

Annex No. 1



**NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT**

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education

Psychology

Doctoral Programme

Name of Higher Education Institution

Ivane Javakhishvili Tbilisi State University

Evaluation Date(s)

27.01.2023

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Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LEPL – Ivane Javakhishvili Tbilisi State University
Identification Code of Institution	204864548
Type of the Institution	University

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Dr Jonathan Loose, University of London, UK.
Member (Name, Surname, HEI/Organisation, Country)	Mr. Giorgi Nidjaradze - LTD Free University, Tbilisi, Georgia
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Member (Name, Surname, HEI/Organisation, Country)	Ms. Tamta Tskhovrebadze – LTD Black Sea International University
Member (Name, Surname, HEI/Organisation, Country)	Ms. Mariam Aleksidze – LTD Caucasus University

¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ფსიქოლოგია
Name of Higher Education Programme (in English)	Psychology
Level of Higher Education	8
Qualification to be Awarded ²	PhD in Psychology
Name and Code of the Detailed Field	0313 Psychology
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	-
Language of Instruction	Georgian
Number of ECTS credits	50
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ 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 Education Programme⁴**

TSU's doctoral programme in Psychology is a new programme submitted for accreditation. There are a number of internal reasons for the decision to design this new programme. The new programme replaces a number of previous PhD programmes in psychology with more specific titles. This enables the title of the award ("PhD Psychology") and the title of the programmes to be aligned properly. This single programme is also intended to enable provision to be rationalized and simplified. The approval also follows revisions to the TSU minimal standards for doctoral studies (Academic Council Resolution No. 245/2018), the move of the Dissertation Council from faculty to university level and seeks to reflect these changes in its design. There are also external reasons for the design of a new programme. A survey of graduates conducted by the Faculty of Psychology and Educational Sciences (March 2022) convinced the faculty that there is high demand for graduates of doctoral programmes in psychology and a generic programme in psychology enables a wider range of applicants in this area. This also highlights one important reason accreditation, which is to ensure that the Psychology PhD programme has the necessary breadth to ensure appropriate academic standards and high quality education for its wider range of possible entrants.

Given that this programme is the successor to a number of existing programmes, it also builds on existing experience, curriculum, syllabi and processes and is taught by faculty who are already in post. Thus, the programme design, while new, builds on existing traditions and practices.

- **Overview of the Accreditation Site Visit**

The site accreditation visit took place on 26th and 27th January, 2023. The visit was conducted online via Zoom. Meetings took place between the Panel and a number of groups. These were: The Self-Evaluation Team, Head of Programme, academic staff, PhD supervisors, administrative staff, students and alumni of the previous PhD psychology programmes, prospective employers, and the Quality Assurance Department. The panel also evaluated another programme within the faculty on the same visit, and where the same issues and personnel were relevant to both programmes, meetings were combined. The site visit was conducted in English and a translation service was provided to enable this where necessary. Communication was effective in the meetings, which were also run according to a clear timetable. University staff answered questions as requested and the panel was generally happy, although it would have liked to have heard more from the range of staff involved in each meeting rather than just a smaller number of significant voices. Overall the panel gained the impression that the University is ambitious to develop its research activity and that it has the capacity to do so, although within a resource-limited environment. The visit evidenced a welcome enthusiasm among academic staff for their discipline, for research, and for the students, and a welcome enthusiasm among students and alumni for the training they were receiving/had received. The panel's detailed evaluation is therefore set within the context of a pleasing sense of ambition and development in research. The visit provided initial evidence that, in broad terms, the programme has been designed systematically and in accord with good practice.

⁴ When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

- Brief Overview of Education Programme Compliance with the Standards

Each member of the panel focused on a particular standard while also having some involvement in the evaluation of all standards. The panel judged that the programme is either compliant or substantially compliant across all standards, as follows:

Standard 1: Compliant

Standard 2: Compliant

Standard 3: Compliant

Standard 4: Compliant

Standard 5: Compliant

- Recommendations

The panel noted the overarching importance of Standard 1 and that the consequences of the recommendations here may necessitate changes throughout the programme.

Component 1.1

- To provide some elaboration of the aims in order to define more clearly the set of knowledge, skills and competences that the programme should develop in its graduates. This would include specifying the types of research, knowledge and skills that should be taught and acquired in order for the overarching aims to be achieved. For example: (i) both quantitative and qualitative research methods training for both experimental and field studies; (ii) both empirical and theoretical/conceptual work in psychology; and (iii) both those skills required to work as an academic in Higher Education and those required to work as a professional psychologist outside the university context.
- To work through any consequences of the above development of the aims to ensure that they are addressed throughout the programme.

Component 2.3

- To ensure that all programme documentation is correct. In particular, to check the references to programme learning outcomes in the Curriculum Map to ensure that they are comprehensive and refer to the correct programme learning outcome number (e.g. PLO 9).

Component 3.2

- To underpin the strong collaborative research culture by ensuring that all of the aspects of the programme that support a student to achieve the learning outcomes are specified formally. To ensure that it is demonstrably the case that the same level of support to achieve the learning outcomes is available to all students without reliance on informality. This requires documented minimum standards for the number, frequency and content of supervision meetings. The application of these standards should be monitored for each student so that the Faculty can demonstrate that the minimum standard (or better) is provided in every case.

- Suggestions for Programme Development

Component 1.1

- To include clearly within the programme aims a commitment to secure increasing levels of grant funding to enable students who will benefit from the programme to be funded for the entire course of their studies.
- To emphasize within the aims of the programme the importance of the ongoing development of competency in one of the European languages noted by the University (English, French, German) and ideally in English, which is the *lingua franca* of the discipline. This applies to all students and staff to support full engagement with the internationalized discipline. This involves ongoing development during the programme beyond the baseline entrance requirements (B2) to reach a higher level that enables engagement with subtle and complex technical material requiring a sensitivity to implied meaning (e.g. C1).

Component 1.2

- To avoid the term 'modern' in learning outcomes in favour of an unambiguous description that emphasizes the contemporary leading edge of the discipline.
- To consider updating the aims to indicate that the commitment to research methods training is not merely 'adequate' (PLO 5)
- To review at the first opportunity the balance in the learning outcomes between an emphasis on preparing people for academic careers within universities / wider educational sphere, and preparing people for professional psychological careers outside the University and educational sectors. This review should involve a fully representative range of Georgian employers who may require those with psychological expertise at a research level among their staff. If possible this should include employers that have not previously been consulted in the programme development process and that have no prior connection with the University.

Component 1.4

- To remove the requirement for publication prior to thesis submission, replacing this with more detailed assessment criteria for the thesis in order that judgments about whether a student has met the learning outcomes are made by TSU through its viva committee and not devolved to journal editors and conference organizers.

Component 3.2

- Significantly improve the availability of assistantships inside the university that have a salary sufficient to support PhD students.
- Either the requirement for publication prior to thesis submission should be removed, or the support to enable students to publish should be improved. This is an important suggestion that should be addressed.

Component 4.1

- To continue to appoint staff with a background and focus at international level as well as those with a national focus, and to maintain a substantial proportion of staff who were not themselves trained at TSU. Both horizons of activity are important for the overall contribution of the faculty. The Faculty should manage its staffing to ensure that there are regular opportunities to appoint younger scholars.

- In order to ensure that the capacity for supervision is maintained and developed, it is important to provide regular opportunities for ongoing staff training and enrichment, as well as for mutual sharing of research expertise among staff.
- To ensure that programme management responsibilities are evenly distributed throughout the staff team, avoiding an excessive concentration of responsibilities on the Head of Programme.

Component 4.2

- Organize regular training for students to help them choose grant-giving organizations and/or to write grant applications.
- Brief Overview of the Best Practices (if applicable)⁵
Not applicable.
- Information on Sharing or Not Sharing the Argumentative Position of the HEI
- In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)

⁵ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

III. 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 HEI. 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.

1.1 Programme Objectives

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard:

Describe, analyze and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The objectives of the programme are clearly stated in the Self-Evaluation Document and Programme Description. They flow clearly from the University's mission, values, and vision. The first objective is "to prepare highly qualified professionals capable to generate new scientific knowledge, using a multidisciplinary and interdisciplinary approaches and based on ethical principles". This flows from the mission of TSU, to create, keep, and disseminate new knowledge, to develop the tradition of research in the university, and to train staff who are competitive not only nationally but also internationally. The general focus on applied research is also consistent with the vision of TSU to place an 'increasing accent' in this area. It also contributes to TSU's status as the largest provider of PhD programmes in the country. This first goal also expresses a commitment to ethical principles that reflects the statement of values of TSU. The University's vision is also focused on ensuring that education matches labor market requirements and so this programme also has a stated aim to develop highly qualified professionals.

The second objective is "to prepare highly qualified researchers and personnel with appropriate competencies for holding academic positions, who will be able to conduct qualified research in the field of psychology". This aim also flows from the University's mission, which includes the training of 'competitive staff' and a vision for internationalization that requires investment in research and academic staff training to become reality. The development of a programme in the discipline of psychology is important from the University's point of view, given its focus on applied disciplines and the development of society, and its aim to be a 'dignified member of the free world.' It is also important to note that this is not a wholly new programme, but rather the consolidation of a number of more specialized prior programmes into a single programme that better reflects the title of the award (PhD in Psychology). Thus the University has every reason to continue its prior work in a new way.

The contribution that psychology can make to self-understanding and to the effective support of people in a wide range of roles across society enables it to make an important contribution. Psychology has an intrinsic and ongoing relationship to research since its findings are rarely if ever fully decontextualized

and therefore professional psychologists and academics need to maintain ongoing research in order to benefit each different context in which the discipline is applied. The aim of the programme is consistent with this.

The third objective is “to prepare specialists equipped with scientific knowledge and pedagogical skills for academia and labor market in the field of Psychology; who can contribute to the development of the field of Psychology in Georgia and implement new scientific ideas and innovations in the teaching process.” This aim integrates a number of the university’s goals. It recognizes that the University’s teaching of psychology can turn back in on itself as psychological knowledge is brought to bear on the enhancement of the learning and teaching process itself. This particular focus reflects the Strategic Development Plan (2018-2024) of the University. The focus on pedagogy also suits the nature of the faculty, which is a Faculty of *Education* and Psychological Sciences. This aim also recognizes the value of psychology within wider society beyond education. This may be in fields such as health, or the human side of an organization, as well as many other areas.

One important overall goal of the programme is the ‘development of the field of Psychology in Georgia’. The panel noted a tension running through this programme with regard to the relationship between teaching in the Georgian language and seeking to develop within Georgia the field of psychology, which is an internationalized field that works in a common language of English. The ongoing development of a distinctively Georgian contribution to the discipline of psychology is important. At the same time, full engagement with the discipline at an international level is required. The management of this tension between national and international horizons requires ongoing attention. One very practical way in which this tension expresses itself is in the standards required for the use of English by first-language Georgian-speaking academics and students. The aims could be enhanced by expressing within them the importance of developing a very high level of linguistic competence in English, which is the *lingua franca* of the international discipline.

The panel also noted the challenges students will have to fund their studies on this programme. This is a problem common to all PhD programmes in Georgia. The panel judged that this is a sufficiently important issue that consideration should be given to addressing it directly in the programme aims. The programme aims could incorporate the serious intention to increase the level of funding available to support students across the *entire* period of their studies. The panel heard about the admirable efforts of students to study for a PhD while engaged in full-time jobs. The University does not regulate the amount of time that students can give to paid work outside the university while registered as students and this inevitably creates a serious risk to quality. Academic quality (in this context) refers to the ability of the programme to prepare students successfully to reach the academic standards necessary to achieve the award. If programme regulations allow students to be overloaded and to study at a very slow pace, this threatens ‘quality’ in this proper sense. In this way a lack of funding has a direct impact on the quality of the programme. The panel would strongly support any decision by the University to work towards increasing levels of funding for its students while regulating the amount of time that students can spend in other employment while registered.

In general the panel formed the view that the aims of the programme have been articulated at a suitable level of generality given the broad scope of the programme to cover all PhD studies in psychology. However, the aims could be enhanced by adding a brief specification of the types of research, knowledge and skills that should be taught and acquired to achieve them. Three areas in particular could be helpfully specified: (i) The inclusion of both quantitative and qualitative research methods training for both experimental and field studies; (ii) the focus on both empirical and theoretical/conceptual work in psychology; and (iii) the skills required for work as a professional psychologist outside the university context as well as those required to be an academic working in a teaching role in Higher Education. An enriched characterization of programme aims would show more

clearly that the programme reflects the state of the art in the discipline and is clearly connected to the main external drivers of international psychological research, contemporary pedagogical developments, and the practical needs for professional psychologists across a wide range of settings in Georgia.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Self-Evaluation Document, p. 8-10 and documents referenced therein.
- “About TSU” <https://www.tsu.ge/en/page/About-University>.
- Meetings, including with administrative staff, self-evaluation team, head of programme, PhD supervisors and students.
- TSU Doctorate Minimum Standard
- Other documentation supplied by the University

Recommendations:

- To provide some elaboration of the aims in order to define more clearly the set of knowledge, skills and competences that the programme should develop in its graduates. This would include specifying the types of research, knowledge and skills that should be taught and acquired in order for the overarching aims to be achieved. For example: (i) both quantitative and qualitative research methods training for both experimental and field studies; (ii) both empirical and theoretical/conceptual work in psychology; and (iii) both those skills required to work as an academic in Higher Education and those required to work as a professional psychologist outside the university context.
- To work through any consequences of the above development of the aims to ensure that they are addressed throughout the programme.
- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development
- To include clearly within the programme aims a commitment to secure increasing levels of grant funding to enable students who will benefit from the programme to be funded for the entire course of their studies.
- To emphasize within the aims of the programme the importance of the ongoing development of competency in one of the European languages noted by the University (English, French, German) and ideally in English, which is the *lingua franca* of the discipline. This applies to all students and staff to support full engagement with the internationalized discipline. This involves ongoing development during the programme beyond the baseline entrance requirements (B2) to reach a higher level that enables engagement with subtle and complex technical material requiring a sensitivity to implied meaning (e.g. C1).

Evaluation

Please, evaluate the compliance of the programme with the component

The panel judged the programme to be substantially compliant with this component. The recommendations above show what could be done to increase the level of compliance.

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Programme Learning Outcomes

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

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

The panel was provided with a clear statement of programme aims and learning outcomes (PhD Program Description, Self-Evaluation Report). Aims and learning outcomes are effectively mapped. The panel heard and read that a wide range of stakeholders were involved in the development of the learning outcomes, although the panel formed a view that the programme team had found it challenging to involve a fully representative range of employers outside the University sector in this work. This is reflected in the outcomes themselves, which could indicate a stronger engagement with the professional needs of employers outside the University system. This is important because the psychology PhD is not limited to those interested in teaching contexts. The outcomes could, therefore, be aligned better with the competencies and other requirements required by employers outside the university sector.

The learning outcomes themselves are clearly related to the requirements of the field. The combination of critical evaluation of problems in modern psychology (PLO 1) with a focus on latest findings, methods and approaches (PLO 2, PLO 3) emphasizes that the programme will focus on the contemporary discipline rather than on historical elements. It is notable that the term 'modern' is ambiguous, since it might refer to the entire history of psychology in the modern period since Descartes and the start of an independent discipline of psychology later in the nineteenth-century. Alternatively it could refer simply to the present-day leading edge of contemporary psychological science and reflection. The emphasis should be on the latter and this seems to be what is desired (PLO 9), as well as what is needed to be compliant with the level descriptors of the National Qualifications Framework. It may therefore be better to find a different term in place of 'modern'.

With this foundation of contemporary knowledge in place, the practice of psychology, whether in academic or professional contexts, requires an ongoing involvement in research to generate new knowledge. The emphasis on the student's ability to generate new knowledge through production of an innovative research project, with associated research strategies and methods along with the comprehensive analysis of results is, therefore, logically related to the programme objectives and the character of the discipline. It is notable that the research strategies and methods are described as merely 'adequate' (PLO 5). Research methods selected should reflect the *state of the art* in psychology, and should be enabled by systematic and high quality training. Therefore a stronger term than 'adequate' is necessary to ensure a proper focus on research methods within all aspects of the programme.

The learning outcomes are generally sufficient for the programme, but the panel would encourage reflection on the way that different aims are balanced against each other. The focus on teaching methods flows (PLO 4) directly from the aims of the programme, which – in turn – flows from the vision of the University as a whole. This, coupled with the aim to enable students to teach psychology in a higher education setting (PLO 6) addresses aims related to the development of future university academic staff. These are legitimate outcomes for a PhD programme in psychology and are to be welcomed. However, there is no equivalent acknowledgement within these outcomes that some will study a PhD in order to take the knowledge and skills acquired into a professional role outside a university context that does not involve teaching, but rather has a focus on practice and research in a particular applied context. Given that this programme is located in a Faculty of Education and Psychological Science it is understandable that there is a strong emphasis on the student's involvement in education. However, the programme is not limited to educational matters. Therefore ongoing attention needs to be given to ensure that the learning outcomes remain balanced so that the programme can achieve its aim to prepare graduates for professional practice in a wide variety of roles as well as for an academic career path.

The emphasis on international as well as national discussions/forums, conferences, and public engagement (PLO 7) is important, and flows from the aims. A national perspective is important. Intentional engagement with the Georgian intellectual and societal context enables a distinctive contribution to be made to psychological work internationally. This is because all psychology is, to some degree, influenced by context and so the Georgian context provides a potential source of unique theoretical and empirical insights for the wider field. At the same time, the focus on an international perspective should continue to develop. As staff and students engage intentionally with the development of the discipline internationally this will enable intellectual and practical work in psychology within Georgia to be substantially enriched by insights from elsewhere. Overall, the aim should be to create a mutually beneficial relationship between national and international perspectives.

The commitments to lifelong learning, professional development, co-operation and ethical practice (PLO 8, PLO 9, PLO 10) are all coherent.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Self-Evaluation Document and Referenced Paperwork
- PhD Program Description
- Curriculum Maps
- ETF National Qualifications Framework – Georgia
- Level Descriptors underpinning the National Qualifications Framework

- Meetings with Head of Programme, Employers, etc.
- Other documentation supplied by the University

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for Programme Development

- To avoid the term ‘modern’ in learning outcomes in favour of an unambiguous description that emphasizes the contemporary leading edge of the discipline.
- To consider updating relevant aims to indicate that the commitment to research methods training is not merely ‘adequate’ (e.g. PLO 5)
- To review at the first opportunity the balance in the learning outcomes between an emphasis on preparing people for academic careers within universities / wider educational sphere, and preparing people for professional psychological careers outside the University and educational sectors. This review should involve a fully representative range of Georgian employers who may require those with psychological expertise at a research level among their staff. If possible this should include employers that have not previously been consulted in the programme development process and that have no prior connection with the University.
- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Overall the learning outcomes flow naturally from the programme aims, being logically related to them. They are also the outcomes that would be expected more widely from a PhD programme in psychology. They are, therefore, compliant with the requirements of this component of the standard.

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle 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 Education Programme's Compliance with the Requirements of the Component of the Standard

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

The higher education institution has appropriate mechanisms for the evaluation of the learning outcomes, according to its regulations and international standards for accreditation. The Quality assurance units at University and Faculty levels provide suitable procedures for collecting and analyzing data through clear protocols. The evaluation group is suitably organized with members having diverse roles to ensure comprehensive views. The methods, including the use of direct and indirect mechanisms on a regular basis, are highly appropriate. Feedback schemes are sufficient and very well-crafted.

The programme has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. The programme also has a procedure to make use of assessment results for programme enhancement. The envisaged scheme of evaluation includes the relationship between the programme’s learning outcomes, all mandatory courses of the programme, and the research component.

The learning outcomes of the programme have apparently been developed with the involvement of academic staff. This was confirmed during interviews in which various outcomes were mentioned by staff in relation to particular courses and activities. The academic and invited staff described their role in the general process and indicated an openness to further development in future. The programme staff receive assistance to develop the skills necessary to elaborate, measure, and analyze learning outcomes; The evaluation of programme learning outcomes in relation to the teaching course/research components are supposed to be performed after they are completed. With regard to indirect mechanisms, programme and related data will be collected on a semesterly basis, with a survey conducted at least annually. The panel concluded that consistency and periodicity, as well as the peculiarities of the study area and educational level have been properly considered.

Evidences/Indicators

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

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.4. Structure and Content of Education Programme

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

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

The panel recognized that the programme has been designed in accordance with the regulations of the university and read and heard from the University that this is the case. It also noted that a wide range of international universities have been consulted in the design of the programme. The panel also heard that teaching staff have been involved in programme development. Since this programme is a consolidation of a range of pre-existing programmes the panel sensed general contentment from teaching staff about its design. There is a familiarity with the operation of prior programmes from which this programme is a direct descendent and so staff have a good feel for how things will work.

The panel read and heard that the programme is structured to include a taught element comprised of 50 ECTS of courses in addition to the research element. The size of this taught component is broadly consistent with PhD programmes elsewhere outside Georgia. PhD programmes (as a whole) are not typically credit-rated and so there is no standard size for comparison. The parts of this taught element flow naturally from the learning outcomes. The compulsory element contains an emphasis on research methods and statistics (15 credits), teaching (15 credits including both a module and assistant professor role) and a doctoral seminar (10 credits). An elective course then enables some specialization through an eclectic range of subjects and the freedom to take courses outside TSU (national or international) for a further elective 10 credits.

The research component of the programme is broken down into three stages with two research projects, which are formatively assessed, prior to the production of the final PhD thesis that is summatively assessed. The PhD as a whole takes a minimum of three years and there are minimum doctoral standards in place to specify the characteristics of the thesis.

The panel formed the view that these parts form a consistent and logical programme that, when effectively implemented, could effectively enable students to achieve the learning outcomes. The panel heard that the programme results from the drawing together of a number of prior, more specialized programmes in order to consolidate PhD provision under a single 'PhD Psychology' rather than offering a variety of more specialized awards. Given the broad scope of this single PhD programme, the level of generality of the programme description is suitable. The open-ended and eclectic list of elective courses is acceptable. This is because the list includes electives that have value across PhD topics (Science Management, SPSS for PhD Students), and also allows students to engage with highly specialized and esoteric areas of research related to their PhD project, wherever in the world these are offered. TSU

does require a process to ensure that courses taken in other institutions are of a high standard and are suitable for the student's PhD work.

The extent of reliance on research projects within the programme, the level at which the learning outcomes are articulated, the nature of learning and teaching methods and the system of evaluation all give the panel confidence that the level of the award is aligned to the content and learning outcomes of the programme. The panel recognized in what it heard from staff that there are strong aspirations for the programme to reach the highest academic levels. The panel welcomed this aspiration and also recognized the importance of helping students learn how to publish their work in peer-reviewed journals and at high profile conferences as part of the PhD training.

Despite its affirmation of the programme's aspirational academic level, the panel had a concern that the requirement that two papers be published prior to defending a dissertation is too stringent. The programme requires these publications to be 'peer-reviewed scientific articles in such high-ranking international journals (or conference papers) that have an ISSN code and have an international editorial board (or scientific committee).' One of the publications should be in 'an international journal or conference proceeding indexed by Scopus or Web of Science.' It is normal for PhD students to produce peer-reviewed outputs, and this practice should be strongly encouraged and supported. However, when presented as a requirement this means that the timing of the submission of the thesis will depend on the administrative processes of the conferences and journal editors over which the University has no control. This may disadvantage some students. The highly competitive nature of academic publication also means that students may end up submitting work to lower quality journals in order to ensure publication in a timely way rather than aiming higher. In future TSU's own journal may become part of this problem. Most importantly, the learning outcomes of the programme can be met by a thesis even if its contents are not immediately acceptable to a peer-reviewed, indexed journal. The normal assessment criteria for PhD and journal publication are related, but they are not the same and the University may not be helping its students by devolving assessment judgments about PhD students to journal editors and conference organizers. The University should be more confident in its own ability to assess its own students.

On this basis the panel would suggest that this approach to assessment be kept under regular review and close scrutiny. This should include scrutiny of the publication success-rates of students, the impact of publication on the timing of PhD submission, and the nature of the journals and conferences that are used as the means to satisfy this criterion. In short, the panel's view is that there should be strong support for journal publication but that the requirement for publication prior to thesis submission may not be helpful. This issue is particularly important since the panel found that in the Georgian context PhD students are under significant pressure due to a general lack of funding for research degree study and so demands that are either excessively onerous or which tend to extend the period of study should be avoided where possible.

In discussion with the teaching team it also became clear to the panel that there is, in general, a good level of engagement with students, who are often treated as partners and collaborators in the research-production process. This indicated a welcome culture of research activity and academic collaboration that provides a good context for PhD study. This culture of research and co-operation is commendable. We would therefore expect that it will be easy for minimum standards of supervision to be implemented because many students will be receiving a higher level of supervision already.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Self-Evaluation Document and documentation referenced therein

- Programme Description
- Minimum Doctorate Standard
- Meeting with Self-Evaluation Team
- Meeting with Administrators,
- Meeting with PhD Supervisors
- Meeting with Head of Programme.
- Decision N100/2019 of the Academic Council of TSU of July 22, 2019 - "On the approval of the planning, designing, evaluation and development procedure of the educational programmes of LEPL - Ivane Javakhishvili Tbilisi State University"
- Other documentation provided by the University.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development
- To remove the requirement for publication prior to thesis submission, replacing this with more detailed assessment criteria for the thesis in order that judgments about whether a student has met the learning outcomes are made by TSU through its viva committee and not devolved to journal editors and conference organizers.

Evaluation

Please, evaluate the compliance of the programme with the component

The panel welcomed the decision to design a single PhD programme in psychology in place of a number of more specialized programmes, and agreed that the overall approach and structure of the programme are suitable for an award at this level in psychology. The panel judged that the programme complies with requirements.

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5. Academic Course/Subject

- 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 Education Programme's Compliance with the Requirements of the Component of the Standard

Describe, analyse and evaluate the compliance of the education programme 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.

A PhD programme as a whole (including taught and research elements) does not normally have a specified total number of credits and this is the case here. The taught component does have a specified number of credits (50 ECTS) and this is suitable as part of an overall learning and teaching strategy that ensures that students are supported to achieve the learning outcomes. High quality supervision is also required. The quality of the programme, therefore, will depend on the qualification, experience and skills of supervisors, the arrangements for supervision and the levels and periods of engagement that students have within the department. Library and research resources will also be important components.

The number of credits allocated for each study course is distributed according to the content of the study courses. Also, the number of contact hours is adequately distributed between teaching and independent work. For example, in the study course, the field seminar, which is taught within one semester, is presented with 10 credits (the rest of the courses, except the Professor's assistantship, are 5 credits), includes 1 hour of counseling classes per week (15 contact hours in total) and 235 hours of independent work (the most independent work hours in the program). It should be noted that the specifics and needs of the course are fully taken into account in the mentioned subject.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Self-Evaluation Document and Referenced Documents
- Academic Staff of the Doctoral Program in Psychology: List of Subjects
- Academic Staff CVs
- Other documentation supplied by the University.

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Overall, the course content is suitable to enable students to achieve the learning outcomes at the PhD level in psychology. A strong collaborative research culture provides an excellent context for this. However, this needs to be underpinned by minimum standards for the frequency and content of supervisions that are monitored. This will provide assurance that the expected quality is present for all.

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering 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 achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Admission preconditions and procedures to the Psychology PhD programme are consistent with the Law on Higher Education of Georgia. Programme admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the language of instruction. According to the prerequisites, applicants should comply with the following criteria:

- Hold master's or equivalent academic degree in psychology

- Hold master's or equivalent academic degree in social sciences

Doctoral candidates are required to prove their English Language proficiency at B2 level either by providing a valid language certificate or by passing the English Language Test organized by TSU. All candidates are supposed to submit a research proposal and present it to the admission committee at the interview. Each candidate also requires a recommendation or consent from the potential supervisor.

Admission of students with a master's degree from an HEI located outside Georgia is regulated in accordance with the legislation of Georgia. Students are also granted the right of internal and external mobility. A doctoral candidate who wants to study in a Georgian-language programme and whose native language is not Georgian must present a certificate of Knowledge of Georgian Language at B2 level or pass a written exam in the Georgian language organized by TSU.

As the Psychology PhD programme is new and the faculty has numerous suspended students on its existing doctoral programmes, the University has developed mobility guidelines. The nonregular mobility process is defined in accordance with the following steps:

- Faculty Board and Field Board approve the committee responsible for defining criteria and making decisions about existing students to be transferred to the new programme.
- Therefore, nonregular mobility is announced in accordance with the study process regulations of TSU
- Candidates complying with the predefined criteria should present the research proposal to the selection committee to prove thesis is still actual and relevant to the contemporary requirements

Admission of students to the programme is defined in compliance with the methodology of student body planning. Programme admission preconditions are fair, public and accessible. According to the submitted documents and findings of the interviews with the representatives of TSU administration, the student body for each educational programme is planned based on a special formula in which several factors are considered, namely: the number of applicants in the last years, number of students' mobility cases, resources of the university and the results of the labour market research. The number of doctoral candidates considered by the administration is 10.

Evidences/Indicators

- Educational Programme in Psychology
- Self-Evaluation Report
- Website of TSU;
- The Statute of Doctoral Programmes of the Faculty of Psychology and Educational Sciences;
- Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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 Education Programme's Compliance with the Requirements of the Component of the Standard

The presented doctoral program has been developed according to rules and procedures of educational programs of Ivane Javakishvili Tbilisi State University and complies with the university standard, the current legislation of Georgia and the European credit transfer system. The PhD program in Psychology is focused on developing practical skills for students. The professor's assistantship is included as a mandatory element of the educational component, which means: conducting work group, laboratory work, practical work/practical assignment for undergraduate and master's students; reading a lecture course for the students of "Children's University"; preparation of midterm and final exam questions, tests; correcting students' papers; reviewing master theses; If the doctoral student is at the same time an assistant/teacher or invited specialist of TSU, conducting lecture/practical/seminar/laboratory classes, the work performed can be considered as a professor's assistantship. This is confirmed by the self-assessment report, the syllabus of the course: "Professor's Assistantship" and the results of the interview.

The program offers students "Empirical Research Methodology", "Quantitative Research Methods and Statistics", "Qualitative Research Methods" and "Field Seminar" as well as research projects in order to develop scientific skills. Scientific research projects give students the opportunity to develop the skills necessary for the completion of a research paper before the dissertation. It also helps in the preparation of publications, which are required for submission of the written thesis.

In the doctoral educational program "Psychology", the development of scientific skills is promoted by university and faculty events like the university scholarship fund created for financing student's research based on a competition; organizing student scientific conferences; business trips to the international conferences for doctoral students and their supervisors, who make an oral/written presentation; Publication of a paper in the journal "Georgian Psychological Journal" established for exactly promoting PhD students' theses; Support for the participation of doctoral students (young scientists) in the grant competition by the Shota Rustaveli National Scientific Foundation. The promotion of Georgian scientists at the international and local level and increasing the visibility of their scientific works is supported by new Erasmus+ program HERD project (Raising Research Capacity of

Georgian HEIs through Developing R&D Units). It aims to establish a joint research platform that would facilitate the planning, implementation and evaluation of research activities in the target universities. Thus PhD students/scientists will attract funding from European sources and engage in various grant projects. Participation in exchange programs of professor is also beneficial for the program. This is confirmed both from the self-assessment report and the results of the interview.

Another advantage of the program is its research component, which is focused on the development of the following competencies: independent research planning; Formulation of research question or research hypothesis, selection of research design, finding materials, quantitative and qualitative data collection, drawing a conclusion, presenting the results to the target community. Graduates confirm the above mentioned acquired skills during the interview.

As a result of the review of the self-evaluation report and the attached syllabi, it is confirmed that the content of the program is built according to the latest achievements and research trends of the doctoral educational program "Psychology". The mandatory and additional literature used is mostly international and reflects the latest developments.

Evidences/Indicators

- Programme description and syllabi (Appendix 1)
- Mechanisms for evaluating programme learning outcomes (Appendix 4)
- Doctoral regulations (Appendix 11)
- Information on the participation of students of the programme in scientific conferences of students on the website of the university: www.tsu.ge

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantiall y complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented 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 Education Programme's Compliance with the Requirements of the Component of the Standard

The doctoral educational program of "Psychology" uses a variety of teaching-learning methods, which are presented in the program's syllabi. These are: explanatory method; demonstration method; method of comparative analysis; individual work; team work; discussion/debate; presentation; cooperative learning; problem-based learning (PBL); practical method; the project; action-oriented learning; Electronic learning (E-learning).

The information related to student's individual learning results can be obtained through the educational process management system (lms.tsu.ge) and electronic learning portal (elearning.tsu.ge). The student has the right to appeal the results of the assessment.

Learning in the program is carried out in the form of lectures, seminars and practical work. Teaching and learning methods are used flexibly in courses according to specific needs. For example, the SPSS course for doctoral students uses the following teaching-learning methods: discussion/debate; demonstration method; explanatory method; Action-oriented learning. Also we can mention the course, a field seminar, which uses the following methods: oral/written method, discussion/debate, working on a book, demonstration method/presentation, written work method, group work method.

To conclude, learning methods correspond to the level of doctoral program and the content of the course.

The program has a curriculum map, which describes how each learning outcome of the program is related to the specific study course. In the Curriculum Map, the Empirical Research Methodology Syllabus program learning outcome is mentioned to be PLO 9 - Implements and directs development-oriented activities and research projects based on the latest developments – however, in the Curriculum Map learning outcome does not indicate the number. Probably this is a technical error and entry should be PLO 9 instead of PLO 8.

The number of credits allocated for each study course is distributed according to the content of the study courses. Also, the number of contact hours is adequately distributed between teaching and independent work. For example, in the study course, the field seminar, which is taught within one semester, is presented with 10 credits (the rest of the courses, except the Professor's assistantship, are 5 credits), includes 1 hour of counseling classes per week (15 contact hours in total) and 235 hours of independent work (the most independent work hours in the program). It should be noted that the specifics and needs of the course are fully taken into account in the mentioned subject.

Learning methods correspond to the level of doctoral teaching and the content of the course. Although during COVID Pandemic the university has experience of online teaching and proper electronic courses, during the interviews, the staff confirms the necessity of offline mode. It can be said that the university is not ready to support the distance learning regime, even in the presence of international students.

As a result of examining the syllabi and other available documentation, we can say that the teaching-learning methods correspond to the learning outcomes of each study course. The methods and criteria for evaluating learning outcomes are described in detail for each study course.

The syllabi present both mandatory and supporting literature, which is necessary to achieve the learning outcomes of each course. Literature is available on the E-library. Also, the Professors themselves provide the students with the necessary literature, which is confirmed by the interviews.

It is important to note that during interviews students mentioned the difficulties with publishing research articles. Students stated that mostly the support available from the University in the form of grants and/or other support programmes is *not enough* to enable them to publish their papers. Students are required to publish 2 scientific publications in a refereed journal, which is quite a complicated process and also associated with high-costs. It is desirable to provide more support for students to publish their articles.

Evidences/Indicators

- Programme description (Appendix 1)
- Study syllabi (Appendix 1)
- Mechanisms for evaluating programme learning outcomes (Appendix 4)
- Survey tools and survey results (Annex 14)
- Resolution of the Academic Council of the University No. 68/2018 – “on the approval of the rules for the development of an individual curriculum”; <https://www.tsu.ge/ka/legalakad/15977>
- Resolution of the Academic Council of the University No. 71/2018 – “on the approval of the rules for implementing the educational process of students with special educational needs and disabilities.” <https://www.tsu.ge/ka/legalakad/15980>
- Electronic platforms, e.g.: institutional version of Zoom,
- <https://lms.tsu.ge/> and <https://e-learning.tsu.ge/>

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard
- To ensure that all programme documentation is correct. In particular, to check the references to programme learning outcomes in the Curriculum Map to ensure that they are comprehensive and refer to the correct programme learning outcome number (e.g. PLO 9).

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

2.4. Student Evaluation

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

Cluster and individual evaluation

Summary and Analysis of the Education Program's Compliance with the Requirements of the Component of the Standard

For each programme, a student evaluation system is set up and each syllabus describes the evaluation method and form used; the teaching methods are made clear and are adapted to the learning outcomes of the course. The evaluation of learning outcomes is made easier for teachers and students alike as teaching methods are adapted to each course's objective. The evaluation system is approved by Order N3 of the Minister of Education and Science of Georgia dated January 5, 2007 and the student's learning results and achievements are evaluated accordingly. Students receive their evaluation by the help of learning process management system (lms.tsu.ge) and the e-learning portal (e-learning.tsu.ge).

The educational programs include two assessment forms –intermediate (single or multiple) and final assessment, the sum of which represents the final assessment (100 points). The assessment component integrates different assessment methods (homework demonstration, working in groups, presentation, oral/written survey, the performance of practical/theoretical tasks, working in a participation in discussions, etc.)

During their interview, academic staff mentioned that each evaluation form and component had a specific share in the final evaluation from the total evaluation score (100 points), which is reflected in the specific syllabus and is communicated to students at the beginning of the academic semester. Each professor decides how to distribute the points according to the components, depending on the different activities and the specifics of the subject. Students confirmed this information as well and there was not any miscommunication regarding this process.

PhD students mentioned that there is a prerequisite for the defense of the thesis, at least 2 scientific publications, as well as 2 scientific research projects and an oral presentation. There is a good chance to launch scientific publications in the journal which is established by the University.

During the interview, students mentioned that the university has a mechanism for appealing the results and midterm and final exams within 48 hours after receiving exam score in electronic system - <http://lms.tsu.ge>, which is comfortable for them. As it was mentioned, they do not use it often because their exams are evaluated fairly. But they remembered the experiences of the students who appealed and their papers were reviewed against regulations and rules.

All the students mentioned that supervisors are actively involved in the process of evaluation the progress of the doctoral students and while working on research and thesis.

Evidences/Indicators

- Interview with PhD students and alumni
- Mechanisms for evaluating program learning outcomes
- MA Program and Curriculum
- Electronic portal: Lms.tsu.ge
- Electronic portal: e-learning.tsu.ge
- Interview with Program supervisors

- Statute of the Dissertation Council
- Order N3 of The Minister of Education and Science of Georgia

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

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 involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Students receive guidance from each professor if needed. Professors are free regarding the consultation and students can contact them anytime and directly ask for any information related to their course. Supervisors and professors are open anytime, in case of consultation, if student need any assistance from their side, they get it immediately without any restrictions. The building which houses both programme features several spaces designed to facilitate student / academic consultation.

Moreover, students confirmed that they have access to TSU's Career support services, supporting internships and future employment opportunities. They receive emails on a daily basis regarding new conferences, new job opportunities and any activities in which they may wish to be involved.

The interview revealed the positive attitude of students towards academic staff. They are always open to share all kinds of information and advice with students in order to improve the educational program and learning processes. Moreover, students mentioned during the sessions that they are treated as equals and future colleagues, this attitude and behavior on the part of the staff is motivating for the students. Additionally, students have access to all information related to conferences, internships, and training which are held inside the University. A Moodle Free Online Learning Management System (e-learning.tsu.ge) is provided to help students access all the above-mentioned.

Furthermore, an electronic system for managing the learning process allows all students to create an individual learning plan through their "profile", learn about the grades received in the teaching courses they have completed, receive current information related to the learning process, etc. Also, ims.tsu.ge and e-learning.tsu.ge portals are actively used for communication with students inside and outside of the university. They have access for free on electronic resources such as JSTORE, Elsevier, the world's largest international Publisher, journals indexed in the Web of Science and Scopus databases and others.

In terms of enhanced mobility, special grants and an Erasmus+ mobility grant will be made available for PhD students. Furthermore, a number of conferences which take place at TSU will be accessible to students to be used as platforms to present their findings. The publishing of research data will be funded if the impact of the paper is high enough.

Additionally, there are international students from Ukraine, Armenia, Azerbaijan. Academic staff also involve international students in the teaching process and in projects.

Evidences/Indicators

- Syllabi
- Educational Programme, Ph.D.
- Programme and Curriculum (Ph.D.)
- Interviews with students and graduates
- Site visit

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for Programme Development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2. Master's and Doctoral Student Supervision

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

PhD students and graduates voiced their satisfaction regarding thesis supervision: they highly valued the specialist guidance made available to them by the academic team. Some of them had more than one supervisor, which was recognized as a positive side. They are qualified specialists in their fields and students obtain the right guidance from them. Students confirmed that academic staff have teaching experience. The supervisor of the dissertation is selected according to scientific research experience on the relevant research topic. The teaching method is appropriate to international standards. Some of the students who were beneficiaries of the Erasmus+ exchange programme mentioned that they get more than enough information about the programme from academic staff.

Moreover, from 2021, the faculty participates in the Erasmus+ Consortium project: "Creation of a psychological service in Georgian higher education institutions", which is a very good support for the psychological consultation and training center initiated by the faculty.

In terms of mobility and internationalization students are actively involved in different exchange programs. During the interview, students mentioned that they are involved in research and exchange programs. They also participate in conferences with the help of the academic staff. PhD students confirmed that this gives them opportunity to use data in their research and articles to be published. Despite this, students expressed a need for financial support for their educational and research activities as doctoral students. This is confirmed in the Self-Evaluation Report as an 'Area for improvement'.

During the interview, most of the students mentioned that they have already published their articles in refereed journals. Some of them are working on their projects and research work and are preparing

articles for publication by the end of the academic year. Additionally, one of the student holds a PhD scholarship from Shota Rustaveli national scientific foundation of Georgia. However, it is important to note that during interviews students mentioned the difficulties with publishing research articles. Students stated that mostly the support available from the University in the form of grants and/or other support programmes is *not enough* to enable them to publish their papers. Students are required to publish 2 scientific publications in a refereed journal, which is quite a complicated process and also associated with high-costs. It is desirable to provide more support for students to publish their articles.

Most of the students start work as recommended by their supervisors or other academic staff. However, students can be helped in getting jobs by the employment counseling service. Student career development supports them on a daily basis by informing them about labor market opportunities and prospects through individual and group consultations. Students receive notifications of new job opportunities via email from the Career Development Center.

Students and graduates expressed negative attitude regarding job opportunities / assistantships inside the university. As they mentioned, it is better for them not to spend too much time and resources in the process of learning in another job. There are many factors to consider in this regard, as it takes quite a lot of time and energy to work on research articles. It would be better for them to be provided with a job by the university itself, with a corresponding salary, which is offered by another employer, so that they can devote more time to their academic work.

The panel experienced an enthusiasm about research within the Faculty and observed the supportive attitude of staff, who work collaboratively with research students. It also read of some good practice in supervisory teaching. However, the panel developed a concern that this research culture needs to be underpinned by minimum standards for supervisory teaching that are implemented effectively and monitored for *all* PhD students. The informality of supervision arrangements and opportunistic involvement of students in the projects of staff members suggests that some students will have an excellent experience, but it does not guarantee that experience for all. There are no minimal standards for the content and frequency of supervisory meetings. There is no formal monitoring of student supervision. (The Minimum Doctorate Standard specifies only that “The scientific supervisor provides a PhD student with consultations when planning the academic and research process with the respective PhD programme supervisor(s).”, see Minimum Doctorate Standard, Annex 1, Article 5. There are also minimum standards for the programme supervisor. See Annex 2, Programme Supervisor. However, the provision and monitoring of minimum standards of supervisory support for PhD students are absent.) Also, there is no guarantee that a student will be able to engage with a staff research project in order to benefit from that experience. Some students are likely to receive such benefits, but the panel heard from staff that this cannot be guaranteed in every case. The programme description should make clear to students all of the opportunities that will be open to them that contribute to the achievement of the learning outcomes. Anything included in that document must then be provided for each student. If a particular opportunity cannot be guaranteed for all students then the other ways in which equivalent support can be provided to achieve the learning outcomes should be made clear.

Arrangements for supervision are particularly important for research programmes in which a large proportion of the teaching is provided through a supervisory relationship and so a focus on formal systems to ensure quality in this area is very important.

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses	0
Number of master's/doctoral students	0
Ratio	0

Evidences/Indicators

- Interviews with students and graduates
- Syllabi
- Educational Programme, Ph.D.
- Doctoral Thesis Regulatory Documents
- Programme and Curriculum (Ph.D.)
- Site visit

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard
- To underpin the strong collaborative research culture by ensuring that all of the aspects of the programme that support a student to achieve the learning outcomes are specified formally. To ensure that it is demonstrably the case that the same level of support to achieve the learning outcomes is available to all students without reliance on informality. This requires documented minimum standards for the number, frequency and content of supervision meetings. The application of these standards should be monitored for each student so that the Faculty can demonstrate that the minimum standard (or better) is provided in every case.

Suggestions for the programme development

- Significantly improve the availability of assistantships inside the university that have a salary sufficient to support PhD students.
- Either the requirement for publication prior to thesis submission should be removed, or the support to enable students to publish should be improved. This is an important suggestion that should be addressed.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure 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 of appropriate competence.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and analysis of the educational programme

31 academic staff of the Faculty of Psychology and Educational Sciences (including 8 professors, 18 associate professors, 5 assistant professors) are involved in the implementation of the doctoral program. Academic staff hold academic positions in accordance with the current legislation, according to the rules of competition. The qualifications of the persons implementing the programme are in accordance with their qualification requirements, functions and applicable legislation. In particular, the university has set certain qualification requirements for the academic staff (Resolution No. 118/2014,

December 22, 2014, on unified rules for recruiting academic staff of the LEPL - Ivane Javakhishvili Tbilisi State University and holding a competition).

The qualifications, teaching and research experience of the academic and guest staff involved in the programme are in full compliance with the goals of the programme. The professors and guest teachers involved in the doctoral programme of psychology have the necessary competence to produce learning outcomes in the field of psychology, an academic degree corresponding to the profile of the programme, and varying levels of teaching and research experience, as confirmed by the scientific works they have completed and published in the last 10 years. The panel experienced an enthusiasm about research within the Faculty and observed the supportive attitude of staff, who work collaboratively with research students. It also read of some good practice in supervisory teaching.

The number of personnel involved in the implementation of the programme is in accordance with the recommended methodology for planning the number of personnel implementing the educational programme of LEPL - Ivane Javakhishvili Tbilisi State University (order of the head of the quality management service of the university No. 05-03, 07.03.2018) and is adequate for the number of students enrolled in the programme. In addition to teaching, the staff of the educational programme is involved in the processes of student counseling and programme development, as well as in various events planned within the programme. The academic staff involved in the doctoral educational programme in the Georgian educational space are distinguished not only by their educational and scientific-research achievements, but also by their active public-political, expert and consulting activities, as evidenced by the results of the staff survey and their autobiographical data.

The academic staff involved in the implementation of the programme has up to date knowledge, the ability to creatively and critically analyze the latest achievements in science, and successful experience in developing local and international grant projects. 37 Self-Evaluation Report of Higher Education Programme Depending on the specifics of the research topic, in case of a justified request, the university invites specialists from other higher education institutions or scientific research centers as the supervisors of the dissertation topic, moreover, it is advisable for the second supervisor (co-supervisor) to be a representative of the academic staff of TSU.

There is a range of research and publication experience among the staff. Individual staff members publish in different areas, more or less frequently, and in a variety of types of publication. Some have a focus on projects that serve Georgian society directly, while others have a more international focus, with some examples of publication at a very high academic level among the staff. In line with the purpose of the Faculty of Education and Psychological Sciences, some are engaged in psychology and education at a national level, working on nationally significant projects and publishing in both academic and more popular fora. Other staff have a more internationalized background and a stronger academic focus, at times publishing at a higher academic level. Some staff have strong statistical competence and are thereby able to support quantitative methods training effectively. It is reasonable to expect that a significant proportion of the staff would have had their own research training at TSU and this is indeed the case.

A balance between academic and visiting staff ensures the sustainability of the programme. The implementation of the doctoral programme in psychology is facilitated by the administrative and support staff of the Faculty of Psychology and Educational Sciences. In particular, solving organizational issues related to the educational process. The following administrative and supporting structural units of the faculty serve to create appropriate conditions for study, teaching and research for doctoral students and academic staff: Library, Chancellery, Learning Process Management Service, Scientific Research and Internationalization Service, Student Service Center, Resource Management Service, Quality Assurance Service. The field of their activity, goals and main functions are regulated by the faculty regulations (SER). SER information seems quite convincing.

During the online meeting it was noticed that almost all the questions asked were answered by the head of the Programme. Perhaps a more even distribution of responsibilities should be desirable.

The panel would encourage the faculty to continue to appoint staff with a background and focus at international level as well as those with a national focus, and to maintain a substantial proportion of staff who were not themselves trained at TSU. Both horizons of activity are important for the overall contribution of the faculty. The Faculty should manage its staffing to ensure that there are regular opportunities to appoint younger scholars.

The panel formed the view that as a whole the academic staff body has the capacity to supervise a number of PhD studies in psychology at the level required for the award for. In order to ensure that this capacity is maintained and developed it is important that there are regular opportunities for ongoing staff training and enrichment, as well as for mutual sharing of research expertise among academic staff.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁶	Including the staff holding PhD degree in the sectoral direction ⁷	Among them, the affiliated staff
Total number of academic staff	31			
- Professor	8			
- Associate Professor	18			
- Assistant-Professor	5			
- Assistant	-			
Visiting Staff	2			–
Scientific Staff	-			–

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Programme description and syllabi (Appendix 1)
- Resumes of programme supervisors, academic and visiting staff (Appendix 5)
- Functions and duties of the head of the programme, administrative staff (Appendix 6)
- List of personnel implementing the educational programme by subject/subjects (Appendix 2)
- Methodology for determining the number of academic, scientific and guest personnel of the programme (Appendix No. 6)
- Online meeting

Recommendations:

⁶ Staff implementing the relevant components of the main field of study

⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for Programme Development

- To continue to appoint staff with a background and focus at international level as well as those with a national focus, and to maintain a substantial proportion of staff who were not themselves trained at TSU. Both horizons of activity are important for the overall contribution of the faculty. The Faculty should manage its staffing to ensure that there are regular opportunities to appoint younger scholars.
- In order to ensure that the capacity for supervision is maintained and developed, it is important to provide regular opportunities for ongoing staff training and enrichment, as well as for mutual sharing of research expertise among staff.
- To ensure that programme management responsibilities are evenly distributed throughout the staff team, avoiding an excessive concentration of responsibilities on the Head of Programme.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Qualification of Supervisors of Master's and Doctoral Students

The 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.

Describe, analyse and evaluate the compliance of the education programme 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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Description and analysis of the educational programme: The supervisors of doctoral students of the doctoral program "Psychology" are academic staff of the faculty who are recognized specialists in the field, have relevant publications, research projects, and who participate in scientific conferences. This is confirmed by the documentation reflecting their activities (see Appendix 5).

The qualifications and research experience of PhD supervisors are in full compliance with the objectives of the programme. Supervisors of doctoral students have an academic degree and research experience relevant to the profile of the programme, as evidenced by the scientific works they have completed and published in the last 10 years. Supervisors of doctoral students actively participate in international scientific conferences, projects, trainings and workshops held abroad. From 2016 to 2021, the academic staff (supervisors of doctoral students) of the Faculty of Psychology and Educational Sciences gave

about 80 presentations at high-ranking international scientific conferences held abroad, such as the International Congress of the Association of Psychological Sciences, the International Association for the Study of Individual Differences, the Association for Personality and Social Psychology , Conference 38 Self-Evaluation Report of Higher Education Programme of the European Association for Health Psychology, European Association for Psychological Assessment, etc.

Many of the academic staff of the Department of Psychology actively seek to publish articles in international peer-reviewed high-rated journals. In 2016-2021, the academic staff involved in the program, co-authored with foreign colleagues, published about 120 publications in refereed foreign journals of varying quality. The best examples of this would include such journals as Personality and Individual Differences, Psychological Reports, Journal of Loss and Trauma, Journal of Homosexuality, Brain and Development, Epilepsy and Behavior, Journal of Individual Differences, and others.

The administration of the faculty promotes work to publish in highly rated international journals by the academic staff. Since 2019, the faculty has been operating a reward programme, which provides for the issuance of an incentive financial award for publishing articles in a journal that are indexed in the SCOPUS or Web of Science bibliometric databases. The award programme has been in effect since 2019, and the faculty has already awarded financial rewards for the publication of up to 20 articles.

Number of supervisors of Master's/Doctoral theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's/Doctoral thesis			
- Professor	6		
- Associate Professor	5		
- Assistant-Professor	1		
Visiting personnel	2		–
Scientific Staff	-		–

Evidences/Indicators

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

- Resumes of programme supervisors, academic and visiting staff (Appendix 5)
- Functions and duties of the head of the programme, administrative staff (Appendix 6)
- Indicators of scientific activity of academic staff of the programme (Appendix N 16)
- Online interviews
- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development
- Organize regular training for students to help them choose grant-giving organizations and/or to write grant applications.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Professional Development of Academic, Scientific and Invited Staff

- 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 Education Programme's Compliance with the Requirements of the Component of the Standard

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

The staff evaluation procedure is determined by the TSU Academic Council Resolution No. 81/2018 of February 26 - on the approval of the Ivane Javakhishvili Tbilisi State University personnel evaluation procedure, according to which the goals of job evaluation are: a) the staff accurately perceives the expectations that TSU has in relation to them; b) systematic monitoring of personnel activities, identification of strengths and weaknesses; c) identification of personnel development needs, discovery of individual potential and development in the right directions; d) increasing labor motivation and job satisfaction; e) improving the quality of performance of assigned duties.

Ivane Javakhishvili Tbilisi State University conducts annual evaluation of academic and visiting 39 Self-Evaluation Report of Higher Education Programme staff. The Faculty's Quality Assurance Service provides programme leaders with information on evaluation results and analysis of these results.

At the request of the faculty's internal regulations and the Georgian Academy of Sciences, at the end of each calendar year, a scientific activity report of each member of the Department of Psychology is submitted, which describes scientific publications and participation in conferences, scientific projects and other scientific activities.

The faculty conducts various types of scientific activities (seminars, trainings, conferences) for academic staff, which contribute to their professional development. Participation in the conference is open and invited teachers are also actively participating in it.

The academic staff implementing the programme actively participates in international scientific conferences, projects, trainings and workshops held abroad. From 2016 to 2021, the academic staff of the Faculty of Psychology and Educational Sciences gave about 80 presentations at high ranking international scientific conferences held abroad, such as the International Congress of the Association of Psychological Sciences, the International Association for the Study of Individual Differences, the Association for Personality and Social Psychology, Conference of the European Association for Health Psychology, European Association for Psychological Assessment, etc.

The Faculty of Psychology and Educational Sciences systematically takes care of raising the qualifications and professional development of the staff in terms of introducing modern information technologies in teaching and research, which, along with various measures, involves the strengthening of e-learning using the Moodle platform. This, in turn, will contribute to the improvement of communication channels between lecturers and students and ensure effective dissemination of information. In November-December 2018, the Information Technology Department of TSU planned and conducted individual and group trainings for faculty staff on the use of anti-plagiarism software and Moodle in educational courses. In the conditions of the pandemic, the quality assurance service held a number of online trainings regarding the challenges of distance learning with the involvement of foreign experts. In addition, since 2018, trainings and workshops have been systematically held to outline the requirements of updated accreditation standards, programme goals and learning outcomes, and create a programme accreditation self-evaluation report.

The faculty finances the participation of academic staff in scientific forums, which is reflected in a specific category of the budget.

Tbilisi State University offers students and academic staff the opportunity to participate in various programmes. The following exchange programmes are active at TSU: Erasmus +, Erasmus Mundus, Mevlana, Marie Curie, DAAD programs. Also, various English-language, German-language, Italian-language and French-language programmes.

The Faculty provides a salary supplement for an article published in a journal with an impact factor/score indexed in the WEB of Science, Scopus databases.

Since December 8, 2017, Ivane Javakhishvili Tbilisi State University has access to the Clarivate Analytics product - "Web of Science (WoS)". The "Web of Science" platform can be accessed from any computer connected to the TSU network, for which, from any Internet browser one can go to the address: www.webofscience.com. In addition to the "Web of Science" platform, access to the Journal Citation Report is enabled, from which the list of journals with an impact factor can be viewed. In 2018, trainings were held regarding the use of the base. Interested academic staff and doctoral students were invited to the trainings. In addition, academic staff involved in the doctoral program have access to bibliometric index databases Google Scholar, Web of Science, Scopus.

Since 2019, the international refereed journal "Georgian Psychological Journal" has been operating at the faculty, where local and foreign specialists can publish scientific papers. 40 Self-Evaluation Report of Higher Education Programme

In order to strengthen the internationalization process, at the initiative of the Department of Scientific Research and Development, minimum scientific requirements were developed, which oblige academic staff to create highly rated scientific publications (Decision 122/2014; <https://www.tsu.ge/ka/legalakad/39621>)

The academic staff of the Department of Psychology actively publishes articles in international peer-reviewed high-rated journals. In 2016-2021, the academic staff involved in the programme, co-authored with foreign colleagues, published about 120 publications in refereed foreign journals. For example, in such magazines as Personality and individual differences, Psychological reports, Journal of Loss and Trauma, Journal of Homosexuality, Brain and Development, Epilepsy and Behavior, Journal of Individual differences and others.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Resumes of academic and visiting staff (Appendix 5)
- List of personnel implementing the educational programme by subject/subjects (Appendix 2) ● Methodology for determining the number of academic, scientific and visiting personnel of the programme (Appendix 6)
- Quality assurance service website <https://www.tsu.ge/ka/quality-assurance>
- Results of the survey and evaluation of staff performance and satisfaction by TSU (Appendix 14);
- Measures implemented for the development of academic, scientific and guest personnel (Appendix 16);
- Annual reports of the Scientific Research and Development Department of the Faculty: <https://www.tsu.ge/ka/faculty/188/%E1%83%A4%E1%83%A1%E1%83%98%E1%83%A5%E1%83%9D%E1%83%9A%E1%83%9D%E1%83%92%E1%83%98%E1%83%98%E1%83%A1%E1%83%90%20%E1%83%93%E1%83%90%20%E1%83%92%E1%83%90%E1%83%9C%E1%83%90%E1%83%97%E1%83%9A%E1%83%94%E1%83%91%E1%83%98%E1%83%A1%20%E1%83%9B%E1%83%94%E1%83%AA%E1%83%9C%E1%83%98%E1%83%94%E1%83%A0%E1%83%94%E1%83%91%E1%83%90%E1%83%97%E1%83%90%20%E1%83%A4%E1%83%90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83%98/page/%E1%83%A1%E1%83%90%E1%83%9B%E1%83%94%E1%83%AA%E1%83%9C%E1%83%98%E1%83%94%E1%83%A0%E1%83%9D%E1%83%90%E1%83%9C%E1%83%92%E1%83%90%E1%83%A0%E1%83%98%E1%83%A8%E1%83%98> 4.4 Material Resource
- Online interviews
-

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with	Partially complies with	Does not comply with
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		requirements	requirements	requirements
4.3 Professional development of academic, scientific and invited staff	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4. Material Resources

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

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

The educational programmes of all levels of the Ivane Javakhishvili Tbilisi State University and their material-technical base serve to implement the goals defined by the university's charter and correspond to the goals and results of the educational programme. The existence of the necessary material and technical base for the implementation of the programme is one of the indicators of the internal evaluation of the educational programme, one of the factors determining the approval and functioning of the programme. University infrastructure and material-technical resources available to students without restrictions are 41 Self-Evaluation Report of Higher Education Programme used to achieve the learning outcomes provided for by the psychology doctoral programme at the Faculty of Psychology and Educational Sciences.

The doctoral programme in psychology is carried out in the third academic building of the university. The students of the programme use the common university library, as well as the faculty library, which contains professional literature, as well as mandatory literature and relevant readers specified in the programme syllabi. University students have access to the latest scientific literature and publications in electronic databases (Elsevier SCOPUS, Elsevier ScienceDirect, EBSCOHost, JSTOR).

In the 3rd educational building there are educational auditoriums equipped with proper equipment, academic and administrative staff working rooms; rooms for individual meetings with students; Computer resource center, 2 computer laboratories, 2 training rooms (with all necessary equipment and supplies for training). A computer program of experimental psychology was created for the teaching and research purposes of the faculty. The protection of the personnel and students employed at the university, as well as material values, from criminal or other types of encroachment is carried out within the framework of a unified system, with physical and technical means of protection: 1. Physical protection refers to the activities of citizens and security guards with appropriate training, which aims to achieve the goals described in the regulations of the Protection and Security Service; 2. Technical protection refers to modern electronic means of protection, including video surveillance and alarm systems, fire safety devices, the existence of a fire prevention and evacuation system from buildings in emergency situations (placement of evacuation plans in university buildings, in a visible place) and others.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Existing infrastructure
- Website of the university library: <https://www.tsu.ge/ka/library>
- Website of the National Scientific Library of the University: <http://www.sciencelib.ge/>
- Website of the library of the Faculty of Psychology and Educational Sciences: <https://tsu.ge/ka/faculty/665/%E1%83%A4%E1%83%A1%E1%83%98%E1%83%A5%E1%83%9D%E1%83%9A%E1%83%9D%E1%83%92%E1%83%98%E1%83%98%E1%83%A1%E1%83%90%20%E1%83%93%E1%83%90%20%E1%83%92%E1%83%90%E1%83%9C%E1%83%90%E1%83%97%E1%83%9A%E1%83%94%E1%83%91%E1%83%98%E1%83%A1%20%E1%83%9B%E1%83%94%E1%83%AA%E1%83%9C%E1%83%98%E1%83%94%E1%83%A0%E1%83%94%E1%83%91%E1%83%90%E1%83%97%E1%83%90%20%E1%83%A4%E1%83%90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83%98/page/%E1%83%91%E1%83%98%E1%83%91%E1%83%9A%E1%83%98%E1%83%9D%E1%83%97%E1%83%94%E1%83%99%E1%83%90>
- Online interviews

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The faculty's resources allocation depends on the university central budget and their organization is feasible and financially sustainable. The covered items are appropriate and correspond to relevant areas, attaining complementary resources are adequately taken into account. The faculty budget ensures allocation of funding to support the programme's requirements, including salary of the staff,

funds for enrichment of library resources, maintaining and developing material-technical base, allocating funds to scientific activities and incentives for staff and students, including research grants.

Budget is calculated initially for 10 students; however, faculty is well aware of the financial responsibilities to stipulate the support of the programme in case of not recruiting the expected amount of students. For this purpose, funds are distributed from the profitable programmes of the faculty, as well as certain amount could be also allocated from the central budget of the University to finance relatively small programmes in case of such necessity.

Evidences/Indicators

- Self-Evaluation Report
- Budget
- Conducted Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partly complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises 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

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.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Quality assurance at Ivane Javakhishvili Tbilisi State University is regulated by the Quality Assurance Statute. The QA Office implements internal quality assurance through both faculty and central offices. The Office is divided into the Institutional Development and Authorization Department and Department for Accreditation, Research and Evaluations. The submitted documents and interviews conducted during the site visit showed that the QA Office plans and coordinates ongoing evaluation of the quality of education. By enhancing the quality culture, the Office supports integration of the University in the common European educational space.

The QA Office also coordinates the monitoring of regular evaluation of academic and scientific-research activities. Accountability is ensured through receiving and giving feedback and recommendations for all stakeholders involved in the process, including internal and external interested parties. The Quality Assurance Service carries out its activities in line with the autonomy of the University, compliance with the principles of inclusion, academic integrity and respecting diversity, constant communication and sharing best practice. Therefore, quality assurance mechanisms are defined in accordance with the "Plan, Do, Check, Act" (PDCA) principles.

Internal assessment and evaluation process involve students, alumni, employers, academic, invited and scientific staff and other relevant interested parties. Staff of the programme cooperate closely with the QA Office in internal evaluation processes, defining relevant assessment methods and practices, as well as generating evidence that is used for the further development of the whole programme evaluation. Periodically, formal and informal meetings are arranged with academic and invited staff. The University ensures programme specific assessment processes, defining assessment criteria that are relevant to the programme and the associated qualification. The HEI also ensures ongoing study process monitoring and adaptation of the specific assessment mechanisms if necessary. For instance, distance learning requires updated satisfaction surveys and relevant evaluation forms. Such specific forms are also developed for evaluating the process of supervision.

Generally, programmes are evaluated in accordance with the predefined qualitative and quantitative indicators, such as students' number, progress and necessities, employment rate, graduation rate, staff of the program, stakeholders survey analysis. For the purpose of advancing programme implementation, elaborated recommendations and assessment results of the faculty and central QA offices are submitted to the programme development committees, relevant faculty and academic boards of the university.

The University has implemented a comprehensive and effective practice of planning, working out and development the Educational Committee. The Committee comprises all interested parties and their

engagement in the development of high quality education at the HEI. The Committee includes not only academic and invited staff members, but also administrative personnel, students, alumni, employers and other relevant stakeholders. The Faculty QA Office is working on opportunities and further improvement possibilities that are defined by the committees and self-evaluation working groups, as well as suggesting relevant recommendations. The internal monitoring process is also an active practice at the University - the internal collegial process for conducting a simulation of the accreditation expert sessions and the process as a whole. In accordance with established practice, the target programmes for simulation assessment include programmes subject to frequent changes as well as those that change only infrequently.

Following the above mentioned, accreditation visit findings and the analysis of the relevant documents, it is clear that QA mechanisms defines the evaluation of programme as a collaborative process, ensured by involving academic staff, faculty, students, alumni, as well as invited staff, employers, experts and relevant administrative staff. The Quality Assurance Office together with staff of the programme has worked on the elimination of weaknesses identified during the elaboration of self-evaluation reports and planned for further improvements. Furthermore, it should be mentioned that engagement and efforts of the stakeholders in the accreditation preparation process has significantly contributed to the development the program.

Evidences/Indicators

- Educational Programme in Cultural Personology, Psychological Anthropology and Migration Studies
- Self-Evaluation Report
- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- Committee of Planning, Working out and Development of educational programmes
- Resolution of the TSU Academic Council No81 / 2018, February 26, on the approval of the staff evaluation rule of LEPL Ivane Javakhishvili Tbilisi State University.
- Resolution of the TSU Academic Council No78 / 2018, February 26, LEPL – Ivane Javakhishvili Tbilisi State University “On the approval of the rules of evaluation of educational and scientific-research activity”
- Resolution of the TSU Academic Council No113 / 2018, April 30, LEPL – Ivane Javakhishvili Tbilisi State University “On the approval of the rules and conditions for affiliation of the academic staff (Professor, Associate Professor, Assistant Professor, Assistant)
- Educational programs evaluation form and indicators, including evaluation form and indicators of syllabi
- Questionnaire forms for students, graduates, employers and staff survey
- Conducted Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 External Quality Evaluation

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

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

External quality assurance at Ivane Javakhishvili Tbilisi State University is mainly carried out through Accreditation and Authorization Processes, maintained by the National Center for Educational Quality Enhancement. The University QA Office reviews the recommendations and suggestions and the findings are introduced to the faculty. Therefore, QA Office ensures compliance of the developments in relation to the findings of the experts and the recommendations received.

Educational programmes are periodically evaluated by external experts, including international experts. The HEI has implemented a bottom-up approach, inviting international experts and exploring the accreditation processes in European countries to develop a more mature process. The University also practices peer-assessment, in which staff from different departments are engaged in evaluation. Many programmes have also been reviewed through the accreditation simulation process.

Programme Staff have received a letter of support from the Professor of Department of Psychology and Counselor Education of Aquinas College. The evaluation process was important for ensuring compliance and preparing for accreditation.

In 2022 the University was evaluated by the Institutional Evaluation Programme (IEP), which is a full member of the European Association for Quality Assurance in Higher Education (ENQA) and is also listed in the European Quality Assurance Register for Higher Education (EQAR). After self-evaluation and online visits, TSU has been granted the opportunity to use the title, "evaluated by IEP". There will be a future follow-up evaluation within the next one to three years. The Institution is also working recommendations emerging from that process.

Evidences/Indicators

- Educational Programme in Cultural Personology, Psychological Anthropology and Migration Studies
- Self-Evaluation Report
- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- IEP Report and Letter from Chair of Steering Committee
- Support Letter from the professor of Department of Psychology and Counselor Education of Aquinas College
- Conducted Interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.2. External Quality Evaluation	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Programme Monitoring and Periodic Review

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 Education Programme's Compliance with the Requirements of the Component of the Standard

For programme development and service improvement, the QA Office ensures constant monitoring and periodic assessment. The assessment and evaluation process involves internal and external actors. Surveys with academic and administrative staff, students, graduates, and employers are central tools

for improvement and development. The monitoring process is based on the principles of transparency and sharing, participation, continuity, academic integrity and freedom, and accountability. At the end of every compulsory course, students evaluate the course by completing a course evaluation form. Necessity-based and need assessment surveys are used to identify improvements and priorities, to ensure an effective monitoring process. As well as pre-determined classroom observation and peer assessment for academic, scientific and invited staff. Master and Doctoral students evaluate the implementation of the scientific-research component, as well as scientific supervision. Results of the evaluation processes are distributed among the stakeholders and are used for the programme improvements.

At the end of each semester, the Quality Assurance Department monitors the students' academic performance, and segregated data according to schools are reviewed by the school councils. The evaluation results are used by the University administration to improve educational processes.

Conducted interviews with academic and invited staff showed that evaluation results are used at every stage for curricula development, that is also evidenced by the submitted survey results of students and alumni, as well as surveys conducted among the field specialists. The target of this analysis is further development of the programme and satisfaction of the employment market requirements.

The University ensures benchmarking for the best available practices to develop internationally competitive programmes. Target universities usually are selected in accordance with success rates and compliance with the field standards. The faculty has been working on Psychological Anthropology Master and Doctoral programmes before the Cultural Personology, Psychological Anthropology and Migration Studies program, therefore, staff of the programme has analyzed the analog programmes in Georgia and abroad, University of Zurich, University of Madrid and Stanford University programmes were analyzed along with those at Free University and Ilia State University in Georgia. Programme's uniqueness expressed through the analysis is the estimated objectives, cultural researchers who will be able to take international experience to Georgia, the programmes give possibility to raise qualified and competitive researchers. The programme is very narrow, separated from anthropology, that makes also makes the programmes individualism more impressive.

Evidences/Indicators

- Educational Programme in Cultural Personology, Psychological Anthropology and Migration Studies
- Self-Evaluation Report
- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University
- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University
- Evaluation Forms and Survey Results
- The Rule of Implementation of Educational Programs
- Conducted Interview Results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the programme development

- Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	<input type="checkbox"/>
	Does not comply with requirements	<input type="checkbox"/>

Attached documentation (if applicable):

Name of the Higher Education Institution: LEPL Ivane Javakhvishvili Tbilisi State University

Name of Higher Education Programme, Level: Psychology

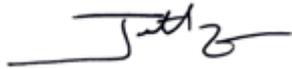
Compliance with the Programme Standards

Standards	Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements

		ents		
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

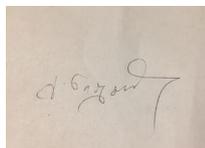
Signatures:

Chair of Accreditation Expert Panel



Dr Jonathan Loose

Accreditation Expert Panel Members



Full name, signature Giorgi Nidjaradze

Full name, signature Ketevan Beridze



Full name, signature Tamta Tskhovrebadze



Full name, signature Mariami Aleksidze

