and Enology	Bachelor of Viticulture and Enology
Name and code of the detailed field	Viticulture and Enology — 0811.1.2	Viticulture and Enology — 0811.1.2
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	English
Number of ECTS credits	180 ECTS	180 ECTS
Programme Status (Accredited/Non- accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Newly proposed	Newly proposed

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

II. Accreditation Report Executive Summary

■ General Information on the Cluster of Education Programmes

The cluster includes two newly proposed Bachelor's educational programmes in Viticulture and Enology: one Georgian-language programme and one English-language programme. Both programmes are offered by the University of Georgia, School of Science and Technology. The programmes belong to the first cycle of higher education, lead to the qualification of Bachelor of Viticulture and Enology and comprise 180 ECTS credits each. The detailed field is Viticulture and Enology, code 0811.1.2. The Georgian-language programme is delivered in Georgian, while the English-language programme is delivered in English. According to the self-assessment report, the English-language programme is structurally similar to the Georgian-language programme and is additionally oriented towards international labor market needs.

The programmes aim to prepare competitive specialists in viticulture and enology by combining theoretical knowledge, field-specific practical skills, and understanding of modern and traditional approaches to grape growing and wine production. The programmes are focused on the study of viticulture, enology, biochemical, microbiological and physico-chemical processes related to grape growing and wine production, as well as the development of practical and transferable skills relevant to the labor market.

■ Overview of the Accreditation Site Visit

The accreditation site visit took place on 27–28 April and was carried out by the expert panel. During the visit, the panel held interviews with the university administration, programme heads, academic and invited staff, quality assurance representatives, students and other relevant stakeholders. The panel reviewed the self-assessment report, educational programmes, syllabi, staff-related documentation, information on material, library and laboratory resources, and other supporting documents submitted by the institution. Special attention was paid to the adequacy of human and material resources necessary for achieving the learning outcomes of the bachelor's programmes in Viticulture and Enology. The expert panel also examined the extent to which the existing and planned infrastructure supports the practical component of the programmes, including the development of student's skills in grape processing, experimental wine production and wine analysis.

■ Brief Overview of Education Programme Compliance with the Standards

Based on the review of the submitted documentation and the information obtained during the site visit, the programmes generally demonstrate compliance with the requirements of the accreditation standards. The objectives and learning outcomes of the programmes are relevant to the field of viticulture and enology and correspond to the first cycle of higher education. The structure and content of the programmes are designed to provide students with field-specific knowledge and practical skills. Although the standardized credit allocation model ensures consistency across the curriculum, the assignment of identical credit values to all courses does not always appear to reflect the varying academic complexity, practical intensity, and discipline-specific workload of individual

subjects. In particular, highly specialized scientific and technology-oriented courses are assigned the same credit value as general elective and supporting subjects. A more differentiated credit allocation could better reflect the relative workload and professional significance of individual courses within the programme.

The human resources involved in the implementation of the programmes are adequate at this stage. The programme is implemented by qualified academic and invited staff with relevant academic and/or professional experience. The staff list demonstrates that field-specific components are covered by personnel involved in areas such as viticulture, enology, wine chemistry, microbiology, wine analysis, vineyard management, food safety and related fields. Therefore, component 4.1 Human Resources is assessed as complying with the standard requirements.

At the same time, the expert panel identified a significant weakness in relation to material resources. Although the university provides general teaching infrastructure, library resources, digital resources and general laboratory facilities, the field-specific material base for viticulture and enology is not yet fully sufficient. At the time of evaluation, the university did not have a fully operational programme-specific winery, vineyard and wine analysis laboratory that would enable students to systematically prepare experimental wine samples and conduct relevant physico-chemical and enochemical analyses. The accreditation guideline emphasizes that material resources must be quantitatively and qualitatively connected with programme goals and learning outcomes, including laboratories, practical component inventory, equipment, reagents and/or relevant agreements where applicable.

However, the panel positively notes that the university has recognized this weakness and has demonstrated readiness to address it. The self-assessment report itself identifies the need for modern equipment, own vineyard and cellar, and includes planned activities such as purchasing portable wine analysis equipment, arranging a low-capacity cellar, updating field-specific resources, and arranging a vineyard plot and cellar. Considering the institution's preparedness and stated capacity to address the issue in the medium term, component 4.4 Material Resources is assessed as partially compliant with the standard requirements.

■ Recommendations

1.1

- It is recommended that independent external evaluations prepared separately by different evaluators should be submitted.

1.4.

- It is recommended that "Soil Science" be introduced as a compulsory course, considering its fundamental role in viticulture and sustainable wine production.

1.5.

- It is recommended that courses requiring laboratory competencies should be allocated appropriate practical hours and laboratory-based teaching activities.

2.1.

- It is recommended for the programme to establish in advance clear mechanisms for informing and preparing students regarding field practice components, regional mobility requirements, and the specific demands of practical training. Such measures would contribute to the effective organization of the learning process and enhance the quality of student engagement and participation.

2.2.

- It is recommended for the university to ensure the establishment of its own practical training facilities in order to strengthen the sustainability and effectiveness of practical components.

2.3.

- It is recommended, that for subjects that require laboratory knowledge, appropriate time should be allocated, and practical training should be provided.

2.4.

- It is recommended to define in detail the assessment criteria and procedures for practical training/internships, including assessment methods, responsible persons, and evaluation components, to ensure transparency and objectivity of the assessment process.

- It is recommended to develop clear assessment criteria and rubrics for the bachelor's thesis and reflect them in the relevant syllabi and regulatory documentation.

4.3.

- It is recommended that effective procedures for familiarising partners with their obligations should be developed, and memoranda should comprehensively specify responsibilities, intake periods, and student quotas.

4.4.

- The university should ensure the establishment and full operational readiness of programme-specific material resources, including a teaching/research winery or micro-vinification facility, vineyard base, and an adequately equipped wine analysis laboratory, to enable students to prepare experimental wine samples and conduct relevant physico-chemical and enochemical analyses independently and systematically.

- All literature indicated in the syllabi should be fully acquired.

5.1.

The self-evaluation process should be more critical and oriented towards the holistic evaluation of the programs, leading to development of the quality of the programs in the process.

■ Suggestions

1.4.

- It is also suggested that “Occupational Safety in Viticulture and Enology” be included as a compulsory course due to its importance for graduates’ future operational and managerial responsibilities in vineyards and wineries.
- Credits should be allocated not through a generalized institutional approach, but individually, based on the significance of each course and its contribution to the achievement of programme learning outcomes.
- The existing course should either be moved to a later semester or supplemented with an advanced “English for Viticulture and Oenology II” course in higher semesters.

1.5.

- Although the university’s internal approach is that all courses carry the same number of credits, it is suggested to reconsider this practice in the case of this programme. It is difficult to assume that the workload required for mastering an elective course is equivalent to that of a core professional subject

2.4.

- It is advisable to ensure that invited personnel are fully informed about assessment timelines and administrative procedures in order to maintain consistency and adherence to institutional standards.
- It is advisable for the university to further promote students’ awareness and active use of the Turnitin platform in order to strengthen mechanisms supporting academic integrity.

3.1.

- It is advisable for the university to strengthen systematic communication and feedback mechanisms with graduates, including the regular collection of data related to employment outcomes and career development.
- It is advisable to increase the involvement of industry partners in students’ practical preparation and career development, particularly within internship and practical training components.
- It is suggested to ensure that information about scholarship amounts and additional allocation procedures is communicated to students in advance, thereby increasing transparency and predictability

4.1.

- It is suggested that the university continue supporting the professional development of academic and invited staff in modern viticulture and enology, including contemporary wine analysis methods, sustainable viticulture, and international wine production practices.

4.4.

- It is suggested that the university develop a detailed implementation plan with clear deadlines, budget, responsible persons and measurable indicators for the establishment of the winery, vineyard and field-specific laboratory infrastructure. It is also advisable to define how students of both Georgian-language and English-language programmes will access these resources in accordance with the planned student quota.

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

The provided data indicate academic and research background for the proposed programme, particularly regarding academic staff composition and scientific activity. The programme shows regular participation in international publications and conferences, which supports its academic and research orientation. However, the submitted information is not fully complete, as several required indicators are missing

The programmes are newly proposed; therefore, data on enrolled students, student progression, completion rates and academic staff turnover within the programme are not available for the previous five years.

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

According to the submitted staff list, the programmes are supported by academic and invited personnel relevant to the content of the programmes. The staff includes academic personnel and invited lecturers covering both general and field-specific components. Field-specific teaching is provided in viticulture, enology, wine chemistry, wine microbiology, wine analysis methods, ampelography, vineyard management, wine technology, food safety and related areas.

The quantitative and qualitative information submitted by the institution indicates that the human resources are generally sufficient for the planned implementation of the programmes. However, the analysis of material resources shows that additional investment and development are required to ensure the availability of a field-specific practical base, including a vineyard, winery and wine analysis laboratory. This issue is particularly important for achieving the practical learning outcomes of the programmes.

- Brief Overview of the Best Practices (if applicable)²
- Information on Sharing or Not Sharing the Argumentative Position of the HEI

The HEI submitted an argumentative position on the draft report, which was reviewed by the expert panel. The panel considered the comments and explanations provided by the institution; however, it concluded that they did not justify the substantial removal of the recommendations or the improvement of the evaluations. Consequently, the recommendations and evaluations were maintained. The expert panel also acknowledges that the University of Georgia has well-established and shared quality assurance processes and procedures, which are reflected in the report. At the same time, the panel considers that, given the purpose of the self-evaluation process, a more critical and in-depth evaluation of the individual programmes against the accreditation standards could have better supported programme quality development.

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

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

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

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

[Accreditation Standards for Higher Education Programmes](#)

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

[Framework for Doctoral Education](#)

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

[Assessment criteria](#)

Definitions:

[Recommendations](#) - should be considered by the HEI in order to comply the programme with the requirements of the standard

[Suggestions](#) - non-binding suggestions for the programme development

[Evaluation approaches for the accreditation experts:](#)

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

Evaluation Approaches:

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

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

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

Nº	Contents/ Standard	Viticulture and Enology	Viticulture and Enology in English
1.	Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Substantially	Substantially
1.1	Programme Objectives	Substantially	Substantially
1.2	Programme Learning Outcomes	Complies	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies	Complies
1.4	Structure and Content of Educational Programme	Substantially	Substantially
1.5	Academic Course/Subject	Substantially	Substantially
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Substantially	Substantially
2.1	Programme Admission Preconditions	Substantially	Substantially
2.2	The Development of Practical, Scientific/Research/	Partially	Partially

	Creative/ Performance and Transferable Skills		
2.3	Teaching and Learning Methods	Substantially	Substantially
2.4	Student Evaluation	Substantially	Substantially
3.	Student Achievements and Individual Work with Them	Complies	Complies
3.1	Student Consulting and Support Services	Complies	Complies
3.2	Master's and Doctoral Student Supervision	Select Appropriate	Select Appropriate
4	Providing Teaching Resources	Substantially	Substantially
4.1	Human Resources	Complies	Complies
4.2	Qualification of Supervisors of Master's and Doctoral Student	Select Appropriate	Select Appropriate
4.3	Professional Development of Academic, Scientific and Invited Staff	Substantially	Substantially
4.4	Material Resources	Partially	Partially
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies	Complies
5	5. Teaching Quality Enhancement Opportunities	Complies	Complies
5.1	Internal Quality Evaluation	Substantially	Substantially
5.2	External Quality Evaluation	Complies	Complies
5.3	Programme Monitoring and Periodic Review	Complies	Complies

IV. Compliance of the Programme with Accreditation Standards

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

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

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

1.1 Programme Objectives

Accreditation standards indicators

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

PhD programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The university has presented an educational programme developed in accordance with the sectoral benchmark characteristics for higher education programmes in Viticulture and Oenology. According to the explanations provided by the programme coordinators and the school director, the programme was designed considering, on the one hand, the institution's strategic objectives and partnerships related to dual-degree opportunities with a foreign university, and, on the other hand, benchmarking against similar sectoral programmes operating in Georgia.

The programme goals are clearly defined in the documentation. The programme aims to provide graduates with both theoretical and practical knowledge in Viticulture and Enology, including the application of modern and traditional technologies, problem-solving skills, and the ability to work independently in professional settings. The objectives are realistic, achievable, and appropriate for a Bachelor's level qualification.

The curriculum reflects the specific characteristics of the field by integrating scientific, technological, agricultural, microbiological, and practical components. It demonstrates a logical progression from basic STEM and natural science subjects to advanced professional courses. The programme focuses on developing expertise in viticulture and enology, communication and analytical skills, data interpretation, and ethical professional practice.

The programme goals support the development of Georgia's viticulture and wine sector by addressing the need for qualified professionals and sectoral modernization. The integration of traditional Georgian winemaking heritage with modern international practices contributes to the preparation of competitive specialists.

The programme is aligned with the mission and strategic priorities of the University of Georgia, particularly in relation to competence-based education, labour market relevance, innovation, and professional competency development. Its emphasis on practical learning and internationalization reflects the university's strategic orientation.

The programme goals are informed by labour market analysis and sectoral needs, including workforce shortages, modernization, and international competitiveness. Employers and industry representatives were involved in the programme development process, and both local and international trends were considered during curriculum design. Internationalization is reflected through the English-language delivery of the programme, internationally oriented content, global practices in viticulture and winemaking, and international partnerships and benchmarking activities. The documentation also demonstrates stakeholder involvement in programme development and quality assurance through employer participation, academic staff engagement, feedback mechanisms, and questionnaires involving students, alumni, employers, and lecturers.

Finally, the university presented to the experts two independent external evaluation documents. Following review, it became evident that although both documents were framed positively, they substantially duplicated one another in terms of content, thematic structure, and, in many cases, wording. This created the impression that the documents had been prepared subjectively by a single individual. In response, the programme coordinators informed the expert panel that they could additionally provide an external evaluation from a foreign expert. However, this document also fully replicated the structure of the previous evaluations and, in many cases, appeared to be a direct translation of the same wording.

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

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

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).

standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Self-Assessment Report
- Map of Program Objectives and Learning Outcomes
- Market Research
- Methodology for Planning, Designing and Developing Programs
- Provision of the Educational Program
- Program Learning Outcomes Evaluation Mechanism
- 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	Independent external evaluations prepared separately by different evaluators should be submitted.	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation ⁴

Please, evaluate the compliance of the programme with the component

Component <u>1.1 - Programme Objectives</u>	Evaluation
Viticulture and Enology Bachelor	Substantially
Viticulture and Enology Bachelor in English	Substantially

1.2 Programme Learning Outcomes

Accreditation standards indicators

⁴ Evaluation is performed for each programme separately.

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

PHD Programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The programme learning outcomes are well-structured and aligned with the programme objectives and the specific characteristics of Viticulture and Enology. They clearly define the expected graduate competencies in terms of knowledge, skills, responsibility, and autonomy, including theoretical and practical expertise, analytical thinking, communication, ethical conduct, and independent professional performance. The learning outcomes are measurable, realistic, and achievable.

The programme applies a comprehensive assessment system combining direct and indirect evaluation methods. According to the Programme Learning Outcomes Evaluation Mechanism, achievement of the learning outcomes is regularly monitored through examinations, course assessments, questionnaires, and stakeholder feedback. The curriculum map and benchmarking system further support the structured assessment and measurability of learning outcomes.

The learning outcomes are consistent with bachelor-level qualification requirements and with the qualification to be awarded, namely the Bachelor of Viticulture and Enology. The documentation demonstrates alignment with the competency-based logic of the National Qualifications Framework.

The learning outcomes are also closely aligned with labour market needs and the specific characteristics of the field. They address sectoral challenges and the demand for qualified professionals by emphasizing practical competencies, technological knowledge, and independent problem-solving skills. The programme supports both graduate employability and progression to further higher education.

The development and continuous review of learning outcomes involve multiple stakeholders. The Programme Development Council includes academic staff, quality assurance representatives, students, employers, and invited lecturers. Programme monitoring is further supported by feedback mechanisms involving students, employers, alumni, and lecturers, helping to maintain the relevance and quality of the programme.

The learning outcomes systems of the programmes within the cluster are structurally and conceptually consistent. The Georgian-language and English-language programmes apply comparable curriculum structures and learning outcome frameworks, ensuring coherence and compliance with the requirements of the same qualification level.

The documentation demonstrates that learning outcomes are communicated to stakeholders through syllabi, curriculum maps, and assessment systems. More detailed evidence regarding these communication processes could further strengthen compliance with accreditation requirements.

Overall, the programme learning outcomes system is coherent, competency-based, and aligned with accreditation requirements.

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-Assessment Report
- Map of Program Objectives and Learning Outcomes
- Methodology for Planning, Designing and Developing Programs
- Provision of the Educational Program
- Program Learning Outcomes Evaluation Mechanism
- 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	-	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.2 Programme Learning Outcomes	Evaluation
Viticulture and Enology Bachelor	Complies
Viticulture and Enology Bachelor in English	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 University has established formal mechanisms for the evaluation of programme learning outcomes. The main institutional mechanism is defined in the Educational Programme Regulation, according to which the evaluation of learning outcomes is carried out through measurable criteria and with the involvement of relevant stakeholders. The key body responsible for the evaluation and continuous development of each programme is the Programme Development Council, which is created individually for each programme.

The submitted documentation confirms that the programmes have developed a structured learning outcomes assessment system. The assessment documents include programme learning outcomes, a curriculum map, direct and indirect assessment methods, the timing of assessment, and target benchmarks for each learning outcome. The curriculum map demonstrates how learning outcomes are introduced, deepened, and reinforced across programme components. This indicates that the evaluation of learning outcomes is linked to the structure and sequence of the curriculum and is planned in a consistent and transparent manner.

The programmes use both direct and indirect methods for evaluating the achievement of learning outcomes. Direct assessment methods include final examinations, practice report defence, and bachelor thesis, depending on the content and nature of the relevant learning outcome. Indirect assessment methods include student surveys, academic and invited staff surveys, practice supervisor feedback, graduate surveys, and employer surveys. For the educational programs, assessment plans are developed that specify the semester in which each learning outcome is assessed, the periodicity of assessment is planned in accordance with the structure of the programme and the stage at which the relevant learning outcome is expected to be achieved.

The assessment methods reflect the applied and professional nature of the field. In particular, the use of practice report defence, practice supervisor feedback, bachelor thesis, and employer surveys corresponds to the field-specific character of the programmes and supports the evaluation of both theoretical knowledge and practical/professional competences.

The programmes have defined benchmarks for each learning outcome. The learning outcomes assessment plan identifies target indicators through the following grade distribution: A — 10%, B — 25%, C — 30%, D — 25%, and E — 10%. These benchmarks create the basis for monitoring the level of achievement of programme learning outcomes and comparing actual assessment results with predetermined target indicators.

The involvement of external stakeholders is ensured through the composition and functions of the Programme Development Council and through indirect assessment tools. The Council includes programme leaders, quality assurance representatives, representatives of programme implementing staff, a student member, and a potential employer. In addition, the Council may invite other interested parties depending on the issue under discussion. Employer surveys, graduate surveys, and practice supervisor feedback further support the involvement of external and practice-related stakeholders in the evaluation of learning outcomes.

The responsibilities for monitoring and follow-up are also defined. The Programme Development Council analyzes and discusses the results of direct and indirect assessment of learning outcomes and determines appropriate response measures. The programme head/academic dean is responsible for ensuring that the required assessments are conducted, analyzing the materials obtained through direct and indirect assessment, and submitting possible programme changes to the Programme Development Council. Therefore, the institutional framework creates the basis for using learning outcomes assessment results for programme improvement.

The submitted documentation also demonstrates that mechanisms exist for staff involvement and support. Academic and invited staff are involved in programme development and assessment processes through the Programme Development Council and through staff surveys. The institutional regulation also refers to periodic trainings in student-centered teaching methods and continuous professional development. However, since the programmes are new, evidence of actual staff familiarization with the specific learning outcomes assessment results and their analysis will be accumulated during programme implementation.

The University also has mechanisms for familiarizing stakeholders with evaluation results and follow-up actions. The institutional regulation emphasizes the provision of feedback to stakeholders on recommendations obtained through internal and external evaluation mechanisms, as well as on the steps taken in response. Electronic communication tools and meetings are used for sharing information and experience both within and outside the University.

Taking into account that the programmes are new, the absence of full-cycle evidence of implemented learning outcomes assessment is understandable at this stage. The submitted documentation demonstrates that the mechanisms, assessment tools, assessment periodicity, benchmarks, responsible bodies, and stakeholder engagement procedures are in place.

Also, it should be mentioned that the QA service has worked on digitalization of the process of evaluating the programme learning outcomes and the evaluation of attainment of the programme learning outcomes is automated

through electronic system, which links the programme learning outcomes with concrete assessment methods, while also supporting engagement of staff in the process.

Overall, the programmes demonstrate a structured and institutionally regulated approach to the evaluation of learning outcomes. Considering the newness of the programmes, the finding should be further confirmed through future assessment cycles and documented follow-up actions.

Evidences/Indicators

- Self-evaluation report;
- Interview results;
- Program Learning Outcomes Map;
- Questionnaire Forms;
- Regulations of the Educational Program;
- Mechanism for evaluating the learning outcomes of the program.

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.

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	-	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Evaluation
Viticulture and Enology Bachelor	Complies
Viticulture and Enology Bachelor in English	Complies

1.4. Structure and Content of Educational Programme

Accreditation standards indicators

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

PHD Programme indicators

- The basis for the development of the doctoral educational programme is the research potential of the higher education institution, the existence of previous scientific-research activity experience in the relevant direction, successful practice and research results;
- The doctoral educational programme contributes to the development of scientific-research activities at the HEI and the formation of field-related, scientific collaboration and professional connections;
- The contents of the doctoral educational programme, depending on the peculiarities of the study area, ensures the intellectual, social, cultural, economic, technological, industrial and/or other types development of science/field, state and/or society;
- The teaching component of the doctoral educational programme contributes to the implementation of the scientific-research component of the doctoral student in an appropriate degree through the development of transferable skills and/or by deepening the knowledge of the doctoral student on current issues/trends in the field. It also provides methodological guidelines for the proper planning and implementation of the research component;
- The content of the doctoral educational programme leads to the formation of important innovative approaches, that will contribute to the development of cooperation between scientific fields using interdisciplinary approaches, taking into account the specifics of the research field;
- The doctoral education programme promotes the development of such competences and transferable skills for doctoral students as: planning and implementation of research-scientific activities, finding and administering grants, project management, planning and implementation of creative/performing projects, engaging into the technological transfer through implementation of the research outcomes, leadership, supervision, career development planning, critical analysis of scientific literature, data analysis, teaching (pedagogical skills), expressing opinions in popular scientific language, etc.;
- To effectively implement the research component of the doctoral education programme, the HEI has developed: the mechanism for selecting and changing the research topic and implementing/presenting the scientific-research component, which, following the research field/fields of the educational programme and taking into account the interests of the doctoral students, ensures that the scientific-research component is performed by the doctoral student at an appropriate level, taking into account the adherence of academic integrity mechanisms;
- The individual research plan of the doctoral student takes into account - research aim, the structure of the doctoral thesis and the estimated schedule/timetable of the research implementation, research methodology

and so on. The research plan supports the doctoral student to conduct his/her activities in accordance with the research topic and to complete the doctoral thesis within the time limit established by the law;

- The ethical norms of scientific-research activity are adhered to in the HEI, which take into account the local and international standards of research ethics in the relevant field.

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

Cluster evaluation

Description and Analysis of Cluster

The structure and content of the Viticulture and Enology programme are well-developed, and largely compliant with accreditation requirements. The programme has been designed according to a clear institutional methodology covering curriculum development, learning outcomes, stakeholder involvement, and continuous quality assurance processes. The curriculum is logically structured, progressing from introductory STEM and natural science subjects to specialized professional, laboratory, and practical courses, internships, and the bachelor thesis.

The workload and ECTS structure are consistent with Georgian and European higher education requirements. While the standardized 6 ECTS, 150-hour course structure ensures consistency, a more differentiated workload allocation in practice-oriented courses could further strengthen the student-centeredness of the curriculum. All courses within the programme, except for the “Bachelor’s Thesis,” have been assigned 6 ECTS credits. The Quality Assurance Office of the university explained that this reflects the university’s institutional approach and described the model according to which lecturers are instructed to structure syllabi within the indicated workload framework. However, the expert panel considers that courses directly linked to the achievement of core learning outcomes should not be equal in content and workload to elective or STEM-block courses.

One of the programme’s major strengths is its distinctive professional profile, combining traditional Georgian winemaking heritage with modern international technologies. Special emphasis is placed on Qvevri wine traditions, Georgian Protected Designation of Origin wines, and contemporary viticulture and enology practices. The English-language programme also supports the university’s internationalization strategy by targeting international students and the global labour market. The programme content and structure effectively support the achievement of the programme learning outcomes and the requirements of the Bachelor of Viticulture and Enology qualification. The curriculum map and assessment system clearly show how courses contribute to learning outcomes, while the gradual competence development and prerequisite structure support students’ academic progression. Although the curriculum is coherent and well-structured, it is recommended that “Soil Science” be included among the compulsory courses due to its fundamental importance in viticulture and sustainable wine production. According to the benchmark learning outcomes, graduates of the Bachelor’s Programme in Viticulture and Oenology should demonstrate broad knowledge of soil types and methods for improving soil fertility. Since achievement of learning outcomes is expected through the core courses of the programme, the expert panel considers the current placement of this course inappropriate. It is also suggested that “Occupational Safety in Viticulture and Enology” become a compulsory subject, considering its relevance to graduates’ future operational and managerial responsibilities in vineyards and wineries. Based on the programme admission requirements, it is assumed that students possess a certain level of English language proficiency; therefore, foreign language instruction is not provided at beginner level. The course “English for Viticulture and Oenology” is delivered only during the first semester, when students have not yet acquired sector-specific terminology in their native language (within the Georgian-language programme), creating the risk that the subject may become difficult for them to comprehend.

The documentation shows that the programme incorporates modern scientific achievements and current industry trends through topics such as modern wine technologies, agroecology, climate change, food safety, and contemporary viticulture practices, combining traditional knowledge with innovation. Internationalization is also a significant aspect of the programme, reflected in the English-language structure, the course “World Viticulture and Enology,” and its international labour market orientation. Programme development is supported by stakeholder involvement through the Program Development Council and various feedback mechanisms involving students, alumni, employers, and lecturers, ensuring continuous improvement and labour market relevance.

Overall, the programme structure, content, and development system are coherent, modern, and largely compliant with accreditation requirements. Its main strengths include the well-structured curriculum, labour market orientation, stakeholder involvement, and the integration of traditional Georgian winemaking heritage with modern international practices. Nevertheless, the recommendations/suggestions should be considered to further strengthen the programme.

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-Assessment Report
- Map of Program Objectives and Learning Outcomes
- Methodology for Planning, Designing and Developing Programs
- Provision of the Educational Program
- Program Learning Outcomes Evaluation Mechanism
- Interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	- It is recommended that “Soil Science” be introduced as a compulsory course, considering its fundamental role in viticulture and sustainable wine production.	- It is also suggested that “Occupational Safety in Viticulture and Enology” be included as a compulsory course due to its importance for graduates’ future operational and managerial responsibilities in vineyards and wineries.

		- Credits should be allocated not through a generalized institutional approach, but individually, based on the significance of each course and its contribution to the achievement of programme learning outcomes. - The existing course should either be moved to a later semester or supplemented with an advanced “English for Viticulture and Oenology II” course in higher semesters.
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.4. Structure and Content of Educational Programme	Evaluation
Viticulture and Enology Bachelor	Substantially
Viticulture and Enology Bachelor in English	Substantially

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

Based on the uploaded syllabi, the Viticulture and Enology programme has a well-structured and modern course system that largely complies with accreditation requirements. The syllabi consistently present course goals, learning outcomes, teaching and assessment methods, workload distribution, and bibliography, reflecting a clear outcome-

based approach. Alignment is evident in key professional courses, while most subjects appropriately integrate knowledge, skills, and responsibility and autonomy. The course content corresponds well to the defined learning outcomes, with a logical progression from introductory concepts to applied professional competencies. Coherence is evident between the learning outcomes and course topics. Each course carries 6 ECTS credits and follows a standardized 150-hour workload structure. The ratio between contact hours and independent study is generally adequate, particularly in theoretical, analytical, and research-oriented subjects. At the same time, in several highly practice-oriented or technology-based courses, the number of contact hours appears relatively limited compared to the broad professional content and practical learning outcomes of the courses. Additional laboratory, fieldwork, or practice-based contact hours could further strengthen practical competence development. The programme includes courses requiring substantial laboratory practice, such as Wine Microbiology and Oenochemistry. In the first case, only one academic hour is allocated for practical work, while two hours are devoted to lectures. In the second case, the course workload is limited to a two-hour weekly lecture, and the teaching methods do not include practical sessions or laboratory work. Assessment systems are included in all syllabi and apply a variety of methods, such as written examinations, presentations, quizzes, and practical assignments. The syllabi are generally well-structured and consistent, a high level of standardization is evident across several course descriptions.

The compulsory literature and learning resources are overall appropriate and support the achievement of both course-level and programme-level learning outcomes. Several courses incorporate modern international literature. A significant portion of the bibliography is up to date and reflects recent developments in the field, particularly through the inclusion of international sources published between 2017 and 2025. At the same time, some courses still rely heavily on older Georgian-language textbooks from the 1980s and 1990s. Although these materials may remain valuable for presenting local viticultural and winemaking traditions, several courses would benefit from the integration of more contemporary peer-reviewed scientific publications and international research articles.

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

- Syllabi

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 courses requiring laboratory competencies should be allocated appropriate practical hours and laboratory-based teaching activities.	Although the university's internal approach is that all courses carry the same number of credits, it is suggested to reconsider this practice in the case of this programme. It is difficult to assume that the workload required for mastering an elective course is equivalent to that of a core professional subject.
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programme with the component

Component 1.5. Academic Course/Subject	Evaluation
Viticulture and Enology Bachelor	Substantially
Viticulture and Enology Bachelor in English	Substantially

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

Accreditation standards indicators

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

2.1 Programme Admission Preconditions

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

PHD Programme indicators

- The admission requirements of the doctoral programme are public, they include information on the programme, admission deadlines and documentation to be submitted, as well as information on the research interests of supervisors and support/encouragement mechanisms for studies conducted by doctoral students and other information;
- Admission requirements of the doctoral programme takes into consideration an assessment of the applicants' experience and capabilities, required for successful completion of the doctoral programme.
- When enrolling in the doctoral education programme, the strategy of the scientific research/creative research activity of the HEI/basic educational unit is also taken into account;
- Admission of doctoral students to the doctoral educational programme is ensured on a commission basis;

- The HEI defines the rules for determining the composition, activities, and decision-making of the committee involved in the admission process of the doctoral education programme, which ensures the evaluation of the people wishing to be enrolled in the programme - in compliance with the principles of objectivity, fairness, and transparency;
- A candidate wishing to enroll in a doctoral educational programme shall submit a research/creative research thesis/project to the Commission in accordance with the rules established by the HEI. A candidate is also required to have a previous paper/publication in the relevant field and/or to participate in scientific-research projects and events and/or to have at least 2 years of work experience in the relevant field. The established requirements should provide an opportunity to evaluate the candidate's research skills;
- At the time of admission to the doctoral educational programme, the level of foreign language proficiency is determined. Taking into account the specifics of the field, the person in the programme must have knowledge of the English language at least B2 level or knowledge of one of the other Western European foreign languages at least B2 level and English language knowledge at least B1 level;
- Admission to the doctoral education programme takes into account the human, financial, and research resources available at the HEI, including the ratio of doctoral supervisors to doctoral students. Also, the results of the analysis on the timely completion of the programme by the doctoral students enrolled will be taken into account by the HEI.

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

Cluster evaluation

Description and Analysis of Cluster

The University has thoroughly analysed the admission requirements for the programme. Meetings with relevant stakeholders confirmed the importance of English language proficiency, since both the Georgian- and English-language programmes rely extensively on foreign educational materials. It should also be positively noted that the university has established mechanisms for safeguarding academic and research ethics, including plagiarism prevention, detection, and response procedures. The Quality Assurance Office actively works on implementing modern assessment and monitoring instruments, which gives the programme development process a systematic character.

At the same time, a potential risk may be associated with the absence of clearly defined additional mechanisms for assessing students' preparedness for practical and field-based components at the admission stage, which is particularly important in the field of Viticulture and Oenology. It is recommended for the programme to establish in advance clear mechanisms for informing and preparing students regarding field practice components, regional mobility requirements, and the specific demands of practical training. Such measures would contribute to the effective organization of the learning process and enhance the quality of student engagement and participation.

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-Assessment 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	It is recommended for the programme to establish in advance clear mechanisms for informing and preparing students regarding field practice components, regional mobility requirements, and the specific demands of practical training. Such measures would contribute to the effective organization of the learning process and enhance the quality of student engagement and participation.	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programme with the component

Component 2.1 Programme Admission Preconditions	Evaluation
Viticulture and Enology Bachelor	Substantially
Viticulture and Enology Bachelor in English	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

The programme is oriented toward the development of students' practical and transferable skills, which represents one of the key components considering the specificity of the field. The curriculum includes practical components, student involvement in production and field processes, as well as opportunities to gain experience in various companies and vineyards.

The university's efforts to connect students with real professional environments and to integrate sector-specific practical experience into the teaching process should be positively assessed. It is also noteworthy that the university cooperates with various sectoral partners. However, a significant challenge identified during the site visit concerns the absence of university-owned practical training facilities. According to institutional representatives, practical training throughout the year is expected to take place in different vineyards and companies, mainly outside Tbilisi. This model raises certain concerns regarding the organisation of the teaching process, specifically because a substantial portion of the practical component is planned outside the university and across different locations, potentially creating difficulties in balancing student workload and ensuring continuity of learning.

The expert panel considers it important for the university to provide additional detailed mechanisms demonstrating how theoretical and practical teaching will be effectively integrated while taking into account time management and logistical considerations.

Furthermore, the considerable dependence of the practical component on external partner organisations may constitute a risk factor for the programme's long-term sustainability and continuity. It is recommended for the university to ensure the establishment of its own practical training facilities in order to strengthen the sustainability and effectiveness of practical components.

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

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	It is recommended for the university to ensure the establishment of its own practical training facilities in order to strengthen the sustainability and effectiveness of practical components.	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Evaluation
Viticulture and Enology Bachelor	Partially
Viticulture and Enology Bachelor in English	Partially

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

Teaching and learning methods applied within the programme are generally aligned with student-centered educational approaches and correspond to the level of higher education, course content, and intended learning outcomes. The programme incorporates a variety of teaching methods that support the development of theoretical knowledge, analytical thinking, and professional competencies. During the site visit, the expert panel positively assessed the learning environment and noted that the academic staff demonstrate awareness of modern teaching approaches and active student engagement practices.

It should also be positively highlighted that the programme aims to integrate practical components and field-related experiences into the learning process, which is particularly important in the field of Viticulture and Oenology.

At the same time, the analysis of syllabi revealed that in several courses the practical teaching and learning methods are not clearly specified or sufficiently detailed. Given the practice-oriented nature of the programme, it is important that syllabi consistently reflect practical teaching components, methodologies, and mechanisms for achieving practice-based learning outcomes. For example: the programme includes courses requiring substantial laboratory practice, such as Wine Microbiology and Oenochemistry. In the first case, only one academic hour is allocated for practical work, while two hours are devoted to lectures. In the second case, the course workload is limited to a two-hour weekly lecture, and the teaching methods do not include practical sessions or laboratory work.

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

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	<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 for subjects that require laboratory knowledge, appropriate time should be allocated and practical training should be provided.	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.3. Teaching and Learning Methods	Evaluation
Viticulture and Enology Bachelor	Substantially
Viticulture and Enology Bachelor in English	Substantially

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.

PHD Programme indicators

- Doctoral students are evaluated according to the procedures established in the HEI, that are transparent, reliable and comply with the current legislation;
- The teaching component of the doctoral programme curriculum is assessed with the methods appropriate to the content of the teaching component and the requirements of the doctoral degree, which provides assessment of the student's knowledge and skills, including analytical and critical thinking, selection and independent application of research methodology, substantiated expression of an opinion, and other skills;
- The doctoral education programme provides the requirements for admission of a doctoral student to the defense of a dissertation/creative/performing work, or other research project/paper. This envisages periodic formative assessments of the student's progress;
- Before submitting the dissertation/creative/performance work for the academic degree, the doctoral student is required to publish at least two scientific articles from the relevant research field, one of which must be published in a peer-reviewed journal with a foreign international index.
- The supervisor periodically monitors the progress of consistent performance of a research component by the doctoral student, provides formative assessment, and feedback.
- Requirements of the academic style of the doctoral thesis, methods and criteria for evaluating the doctoral thesis, which take into account the specifics of the field, are known in advance to the doctoral students and are taken into account during the evaluation of the doctoral theses.
- While evaluating the scientific-research component, HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response mechanisms;
- The defense of doctoral theses is performed in accordance with the HEI procedures of evaluation and defense of a doctoral thesis which is in compliance of the current legislation.
- The evaluation of the doctoral thesis is carried out in a commission manner - by the commission/commissions;
- The procedures for the evaluation and/or defense of the doctoral thesis provide for the conclusions of the competent institution (local and/or foreign university, scientific-research institute), local and international reviewer (the conclusion of the international reviewer is not mandatory for the following fields of study: Georgian philology, Abkhazian philology, also, if the doctoral candidate has an international supervisor), who evaluates the novelty of the scientific research/creative work of the dissertation and readiness for the defense of the dissertation;
- A local reviewer is a staff member of a local university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;

- An international reviewer is a staff member of a foreign university, scientific-research institute/center, or a person with emeritus status, who is equipped with the latest knowledge in the field, has actively participated in scientific research, and has published at least 1 scientific work (in artistic directions - creative/performance project) in a peer-reviewed journal with a foreign international index within the last 3 years. This work corresponds to the general topic/field of research of the doctoral student's doctoral work;
- Mechanisms and processes for the selection and appointment of doctoral thesis reviewers by the university should be transparent, impartial, and objective. When selecting reviewers, their anonymity¹ should be ensured, which contributes to the preparation of an unbiased, fair and objective conclusion;
- The defense commission(s) consists of representatives of academic/scientific staff from the relevant field, whose competence allows for in-depth and thorough evaluation of the paper and the originality of the research/creative research and its results;
- Participation of external evaluators is ensured in the composition of the defense commission(s); The supervisor/co-supervisor of the doctoral student does not participate in the work of the defense commission(s);
- Considering the specifics of the field, the defense commission(s) includes (if necessary) an international evaluator(s) with relevant qualification and competence, and a representative(s) of the governmental/non-governmental sector and the labor market;
- Defense of doctoral thesis is public and open; The abstract/summary of the doctoral thesis in Georgian, English and the languages of the programme implementation is public and available to everyone;
- The doctoral educational programme provides the appeal of evaluation results of the doctoral students' enrollment to the programme as well as procedures of dissertation defense. The rules of appeal are publicly available in advance and ensure that an objective and fair decision is made;
- Mechanisms for searching, and appointing reviewer and determining his/her activities are ensured by HEI;
- Information about the topics of current theses and defended theses are published by the HEI on a unified electronic portal.

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

Cluster evaluation

Description and Analysis of Cluster

Based on the analysis of the submitted documentation and the information obtained, the expert panel considers that student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.

The evaluation system of the programs includes:

a) positive grades: 51–100 (Excellent – 91–100; Very Good – 81–90; Good – 71–80; Satisfactory – 61–70; Sufficient – 51–60);

b) two types of negative evaluation:

(FX) did not pass – 41–50, which means the student needs to work harder and is allowed to retake the exam one more time after performing some independent work;

(F) – Failed – 40 or less out of the total score, which means the student's work is insufficient and he/she has to re-take the course.

The assessment points for minimal knowledge threshold are in accordance to the current law and are 51% out of 100%.

It should be noted that the grading system, assessment components, and criteria are specified in each course syllabus, enabling students to be informed from the beginning of the semester about the assessment system, grade distribution, and the contribution of each component to the final grade. This information is available on the electronic platform “My UG.” To ensure fairness, the university provides students with the opportunity to appeal examination results.

At the university, assessment includes midterm, final, and additional assessments, all of which are conducted according to structured and thoroughly defined procedures. For example, the administration of midterm assessments is carried out by the relevant school, while lecturers are granted full autonomy to select assessment methods and formats in accordance with the course specifics, learning outcomes, and competencies being assessed. Final examinations are administered by the Academic Process Administration Service. Final exams are primarily conducted in a computerized format; however, in courses where practical assessment is necessary, the final examination is conducted practically.

Computer-based final examinations are administered through a question bank prepared in advance by the lecturer, where each student receives an individually generated examination ticket through the computerized system.

Closed-ended questions are graded automatically by the system, while open-ended questions are evaluated electronically by the lecturer. To ensure objectivity, lecturers are unable to identify students during the assessment process. Regarding lecturer-assessed components, students can view not only their grades but also lecturers’ comments, which helps them identify both their strengths and areas requiring improvement.

According to the Bachelor’s Degree Regulations, the results of knowledge assessment must be reflected in the database within the following timeframes: midterm examination grades must be uploaded no later than 10 working days before the final examination, while final/additional examination grades must be uploaded no later than 3 working days before the start of the second stage of academic registration. However, invited personnel did not possess precise information regarding these deadlines and noted that the timelines may vary depending on the specific program.

At the University of Georgia, students are provided with a comprehensive mechanism for appealing assessment results, including both the examination process and examination outcomes. According to the regulations, students are entitled to review written assignments and appeal midterm assessment results within 2 working days after the grades are uploaded to the “UG System” (the day of publication is considered the first day).

According to the self-evaluation report, one of the additional mechanisms ensuring transparency and reliability is the mandatory use of the Turnitin platform for research-oriented papers, which supports a systematic approach to plagiarism prevention and the protection of academic integrity. The expert panel inquired about the actual use of the platform by students in the program. It should be noted that the panel met only one graduate, who stated that they had not personally checked the paper through the plagiarism software but had been informed that the paper would be checked using the platform.

To strengthen theoretical knowledge and develop practical skills in viticulture and winemaking, educational tours are included in the syllabi of specialized courses. In addition, the bachelor’s program includes practical component with a workload of 12 ECTS credits. According to the provided information, students undertake educational tours and internships in organizations operating in the fields of viticulture and winemaking, with which the university

has signed cooperation agreements and memoranda. However, since the memoranda do not define further procedures, the expert panel was interested in how the practical component would be assessed. According to the information provided, due to the pre-accreditation stage, the program representatives did not yet have a clear vision regarding this issue.

In addition to the internship component, the program also includes a bachelor's thesis in the 6th semester; however, there is no clear description of the criteria according to which this component will be assessed.

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/Indicator

- Self-evaluation report
- Syllabi;
- Educational program
- Bachelor's Degree Regulations;
- Assessment methods and criteria reflected in the attached syllabi of the educational program
- Student assessment electronic system/portal "My UG
- 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. It is recommended to define in detail the assessment criteria and procedures for practical training/internships, including assessment methods, responsible persons, and evaluation components, in order to ensure transparency and objectivity of the assessment process. 2. It is recommended to develop clear assessment criteria and rubrics for the bachelor's thesis and reflect them in the	1. It is advisable to ensure that invited personnel are fully informed about assessment timelines and administrative procedures in order to maintain consistency and adherence to institutional standards. 2. It is advisable for the university to further promote students' awareness and active use of the Turnitin platform in order to strengthen mechanisms supporting academic integrity.

	relevant syllabi and regulatory documentation.	
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4. Student Evaluation	Evaluation
Viticulture and Enology Bachelor	Substantially
Viticulture and Enology Bachelor in English	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.

PHD Programme indicators

- Taking into account the specifics of the field, within the framework of the doctoral programme, the HEI cooperates with local and international scientific research institutes/centers/HEIs, doctoral schools, public and private sector/industry and other potential employers to implement a scientific- research component, to integrate graduates into the labour market and promote their career advancement;
- The higher education institution creates appropriate conditions and environment for the doctoral educational programme to encourage international mobility and/or participation in international conferences, seminars and other scientific/creative activities, which aims to develop a strong and inclusive research environment and promotes the formation of best research practices, internationalization of the research, and implementation of joint research projects.
- HEI provides doctoral students with additional support mechanisms in the form of extra-curricular events and activities aimed at the doctoral student's personal, professional and career development;
- Within the framework of the doctoral educational programme, the higher education institution has developed supporting measures for doctoral students, which allows the doctoral student to complete the doctoral thesis within the timeframe established by the law;

- HEI provides indicative information to the doctoral student about scientific publications/databases with an international index corresponding to the specificity of the field for the publication of an international scientific publication; in the artistic field it provides information about artistic and creative events (concert, festival, competition, master class, exhibition, biennial and others);
- HEI periodically analyzes the indicators of career development of the graduates of the doctoral educational programme, the results of which are aimed at the development of the programme, resources and supporting mechanisms for doctoral students;
- HEI provides doctoral students with information about support services.

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

Cluster evaluation

Description and Analysis of Cluster

According to the information provided, students at the University of Georgia receive comprehensive information and support from the moment of enrollment. The university ensures students' integration into the academic environment through orientation and consultation mechanisms coordinated by the Academic Process Administration Service and school representatives. Students are provided with access to the electronic platform "My UG," where they can obtain information regarding educational programs, course syllabi, academic regulations, consultation schedules, and administrative services. The platform also enables students to submit electronic requests for documentation and communicate efficiently with relevant structural units.

The university demonstrates a student-centered approach through various academic and extracurricular support mechanisms. According to the self-evaluation report, school assistants provide guidance regarding program requirements and support students in monitoring their academic progress. In addition, students have access to consultation hours and mentoring opportunities within educational laboratories.

Student engagement is further encouraged through the activities of the Student Affairs Center, which supports participation in university life, student initiatives, and project-based activities. Students are able to join existing clubs or establish new student organizations independently. The university also promotes participation in local and international conferences, seminars, and projects, enabling students to deepen their professional knowledge and become familiar with current developments in the field.

The university additionally supports innovation and entrepreneurship through the UG StartUp Factory Innovation Center, which periodically offers startup acceleration programs and encourages student involvement in innovative initiatives.

Students are involved in quality assurance processes through semester-based evaluations conducted via the "My UG" platform. Students evaluate both the academic course and the performance of the lecturer responsible for course delivery.

According to the self-evaluation report, career development and graduate employability are supported through the Career Development and Employment Support Service. Students and graduates are offered career-oriented trainings, employment forums, individual consultations, and regular updates regarding vacancies and internship opportunities. Information related to employment opportunities is systematically disseminated through the "My UG" platform. The service aims to prepare students and graduates for successful integration into a competitive labor market.

The university also offers scholarships for academically successful students. Eligibility criteria are formally defined and include maintaining a GPA of at least 3.75 and accumulating 60 credits annually. Scholarship recipients must

hold active student status or be graduates of the university. However, the amount of the scholarship, as well as additional rules related to its allocation, are determined by the Vice Rector for Financial and Administrative Affairs. As a result, students do not have prior information regarding the exact scholarship amount or the specific procedures for its allocation. During the interviews, students confirmed that they were not informed about the scholarship amount.

It should be noted that during the site visit the expert panel interviewed only a limited number of students and graduates, which restricted the possibility of comprehensively verifying the effectiveness of student support mechanisms, alumni engagement, and career development services in practice. Nevertheless, the information obtained during the interviews generally aligned with the documentation provided by the university.

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

Description and Analysis - Programme 1 (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;
- Bachelor's Degree Regulations
- Student assessment electronic system/portal "My UG";
- 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. It is advisable for the university to strengthen systematic communication and feedback mechanisms with graduates, including the regular collection of data related to employment outcomes and career development. 2. It is advisable to increase the involvement of industry partners in students' practical preparation and career development, particularly within internship and practical training components.

		3. It is suggested to ensure that information about scholarship amounts and additional allocation procedures is communicated to students in advance, thereby increasing transparency and predictability
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 3.1 Student Consulting and Support Services	Evaluation
Viticulture and Enology Bachelor	Complies
Viticulture and Enology Bachelor in English	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.

PHD Programme indicators

- The supervisor coordinates the performance of the scientific-research component of the doctoral student;
- The HEI has developed the documents regulating the appointment and change of supervisor/co-supervisor of the doctoral student and implementation of supervision/co-supervision;
- The HEI has developed a sample of agreement/contract to be signed between the doctoral student, his/her supervisor/co-supervisor and the HEI, which defines the rights and responsibilities of all parties; The supervision of the doctoral student is included in the overall university workload of the relevant academic/scientific staff;
- The terms of the agreement/contract facilitate the effective implementation of the activities by the supervisor/co-supervisor and the completion of the thesis by the doctoral student within the timeframes;
- During the research process the supervisor has regular consultations with doctoral students on methodological, structural, conceptual and other issues related to the research/creative research. The frequency of the consultations corresponds to the specifics of the research topic and the individual needs of the doctoral student. A supervisor provides consultations over the following topics during the research: research design and project management, research methodology, professional development, the process of writing a thesis/scientific-research work/dissertation, integration process within the local and international scientific/creative network, the processes of participation in local and international scientific/creative events and presentation of the results; publication of scientific articles in peer-reviewed journals, etc.;

- Co-supervisor (if any) supports the doctoral student in the implementation of the scientific-research component through the mutual agreement with the supervisor and the doctoral student;
- Taking into account the specifics and needs of the research, the university promotes the involvement of the staff of a foreign university, scientific-research institute/center, or a person with emeritus status including a compatriot person living abroad, as a supervisor/co-supervisor in the research/creative research process of the doctoral candidate;
- To ensure the doctoral programme sustainability, the HEI, when planning the number of the doctoral thesis supervisors, considers the workload of the supervisors, the amount of existing and future doctoral students, specifics of the programme and best international practices;
- HEI has developed a methodology for the ratio of the doctoral thesis supervisors to doctoral students in the doctoral educational programme, thus ensuring the effective implementation of the supervision;
- The ratio determined by the HEI between the supervisor and his/her active doctoral students does not exceed - 1:3, within the framework of one higher education institution; A ratio of 1:5 between the supervisor and his doctoral students with active status is allowed if a suspended doctoral student requires reinstatement of status to submit a thesis/creative/performance work to be awarded an academic degree. The mentioned ratio can be determined differently depending on the conditions of the scientific grant/project;
- The HEI has developed mechanisms for evaluating the activities of the supervisor/co-supervisor of the doctoral thesis, which ensures the effective implementation of the supervision/co-supervision;

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

Cluster evaluation

Description and Analysis of Cluster

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

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

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Data related to the supervision of master's/doctoral students

Programme 1 (name, level) ⁵	
Number of master's/doctoral theses supervisors	
//Number of doctoral thesis supervisors	
Number of master's students	
//Number of doctoral students	
Ratio - supervisors of master's theses/master's students	
Ratio - supervisors of doctoral theses/doctoral students	

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (name, level)		
Programme 2 (name, level)		
Programme 3 (name, level)		
Programme 4 (name, level)		
Programme 5 (name, level)		
Programme 6 (name, level)		
Programme 7 (name, level)		
Programme 8 (name, level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component <u>3.2. Master's and Doctoral Student Supervision</u>	Evaluation
--	------------

⁵ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

Programme 1 (name, level)	Select Appropriate
Programme 2 (name, level)	Select Appropriate
Programme 3 (name, level)	Select Appropriate
Programme 4 (name, level)	Select Appropriate
Programme 5 (name, level)	Select Appropriate
Programme 6 (name, level)	Select Appropriate
Programme 7 (name, level)	Select Appropriate
Programme 8 (name, level)	Select Appropriate

4. Providing Teaching Resources

Accreditation standards indicators

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

4.1 Human Resources

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

PHD Programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The expert panel reviewed the self-evaluation report, the list of academic and invited staff, staff CVs, programme documentation, syllabi, workload-related information, and discussed the issue with the programme heads, academic and invited personnel during the site visit.

The programme is implemented by academic and invited staff whose qualifications, professional background and practical experience are relevant to the content and learning outcomes of the bachelor's programmes in Viticulture and Enology. The teaching staff covers both general/basic study components and the main field-specific components, including viticulture, enology, wine chemistry, microbiology, sensory evaluation, wine production technologies, vineyard management, food safety and related interdisciplinary areas. The uploaded staff list also shows that field-specific courses are assigned to persons with relevant academic or professional profiles, while the programme heads are directly involved in the implementation of the programme.

The programme is led by persons with appropriate field-related competence and experience. Based on the documentation and interviews, the programme heads demonstrate sufficient understanding of the programme objectives, structure, learning outcomes and sector-specific needs. They are involved in programme development, coordination with the teaching staff, and communication with relevant stakeholders.

The number and composition of the academic and invited staff are adequate for the planned implementation of the programme at this stage. The balance between academic and invited staff is acceptable considering the applied and practice-oriented nature of viticulture and enology. The involvement of practitioners is especially important for ensuring students exposure to real field and production experience.

The administrative and support mechanisms available at the University of Georgia also support the implementation of the programme. Overall, the human resources ensure stable and sustainable

programme delivery and provide the necessary academic and professional support for students to achieve the programme learning outcomes. According to the accreditation guideline, human resources should ensure sustainable and efficient programme operation and the achievement of defined goals, including through appropriately qualified academic staff and programme management mechanisms.

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

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

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Programme 1 Viticulture and Enology, BA ⁶				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁷	Including the staff holding PhD degree in the sectoral direction ⁸	Among them, the affiliated academic staff
Total number of academic staff	25			25
- Professor	16			16
- Associate Professor	9			9
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	20			–
Scientific Staff	0	0	0	–
Including International Staff	0	0	0	

Programme 2 Viticulture and Enology, BA, English-Language Program ⁶
--

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁷	Including the staff holding PhD degree in the sectoral direction ⁸	Among them, the affiliated academic staff
Total number of academic staff	16	3	7	16
- Professor	8	1		8
- Associate Professor	8	2		8
- Assistant-Professor	0	0	0	0
- Assistant	0	0	0	0
Invited Staff	12	10		–
Scientific Staff	0	0	0	–
Including International Staff	0	0	0	

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

Evidences/Indicators

- Self-Evaluation Report;
 - Educational programmes and syllabi;
 - List of programme staff;
 - CVs and qualification documents of academic and invited staff;
 - Workload-related information;
 - Interviews with programme heads, academic and invited staff;
 - Interviews with university administration and quality assurance representatives
- Component evidences/indicators, including the relevant documents and interview results

Recommendations and Suggestions according to the programmes:	Recommendation(s): Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	Suggestion(s): Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	-	It is suggested that the university continue supporting the professional development of academic and invited staff in modern viticulture and enology, including contemporary wine analysis methods, sustainable viticulture, and international wine production practices.
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human Resources	Evaluation
Viticulture and Enology Bachelor	Complies
Viticulture and Enology Bachelor in English	Complies

4.2 Qualification of Supervisors of Master's and Doctoral Students

Accreditation standards indicators

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

PHD Programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

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

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

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Programme 1 (name, level) ⁹			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁰	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses			
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			—
Scientific Staff			—
Including International Staff			

Evidences/Indicators

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

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster		
Programme 1 (name, level)		
Programme 2 (name, level)		
Programme 3 (name, level)		
Programme 4 (name, level)		
Programme 5 (name, level)		
Programme 6 (name, level)		

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

¹⁰ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Programme 7 (name, level)		
Programme 8 (name, level)		

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.2 Qualification of Supervisors of Master's and Doctoral Students	Evaluation
Programme 1 (name, level)	Select Appropriate
Programme 2 (name, level)	Select Appropriate
Programme 3 (name, level)	Select Appropriate
Programme 4 (name, level)	Select Appropriate
Programme 5 (name, level)	Select Appropriate
Programme 6 (name, level)	Select Appropriate
Programme 7 (name, level)	Select Appropriate
Programme 8 (name, level)	Select Appropriate

4.3 Professional Development of Academic, Scientific and Invited Staff

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The University has mechanisms for the evaluation and professional development of academic, scientific and invited staff. Staff evaluation is carried out by the administration and students. Administrative evaluation is conducted according to a systematically planned process and may be implemented by the school principal and/or the Quality Assurance Service. The results of the evaluation and related recommendations may be discussed at the Academic Council.

Students also participate in staff evaluation. At the end of the semester, students complete electronic questionnaires evaluating staff and/or programme components. The results of student surveys are kept by the school principal and/or the head of the Quality Assurance Service. Generalized results are discussed by the school principal at the School Board meeting without identifying individual staff members.

The University supports the professional and scientific development of academic, scientific and invited staff. Staff are encouraged to participate in scientific and research projects. One of the support mechanisms is the University Grant Competition for Scientific Research Projects, through which affiliated academic staff may obtain research funding in relevant sectoral clusters.

The University also supports internationalization and research development through scientific business trips. Academic staff, researchers, doctoral students and young scientists may apply for research-related travel in order to expand international scientific cooperation and increase the effectiveness of research results.

In addition, the Scientific-Research Institute of the University supports the publication of high-quality scientific articles. The University provides incentives for publications in journals indexed in the Elsevier Scopus database, provided that the publication indicates affiliation with the University of Georgia. The amount of the award is determined by considering the journal's position in the relevant field, citation indicators, and the share of highly cited articles.

Overall, the University has mechanisms for staff evaluation, student feedback, professional development, research support, international mobility and publication incentives. These mechanisms create conditions for the continuous development of academic, scientific and invited staff.

The academic and invited personnel involved in programme implementation should be positively evaluated. Based on interviews and the submitted documentation, it is evident that the staff members possess relevant academic and professional experience, ensuring effective management of the teaching process. Particularly noteworthy is the practical experience of invited personnel within the viticulture and oenology sector, which creates significant added value for students. However, when assessing programme sustainability, several challenges emerge in relation to infrastructure and resources, indirectly affecting the effective utilisation of human resources. Specifically, the programme does not possess its own practical training facilities, making a significant part of the teaching process dependent on external partner organisations.

During interviews with representatives of partner companies, it became apparent that they were not sufficiently familiar with the main obligations outlined in the memoranda of understanding. Although they expressed willingness to support the programme and provide students with opportunities for practical experience within their companies, they lacked information regarding the evaluation structure and procedures expected from them, as well as the organisational procedures outlined in the course syllabi, including the responsibilities of internship mentors. It should also be noted that the memoranda do not specify the number of students each company is capable of hosting separately within viticulture and oenology components.

It should also be noted that the university supports the professional development of academic and invited personnel, as confirmed through meetings and submitted documentation. The Quality Assurance Office actively cooperates with programme staff in implementing modern teaching and assessment methods.

It is positively assessed that part of the programme personnel remains actively engaged with the professional sector and practical activities, which contributes to making the educational process more practice-oriented and aligned with contemporary requirements.

Evidences/Indicators

- Self-evaluation report
- Interview results
- Student Satisfaction Questionnaires
- Scientific/Research Projects
- Educational/scientific business trips
- Regulations on the University Grant Competition for Scientific Research Projects of the University of Georgia
- Procedure for Scientific Business Trip of Academic Staff and Researchers of the University of Georgia
- Bonus Award Procedure

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.

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 effective procedures for familiarising partners with their obligations should be developed, and	-

	memoranda should comprehensively specify responsibilities, intake periods, and student quotas.	
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.3 Professional Development of Academic, Scientific and Invited Staff	Evaluation
Viticulture and Enology Bachelor	Substantially
Viticulture and Enology Bachelor in English	Substantially

4.4. Material Resources

Accreditation standards indicators

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

PHD Programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The expert panel reviewed the self-evaluation report, programme documentation, information on library, laboratory and digital resources, as well as the information provided during the site visit and interviews with the university administration, programme heads and relevant staff.

The University of Georgia provides general teaching infrastructure necessary for programme implementation, including classrooms, computer and digital resources, library services, electronic databases and general laboratory spaces. The self-evaluation report indicates that the university library has a substantial collection of printed and electronic resources, and that students have access to electronic databases and modern learning facilities. The SER also refers to “UG Biology and Chemistry Laboratories” and describes them as spaces intended to support practical work in chemistry, biology, microbiology and biochemistry.

However, considering the specific nature of bachelor’s programmes in Viticulture and Enology, the existing material resources are not yet fully sufficient to ensure that students can independently and systematically develop all essential practical skills directly within the university’s own infrastructure. At the time of evaluation, the university did not have a fully operational field-specific material base that would allow students to produce experimental wine samples and conduct the necessary physico-chemical and enochemical analyses of must and wine in a complete and programme-specific teaching environment.

This limitation is significant because the achievement of the programme learning outcomes in viticulture and enology requires not only general laboratory access, but also specialised infrastructure, including a teaching winery or micro-vinification facility, access to a vineyard, field-specific laboratory equipment, reagents, consumables, and a safe environment for conducting grape processing, fermentation monitoring, wine stabilization, bottling-related operations and analytical procedures. The accreditation guideline also emphasizes that material resources must be quantitatively and qualitatively connected with programme goals and learning outcomes, including appropriate educational/research laboratories, practical component inventory, agreements with relevant institutions where applicable, reagents and teaching materials

In addition, during the visit, the expert panel also inspected the “Bacteriophage” building, which had been presented as one of the principal facilities related to the programme for the development of laboratory-based knowledge and skills. At the request of the experts, the lease agreement was submitted and its

analysis revealed that the contract expires in September of the following year. This circumstance creates certain risks regarding the infrastructural sustainability of the programme and requires further clarification, as well as the presentation of long-term sustainability mechanisms.

In addition, the expert panel requested from the library a list of the programme-related literature acquired by the institution, since the university explained that the programme was newly established and that literature was currently being purchased and added to the collection. According to the submitted documentation, Georgian-language sector-specific literature is extremely limited and represented by only three books (one copy each), which cannot provide adequate academic support resources for students, particularly within the context of the Georgian-language programme.

The expert panel considers it essential for the long-term sustainability of the programme that the university present a clearer strategy for the development of practical infrastructure, strengthening of material resources, and enrichment of library collections.

The panel positively notes that the university has demonstrated awareness of this weakness and expressed readiness to address it. The institution presented a realistic intention (Action Plan for the development of the Base) and capacity to develop the necessary field-specific infrastructure, including a winery, vineyard and laboratory resources. Based on the information obtained during the evaluation, the university appears to possess the financial, organizational and intellectual capacity to implement these improvements in the medium term. Therefore, the component is not assessed as non-compliant; nevertheless, due to the current absence of a sufficient own material base for the full practical implementation of the programme, the component is assessed as partially compliant.

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

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

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the doctoral level educational programme, or the educational program for which a recommendation and/or **suggestion** is issued, with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Evidences/Indicators

- Self-Evaluation Report;
- Educational programmes and syllabi;
- Information on library, material, information and digital resources;
- Information on biology and chemistry laboratories;
- Information provided during site visit;
- Interviews with university administration;
- Interviews with programme heads and academic/invited staff;
- Information regarding planned development of winery, vineyard and laboratory infrastructure (In requested documents - Action Plan for the development of the Base).

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

Recommendations and Suggestions according to the programmes:	<u>Recommendation(s):</u> Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)	<u>Suggestion(s):</u> Please, write the developed suggestions that apply equally to the educational programmes grouped in the cluster. Also, please indicate, according to individual programs (if any)
General recommendations/ Suggestion of the Cluster	1. The university should ensure the establishment and full operational readiness of programme-specific material resources, including a teaching/research winery or micro-vinification facility, vineyard base, and an adequately equipped wine analysis laboratory, to enable students to prepare experimental wine samples and conduct relevant physico-chemical and enochemical analyses independently and systematically. 2. All literature indicated in the syllabi should be fully acquired.	It is suggested that the university develop a detailed implementation plan with clear deadlines, budget, responsible persons and measurable indicators for the establishment of the winery, vineyard and field-specific laboratory infrastructure. It is also advisable to define how students of both Georgian-language and English-language programmes will access these resources in accordance with the planned student quota.
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.4. Material Resources	Evaluation
Viticulture and Enology Bachelor	Partially
Viticulture and Enology Bachelor in English	Partially

[4.5. Programme/Faculty/School Budget and Programme Financial Sustainability](#)

Accreditation standards indicators

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

PHD Programme indicators

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

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

[Cluster evaluation](#)

Description and Analysis of Cluster

The submitted financial plans (2026-2032) indicate that both the Georgian- and English-language programmes are expected to operate with a positive financial balance throughout the planning period. The budget includes resources for academic staff development, infrastructure, library services, internships, study tours, scholarships, and student projects, suggesting an institutional commitment to programme sustainability. At the same time, the financial projections rely heavily on planned student enrolment figures and retention rates. As the programmes are newly established, the long-term sustainability of the projected revenues will depend on the successful achievement of these enrolment targets. Overall, the available evidence suggests that the institution allocates adequate financial resources to support the implementation and development of both 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.

Evidences/Indicators

- Budget

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	-	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Component <u>4.5. Programme/Faculty/School Budget and Programme Financial Sustainability</u>	Evaluation
Viticulture and Enology Bachelor	Complies
Viticulture and Enology Bachelor in English	Complies

5. Teaching Quality Enhancement Opportunities

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

5.1. Internal Quality Evaluation

Accreditation standards indicators

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

PHD Programme indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

The University has established internal quality assurance mechanisms for the planning, implementation, evaluation, and improvement of educational programmes. According to the Educational Programme Regulation, the Programme Development Council is responsible for the continuous development of the programme in accordance with the Plan–Do–Check–Act (PDCA) principle. The Council reviews programme-related changes, approves questionnaires for stakeholder surveys, analyzes direct and indirect evaluation results, defines response measures, participates in the improvement of the self-evaluation report, and reviews external evaluation results.

The educational programmes presented in the cluster have been developed within the framework of the university's internal quality assurance system, which aims to support the continuous improvement of educational programmes and ensure the quality and relevance of teaching, learning, and research processes, and is based on PDCA cycle principle.

As newly developed programmes, the quality assurance mechanisms are primarily reflected in the procedures established during programme design and preparation for implementation, as well as the overall PDCA logic and established quality assurance mechanisms at the institution.

Programme development involved benchmarking with comparable programmes offered by local and international universities.

The submitted assessment instruments confirm that the University has developed tools for collecting feedback from key stakeholders. These include student evaluation forms for courses and lecturers, student satisfaction assessment forms for the study process, lecturer course assessment forms, questionnaires for employed students and graduates, and employer questionnaires. The content of these tools covers the relevance of course content, teaching methods,

assessment forms, practical and theoretical knowledge, learning resources, communication, feedback, professional skills, and the correspondence of graduates' competences with labour market needs.

The programme development process also demonstrates stakeholder involvement. The market research document shows that information on the current state of the viticulture and winemaking sector was collected from sectoral stakeholders, including the National Wine Agency, accredited wine laboratories, wine-producing companies, and a consulting company. Employer survey results were collected from 30 company representatives, and the findings were taken into account during the development of the programme and its curriculum content. In addition, a working meeting was organized with representatives of eight wine-producing companies, where the draft programme, curriculum, academic staff, literature, practical component, and study tour opportunities were discussed. The available evidence shows that quality assurance results are used for programme-related decisions. According to the self-evaluation report, the Programme Development Council analyzes information obtained through relevant tools and decides, through a protocol, what steps should be taken to modify the programme. The final review of the Council's decision is carried out by the Programme Accreditation Council, which may also invite experts if specific expertise is needed.

The Fall Semester Report also demonstrates that survey results are analyzed and used to identify areas requiring improvement, such as the need to revise syllabi, contact hours, teaching methods, assessment forms, and monitoring of specific courses.

The self-evaluation process was a collaborative process, evidenced by documentation and interview results.

Taking into account that the programmes are new, full evidence of completed quality assurance cycles and programme-specific improvement actions is not yet expected. However, the submitted documentation confirms that the University has established institutional procedures, responsible bodies, stakeholder feedback tools, electronic mechanisms, and decision-making structures for quality assurance. However, the results of the self-evaluation process did not lead to identification of the areas for improvement that were identified by the experts, including the challenges with the material resources needed for the implementation of the programs, therefore, the expert panel believes that the self-evaluation process should be more critical and oriented towards the holistic evaluation of the programs, leading to development of the quality of the programs in the process.

Evidences/Indicators

- o Self-evaluation report;
- o Interview results;
- o Regulations of the Educational Program;
- o Direct Assessment Mechanism;
- o QA mechanisms and tools;
- o Protocol of the Program Development Council.

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.

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	The self-evaluation process should be more critical and oriented towards the holistic evaluation of the programs, leading to development of the quality of the programs in the process.	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.1. Internal Quality Evaluation	Evaluation
Viticulture and Enology Bachelor	Substantially
Viticulture and Enology Bachelor in English	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

The programmes included in the cluster are newly developed and therefore have not previously undergone external accreditation or received formal external evaluation recommendations within national quality assurance procedures. Nevertheless, the higher education institution ensured external peer review during the programme development phase.

Evidences/Indicators

- o Self-evaluation report;

- o Interview results;
- o External evaluation reports.

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.

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	-	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.2. External Quality Evaluation	Evaluation
Viticulture and Enology Bachelor	Complies
Viticulture and Enology Bachelor in English	Complies

5.3. Programme Monitoring and Periodic Review

Accreditation standards indicators

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

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

Cluster evaluation

Description and Analysis of Cluster

As described under Standard Component 5.1, the University has established institutional mechanisms for programme quality assurance, including the Programme Development Council, stakeholder feedback tools, and procedures for analysing direct and indirect evaluation results.

The submitted documentation shows that programme monitoring is based on the systematic collection and analysis of information from relevant stakeholders. Students, academic and invited staff, graduates, employers and other stakeholders are involved through questionnaires, labour market research and programme review processes. Student questionnaires allow the evaluation of courses and lecturers at the end of the course, including course organization, teaching methods, communication, feedback, learning materials, workload, and overall satisfaction. Lecturer questionnaires provide feedback on course content, teaching methods, assessment forms, prerequisites and contact hours.

The programme also uses external stakeholder feedback for monitoring and review. Employer questionnaires and labour market research identify field-specific needs, required professional competences, practical skills and possible curriculum gaps. In the case of the presented programmes, labour market research and employer consultation were used during programme development, which is especially relevant considering the applied nature of the field.

The available evidence demonstrates that collected data are used to identify areas for programme and course improvement. The semester questionnaire analysis reports include examples of recommendations related to syllabi, contact hours, assessment forms, teaching methods, learning materials and practical components. Therefore, monitoring results are not limited to data collection, but are used to support programme refinement and modernization.

The programme was benchmarked against international practice during its development. The submitted evidence indicates that OIV recommendations and similar programmes from foreign universities were considered. Since the programmes are new, evidence of periodic international comparison during implementation is not yet available; this should be accumulated in future review cycles.

At the same time, the submitted documents do not provide sufficient evidence of classroom observation of academic and invited staff using a predetermined observation template. If this mechanism is used, the University should provide observation templates, completed forms, peer feedback and follow-up actions.

Overall, the programme substantially meets the requirements of Standard Component 5.3 at the level of monitoring mechanisms, stakeholder feedback, labour market analysis, student and lecturer evaluation, and international benchmarking at the development stage. The effectiveness of the system should be further confirmed after the first full monitoring and periodic review cycle.

Evidences/Indicators

- o Self-evaluation report;
- o Interview results;
- o Regulations of the Educational Program;
- o Direct Assessment Mechanism;
- o QA mechanisms and tools;
- o Protocol of the Program Development Council.

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.

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	-	-
Viticulture and Enology Bachelor	-	-
Viticulture and Enology Bachelor in English	-	-

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 5.3. Programme Monitoring and Periodic Review	Evaluation
Viticulture and Enology Bachelor	Complies
Viticulture and Enology Bachelor in English	Complies

Attached documentation (if applicable):

[Chair of Accreditation Experts Panel](#)
[Zsolt Zsófi](#)



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

Manuchar Meskhidze
Tinatin Gabrichidze





Lasha Bodaveli

Mariam Burmistova



