



განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

## Accreditation Expert Group Draft Report on Higher Education Programme

Higher Education Programme Name  
HEI's Name

Date(s) of Evaluation  
8 August 2019

Report Submission Date

## HEI's Information Profile

Name of Institution Indicating its Organizational Legal Form	Ivane Javakhishvili Tbilisi State University
HEI's Identification Code	204864548
Type of Institution	University

## Higher Education Programme Information Profile

Name of the Programme	Media Psychology and Communications
Level of Education	Master's program
Qualification Granted Indicating Qualification Code	MSc in Media Studies
Language of Instruction	English-language
Number of Credits	120
Programme Status (Authorized/ Accredited/New)	New

## Expert Panel Members

Chair (Name, Surname, University/organization/Country)	David Duenas-Cid, Tallinn University of Technology/Estonia and Kozminski University/Poland
Member (Name, Surname, University/organization/Country)	Vladimer Mkervalishvili (Tbilisi Open University, Georgia)
Member (Name, Surname, University/organization/Country)	Lia Sanikidze Free University of Tbilisi
Member (Name, Surname, University/organization/Country)	Tinatin Gvazabia, Ilia State University/Georgia

## Accreditation Report Executive Summary

### □ General information on the education programme

The evaluated Master Degree Program is focused in Media Psychology and Communication. The programme has not yet been implemented, so it will deliver novel contents both in Ivane Javakhishvili Tbilisi State University and in whole Georgia. The programme covers different fields of interest related to the topic and it fits with the market and education need of the country and with the global research and education trends.

### □ Brief overview of the accreditation site-visit

The site-visit took place on 8 August 2019. The visit was long and exhaustive. The Accreditation Team had several meetings with relevant members of the Master's board and with other relevant members of the Educational Community and Institution, including professors who joined from abroad by Skype. The Accreditation Team had time enough to access the information necessary and to ask the required questions to build an opinion. The necessary resources for the site-visit were satisfactorily provided.

### □ Summary of education programme's compliance with the standards

The programme proposed covers a new field of research which is in line with the international research trends and with the needs of the local market. The Programme will contribute to cover this gap and to train new professionals that can improve the current situation.

The programme is interdisciplinary and includes foreign and practitioner experts that can contribute to enlarge the scope provided by local academic experts. The University has the conditions for offering the course without any problem. The goals of the Educational Programme are correct and the Master Degree seems to be able to accomplish them.

The syllabi are adequate and up to date, and the programme includes specific offers for international students, as well as opportunities for practical development.

The title of the programme is a bit misleading, since puts at the same level "Media Psychology" and "Communication", but the contents seem to be more oriented to Media Psychology. More contents regarding communication should be offered (either a compulsory course on "Foundations of Communication", either some elective courses deepening in certain aspects of this particular field of research – e.g. diverse groups and minorities -). Similarly, the programme proposes a set of courses on Methods of research (qualitative and quantitative) that should be bonded to ensure the correct understanding of how to integrate both methods in a research, instead of presenting them as isolated.

The general agreement of the Accreditation Team is that the programme evaluated complies with the requirements for being implemented.

### □ Summary of Recommendations

- We recommend including a mandatory course on Foundations of Communication, Media or similar.
- We recommend to strengthen the bonds between qualitative and quantitative methods to facilitate the comprehension of both types of research when trying to understand the impacts of media in human behavior.
- The Programme's external evaluation should be provided by an independent organ, outside TSU, to ensure the independence of the conclusions raised.

### □ Summary of Suggestions

- Consider re-thinking the Programme naming
- Ensure the inclusion of diverse groups and minority related issues (e.g.) in the programme.
- Consider including more contents related with Communication, in particular, with Digital communication.
- Consider increasing the number of Mandatory courses with contents related to Communication.
- Consider rethinking the distribution of Mandatory and Elective courses
- Consider to introduce mechanisms for avoiding using free credits for non programme related courses
- Consider finding a different fitting for language courses (free credits, shared courses with different MA) and substitute them from the Elective courses' roster with courses directly related with the MA Programme.
- Consider reviewing some contents in particular courses to improve their quality.

- Ensure the dialogue between courses and lecturers to facilitate the lack of content overlapping and to facilitate bridging contents
  - Consider re-thinking the course on “Multimedia (practical) for media psychologists (in Georgian Language)”
  - The next year’s budget should allocate funds enough to ensure the competitiveness of the salaries provided to international invited professors, to ensure the stability of the staff and the participation of respected international experts.
  - The Programme evaluation mechanism should be clear and transparent and it must inevitably have a signatory author.
- Summary of best practices (If Applicable)
- The inclusion of international lecturers, and their international relevance and contents proposed are a clear strong point of the MA.
  - Internationally accepted standards and procedures, as well as internal university evaluation rules and indicators are considered.
- In case of accredited programme, summary of significant accomplishments and/or progress (If Applicable)

## 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 in order to improve the programme.

#### 1.1 Programme Objectives

Programme objectives define the set of knowledge, skills and competences the programme aims to develop in graduate students. They also illustrate the contribution to the development of the field and the society.

Descriptive summary and analysis of compliance with standard requirements

- The goals of the Programme are adequate and consistent with the mission of the Institution and respond to a detected need given the Georgian media environment. They are also coherent with the explanations provided during the visit.
- The programme is well constructed, following the international and national standards. The programme managers provided all the information required for its evaluation in correct form and shape.
- They respond to the needs detected in the study market and expressed during the interviews with employers and students and, also, are in consonance with the global research trends in the field. The contents proposed include international perspectives on the field and attracted foreign and recognized professors to deliver some courses.
- The Programme includes lecturers from different fields and disciplines, as well as academic and practitioners. As a result, the programme is multidisciplinary and fosters the interaction between academic and non-academic sectors.
- The title might be a bit misleading, since it puts at the same level 1) Media Psychology and 2) Communication, but the contents are clearly biased to Media Psychology. The programme aims to attract Journalists or people related to media to improve their knowledge in Media Psychology (and, according to our observation, this can happen in a very appropriate way), but the title may attract also people with knowledge in Psychology, aiming to be trained in Communication. In this second case, we think that the expectations might not be accomplished. Even that, there is an internal process to deal with this potential expectation mislead. The selection process includes an interview with the students that might serve to clarify this point and to avoid misunderstandings. As a result of the arguments exposed, we suggest to reflect on the adequacy of the current naming and to consider something more fitting to the contents.

Evidences/indicators
<ul style="list-style-type: none"> <li>○ Documents provided (Educational Programme, Programme Objectives, Course Syllabi)</li> <li>○ Site Visit Information (Interviews and documents provided)</li> </ul>
Recommendations:
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> <li>○ Consider re-thinking the programme naming</li> </ul>
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
<p>Evaluation :</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>1.2. Programme Learning Outcomes</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Programme learning outcomes describe knowledge, skills, and/or the sense of responsibility and autonomy, students gain upon completion of the programme;</li> <li><input type="checkbox"/> Programme learning outcomes assessment cycle consists of defining, collecting and analysing data;</li> <li><input type="checkbox"/> Programme learning outcomes assessment results are utilized for the improvement of the programme.</li> </ul>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> <li>○ The learning outcomes are consistent with the programme objectives and with the peculiarities of the field and the country.</li> <li>○ The selection of courses contributes to achieve the goals and competencies proposed in the Programme.</li> <li>○ The Programme offers a diverse selection of Mandatory and Elective courses and free credits, with diverse teaching methods.</li> <li>○ The programme covers the main central elements of Media Psychology and some of the trends in the field research (e.g. Children and Media, Media Environment and transformations). On the other hand, lacks of specialized contents on other topics that might be relevant in the field: e. g. impacts on diverse groups (PWDs, victims of discrimination...) or minorities. If the master Programme chose not to offer</li> </ul>

<p>specialized courses on these topics, they should ensure that references to these issues are provided in other courses.</p> <ul style="list-style-type: none"> <li>○ The selection of Elective courses is diverse and covers different relevant topics for the programme that contribute to acquiring the expected learning outcomes. Some more diversity in digital communication related topics would clearly improve the contents.</li> <li>○ The learning outcomes are based on a research conducted including stakeholders and students.</li> </ul>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>○ Documents provided (Educational Programme, Programme Objectives, Structure of the Programme, Self-Evaluation Report)</li> <li>○ Site Visit Information (Interviews and documents provided)</li> </ul>
<p>Recommendations:</p>
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> <li>○ Ensure the inclusion of diverse groups and minority related issues (e.g.) in the programme.</li> <li>○ Consider including more contents related with Communication, in particular, with Digital communication.</li> </ul>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Educational programme objectives, learning outcomes and their compliance with the programme	x			

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## 2. Teaching methodology and organization, adequate evaluation of programme mastering

Programme admission preconditions, programme structure, content, teaching and learning methods, and student assessment ensure the achievement of programme objectives and intended learning outcomes.

<b>2.1. Programme Admission Preconditions</b>
Higher education institution has relevant, transparent, fair, public and accessible programme admission preconditions.
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> <li>• Enrollment at the Programme seems to work according to the Georgian legislation.</li> <li>• English knowledge is required.</li> <li>• The Programme includes an interview with the students-to-be as a tool to ensure the quality of the students. The Accreditation Programme considers that it can be a good tool to filter the students but also to ensure that they have the knowledge to follow the trainings. Since no courses on Foundations of Communication is provided, the interviews can be useful to see if the students already have knowledge in communication.</li> </ul>
Evidences/indicators <ul style="list-style-type: none"> <li>○ Documents provided (Educational Programme, Programme Objectives, Structure of the Programme, Self-Evaluation Report)</li> <li>○ Site Visit Information (Interviews and documents provided)</li> </ul>
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

## 2.2 Educational Programme Structure and Content

Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes. Programme content takes programme admission preconditions and programme learning outcomes into account. Programme structure is consistent and logical.

Programme content and structure ensure the achievement of programme learning outcomes.  
Qualification to be granted is consistent with programme content and learning outcomes.

#### Descriptive summary and analysis of compliance with standard requirements

- The programme covers the main elements of the research field. The selection is appropriate to the goals of the MA and the needs of the market.
- The criteria for deciding the Mandatory and Elective courses is not clear. Amongst the Mandatory courses, 4 Methodology courses are proposed (Research methods in media psychology and communications, Methodological approaches in media psychology and research design, Introduction to Applied Statistics using R and Quantitative Research Methods: Modern Approaches with Application in R) + 1 course on Academic writing. In contrast just 3 Theory based courses are offered (Theories and history of media psychology, Effects of social media use and Information warfare and security). The theory based courses settle the foundations of Media Psychology, but no foundations for communication field is provided, which contrasts with the title of the Master. The described selection seems to prioritize the acquisition of research based competences than those required for practitioners.
- The ECTS distribution between Mandatory and Elective courses is unbalanced. More Elective than Mandatory ECTS are offered (if we just consider courses, meaning, excluding the Master Thesis)
- The Programme includes free ECTS, giving the students the option to choose courses which aren't in compliance with programme goals and learning outcomes (for ex. Georgian literature)
- The Programme is welcoming for foreign students, including two courses of Georgian Language. Even that, given the constrictions for opening courses (minimum number of students), some reserves are expressed on the sustainability of these courses.
- The Mandatory courses proposed have a good methodological and practical background as to ensure that the students are able to complete the Programme and present their Master Thesis fulfilling good quality standards.

#### Evidences/indicators

- Documents provided (Educational Programme, Programme Objectives, Structure of the Programme, Self-Evaluation Report, Syllabi)
- Site Visit Information (Interviews and documents provided)

#### Recommendations:

#### Suggestions for programme development:

- Consider increasing the number of Mandatory courses with contents related to Communication.
- Consider rethinking the distribution of Mandatory and Elective courses
- Consider to introduce mechanisms for avoiding using free credits for non programme related courses;

<ul style="list-style-type: none"> <li>○ Consider finding a different fitting for language courses (free credits, shared courses with different MA) and substitute them from the Elective courses' roster with courses directly related with the MA Programme.</li> </ul>
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
<p>Evaluation:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<h3>2.3 Course</h3> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student learning outcomes of each compulsory course are in line with programme learning outcomes; Moreover, each course content and number of credits correspond to course learning outcomes;</li> <li><input type="checkbox"/> Teaching materials listed in syllabi are based on the core achievements in the field and ensure the achievement of intended programme learning outcomes.</li> </ul>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> <li>○ No doubt is expressed on the fact that the mandatory courses cover most of the goals of the Programme. The proposed courses will contribute to raise awareness on the issues related to the courses, will increase the research skills and will help to disseminate updated knowledge in the field.</li> <li>○ The Programme and course distribution is particularly strong in relation with research methodology (both qualitative and quantitative), representing 50% of the Mandatory ECTS (excluding the Master Thesis). If we add the course on “Academic Writing for Media Psychologists” (5 ECTS), the prominence of research related skills becomes even bigger.</li> <li>○ The only reserves are expressed in relation with the theoretical origin of the contents provided. The students will have to be able to “Identify key concepts, theories and research paradigms (principles and methods) of media psychology”, but these concepts are generally provided by courses that, having Psychology as a background, are approaching the field of media and communication. This skill can be successfully acquired by approaching the contents from Psychology, but the scope would be much richer if there would be some course that, providing foundations of media, communication or similar, would target the same goal.</li> </ul>

- The teaching materials provided in the syllabi are up to date and convenient for the Programme purposes. The readings cover the most relevant issues in the field of research and are in consonance with the international trends.
- Regarding some particular courses' elements, we are not so sure about how learning to write a CV (course on "Academic Writing for Media Psychologists") will contribute to the goals proposed in the same course. Learning how to prepare a CV might be an important skill for the labor market, but it is a bit out of context in a professional specialization MA such as the one proposed.
- The courses proposed by International lecturers are of outstanding quality.
- The mandatory courses on methodology ("Methodological Approaches in media psychology and research design", and "Research Methods in Media Psychology and Communication") should not only focus in qualitative research approaches but include elements that allow the students to bridge the courses of quantitative methods of research ("Quantitative Research Methods: Modern Approaches with Application in R", and "Introduction to Applied Statistics using R"). Just one reference is provided to "mixed research methodological approaches", while the rest of contents are related to qualitative approaches.
- Some courses are logically very topic related. The lecturers and Programme coordinators should ensure that contents are not overlapping.
- It is not justified the need of the course on "Multimedia (practical) for media psychologists (in Georgian language)" as it is currently presented. During the site visit, the course was described as related to the practical development of contents on Media Psychology to be published in a journal. Whether the idea fits with the goals of the Programme, the fact that it is just in Georgian language excludes one part of the potential students. The question on why not to run this course in English or to include English contents in the journal would solve this issue.

Evidences/indicators

- Documents provided (Educational Programme, Programme Objectives, Structure of the Programme, Self-Evaluation Report, Syllabi)
- Site Visit Information (Interviews and documents provided)

Recommendations:

- We recommend including a mandatory course on Foundations of Communication, Media or similar.
- We recommend to strengthen the bonds between qualitative and quantitative methods to facilitate the comprehension of both types of research when trying to understand the impacts of media in human behavior.

Suggestions for programme development:

- Consider reviewing some contents in particular courses to improve their quality.

<ul style="list-style-type: none"> <li>○ Ensure the dialogue between courses and lecturers to facilitate the lack of content overlapping and to facilitate bridging contents.</li> <li>○ Consider re-thinking the course on “Multimedia (practical) for media psychologists (in Georgian language)”</li> </ul>
<p>Best Practices (if applicable):</p> <p>The inclusion of international lecturers, and their international relevance and contents proposed are a clear strong point of the MA.</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<p><b>2.4 The Development of practical, scientific/research/creative/performance and transferable skills</b></p>
<p>Programme ensures the development of students’ practical, scientific/research/creative/performance and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> <li>○ The programme proposes a good set of opportunities to the students to help them to acquire other skills and to facilitate their connection with external stakeholders: internships, free choice credits, courses on project management and other courses with clear practical outcomes.</li> </ul>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>○ Documents provided (Educational Programme, Programme Objectives, Structure of the Programme, Self-Evaluation Report, Syllabi)</li> <li>○ Site Visit Information (Interviews and documents provided)</li> </ul>
<p>Recommendations:</p>
<p>Suggestions for programme development:</p>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation:</p>

<input checked="" type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements
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<b>2.5 Teaching and learning methods</b>
Programme is implemented using student centered teaching and learning (SCL) methods. Teaching and learning methods correspond to the level of education, course content, student learning outcomes and ensure their achievement.
Descriptive summary and analysis of compliance with standard requirements <ul style="list-style-type: none"> <li>○ The combination of teaching methods proposed in the different courses ensures the results of the Programme to be successfully achieved.</li> <li>○ The teaching methods are sufficiently described in the syllabi.</li> </ul>
Evidences/indicators <ul style="list-style-type: none"> <li>○ Documents provided (Educational Programme, Programme Objectives, Structure of the Programme, Self-Evaluation Report, Syllabi)</li> <li>○ Site Visit Information (Interviews and documents provided)</li> </ul>
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>2.6. Student Evaluation</b>
Student evaluation is conducted in accordance with established procedures. It is transparent and complies with existing legislation.

<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> <li>○ The syllabi include a very detailed and exhaustive description of the process of grading students.</li> <li>○ Some of the evaluations are very similar to each other, not presenting differences even the contents are not the same.</li> </ul>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>○ Documents provided (Syllabi)</li> <li>○ Site Visit Information (Interviews and documents provided)</li> </ul>
<p>Recommendations:</p>
<p>Suggestions for programme development</p>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching methodology and organization, adequate evaluation of programme mastering	x			

### 3. Student achievements and individual work with them

HEI creates student-centered environment by providing students with relevant services; programme staff ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

#### 3.1. Student support services

Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development.

Descriptive summary and analysis of compliance with standard requirements

- The Programme gives students the opportunity to get consultations. Consultations are carried by academic, administrative staff.
- Students get help about the courses offered, how to manage the internships and exchange programs and advices on how to plan their future career. Students get consultation from HEI.
- In TSU operates the “Students Career Development Center”, aiming to help students in planning their future career. Also, at the Faculty, the Learning Process Management Service provides students with information about the learning process and organizational issues.
- Students can choose and manage their courses using their own accounts at the university website (<http://lms.tsu.ge/>). The students can find information about personal grades, syllabuses and learning process in general. In addition, they are given their own university e-mail, that can be used to access the online science database.
- All the information about the Programme can be found on TSU website (amongst others Programme goals, Learning outcomes or Teaching methods).
- Students participate in exchange programs, like Erasmus +, international conferences. Students take part into locally based researches.
- Students are informed about events, exchange and local programs by academic staff directly during the course, consultation. Students get messages about running events through their own university account.
- The information about students’ consultation is provided in syllabuses, consultations provide giving advices, feedback to students.

Evidences/indicators

- Completed student support services
- Programme description and syllabus
- Samples of contracts signed with academic and invited staff
- <http://lms.tsu.ge>
- <https://www.tsu.ge/en/>
- Self-evaluation report
- Interview results

Recommendations:

Suggestions for programme development:

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation:

x Complies with requirements

- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

### 3.2. Master's and Doctoral Student supervision

Master's and Doctoral students have qualified thesis supervisors.

Descriptive summary and analysis of compliance with standard requirements

- Students get practical education by choosing internship credit courses. Different Georgian companies are involved in the internship Programme (“The Georgian Charter of Journalistic Ethics”, “Transparency International Georgia”, “Grass”, “Social Sharks”, “IPM”). Students are under the supervision of qualified staff (specifically, the main representatives of companies). Supervisors are ready to help students develop practical skills and supervise during the internship credit courses.
- Students are supervised by qualified academic staff with relevant background in the field. Supervision process and supervisor's qualification is regulated by the rule of defense of the master's thesis.
- Students receive feedback personally and in a written form as well. Most common mistakes are discussed during the course. Students have individual consultations with academic staff about their evaluation. Students and lecturers often have virtual communication about the feedback, students ask questions and recommendations by e-mail or closed groups in social network.
- Supervisors give students advises about the appropriate literature, researches, provides them with the information about research design. Students get consultation about local and international scientific events.

Evidences/indicators

- CV and diploma of academic and invited staff
- Programme description and syllabus
- Samples of contracts signed with academic and invited staff
- The defense rule of master's thesis  
[https://www.tsu.ge/data/file\\_db/faculty\\_social\\_political/samagistro%20dacvis%20wesi%202018%20dekem.pdf](https://www.tsu.ge/data/file_db/faculty_social_political/samagistro%20dacvis%20wesi%202018%20dekem.pdf)
- Self-evaluation report
- Interview result

Recommendations:

Suggestions for programme development:

- 

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Student achievements and individual work with them	x			

#### 4. Providing teaching resources

Programme human, material, information and financial resources ensure programme sustainability, its effective and efficient functioning, and achievement of intended objectives.

<h4>4.1 Human Resources</h4>
<ul style="list-style-type: none"><li><input type="checkbox"/> Programme staff consists of qualified people who have necessary competences in order to help students achieve programme learning outcomes;</li><li><input type="checkbox"/> 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. Balance between academic and invited staff ensures programme sustainability;</li><li><input type="checkbox"/> The Head of the Programme possesses necessary knowledge and experience required for programme elaboration. He/she is personally involved in programme implementation;</li><li><input type="checkbox"/> Programme students are provided with an adequate number of administrative and support staff of appropriate competence.</li></ul>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"><li>○ 8 Academic, 6 invited and 2 foreign staff are involved in the implementation of the program. The balance between academic and invited staff is 50/50. Some of the invited teachers have been collaborating with TSU for years already.</li><li>○ Qualification, experience and achievements of the academic staff were evaluated based on submitted documentation (CVs, diplomas, list of publications) and face to face interviews. The analyses of the presented materials as well as information which was collected during interview allowed to make conclusion that most of the staff members are not only theorists but practitioners and are engaged in conducting original research activities.</li><li>○ Media psychology is a totally new discipline in Georgia, therefore it is not easy to find local specialists. This challenge was successfully solved via involving in the Programme foreign lecturers, with outstanding CV in the field of Media Psychology. The qualifications and teaching and research experience of the teaching staff is in full compliance with the implementation of the Programme objectives. Programme implementers showed a good English level during the interviews. Some of them are also involved in different projects in the field and, at the same time are potential employers and they all have good conditions to implement the study Programme.</li><li>○ The head of the Programme has relevant competence to lead the Programme; experience confirmed by her professional resume, published works, collaborations in international projects and participation in conferences.</li><li>○ The number of administrative and support staff is adequate to the MA Programme and they the appropriate competences for this task. They are experienced enough to run the proposed Programme.</li><li>○ In general, the MA Programme staff has the necessary competences for the achievement of the intended learning outcomes.</li></ul>
<p>Evidences/indicators:</p> <ul style="list-style-type: none"><li>○ Self-evaluation report;</li><li>○ Programme description and syllabus;</li><li>○ CVs and diplomas of the head of the Program, academic and invited staff</li><li>○ Functions and responsibilities of the head of the program, administrative staff</li></ul>

<ul style="list-style-type: none"> <li>○ The list of the staff implementing of educational Programme according to the subject/(s)</li> <li>○ Methodology of determining the number of academic, scientific, and invited staff</li> <li>○ The documents confirming the external evaluation of the program</li> </ul>
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
<p>Evaluation</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>4.2 Professional development of academic, scientific and invited staff</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> HEI conducts the evaluation of programme academic, scientific and invited staff and analysis evaluation results on a regular basis;</li> <li><input type="checkbox"/> HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.</li> </ul>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> <li>○ According to the TSU policy for the evaluation of academic, scientific and invited staff, an annual assessment of academic and invited staff has to be conducted. The Quality Assurance Service of the Faculty should provide a report with the results of the evaluation to the head of the Programme, to facilitate taking decisions or providing activities accordingly. The evaluation should be confidential and respect the privacy of Alumni.</li> <li>○ TSU is able to provide scientific activities (seminars, public lectures, conferences) for academic and invited staff. The costs of these activities are included in the faculty budget. Based on the information received, Media Psychology Programme staff members are active participants on local and international scientific conferences, trainings, business trips, courses for raising qualification, exchanges, international and/or local projects for professional and/or teaching skills development.</li> <li>○ Academic and invited staff can contribute to the Faculty Academic Electronic Journal, participate in the "Targeted Scientific-Research" and in projects related to the creation of textbooks and other lecturing materials.</li> <li>○ The research activity of the members of the MA Programme in the last 5 years can be summarized in: <ul style="list-style-type: none"> <li>○ Scientific works published in Local Journals: 22</li> <li>○ Scientific works published in International Journals: 62</li> <li>○ Participation in local conferences: 33</li> <li>○ Participation in international conferences: 93</li> </ul> </li> </ul>

Evidences/indicators
<ul style="list-style-type: none"> <li>○ The list of the staff implementing of educational programme according to the subject/(s)</li> <li>○ CVs and diplomas of academic and invited staff</li> <li>○ Review of the activities conducted for the purpose of development of the objective of the staff</li> <li>○ TSU web page: <a href="https://www.tsu.ge">https://www.tsu.ge</a></li> <li>○ Web-page of Social and Political Sciences Faculty: <a href="https://www.tsu.ge/ge/faculties/social/news/">https://www.tsu.ge/ge/faculties/social/news/</a></li> </ul>
Recommendations:
Suggestions for programme development:
Best Practices (if applicable):
In case of accredited programme, significant accomplishments and/or progress
Evaluation
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

<b>4.3. Material Resources</b>
Programme is provided by necessary infrastructure and technical equipment required for achieving programme learning outcomes.
Descriptive summary and analysis of compliance with standard requirements
<ul style="list-style-type: none"> <li>○ University has appropriate infrastructure and technical equipment to ensure effective learning and teaching process.</li> <li>○ University's infrastructure and material-technical resources will be used and available for the Master students without restrictions;</li> <li>○ The Programme is part of the Faculty of Social and Political Sciences, which offers students learning auditoriums equipped with appropriate inventory, working rooms of academic and administrative staff; Individual meeting rooms with students; Conference auditoriums; Computer Resource Center, TV Studio, TSU Multimedia Center, Newsroom &amp; Studio, recorders, digital Cameras, and etc.</li> <li>○ Sanitary and security norms are followed and a continuous system of electricity supply is provided in the auditorium, corridors, cabinets, as well as in the basements, bathrooms, staircases, adjoining buildings.</li> <li>○ Programme students will use library reading halls, which are located in the first, second, third buildings and Upper academic buildings. Libraries are equipped with computers and other necessary equipment.</li> <li>○ Library staff is very experienced and qualified. In case of a problem with the digital system, they are able to find requested books very quickly;</li> <li>○ Mandatory literature and / or relevant readers listed in the syllabus of the Programme can be found in the TSU Library and are already available for the students.</li> </ul>

<ul style="list-style-type: none"> <li>o TSU students have access to the latest scientific literature, publications in the electronic bases (Elsevier SCOPUS, Elsevier ScienceDirect, EBSCOHost, JSTOR), which are actively used for homework tasks.</li> </ul>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>o <a href="https://www.tsu.ge/ge/government/administration/departments/library/e_catalog/11">https://www.tsu.ge/ge/government/administration/departments/library/e_catalog/11</a>.</li> <li>o <a href="#">Library resources, catalog.</a></li> <li>o <a href="https://www.tsu.ge">TSU web-page https://www.tsu.ge</a></li> <li>o <a href="#">Web-page of Social and Political Sciences Faculty:</a></li> <li>o <a href="https://www.tsu.ge/ge/faculties/social/news/">https://www.tsu.ge/ge/faculties/social/news/</a></li> <li>o <a href="#">TSU Multimedia Center and its web-page: www.multimedia.tsu.ge</a></li> <li>o <a href="#">The actual state of the institution's infrastructure;</a></li> <li>o <a href="#">Documentationcertifyingownership of material resources;</a></li> </ul>
<p>Recommendations:</p>
<p>Suggestions for programme development</p>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

<p><a href="#">4.4.Programme/faculty/school budget and programme financial sustainability</a></p>
<p>The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.</p>
<p>Descriptive summary and analysis of compliance with standard requirements</p> <ul style="list-style-type: none"> <li>o The Master programme is financially supported from the budget of the Faculty, which is, at the same time, backed by the University's budget.</li> <li>o The budget provides: <ul style="list-style-type: none"> <li>o Remunerationof academic staff and invited lecturers involved in the Programme implementation;</li> <li>o Maintenanceand improvement of material-technical base necessary for the implementation of the program.</li> <li>o Expenses for participating in international conferences of academic staff and students, book renewal expenses, publishing expenses and etc.</li> </ul> </li> <li>o In the faculty budget, the costs for international invited professors are estimated in 20.000 GEL (it is vaguely described if these costs are for honoraria or for travel and accommodation purposes). The</li> </ul>

<p>Programme's budget calculates the honoraria for international invited professors using the same rate as per locals (45 GEL/hour). This amount is not competitive internationally. According to the Programme head, foreign professors are involved in the Programme because of her personal relations and negotiations. Even if we have no reason to distrust the Programme head, the lack of resources allocation for international invited professors makes us consider it a weak point in the Programme, that can involve a lack of continuity of the international invited professors in future editions of the MA Programme.</p>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>○ TSU and Faculty Budget</li> <li>○ Estimated Budget of the Programme</li> </ul>
<p>Recommendations:</p>
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> <li>○ The next year's budget should allocate funds enough to ensure the competitiveness of the salaries provided to international invited professors, to ensure the stability of the staff and the participation of respected international experts.</li> </ul>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Complies with requirements</li> <li><input type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Providing teaching resources	x			

### 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 on a regular basis.

## 5.1 Internal quality

Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analysing assessment results. Programme staff utilizes quality assurance results for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

- o The Master's Degree Programme presented in the Curriculum reflects the principle of „plan-do-check-act“ (PDCA), based on modern teaching standards and procedures and integrated into the qualitative assessment of TSU curricula.
- o In the process of Programme elaboration were involved: Academic staff, invited staff, Faculty Administration, Faculty Quality Assurance Service specialists, field specialists, employers and students (Direction Committee and Self-Assessment Group). 10 international experts from different fields, like media psychology, communications, media studies and education (from USA, Germany, Austria, Ukraine, Canada, etc.) made contributions in Programme adjustment for multiple times in 2018. In 2019, additional external evaluation from Germany was made with financial support of DW Akademie by media psychologist, professor Markus Appel.
- o Development process and description of this Programme is based on an analysis of all the surveys conducted in 2017-2018 with students, alumni and employers. Also, international experts were involved at all stages of Programme development (2017-2019).
- o The evaluation of the Programme was conducted in accordance with the Provision of the TSU Quality Assurance Service, Faculty Quality Assurance Service, Field Committees, employers and students. The assessment is conducted according to the elaborated and approved forms and criteria. Syllabus assessment is conducted according to the elaborated and approved forms and criteria.
- o The Programme was approved by TSU standard procedure, according to which:
  - o The Programme is evaluated in by the Direction Committee.
  - o The Programme is approved at the Faculty Council. The Programme includes the conclusions of the Faculty Quality Assurance Service in their submission form.
  - o The Programme is presented at the TSU Academic Council.
- o The assessment of implementation of the TSU educational programs was conducted by using direct and indirect indicators, based on their comparison,
- o TSU also has developed programme review procedures according to which TSU Quality Assurance Service will develop specific recommendations (which are submitted to the Heads of the programs) for the further improvement of the Programme implementation in cooperation with Faculty Quality Assurance Services; The Programme self-evaluation group, academic and invited staff will also be involved in development of the program.

Evidences/indicators

- o Resolution №153 / 2017 (December 8, 2017) of the TSU Academic Council and the amendments made to it further;
- o The Provision of the TSU Quality Assurance Service, Resolution N113 / 2017
- o Quality assurance mechanisms of educational Programme (Appendix 17)
- o Self-evaluation report;
- o Site visit;

Recommendations:

Suggestions for programme development

Best Practices (if applicable):

In case of accredited programme, significant accomplishments and/or progress

Evaluation:

- Complies with requirements
- Substantially complies with requirements
- Partially complies with requirements
- Does not comply with requirements

## 5.2 External quality

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

Descriptive summary and analysis of compliance with standard requirements

- The external evaluation of the Programme was conducted with the support of the Media Development International Organization "Deutsche Welle Akademie". The Programme was evaluated by Marcus Appel, professor of Würzburg University (Germany), expert of media psychology. Programme documents included another external unsigned evaluation, which is made on University blank paper. According Self-evaluation report "second external evaluation was prepared by an independent expert selected by Quality Assurance Service of Tbilisi State University (2019). Such assessment was conducted for the first time because of the Programme novelty". The information collected during the interviews revealed that the abovementioned evaluation was developed jointly by another faculty at TSU and the Quality Assurance Department of the University TSU. We agree that providing an internal evaluation conducted by a different faculty can be a useful tool to increase the quality of the resulting Programme, but at the same time, there are several weak points in this evaluation that we would like to remark:
  - One of the main values of the external evaluation is that it should be prepared by highly competent person/institution. The author/s of this evaluation are confidential even for the accreditation experts. Therefore, it is difficult to determine the credibility and competence of the conclusions raised by the evaluation.
  - TSU Quality Assurance Department amended the evaluation that was issued by another faculty. It is not possible to check the initial comments and conclusions issued by the original version.
  - An evaluation report issued by the same University cannot be considered as an external evaluation, should be presented as an internal evaluation.

Evidences/indicators

- Questionnaires
- Memorandums

<ul style="list-style-type: none"> <li>○ Partner Universities and international networks</li> <li>○ Research and teacher exchange agreements and joint supervision memorandums</li> <li>○ Quality assurance mechanisms of educational Programme (Quality control documentation)</li> <li>○ Indicators of evaluation and implementation of educational programs</li> <li>○ Self-evaluation report;</li> <li>○ Site visit</li> </ul>
<p>Recommendations:</p> <ul style="list-style-type: none"> <li>○ The Programme's external evaluation should be provided by an independent organ, outside TSU, to ensure the independence of the conclusions raised.</li> </ul>
<p>Suggestions for programme development:</p>
<p>Best Practices (if applicable):</p>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complies with requirements</li> <li><input checked="" type="checkbox"/> Substantially complies with requirements</li> <li><input type="checkbox"/> Partially complies with requirements</li> <li><input type="checkbox"/> Does not comply with requirements</li> </ul>

### 5.3. Programme monitoring and periodic review

Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analysing information. Assessment results are utilized for programme improvement.

Descriptive summary and analysis of compliance with standard requirements

- Periodic monitoring and evaluation are conducted by the Quality Assurance Service of the Faculty. The participants at the evaluation of the educational program's implementation are: students, academic and invited staff participating in the Programme implementation, potential employers, faculty graduates and others;
- Together with the Quality Assurance Service monitoring, evaluation and improvement of the Programme quality is conducted by the Head of the Programme and the self-evaluation team; It is planned that the Faculty Sector Committee (2019-2020) will include an international expert (media psychologist).
- In order to follow the launching of the program, an external expert has been recruited for an external evaluation: Professor Angeliki Gaz, from the Cyprus Technological University (Limassol) member of

<p>the European Communication Research and Education Association (European Communication Research and Education Association, ECREA).</p> <ul style="list-style-type: none"> <li>○ The Programme will be also monitored using feedback from the employers about their internships and the achievements of Programme's alumni.</li> <li>○ TSU Memorandums of Understanding has been signed with 9 local and international organizations relevant to the Master's program.</li> </ul>
<p>Evidences/indicators</p> <ul style="list-style-type: none"> <li>○ Questionnaires</li> <li>○ Memorandums</li> <li>○ Partner Universities and international networks</li> <li>○ Research and teacher exchange agreements and joint supervision memorandums</li> <li>○ Quality assurance mechanisms of educational Programme (Quality control documentation)</li> <li>○ Indicators of evaluation and implementation of educational programs</li> <li>○ Self-evaluation report;</li> <li>○ Site visit</li> </ul>
<p>Recommendations:</p>
<p>Suggestions for programme development:</p> <ul style="list-style-type: none"> <li>○ The Programme evaluation mechanism should be clear and transparent and it must inevitably have a signatory author.</li> </ul>
<p>Best Practices (if applicable):</p> <ul style="list-style-type: none"> <li>○ Internationally accepted standards and procedures, as well as internal university evaluation rules and indicators are considered.</li> </ul>
<p>In case of accredited programme, significant accomplishments and/or progress</p>
<p>Evaluation</p> <p><input checked="" type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

### Programme's Compliance with Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
Teaching quality enhancement opportunities	x			

Enclosed Documentation (If Applicable)

HEI's Name:

Higher Education Programme Name:

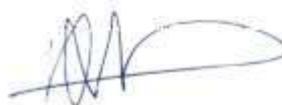
Number of Pages of the Report:

Programme's Compliance with the Standard

Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1. Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands	x			
2. Teaching methodology and organization, adequate evaluation of programme mastering	x			
3. Student achievements and individual work with them	x			
4. Providing teaching resources	x			
5. Teaching quality enhancement opportunities	x			

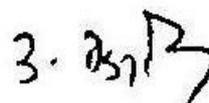
Expert Panel Chair's

David Duenas-Cid



Expert Panel Members'

Vladimer Mkervalishvili



Lia Sanikidze



Tinatin Gvazabia

