Annex No. 3

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Master's Degree Programme in Clinical Neuropsychology

Name of Higher Education Institution

LEPL - Ivane Javakhishvili Tbilisi State University

Evaluation Date(s)
6.03.2026-29.03.2026

Final Report Submission Date
29.04.2026

Tbilisi

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	Zamira Hyseni Duraku, University of Prishtina, Kosovo
Member	Lia Sanikidze, LLC University of Georgia, Georgia
Member	Nino Pataraia, LLC European University, Georgia
Member	Giorgi Mkheidze, Student expert, LLC Caucasus International University, Georgia

[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)	კლინიკური ნეიროფსიქოლოგია
Name of Higher Education Programme (in English)	Clinical Neuropsychology
Level of Higher Education/programme	Master's Studies
Qualification to be Awarded[2]	მეცნიერების მაგისტრი კლინიკურ ნეიროფსიქოლოგიაში MSc in Clinical Neuropsychology
Name and Code of the Detailed Field	0313.2.3. Clinical Neuropsychology
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	120
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/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)	
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational 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 Programme

The MA programme in Clinical Neuropsychology is a 120 ECTS programme designed to prepare specialists in the field of clinical neuropsychology. The programme has been previously implemented and has been further developed as a revised (new) programme in line with updated academic, professional, and regulatory requirements.

The programme focuses on the study of cognitive, behavioral, and emotional processes in both typical functioning and in cases of central nervous system impairment. It includes both theoretical and practical components related to assessment, diagnosis, intervention, and rehabilitation across different stages of human development.

It is interdisciplinary in nature, integrating knowledge from cognitive psychology, clinical and health psychology, neuroscience, psychophysiology, and related fields. The programme covers both adult and child neuropsychology, as well as elements of experimental and cognitive neuropsychology.

The programme is designed to respond to labor market needs by preparing graduates for work in clinical, educational, and research settings. It also supports the development of research competencies alongside professional skills, ensuring readiness for both professional practice and further academic progression.

- Overview of the Accreditation Site Visit

The accreditation site visit for the MA programme in Clinical Neuropsychology at Tbilisi State University was conducted on 6 March, 2026. The evaluation was chaired by Zamira Hyseni-Duraku. The panel included Lia Sanikidze (field expert), Nino Pataraia (QA expert), and Giorgi Mkheidze (student expert). The visit was accompanied by a representative of the National Center for Educational Quality Enhancement (NCEQE), Ana Javakhishvili.

During the site visit, meetings were held with university leadership, the self-evaluation team, the programme head, academic and invited staff. The visit also included a facility observation, as well as a visit to one of the institutions where students may be engaged in practical training. In addition, meetings were conducted with students, alumni, employers, and representatives of the Quality Assurance Office.

- Brief Overview of Education Programme Compliance with the Standards

The programme demonstrates a high level of compliance with the accreditation standards, with all components fully meeting the requirements. Full evaluation for all standards is provided in *Table III: Summary Table of Compliance of the programmes with the standards.*

However, during the review process, several issues were identified that require further attention, as outlined below, accompanied by corresponding suggestions.

Suggestions

Standard 3.2. Master's Student Supervision

1. Establish or clearly formalize a procedure requiring ethical review and approval for all master's thesis research involving human participants, including defined guidelines, approval steps, and documentation requirements, as well as systematic guidance for students on ethical standards and responsibilities in research.

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

1. The university should allocate additional funding to strengthen the material and technical base for research within the programme.

- Brief Overview of the Best Practices (if applicable)[4]

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

The expert group has reviewed the argumentative position of LEPL Ivane Javakhishvili Tbilisi State University and considers it justified. The group agrees with and supports the position presented by the HEI.

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

  - Staff and Supervisors - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master's students to supervisors; supervisors' workload scheme;

The academic staff involved in the programme consists of 14 members, including 6 affiliated staff (academic, scientific, and visiting) and 8 invited lecturers. Among the affiliated staff, there are 4 professors, 1 associate professor, and 1 assistant professor. A total of 5 staff members hold a PhD degree in the relevant field.

In terms of academic rank distribution, associate professors represent 67% of the staff, professors 17%, while assistant professor and assistant positions each account for 6%. This structure reflects the involvement of experienced academic staff in teaching, supervision, and research activities, alongside the contribution of early-career staff.

The programme also includes invited lecturers, many of whom are practitioners and graduates of previous cohorts with a master's degree. Their involvement supports the connection between academic instruction and professional practice.

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

The ratio between affiliated and invited staff indicates a mixed model of delivery, combining internal academic capacity with external expertise. Academic and scientific staff are supported by visiting and invited lecturers who contribute to specific teaching and practical components of the programme.

The programme admits approximately 10 students per year. This allows for close academic supervision and individual support. The student-to-staff ratio is approximately 0.7, while the supervisor-to-student ratio is 1:4. Supervisory responsibilities are distributed among academic staff in line with their roles in teaching and research.

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

Academic staff involved in the programme demonstrate active engagement in scientific research. Staff profiles indicate a research base that includes approximately 40 publications by senior staff in peer-reviewed journals, co-authored scientific articles, and authorship of academic textbooks and teaching materials.

Staff members participate in academic conferences at both local and international levels. Profiles also reflect involvement in international research projects and collaboration networks. While detailed quantitative data on participation rates are not always systematically reported, available evidence indicates a high level of research activity and international engagement, consistent with expectations for a master's level programme.

The programme reflects a research model integrated with professional practice, particularly relevant in the field of clinical neuropsychology. Academic and visiting staff contribute through applied research and clinical work, including neuropsychological diagnostics and rehabilitation, as well as interdisciplinary collaboration across psychology, medicine, and neuroscience. Engagement in research institutes, clinical centres, and international projects supports this integration.

Overall, staff demonstrate research productivity and participation in the scientific community. The inclusion of aggregated quantitative indicators, such as indexed publication counts and conference participation rates over the last five years, would improve clarity and comparability of the evidence. The current level of scientific and research activity is aligned with expectations for a master's level programme.

- Academic Staff Turnover Rate (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);

The academic staff turnover rate (over the past 5 years) is 0%. 5 new academic staff have been hired over the past five years. At the same time, the program expanded its human resources by adding 3 guest employees.

- Data on the Individuals Enrolled (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;

Number of student places announced for the programme: 10.

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

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

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

	Standard	Evaluation
1.	1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies
1.1	Programme Objectives	Complies
1.2	Programme Learning Outcomes	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies
1.4	Structure and Content of Educational Programme	Complies
1.5	Academic Course/Subject	Complies
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies
2.1	Programme Admission Preconditions	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies
2.3	Teaching and Learning Methods	Complies
2.4	Student Evaluation	Complies
3.	Student Achievements and Individual Work with Them	Complies
3.1	Student Consulting and Support Services	Complies
3.2	Master's Student Supervision	Complies
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	Complies
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies
4.4	Material Resources	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies
5	5. Teaching Quality Enhancement Opportunities	Complies
5.1	Internal Quality Evaluation	Complies
5.2	External Quality Evaluation	Complies
5.3	Programme Monitoring and Periodic Review	Complies

Guidelines and Standards (See link)

Accreditation Standards for Higher Education Programmes

Guideline for Assessment of Accreditation Standards of Higher Education Programmes

Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor

Assessment criteria

Definitions:
Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard
Suggestions - non-binding suggestions for the programme development

IV. Compliance of the Programme with Accreditation Standards

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

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the 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

The objectives of the MA programme in Clinical Neuropsychology are defined in accordance with the specificity of the field, the level of study, and the structure of the educational programme, and are aligned with the mission and strategic priorities of Ivane Javakhishvili Tbilisi State University. The programme follows a competency-based and practitioner–researcher model, in line with international standards in clinical neuropsychology.

The programme aims to provide students with advanced and systematic knowledge of brain functioning, neuropsychological clinical conditions, and cognitive, emotional, and behavioral impairments in both children and adults. It also seeks to develop practical competences in neuropsychological assessment, diagnosis, consultation, and rehabilitation, as well as research skills for designing and conducting independent scientific studies.

Graduates are expected to acquire the ability to apply theoretical knowledge in professional practice, conduct diagnostic and intervention processes, collaborate with multidisciplinary professionals, and operate in accordance with ethical and professional standards. The programme also emphasizes the development of autonomy, responsibility, and continuous professional development.

The objectives further reflect the programme’s contribution to the field and society by preparing qualified specialists capable of working in healthcare, educational, and research settings, promoting evidence-based practice, and contributing to public awareness and services in the area of mental health. The programme supports the development of both professional practitioners and future researchers, including progression to doctoral studies.

Evidences/Indicators

- Self Evaluation Report
- Interview results
- Mission and vision of Ivane Javakhishvili Tbilisi State University; Resolution N79/2018 of the TSU

Academic Council dated February 26, 2018, "On the Approval of the Mission of Ivane Javakhishvili Tbilisi State University".

- TSU Strategic Development Plan (2024–2031)
- Learning Outcomes and Program Goals Map
- The standards for the preparation of clinical neuropsychologists established at the Houston Conference https://uh.edu/hns/hc.html
- The American Academy of Clinical Neuropsychology (AACN) Practice Guidelines for Neuropsychological Assessment and Consultation (2007). *The Clinical Neuropsychologist*, 21:2, 209–231. DOI: 10.1080/13825580601025932
- Clinical Neuropsychology Synarchy (2019), G. Smith, *Education and Training in Clinical Neuropsychology: Recent Developments and Documents from the Clinical Neuropsychology Synarchy*. *Archives of Clinical Neuropsychology*, 34, 418–431. doi:10.1093/arclin/acy075
- Principles from the White Paper of the EFPA Standing Committee on Clinical Neuropsychology (2021). *Proposal to introduce a EuroPsy specialist certificate in Clinical Neuropsychology*, version 2.0, 20210115

Recommendations: None

Suggestions for the Programme Development None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.1 Programme Objectives	Complies

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

The learning outcomes of the programme are logically aligned with the programme objectives and reflect the specific characteristics and requirements of the field of clinical neuropsychology. They are structured in a way that ensures coherence between the intended goals of the programme and the competencies that students are expected to acquire upon completion.

The outcomes clearly define the knowledge component, providing students with advanced and systematic understanding of brain functioning, neuropsychological conditions, cognitive, emotional, and behavioral impairments, as well as theoretical models of assessment and rehabilitation in both children and adults. This reflects the interdisciplinary and specialized nature of the field.

In terms of skills, the learning outcomes describe a comprehensive set of practical and analytical competences. Graduates are expected to be able to independently plan and conduct neuropsychological diagnostics, select and apply appropriate assessment tools, interpret findings, and formulate professional conclusions and recommendations. They are also expected to design and implement rehabilitation and consultation processes, as well as critically analyze and conduct research in clinical neuropsychology.

The outcomes further address responsibility and autonomy, emphasizing the application of ethical standards in professional practice, including confidentiality, data protection, and safeguarding the rights of individuals. Graduates are expected to demonstrate independent decision-making, effective collaboration with multidisciplinary professionals, and the ability to engage in self-reflection and continuous professional development.

Overall, the programme learning outcomes comprehensively describe the knowledge, skills, and responsibility/autonomy that students acquire, and demonstrate clear alignment with the programme objectives and the professional and academic demands of the field.

Evidences/Indicators

- Self Evaluation Report
- Map of alignment between programme aims and learning outcomes (9.1.); Annex N4
- Interview results

Recommendations: None

Suggestions for the Programme Development None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.2 Programme Learning Outcomes	Complies

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

The programme has defined mechanisms for the evaluation of learning outcomes, which are structured as a continuous and systematic process. The evaluation cycle follows key stages, including the definition of learning outcomes, the collection of relevant data, and the analysis of

this data to measure the extent to which the intended outcomes are achieved. This process is supported by institutional guidelines and tools, including programme objective–outcome alignment maps and curriculum mapping, which ensure consistency between intended outcomes and their delivery within the curriculum.

The assessment of learning outcomes is carried out through a variety of methods aligned with course content, such as examinations, case analyses, practical assignments, research activities, and the defense of the qualification thesis. Benchmark indicators have been established to measure achievement levels, and responsibility for evaluating outcomes is shared between course instructors and programme management.

Although the programme is in its updated form and has not yet produced assessment data for active cohorts, the mechanisms for data collection and analysis are in place. The evaluation cycle is designed to be implemented continuously, including both direct and indirect assessment methods, once student data becomes available.

The results of learning outcomes assessment are intended to be used for the continuous improvement of the programme. Based on evaluation findings, the programme allows for periodic updates, including revisions of course content, teaching methods, and assessment approaches. In addition, institutional structures, such as the Quality Assurance Service and the Centre for Quality Control and Evaluation of the Educational Process, support the monitoring process and ensure that evaluation results are reviewed and translated into concrete improvement actions.

Evidences/Indicators

- Self Evaluation Report
- Interview Results
- Learning Outcomes of the Educational Program Formulation and Evaluation
- Programme Maps (9.1, 9.2, 9.3); (Annex N4)
- Analysis of learning outcomes (Annex N15)
- Results of allumni and employer surveys (Annex N14)

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies

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

The study programme has been developed in alignment with the institutional framework governing the planning, design, and development of educational programmes at the higher education institution. The development process followed a structured and multi-phase approach, beginning with the planning of the accreditation process and the establishment of a multidisciplinary working group composed of academic staff, quality assurance representatives, doctoral students, and external stakeholders, including employers. A comprehensive needs analysis was conducted through surveys, focus groups, and tracer study data, which informed the redesign and refinement of the programme. Draft versions of the curriculum, learning outcomes, and assessment mapping were systematically reviewed and revised based on stakeholder feedback, and subsequently approved through faculty- and university-level quality assurance and governance bodies.

The structure of the programme demonstrates a coherent and logical organisation, ensuring a clear progression from foundational interdisciplinary knowledge to specialised competencies and research-based learning. The curriculum integrates academic, practical, and research components in a sequential manner, supported by clearly defined prerequisites that facilitate cumulative learning. The balance between compulsory and elective courses enables both core competency development and individual academic specialisation. Furthermore, the inclusion of a substantial master's thesis component supports the development of independent research skills.

The content and structure of the programme are fully aligned with the intended learning outcomes, which correspond to the level of qualification awarded and reflect both academic standards and labour market requirements. The interdisciplinary nature of the programme, incorporating knowledge from related fields such as neurology, psychiatry, and psychology, ensures that graduates acquire comprehensive and applicable expertise. Overall, the qualification awarded is consistent with the programme's content, learning outcomes, and intended graduate profile, preparing students for both professional practice and further academic advancement. Furthermore, the programme has undergone a benchmarking process with similar programmes at international higher education institutions, ensuring its alignment with current academic developments, labour market expectations, and international best practices.

Evidences/Indicators

- Self Evaluation Report
- Interview Results
- Course syllabi of the programme;
- Minutes of meetings of the Programme Supporting Committee, Faculty Council, and Academic Council;
- Programme maps
- Benchmarking study: comparison of the educational programme with foreign analogues
- Resolution of the Academic Council of Ivane Javakhishvili Tbilisi State University of 2 February 2024, N16/2020, on the approval of the procedures for planning, development, evaluation, and improvement of educational programme.

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.4 Structure and Content of Educational Programme	Complies

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

The content of each academic course and the corresponding credit allocation are appropriately defined to support the achievement of course-level learning outcomes. The programme is structured as a 120 ECTS Master's degree, including 75 ECTS of compulsory courses, 15 ECTS of elective courses, and 30 ECTS allocated to the Master's thesis. This distribution reflects the scope, complexity, and workload of each course, ensuring that the defined learning outcomes can be effectively achieved.

The content and learning outcomes of courses within the main field of study are coherently aligned with the overall programme learning outcomes. The curriculum demonstrates a logical progression from theoretical foundations to practical skills and research competencies, enabling students to gradually develop the knowledge, skills, and professional competencies required at the programme level.

The study materials indicated in the syllabi generally support the achievement of programme learning outcomes. The literature is largely relevant and aligned with course content, and assessment methods (e.g., written exams, practical assignments, case analyses, and research tasks) are appropriately varied to evaluate different dimensions of student learning.

Evidences/Indicators

- Self-Evaluation Report
- Interview Results
- Course syllabi of the programme
- Programme maps (9.1, 9.2, 9.3);

- Recommendations: None

Suggestions for the Programme Development None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
1.5. Academic Course/Subject	Complies

2. Methodology and Organisation of Teaching, Adecuacy 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

The admission requirements for the Master's programme in Clinical Neuropsychology are designed to align with the content of the programme and to select students who are prepared to study in this field.

To apply, a candidate must hold a Bachelor's degree in Psychology or a related field (for example, with a minor in Psychology). In addition, at least one year of experience in psychological services, such as work in a clinic or center, is required. This ensures that admitted students already possess basic knowledge and practical skills.

Applicants must also pass the Unified Master's Examination and demonstrate English language proficiency at a minimum level of B2. Furthermore, they are required to take a written exam in Clinical Neuropsychology and Child Developmental Disorders and submit a motivation letter.

Admission is based on a total score. The English test accounts for 30%, the specialty exam for 50%, and the motivation letter for 20%. This system allows for the assessment of both academic knowledge and personal motivation. The motivation letter is evaluated using clear criteria, ensuring a fair process.

All applicants are ranked based on their scores, and those with the highest results are admitted according to the number of available places. Applicants also have the right to appeal if they disagree with their results.

For international students, admission without national examinations is possible in accordance with Georgian legislation. In addition, students from other universities or programmes may be admitted through established mobility regulations.

The number of students admitted each year is carefully planned. The university applies a specific methodology that considers data from previous years, as well as available resources such as staff, finances, and facilities. This approach supports the smooth functioning and quality of the programme.

All admission procedures comply with the current legislation of Georgia. The requirements, examinations, and programme details are clearly aligned with the learning outcomes and level of education.

The admission process is transparent and accessible. All relevant information is published on the university website and communicated through social media, meetings, and other channels.

Overall, the admission system is fair, clear, and well organized, ensuring that suitable students are selected for the programme.

Evidences/Indicators

- Description of the Bachelor's programme
- Resolution 72/2018 of the Academic Council of Ivane Javakhishvili Tbilisi State University, dated 19 February 2018, on the approval of the regulation on student intake planning at Ivane Javakhishvili Tbilisi State University;
- Statistical data on educational programmes – 2025
- Catalogue of educational programmes
- Faculty of Psychology and Education Sciences website; University website

Recommendations: None

Suggestions for the Programme Development None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.1 Programme Admission Preconditions	Complies

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 programme ensures the systematic development of practical competencies in accordance with Level 7 learning outcomes.

Practical training is structured through a combination of passive observation, collaborative work with specialists, and subsequent independent practice, enabling students to progressively develop applied competencies in real-world settings.

All practical activities are supervised by qualified professionals. Student performance is monitored through structured mechanisms, including attendance and activity tracking sheets signed by specialists, as well as mentor evaluations, which are taken into account in the final assessment by the practical training supervisor. The assessment of independent practical work follows grading approaches consistent with those defined in the syllabi of Neuropsychological Assessment Practicum and Neuropsychological Rehabilitation and Consultation Practicum courses.

The research component is fully aligned with programme learning outcomes and comprises 30 ECTS credits allocated to the master's thesis. Under supervision, students independently conduct research, including topic selection, literature review, research design, methodological application, data collection, and analysis. This process ensures the development of advanced research and technical skills.

Methodological training includes advanced quantitative analysis (e.g., regression and factor analysis), enabling students to process data, examine causal relationships, and interpret results using inferential statistics. Courses in cognitive and experimental neuropsychology further develop competencies in experimental design, research paradigms, and multi-level data interpretation.

The programme fosters transferable skills such as critical thinking, analytical reasoning, problem-solving, and innovation. Teaching and assessment methods support the development of information management, evidence-based analysis, and digital competencies, alongside communication, teamwork, and responsibility-sharing skills.

Principles of diversity, inclusion, and cultural awareness are embedded across the curriculum, ensuring sensitivity to individual differences in both practice and research. Student research topics are aligned with faculty research agendas, with high-quality outputs contributing to joint publications in peer-reviewed journals.

Evidences/Indicators

- Master's programme; Annex N1
- Programme syllabi; Annex N1
- Memoranda of understanding with practice sites; Annex N9
- Labour market research. Annex N8
- The self-evoluation report

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.2. The Development of practical, scientific/research/creative/performing and transferable skills	Complies

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 programme is implemented using student-centered teaching and learning approaches aligned with Level 7 requirements, course content, and intended learning outcomes. The selected methods ensure the effective development and demonstration of programme competencies. Teaching and learning methods are defined at course level and reflect both disciplinary specifics and international best practices. Despite the absence of a fully developed field-specific methodology in the Georgian context, the programme successfully integrates internationally recognized active learning approaches adapted to local needs.

The programme applies a diverse and complementary set of methods designed to promote active student engagement and practical skill development, including:

- Lectures and explanatory methods
- Discussions and debates
- Experiential and cooperative learning
- Case-based learning and analysis
- Role-playing and situational simulations (e.g., therapist–client, diagnostician–client scenarios)
- Inductive and deductive approaches
- Practical assignments and independent work
- E-learning tools and digital platforms

Theoretical knowledge is reinforced through interactive formats such as group work, student presentations, and structured discussions. Practical components emphasize applied learning through simulations, demonstrations, case studies, and supervised assignments. Students are required to analyze and present findings from assessments conducted with children and adults, including interpretation, conclusions, and evidence-based recommendations.

The applied methods foster critical thinking, analytical reasoning, problem-solving, and decision-making skills. Students develop autonomy and responsibility in addressing complex tasks, alongside communication and teamwork competencies.

Teaching approaches are flexible and can be adapted to individual student needs through personalized learning plans, supported by established institutional procedures. While no individual plans have been implemented within this programme to date, such mechanisms are actively used at the institutional level.

The programme actively integrates digital learning technologies, particularly through the Moodle platform, to enhance teaching delivery, communication, and access to resources. Academic staff receive continuous professional development in modern pedagogical methods, including online teaching, course design, and assessment.

The institution places strong emphasis on academic integrity and research ethics. Supporting materials, including video lectures and online courses, are available to both students and staff. These include outputs from initiatives such as the Erasmus+ project "Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia" (INTEGRITY) and the EU-funded ETHICS course on research ethics and integrity.

While the programme currently serves the local labour market, steps toward internationalization are underway. This includes the development of English-language course offerings within exchange programmes. Academic staff are incorporating intercultural competencies into course design and delivery, enabling future participation in international learning environments.

Evidences/Indicators

- Master's programme; Annex N1
- Programme syllabi; Annex N1
- Programme Internationalization Concept; Annex N3
- TSU e-Learning Portal
- The self-evoluation report

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.3. Teaching and learning methods	Complies

2.4. Student Evaluation

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

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

Student assessment is conducted in accordance with established procedures, ensuring transparency, reliability, and compliance with national legislation. Assessment covers both educational (theoretical and practical courses) and research components. Educational components are assessed continuously and upon course completion, while the master's thesis is evaluated as a single unit. The system is based on national regulations (Order N3, 2007) and uses a 100-point grading scale with clearly defined passing and failing thresholds, including provisions for retake (FX) and course repetition (F).

Assessment is multi-component and aligned with learning outcomes, using defined criteria and rubrics. It includes interim assessments (tests, essays, case analyses), practical assignments, and a final exam (maximum 40 points). Students must accumulate at least 21 points from interim components to be admitted to the final exam, and a minimum competency threshold of 50% applies.

Practical training is assessed through observation, supervised participation, and independent work. Evaluation includes mentor feedback and structured assessment tools, ensuring the measurement of practical competencies.

The master's thesis (30 ECTS) is evaluated according to established faculty regulations, including plagiarism checks, supervisor approval, external review, and formal defense. Assessment criteria include relevance, methodology, analytical quality, coherence, and academic standards.

Assessment methods, criteria, and requirements are communicated in advance through syllabi and the electronic learning platform. Students receive regular feedback to support learning improvement.

Evidences/Indicators

- Educational programme; Annex N1
- Syllabi of the courses included in the programme; Annex N1
- Order N3 of the Minister of Education and Science of Georgia, dated January 5, 2007, **"On the Approval of the Methodology for Calculating Credits for Higher Education Programmes"**
- Procedure for the submission, defense, and evaluation of master's projects/theses
- Institutional Review Board (IRB) form; Annex N14
- Assessment criteria for the educational programme of Ivane Javakhishvili Tbilisi State University; Resolution N100/2019 of the Academic Council, dated July 22, 2019, "On the Instruction and Procedure for Planning, Developing, and Advancing Undergraduate and Master's Programmes of the University"; Annex N3
- Electronic learning management portal: https://uni.tsu.ge/login?returnUrl=%2F
- E-learning portal: e-learning.tsu.ge
- Instructions for conducting examinations at Ivane Javakhishvili Tbilisi State University
- The self-evaluation report

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
2.4. Student evaluation	Complies

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 student.

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

According to the documentation submitted by TSU and the information obtained during the site visit, it is evident that the university provides students with comprehensive information about the learning process and study programmes. The institution actively implements structured student support mechanisms, including services such as a Student Ombudsperson, Student Services and Career Development Center, which support students' academic, professional, and personal development. The university also has its Psychological Consultation and Training Center, dedicated to promoting mental health.

The university supports students' integration and adaptation into the university environment through orientation activities, student guides, and ongoing communication with academic and administrative staff. It is noteworthy that the academic staff of TSU, as well as the programme head, maintain close communication with students, which was clearly confirmed during interviews.

Students' rights and legal interests are ensured and protected at the institutional level, including through the Student Ombudsman Office, which operates as an independent mechanism for addressing student concerns. Both administrative and academic staff provide students with comprehensive information about the study programme, learning processes, and other important academic matters. Academic staff also support the planning of individual learning paths where necessary.

Student consultations with lecturers take place during designated working hours, as defined in the syllabi, while additional consultation and guidance are provided through programme staff and academic units.

The institution actively organizes employment forums, events, and public lectures that support students' career development. Through the Student Services and Career Development Center,

students receive information on internships, employment opportunities, and career planning, and benefit from regular interaction with employers.

TSU supports student participation in local and international academic projects, conferences, and mobility programmes such as Erasmus+. Students are regularly informed about grants, scholarships, and research opportunities and are supported by academic staff in their participation.

The institution supports student engagement and promotes a diverse student life through an active student self-government and funding schemes for student-led projects in academic, cultural, and research areas.

Additional support is provided for students with special educational needs and disabilities through dedicated regulations, individualized study plans, and support services, including involvement of specialized staff where necessary.

Overall, TSU ensures that students are well-informed and supported throughout their studies, facilitates their integration into the academic environment, provides opportunities for academic and professional development, and maintains effective mechanisms for the protection of student rights and interests.

Evidences/Indicators

- Self-evaluation report;
- Syllabi of the courses included in the program;
- Internal regulations and disciplinary responsibility rules of TSU;
- TSU Center for Continuing Education;
- TSU Student Services and Career Development Center;
- Code of Ethics for Students;
- Results of on-site interviews;
- Website.

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.1 Student Consulting and Support Services	Complies

3.2. Master's Student Supervision

- A scientific supervisor provides proper support to master's student to perform the scientific-research

component successfully.

- Within master's 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

The university has developed a regulatory framework for managing the educational process, which includes clear rules for the preparation and defense of the research component. TSU has documented procedures that define the appointment, replacement, rights, and responsibilities of a supervisor of a master's or doctoral thesis, and, when necessary, a co-supervisor.

The process of appointing thesis supervisors is transparent and regulated by relevant institutional documents. Students are informed about the procedures for selecting a thesis supervisor and about their rights. It was confirmed that students have the freedom to choose their research topic based on their academic interests. This was confirmed by students, academic staff, and thesis supervisors during the interviews.

Depending on the specifics and requirements of the thesis topic, a student may also have a co-supervisor. This practice is implemented at the university and is fully supported by the institution. Students are informed about this opportunity.

Within the master's thesis process, supervisors hold regular consultations with students, as defined in the relevant syllabi. The university actively supports students in the research process. According to interviews conducted with graduate students, it was confirmed that they had active communication with their supervisors during the thesis preparation process. Students noted that they were able to contact their supervisors both in person and through electronic communication.

Supervisors regularly meet with their students for consultations and are actively involved in the preparation of the master's thesis. They provide guidance on research design, research methodology, and the management of the thesis project.

Based on interviews with students, it was confirmed that they had full information about their rights and responsibilities. They received all necessary instructions before and during the research process.

In addition, students have the opportunity to participate in local and international scientific events, as well as in scientific publications and various research projects, which are supported by the university. As students noted, they receive full support from the academic staff in this regard.

Thesis supervisors may include professors with a doctoral academic degree, as well as associate professors and invited lecturers with appropriate qualifications. According to the regulations, one supervisor should not supervise more than five master's theses in one semester. This requirement is followed within the university, which ensures the effective implementation of the supervision process.

The university has also introduced mechanisms for monitoring and evaluating academic activities, which help ensure the effectiveness and development of the supervision process. These mechanisms support both the evaluation of supervision quality and the improvement of support for students' research activities.

Overall, the process of preparing and supervising a master's thesis at the university is regulated by clearly defined documented rules. Students are informed about the procedures for selecting a supervisor and about their rights, and they have the freedom to choose their research topic. Supervisors hold regular consultations with students and are actively involved in developing the research design and methodology. The balance between supervisors and students is maintained, which ensures the effective implementation of the supervision process.

However, it is not clearly evidenced whether master's thesis research involving human participants is systematically subject to a formal ethical review and approval process. While students receive guidance from supervisors, the absence of clearly defined procedures for ethical approval may limit the structured development of students' competencies in research ethics and the consistent application of ethical standards in empirical work.

Data related to the supervision of master's students	
Number of master theses supervisors	5
Number of master's students	20
Ratio - supervisors of master's theses/master's students	1.4

Evidences/Indicators

- Supervisor / Co-supervisor Agreement;
- Document defining the appointment, replacement, and authority of the supervisor;
- Methodology for determining the number of supervisors and master's students in the master's program;
- Questionnaire for evaluating the supervisor by master's students; S
- Self-evaluation report;
- Results of on-site interviews;
- Website.

Recommendations: None

Suggestions for the Programme Development

Establish or clearly formalize a procedure requiring ethical review and approval for all master's thesis research involving human participants, including defined guidelines, approval steps, and documentation requirements, as well as systematic guidance for students on ethical standards and responsibilities in research.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
3.2. Master's Students Supervision	Complies

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

The programme is delivered by qualified academic and invited staff with competencies aligned to the intended learning outcomes. The Programme Director, Professor Tamar Gagoshidze, is a leading expert in neuropsychology with extensive academic, clinical, and research experience, ensuring effective programme leadership and development.

The programme is led by highly qualified academic staff and supported by a multidisciplinary team of 14 qualified staff, who combine extensive teaching, research and clinical experience. The balance between affiliated and visiting staff ensures both sustainability and the integration of modern scientific knowledge and professional practice.

The Master's Program in Clinical Neuropsychology demonstrates a strong alignment between its capabilities, academic resources, and achieved results. With an annual intake of 10 students, the program provides high-quality, individualized support with a favorable student-to-staff ratio (0.7) and supervisor-to-student ratio (1:4).

Transparent recruitment procedures, systematic staff evaluation, and clearly defined contractual obligations guarantee the quality and accountability of academic personnel. Administrative support structures are adequate to meet the operational needs of the programme. Graduate outcomes confirm a high level of programme effectiveness: employment reaches 100%, with 90% of graduates working in their field of specialization, and approximately one-third continuing to doctoral studies. These results reflect strong alignment with labour market demands and academic progression pathways.

Staff are recruited through transparent, competitive procedures in compliance with national legislation. Their qualifications, teaching competence, and research engagement are systematically evaluated. Workload distribution is regulated, transparent, and aligned with contractual obligations.

Teaching is supported by qualified administrative and support staff, ensuring the effective organization and delivery of the programme.

The programme demonstrates strong sustainability, with no staff attrition and active involvement of personnel in research and professional practice. The integration of invited practitioners strengthens the link between academic training and the labour market.

The Programme Director, in collaboration with the programme team and Quality Assurance Office, leads continuous programme evaluation and development. Stakeholders, including academic staff, students, graduates, and employers, are involved in improvement processes.

Overall, the human resources are sufficient in number, appropriately qualified, and effectively managed to ensure high-quality programme implementation and alignment with institutional and accreditation standards.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[5]	Including the staff holding PhD degree in the sectoral direction[6]	Among them, the affiliated staff
Total number of academic staff	14	11	5	6
- Professor	4			
- Associate Professor	1			
- Assistant Professor	1			
- Assistant				
Visiting Staff	8			_
Scientific Staff				_
Including International Stuff				

Evidences/Indicators

- Resumes of academic and invited personnel (Appendix N5);
- Documents verifying the qualifications of academic and invited personnel (Appendix N5);
- Sample contracts of academic and invited personnel (Appendix N2);
- The self-evaluation report

[5] Staff implementing the relevant components of the main field of study

[6] Staff with relevant doctoral degrees implementing the components of the main field of study

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.1 Human Resources	Complies

4.2 Qualification of Supervisors of Master's Students

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

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

Master's students are assigned qualified supervisors whose competencies and research experience align with programme requirements and international standards. Supervisors are responsible for guiding students throughout the thesis process, including research design, methodology selection, data collection and analysis, academic writing, and compliance with ethical standards (e.g., academic integrity, data protection, and plagiarism). They provide regular consultations, support time management and research planning, and assist in addressing challenges arising during thesis preparation. Supervision is carried out by experienced academic staff with strong multidisciplinary expertise in psychology and neuropsychology, including Professor Tamar Gagoshidze, Associate Professor Shorena Mamukadze, Professor Khatuna Martskvishvili, Assistant Professor Nino Tzulaya, and Professor Manana Gabashvili. Their qualifications are evidenced by extensive research experience, international publications, and active participation in scientific forums.

Additional academic and invited staff contribute to the development of students' practical and research skills, particularly in neuropsychological assessment, data analysis, and applied research.

Overall, the programme ensures that supervision is provided by appropriately qualified personnel, supporting high-quality research outputs and full alignment with academic and professional standards.

Number of supervisors of Master's theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's thesis			

- Professor	3	3	3
- Associate Professor	1	1	1
- Assistant-Professor	1		1
Visiting personnel	8		_
Scientific Staff	13		_

Evidences/Indicators

- Resumes of academic and invited personnel (Appendix N5)
- Documents verifying the qualifications of academic and invited personnel (Appendix N5)
- Samples of contracts for academic and invited personnel (Appendix N2)
- The self-evaluation report
-

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Complies

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

The University ensures continuous professional development and systematic evaluation of academic, scientific, and invited personnel, in line with institutional strategy and quality assurance policies. Staff performance is regularly assessed through annual evaluations of teaching and research activities. Teaching quality is monitored via student surveys conducted each semester, while research productivity is evaluated through institutional reporting systems, including analyses of publications, grant participation, and scientific output. Academic staff demonstrate strong research performance, with publications in high-impact, indexed journals.

The University actively supports staff development through training, international mobility, and research engagement. Academic personnel participate in exchange programmes, international collaborations, and scientific events, contributing to both professional growth and programme internationalization.

Access to international scientific databases (e.g., Web of Science, Scopus, EBSCO, JSTOR) and library training further supports research capacity. The institution also promotes academic integrity and modern teaching practices through targeted training in areas such as e-learning (Moodle), research ethics, plagiarism detection (Turnitin), curriculum design, and the use of artificial intelligence in education. Institutional policies and incentive mechanisms, including awards for high-impact publications, encourage scientific productivity. Both academic and invited staff are actively engaged in research and educational projects, ensuring the integration of current knowledge into teaching.

Overall, the programme demonstrates strong alignment with the standard, ensuring continuous staff development, effective performance evaluation, and active engagement in research and international academic collaboration.

Evidences/Indicators

- Evaluation Report on the Scientific and Research Activities of TSU Faculties and Affiliated Research Institutes;
- The self-evaluation report

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.3 Professional development of academic, scientific and invited staff	Complies

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

The learning process takes place in TSU Building III, at the address – Chavchavadze 11a. The total area is 3,091.48 sq. m; the total instructional area is 1,213.23 sq. m; the total number of auditoriums is 24 units. The Computer Resource Center (Room 206) is equipped with 20 computers for students; Laboratory 1 – 20 computers; Laboratory 2 – 20 computers; and 2 training rooms. The total number of seats in auditoriums is 814.

- Auditoriums are equipped with projectors and projector screens; the infrastructure has

been updated.

- In the working auditorium of the Institute of Labor and Organizational Psychology, students have access to computers, printers, and other technical devices. Students can use the space allocated to them in the university's scientific library, where they have access to the latest literature, scientific research, and stationary equipment.

In addition, students have access to the 800 sq. m. well-equipped clinical environment of Tamar Gagoshidze's Neuropsychology Center, where they will receive practical training and supervision in their practical activities.

Ivane Javakhishvili Tbilisi State University includes two major libraries (the main university library and the scientific library, formerly the library of the Georgian Academy of Sciences). In addition, the faculty has a specialized departmental library. The learning materials listed in the syllabi of the educational program's courses are primarily available in the faculty library; however, their copies and electronic versions can also be found in the electronic databases of the university libraries.

The library houses collections in both Georgian and foreign languages. The collection includes the mandatory literature specified in the syllabi, lecture courses, readers, and other educational materials (including those available in electronic formats), which are replenished and updated annually with the main and additional textbooks specified in the course syllabi. Academic, scientific, invited, administrative, and support staff, as well as students of TSU, have access to major international and scientific information databases. Specifically, the following databases are fully accessible within the university: EBSCOHost, Cambridge Journals Online, Oxford Journals Collection, Encyclopaedia Britannica, BioOne, Royal Society Journals Collection, IMF eLibrary, Massachusetts Medical Society, Pediatric Neurology Briefs Publishers, SAGE Publications, JSTOR, EconLit, EconBiz, IOP Publishing, Elsevier ScienceDirect, Web of Science, and others. Access outside the university is possible for readers with a university email account. The electronic access credentials can be obtained by interested parties from the TSU Information Technology Department.

Electronic versions of the books and readers specified in the master's program curriculum are available in the faculty library as well as in the Moodle electronic course system.

Environment/Accommodation for Persons with Disabilities

- ✓ The university library and the TSU National Scientific Library are equipped with an audio recording studio for persons with disabilities for the preparation of audiobooks. In addition, the Shota Rustaveli Reading Room in the university library and the TSU National Scientific Library feature a workspace for readers with special needs (for the visually impaired), equipped with appropriate computers and software.
- ✓ The Faculty of Psychology and Educational Sciences has a kitchen for staff in its academic building.
- ✓ The faculty entrance has a ramp, and for blind and visually impaired students, the faculty provides special reading devices.
- ✓ The foyer of the faculty building has coffee and water dispensers.

The learning process is conducted at TSU Building III (Chavchavadze Ave. 11a), which provides adequate infrastructure for programme delivery. The facility includes 24 auditoriums with a total capacity of 814 seats and is equipped with modern teaching technologies, including projectors and updated instructional equipment. Computer and laboratory resources are sufficient, with multiple labs and a computer resource center supporting student learning.

Students also have access to a well-equipped clinical environment at the Tamar Gagoshidze Neuropsychology Center (800 sq. m), where practical training and supervision are conducted, ensuring strong integration of theory and practice.

The University provides extensive library resources, including the main university library, the National Scientific Library, and a faculty-specific library. These offer access to required course materials in both physical and electronic formats. Students and staff have full access to major international scientific databases (e.g., Web of Science, Scopus, EBSCO, JSTOR, Science Direct), supporting high-quality teaching and research. Learning materials are also accessible via the Moodle platform.

The University ensures an inclusive learning environment. Facilities include ramps, adapted workspaces, and assistive technologies for students with disabilities, such as specialized reading devices and audio resources. Library services include audio recording facilities and dedicated spaces for visually impaired users.

Additional support infrastructure includes study spaces, technical equipment, and basic amenities within the faculty building, contributing to a supportive and functional learning environment.

Evidences/Indicators

- Existing infrastructure
- Website of the university library
- Website of the National Scientific Library of the University
- Website of the library of the Faculty of Cultural personology, psychological anthropology and migration studies and Educational Sciences:

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.4 Material Resources	Complies

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 budget of the programme is planned according to the laws and rules of Georgia, as well as the internal rules of the university. The university prepares the budget together with different faculties and departments. They all share their needs and priorities, and based on this, the final budget is created. This helps make sure that the programme gets the support it needs.

The Master's programme is financially supported by the general university budget and also by the Faculty of Psychology and Educational Sciences. This means the programme has stable and continuous funding.

The budget includes both income and expenses, and everything is clearly organized according to national financial rules. This shows that the financial planning is structured and reliable.

The allocated money is used for important needs of the programme. For example, it supports updating equipment and materials, improving the library with new books, organizing student conferences, and publishing academic materials like textbooks and research works.

Overall, the programme has financial support to run program properly. The budget is realistic and ensures that the programme can continue in a stable and sustainable way.

However, based on the documentation reviewed and discussions during the site visit, the allocation of dedicated funding specifically for strengthening the material and technical base required for research activities within the programme appears to be limited. This may affect the programme's capacity to further develop research-intensive components and support advanced empirical work.

Evidences/Indicators

- Master's program in Clinical Neuropsychology budget

Recommendations: None

Suggestions for the Programme Development

- The university should allocate additional funding to strengthen the material and technical base for research within the programme.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	Complies

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

The programme staff works closely with the Quality Assurance Office at both university and faculty levels. Cooperation takes place in programme planning, the development of assessment tools, and the review of results, ensuring that the programme is well-structured and aligned with quality standards.

The university operates a well-established Quality Assurance system based on the "plan–do–check–act" principle, which supports the continuous planning, implementation, monitoring, and improvement of the programme.

The programme staff systematically uses the results of quality assurance processes, including surveys and evaluations, to inform decision-making. Feedback from students, graduates, and employers is collected and analyzed, and serves as a basis for programme enhancements, such as the introduction of new courses, updates to course content, and the expansion of practical components.

The self-evaluation report is developed through a collaborative process involving academic and administrative staff, students, graduates, and, where relevant, employers and external experts. This process includes multiple stages of consultation and discussion to ensure the quality and comprehensiveness of the report prior to submission.

Following the preparation of the report, the Quality Assurance Office and programme staff continue their cooperation by identifying areas for improvement and implementing changes in a systematic manner. Recommendations are communicated to the programme team and addressed progressively.

The university conducts regular programme evaluations using a range of tools, including surveys, statistical indicators, student performance data, and stakeholder feedback. In addition, internal review processes involving expert evaluation provide further input for programme development.

The programme is also benchmarked against comparable international programmes to ensure alignment with contemporary academic standards and to support continuous improvement in both content and structure.

Quality assurance is implemented as an ongoing and structured process, grounded in cooperation, transparency, and continuous enhancement. As a result, the programme demonstrates a well-developed and effective quality assurance system, supporting its sustained improvement and responsiveness to identified needs.

Evidences/Indicators

- Resolution of the Academic Council of Ivane Javakhishvili Tbilisi State University No. 45/2024 of 29/03/2024 "On the Approval of the Statute of the TSU Quality Assurance Office";
- Website of the TSU Quality Assurance Office;
- Resolution of the Academic Council of Ivane Javakhishvili Tbilisi State University No. 100/2019 of 22/07/2019 "On the Approval of the Procedure for Planning, Development, Evaluation, and Enhancement of Educational Programmes of TSU";
- Reports of the Quality Assurance Office
- Survey instruments and research results (Annex 14);
- Market research (Annex 8);
- Resolution of the Academic Council of Ivane Javakhishvili Tbilisi State University No. 32/2018 "On the Approval of the Composition of the Programme Planning, Development, and Enhancement Support Committee of the TSU Institute of Psychology";
- Official working notes confirming the activities of the Programme Planning, Development, and Enhancement Support Committee of the TSU Institute of Psychology (Annex 3);
- Collegial evaluation of the educational programme;
- Official working note of the internal peer review;
- Benchmarking research
- Self-assessment report
- Conducted interviews during site visit

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.1 Internal quality evaluation	Complies

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

The programme uses the results of external quality assurance to improve itself. External evaluation is carried out regularly in Georgia by the National Centre for Educational Quality Enhancement. This process helps the university check the quality of teaching, research, and overall work.

The programme also takes into account international standards and recommendations. It considers feedback from different external stakeholders such as graduates, employers, experts, and other organizations. This helps to understand what skills and knowledge are needed in real practice.

To collect this feedback, the programme used surveys, interviews, and focus groups with graduates and employers. Based on this information, several important changes were made to improve the programme.

For example, new courses were added, including professional ethics and early intervention. Some courses were improved, such as splitting the neuropsychological rehabilitation course into separate parts for adults and children and adding counselling elements. More practical components were included, and practice hours were strengthened.

Some changes were also made to better organize student practice, for example by making placements more convenient and improving the preparation process. In addition, more attention was given to developing communication, teamwork, and self-reflection skills.

The programme also followed international recommendations and guidelines in neuropsychology when making these updates. This shows that both national and international feedback is taken seriously.

The university discusses and considers all recommendations received during evaluation processes and uses them to improve the programme step by step.

External experts and peer review are also involved when needed. This includes cooperation with local and international professionals, which helps to further improve the programme and its research environment.

The programme actively uses external evaluation results and recommendations. This supports continuous development and ensures that the programme stays up to date and relevant.

Evidences/Indicators

- Statute of the TSU Quality Assurance Office
- Results of employer surveys
- Results of graduate surveys
- Results of employer focus groups
- Results of graduate focus groups

Recommendations: None

Suggestions for the Programme Development None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.2. External Quality Evaluation	Complies

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

The Master's Programme in Clinical Neuropsychology is carefully monitored and regularly reviewed. This process involves a wide range of stakeholders, including students, academic staff, invited experts, administrative staff, graduates, employers, and other relevant parties. Their feedback is collected through surveys, questionnaires, and discussions, enabling the identification of strengths and areas for improvement within the programme.

The programme is updated based on this feedback to ensure that it remains current and aligned with contemporary standards. For example, courses are reviewed, new topics are introduced, and practical training components are strengthened. Students evaluate each course at the end of the semester, providing feedback on teaching quality and course content, while Master's and Doctoral students also contribute feedback on research components and supervision.

In some cases, classroom teaching is observed using predefined templates. Observers may include peers from the same programme, colleagues from other programmes within the university, or external experts. This process supports the continuous development of teaching practices.

The programme is also benchmarked against similar programmes offered by foreign universities. This allows the institution to incorporate international best practices, such as the inclusion of child neuropsychology, counselling principles, ethics, and expanded practical components within the curriculum.

Data such as student enrollment, staff–student ratios, academic performance, survey results, and graduate employment outcomes are systematically analyzed to assess the effectiveness of the programme. Based on this analysis, modifications and improvements are introduced where necessary.

Overall, the programme applies a continuous monitoring and review process involving key stakeholders, follows international best practices, and ensures that students acquire the knowledge and skills required for their professional development.

Evidences/Indicators

- Quality Assurance regulations
- Survey instruments
- Student survey results
- Programme learning outcomes assessment mechanism
- Analysis of analogous programmes at foreign universities
- Self-assessment report

- Conducted interviews during site visit

Recommendations: None

Suggestions for the Programme Development: None

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
5.3. Programme monitoring and periodic review	Complies

Attached documentation (if applicable):

Chair of Accreditation Expert Panel

Zamira Hyseni Duraku

Zamira Hyseni Duraku

Accreditation Expert Panel Members

Lia Sanikidze

Nino Pataraia

Giorgi Mkheidze