



**NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT**

**Accreditation Expert Group Report on Higher Education  
Programme**

**For educational programmes implemented within the first and second  
levels of higher education and Georgian language preparation educational  
programme**

**Name of Educational Programme, Level of Education**

Psychology 3-Year Joint Program (with New Jersey City University – NJCU, USA)

**Name of Higher Education Institution**

LLC Caucasus University and New Jersey City University

**Evaluation Date(s)**

05.03.2026–26.03.2026

**Final Report Submission Date**

01.05.2026

Tbilisi

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### Information about a Higher Education Institution <sup>1</sup>

Name of Institution Indicating its Organizational Legal Form	1. <b>Caucasus University LLC - Limited Liability Company</b> 2. <b>New Jersey City University - State</b>
Identification Code of Institution	1. <b>Caucasus University LLC - 205050567</b> 2. <b>New Jersey City University - 185129</b>
Type of the Institution	<b>University</b>

### Expert Panel Members

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<sup>1</sup> In the case of a 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)	ფსიქოლოგიის 3-წლიანი ერთობლივი პროგრამა (ნიუ ჯერსის სიტი უნივერსიტეტთან ერთად - NJCU, აშშ)
Name of Higher Education Programme (in English)	Psychology 3-Year Joint Program (with New Jersey City University – NJCU, USA)
Level of Higher Education/programme	Bachelor's Studies
Qualification to be Awarded <sup>2</sup>	Caucasus University - Bachelor of Psychology -- New Jersey City University - Bachelor of Arts 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 <sup>3</sup>	-
Language of Instruction	English
Number of ECTS credits	200
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	-

<sup>2</sup> 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.

<sup>3</sup> In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

programme)	
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	-

## **II. Accreditation Report Executive Summary**

### **▪ General Information on Education Programme**

The undergraduate programme in Psychology is a joint Bachelor's programme implemented by Caucasus University and New Jersey City University (NJCU). The programme has a duration of three years and comprises 200 ECTS credits. Students complete 75 ECTS credits during each of the first two years at Caucasus University, totaling 150 ECTS credits, while the final 50 ECTS credits are completed at New Jersey City University in the United States during the third year. The language of instruction is English. Upon completion of the program, graduates receive one qualification, which is named Bachelor of Psychology in the Georgian qualification's framework (Caucasus University) and Bachelor of Science in Psychology in the US qualifications framework (New Jersey City University).

### **▪ Overview of the Accreditation Site Visit**

The site visit for the evaluation of the Joint Bachelor's Programme in Psychology implemented by Caucasus University and New Jersey City University (NJCU) was conducted on 5 March 2026 at Caucasus University in Tbilisi, Georgia.

During the visit, the expert panel conducted a physical observation of the university facilities and learning environment at Caucasus University. A series of meetings were held with different stakeholder groups related to the programme, including students, alumni, programme management, employer representatives, quality assurance staff, administrative staff, the self-evaluation team, and academic staff.

Representatives from New Jersey City University participated in the meetings online, while meetings with representatives of Caucasus University were conducted in person during the site visit.

The expert panel consisted of Zamira Hyseni-Duraku, Lia Sanikidze, Nino Pataraiia, and Nino Alavidze, accompanied by representative of the Higher Education Quality Assurance Department of the National Center for Educational Quality Enhancement (NCEQE).

### **▪ Brief Overview of Education Programme Compliance with the Standards**

The program demonstrates compliance with most accreditation standards and substantial compliance with Standards 2.2 and 2.4. A full description of the level of compliance with each standard is provided in Table 3 below.

*The following sections present a number of findings, along with binding recommendations to further enhance the program.*

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

The programme demonstrates a clear orientation toward the development of research and practical competencies, with practical and transferable skills addressed through an integrated curricular model. Across core theoretical and methodological courses, students engage in case-based analysis, simulation exercises, behavioural observation, applied research tasks, ethical decision-making, intervention planning, and structured self-reflection, activities that are consistent with competency-based approaches to undergraduate psychology education and that support the progressive scaffolding of professional skills throughout the programme.

Notwithstanding this curriculum-wide design, the development of applied competencies is not yet fully structured or consistently ensured for all student groups. The integration of practice within coursework, while pedagogically sound, does not fully substitute for structured exposure to authentic professional settings, where students have the opportunity to observe professional practice, become familiar with organisational and ethical contexts, and apply foundational skills under appropriate supervision. The absence of a structured experiential component within the curriculum therefore limits the systematic acquisition of supervised applied experience, the early cultivation of professional identity, and the demonstrable attainment of practice-oriented learning outcomes at a level appropriate to undergraduate study. Although the partner institution offers structured opportunities for field placements and cooperative education, an equivalent component is not consistently available to students completing their studies at the local institution, raising a concern of comparability of training opportunities within a joint qualification. This gap is corroborated by student and alumni feedback indicating limited exposure to supervised practice, and has been noted in external programme evaluation findings (American University of the Middle East, AUM). As a result, while the building blocks of practical competence are present across the curriculum, their cumulative contribution to the programme learning outcomes cannot yet be reliably evidenced for all students.

### **Recommendations (binding):**

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

- Ensure equitable access to structured, supervised practical experiences for students completing the programme at the local institution, comparable to the cooperative education and field placement opportunities available to students at the partner institution (NJCU), with clear arrangements for supervision, duration, and assessment.

#### **2.4. Student Evaluation**

Student performance is evaluated using a 100-point grading system, which includes positive grades (A–E) and negative grades (FX and F) in CU-led courses. The final grade is calculated based on the combined results of interim and final assessments. In cases where the minimum competence threshold is not reached in the final exam, the student is permitted to retake the exam within the timeframe defined by the academic calendar. In NJCU-led courses, the assessment system differs from Georgian legislative requirements. It is defined in percentages, with the grading system differentiated as follows: A (93–100%); A+ (90–92.99%); B (83–86.99%); B+ (87–89.99%); B– (80–82.99%), and so forth. By contrast, under Order N3, A is defined within the range of 91–100 points; B — 81–90 points, and so forth. The assessment system across all syllabi must be uniformly compliant with Georgian legislation.

The Memorandum of Agreement concluded between Caucasus University and New Jersey City University, agreed with the NCEQE, establishes the principle of two parallel grading systems: Articles 1.1.1 and 5.1.8 confirm that ECTS credit recognition is based on Georgian legislation,

while Articles 1.1.2 and 5.2.9 confirm that US credit recognition is based on the requirements of the U.S. Department of Education, the State of New Jersey Department of Higher Education, and the Middle States Commission on Higher Education. Article 7 presents the two grading scales separately, each governed by its respective national/state framework.

In addition, the syllabus for the course "Senior Research Seminar" must be amended to comply with its study component nature. According to the rule of calculation for higher education programmes with credits, approved by Order N3 of January 5, 2007, of the Minister of Education and Science of Georgia, a bachelor's research project is considered a study component; therefore, the aforementioned syllabus must include midterm and final examinations with a proper description of the student evaluation system. Furthermore, the Memorandum of Agreement does not contain a formal grade-equivalence mechanism between the NJCU and CU scales, nor any provision that explicitly exempts NJCU-delivered syllabi from compliance with Georgian legislation within the joint programme. This applies equally to syllabi structured as study components, such as the Senior Research Seminar.

### **Recommendations (binding):**

1. All course syllabi should comply with the student assessment system in accordance with Georgian legislation.
2. The student evaluation system within the "Senior Research Seminar" course should be amended in accordance with Georgian legislation.

The areas below could be further strengthened, and the following non-binding suggestions are provided to support ongoing quality enhancement.

### **Standard 1.5 – Academic Course/Subject**

**Finding:** A review of course syllabi confirms that the programme overall engages with contemporary psychological theories and research. In certain courses, however, the core textbook is of an earlier publication date due to the absence of more recent editions in the field (e.g., *Advanced Developmental Psychology* – JPSYC 3161).

### **Suggestion:**

- In courses where the core textbook is from an earlier publication date due to the absence of more recent editions in the field, the reading list should be consistently complemented with more recent supplementary literature to keep students exposed to ongoing developments in the discipline.

### **• Standard 1.2 – Programme Learning Outcomes**

A few learning outcome indicators are formulated in relatively general terms rather than in terms of clearly observable competencies (e.g., participate in promoting and establishing a healthy lifestyle, demonstrate tolerance for cultural diversity, show appreciation for the psychological complexities of real-life problems). Such formulations make it less clear how these competencies can be measured or assessed. In addition, the use of the term *abnormal psychology* in the description of disciplinary domains is generally not preferred in contemporary academic discourse, as terminology in the field has evolved toward more precise and sensitive language.

## **Suggestions**

### **Standard 1.2 – Programme Learning Outcomes**

1. Review and update the terminology used in the programme learning outcomes to ensure alignment with contemporary academic language in psychology.
2. Revise the wording of several programme learning outcomes in order to formulate them as clearly measurable and observable competencies that can be directly assessed through academic activities and evaluation methods.

### **• Standard 3.1 – Student Consulting and Support Services**

Students' rights and interests are formally supported by the Ombudsman's Office, which has been operating within the university since 2018 and conducts annual informational meetings with students, alongside dissemination through official channels including the university website and direct email correspondence. Nevertheless, during the interviews conducted as part of this evaluation, only one student reported having heard about this position, suggesting that the reach of existing communication efforts toward the broader student body could be further strengthened.

A Centre for Student Psychological Consultancy has been established within the university structure, developed within the framework of an Erasmus+ CBHE institutional development project, and supported by an informational campaign that included meetings, public lectures, bilingual flyers, and announcements on the university website. The Centre aims to increase access to psychological support services, promote positive attitudes toward mental health, and assist students in addressing psychological and academic challenges. Despite the institutional efforts undertaken, during the interviews students indicated limited awareness of this service, suggesting that further outreach to the wider student community could enhance its visibility.

## ***Suggestions***

### **Standard 3.1 – Student Consulting and Support Services**

1. Building on the existing communication activities of the Ombudsman's Office, further strengthen outreach efforts to ensure that all students are systematically informed about the Ombudsman's role, including its functions, access procedures, and available support mechanisms.
2. Building on the existing promotional activities for the Center for Student Psychological Consultancy, further enhance targeted awareness initiatives to ensure that students across the program are informed about and can access psychological consultancy services.

### **Standard 5.2 – External Quality Evaluation**

- A review of the documentation reveals that specific recommendations from external evaluations are not consistently reflected in programme revisions. In particular, recommendations for enhancing practical components, such as internships, as suggested by the American University of the Middle East (AUM), were not integrated into the current programme design.

## ***Suggestions***

- Ensure clearer documentation and integration of external reviewers' recommendations in programme development and review processes, including evidence of how specific recommendations are addressed.
- **Brief Overview of the Best Practices (if applicable)<sup>4</sup>**
  - **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The expert group has reviewed LLC Caucasus University's argumentative position and considers it partly justified.

The arguments presented by the HEI regarding Standards 1.5 and 3.1 are accepted. Accordingly, the original recommendations under these standards are no longer maintained as binding; non-binding suggestions have been retained to support ongoing quality enhancement.

With regard to Standard 2.2, the pedagogical rationale of the embedded practice model is acknowledged as a valuable contribution to the gradual development of professional competencies; however, it does not fully substitute for structured exposure to authentic professional settings, where students have the opportunity to observe professional practice, become familiar with organisational and ethical contexts, and apply foundational skills under appropriate supervision at a level appropriate to undergraduate study. The embedded model also does not address the disparity in practical training opportunities between students completing their studies at the local institution and those at the partner institution within a joint qualification. This finding is further corroborated by student and alumni feedback indicating limited exposure to supervised practice, as well as by the prior external evaluation conducted by the American University of the Middle East (AUM), which similarly recommended the strengthening of practical components within the programme. The recommendation has therefore been refocused and is maintained as binding.

With regard to Standard 2.4, the institution's reference to the Memorandum of Agreement is noted; however, the Memorandum does not contain a formal grade-equivalence mechanism between the two grading scales, nor any provision that explicitly exempts NJCU-delivered syllabi from compliance with Georgian legislation within the joint programme. The specific finding concerning the *Senior Research Seminar* also remains unaddressed. The recommendations under this standard are therefore maintained as binding.

*The other suggestions provided in the draft report shared with the institution, concerning the remaining standards, remain unchanged.*

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

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

- **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 educational programme involves a total of 25 staff members, including academic, scientific, international, and invited staff. The local academic staff of Caucasus University includes 10 members: 3 affiliated professors, 6 associate professors (4 affiliated), and 1 affiliated assistant professor. In addition, there are 8 guest lecturers, 4 of whom have doctoral degrees.

For the joint educational program, the academic staff of NJCU consists of 6 associate professors and one visiting professor, all of whom hold a PhD. The programme engages 9 invited staff members, resulting in a ratio of academic/scientific staff to invited staff of 16:9 (1.78). The ratio of affiliated to academic staff is 9:16.

- **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;

The scientific and research index of the individuals involved in the programme over the last five years is reflected through their publication output and participation in academic activities. The staff have produced 87 papers published in peer-reviewed journals with an international index and 16 publications in local journals.

Staff participation is demonstrated through engagement in academic conferences, including 18 presentations at local conferences and 36 presentations at international conferences.

- **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.);

Over the last five years, the academic staff turnover data indicate that 16 new academic staff members have been recruited, while no academic staff have left the institution, resulting in a turnover rate of 0.0%. Similarly, for invited staff, 9 new members have been engaged, with no reported departures, also reflecting a turnover rate of 0.0%.

- **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;

As the programme is not yet active, there are no data on applicants or enrolled students, and therefore, student progression by academic years is not applicable (N/A). However, the programme has planned a total of 20 student places for implementation.

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

N/A

- 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.

N/A

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

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

**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 programme objectives clearly reflect the specificity of psychology as a scientific and applied discipline. They are appropriately designed for the first-cycle (Bachelor's) level, focusing on foundational theoretical knowledge, basic research competence, and the development of transferable professional skills. The scope and depth of the objectives correspond to the expectations of an undergraduate qualification, preparing graduates for further academic study or supervised professional engagement.

In addition, the programme demonstrates its contribution to the development of the field and society by promoting evidence-based thinking, ethical responsibility, intercultural awareness, and digital competence. By preparing graduates who are capable of engaging in research, supporting mental health initiatives, contributing to educational and organizational contexts, and participating in community-based interventions, the programme supports broader societal needs and strengthens the academic and professional development of psychology within the regional and international context.

The curriculum development process drew on labour market demands and employer feedback, ensuring that the objectives remain relevant to the evolving professional landscape of psychology both in Georgia and internationally. Partner organizations were also involved in the development of the programme in order to align it with market requirements and to create employment opportunities for students and graduates. The programme objectives are shared with all persons involved in the programme, including academic staff, students, and administrative personnel, all of whom were engaged in the design of the objectives. The development and self-evaluation process involved a broad range of stakeholders, including the Dean, Programme Head, academic staff from both Caucasus University and NJCU, and the Quality Assurance Department, all of whom are familiar with and engaged in the achievement of the programme's stated objectives.

#### Evidences/Indicators

- Self Evaluation Report
- Interview Results
- Map of the Programme's goals and learning outcomes

- Program Development Methodology
- Analysis of labor market and employers demands;

**Recommendations: None**

**Suggestions for the Programme Development None**

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b>1.1 Programme Objectives</b>	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 programme learning outcomes describe the competencies that students are expected to acquire upon completion of the undergraduate psychology programme. Overall, the outcomes correspond to the programme objectives and reflect the disciplinary scope of psychology as both a scientific and applied field. The learning outcomes collectively address the key domains expected at the undergraduate level, including theoretical knowledge of psychology, research and methodological skills, ethical awareness and professional responsibility, critical thinking, communication abilities, and transferable professional competencies.

Learning Outcome 1 focuses on the development of foundational disciplinary knowledge. It requires students to demonstrate an understanding of core psychological concepts, theories, and empirically supported findings and to apply this knowledge when interpreting behavior and mental processes across individual, social, and cultural contexts. The indicators refer to knowledge of the historical development of psychology, major theoretical perspectives, and key domains of the discipline, as well as the ability to compare theoretical approaches and recognize practical applications of psychological principles.

Learning Outcome 2 addresses research competencies. Students are expected to understand the stages of psychological research, including hypothesis formulation, literature review, data analysis, and interpretation of findings. The outcome also emphasizes the ability to conduct literature searches using appropriate academic sources and to apply basic statistical reasoning in

the analysis of research data. These competencies support the development of methodological understanding and scientific reasoning in psychology.

Learning Outcome 3 focuses on ethical awareness and professional responsibility. Students are expected to recognize and apply ethical principles in research and professional communication, including responsible use of information, adherence to ethical standards in research practice, and respect for confidentiality and professional integrity. The outcome also highlights culturally sensitive approaches and responsible use of digital technologies and artificial intelligence tools in research, communication, and data analysis.

Learning Outcome 4 emphasizes analytical and critical thinking skills. Students are expected to evaluate the validity and reliability of psychological information, analyze research findings, and apply logical reasoning when addressing psychological questions and ethical challenges. These competencies support evidence-based decision-making and the critical interpretation of psychological research and theoretical claims.

Learning Outcome 5 addresses transferable professional competencies relevant for entry-level engagement in psychology-related fields. These include written and oral communication skills, the appropriate use of professional and scientific terminology, teamwork and collaboration abilities, and the capacity to engage constructively with complex real-life situations. Through these competencies, the programme aims to prepare graduates for responsible participation in academic, professional, and community contexts.

The programme learning outcomes are grounded in relevant sectoral benchmarks, with course design and academic expectations reflecting international standards in psychology education, including those set by the American Psychological Association (APA) and the European Federation of Psychologists' Associations (EFPA). In addition, the development of the learning outcomes was informed by a comparative analysis (benchmarking) of analogous programmes at, including Fairleigh Dickinson University (USA), the University of New York in Prague, and Kutaisi International University (Georgia). The development of the learning outcomes was a collaborative process, involving academic staff from both Caucasus University and New Jersey City University, including the Associate Dean for STEM and Psychology, the Chair of the Psychology Department, and Associate Professors at NJCU, as well as partner organizations, whose involvement ensures that the learning outcomes remain aligned with both academic standards and professional needs.

Yet, some learning outcome indicators are formulated in relatively general terms rather than in terms of clearly observable competencies (e.g., *participate in promoting and establishing a healthy lifestyle, demonstrate tolerance for cultural diversity, show appreciation for the psychological complexities of real-life problems*). Such formulations make it less clear how these competencies can be measured or assessed. In addition, the use of the term *abnormal psychology* in the description of disciplinary domains is generally not preferred in contemporary academic discourse, as terminology in the field has evolved toward more precise and sensitive language.

### **Evidences/Indicators**

- Self Evaluation Report
- Interview Results
- Map of the Programme's goals and learning outcomes
- Benchmarking document

## **Recommendations:**

### **Suggestions for the Programme Development**

1. Review and update the terminology used in the programme learning outcomes to ensure alignment with contemporary academic language in psychology.
2. Revise the wording of several programme learning outcomes in order to formulate them as clearly measurable and observable competencies that can be directly assessed through academic activities and evaluation methods.

## **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component</b>	<b>Evaluation</b>
<b><u>1.2 Programme Learning Outcomes</u></b>	<b>Complies</b>

### **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 established mechanisms for the evaluation of programme learning outcomes, incorporating both direct and indirect assessment methods. Student achievement is assessed through course-level evaluation activities defined in the course syllabi, including various forms of continuous and final assessment. A structured mechanism is in place for the assessment of programme learning outcomes, which includes defining the intended outcomes, collecting relevant data on student achievement, and analyzing the results to determine the extent to which these outcomes are attained. The evaluation process is implemented periodically in accordance with the procedures outlined in the learning outcomes assessment mechanism.

The programme has defined target benchmarks for each learning outcome, and assessment results are monitored and compared against these targets to evaluate the level of achievement of programme competencies. Academic staff are informed about the assessment methods and are actively involved in the evaluation process. In addition to direct assessment, the programme collects feedback from key stakeholders, including students, graduates, employers, and academic and invited staff. These surveys provide indirect evidence on the relevance and effectiveness of programme learning outcomes. Overall, the programme has defined mechanisms for evaluating learning outcomes that include defining, collecting, and analyzing

data, as well as monitoring results against established benchmarks. The results of the learning outcomes evaluation are shared with relevant stakeholders through established institutional mechanisms. Evaluation data is reviewed by the School Council at faculty level, while university-wide trends are considered by the Governing Board, ensuring that all key stakeholders — including academic staff, administrative personnel, and institutional governance bodies, are familiar with and engaged in the analysis of learning outcomes evaluation results, and that findings are used to support ongoing programme development and quality enhancement processes.

### **Evidences/Indicators**

- Self Evaluation Report
- Interview Results
- The Programme and Course Syllabi
- Map of the Programme’s goals and learning outcomes
- Learning Outcomes Assessment Mechanism document
- Regulation on Initiating, Implementing, Developing and Canceling Educational Programs
- Self-evaluation team meeting minutes
- Results of surveys

**Recommendations: None**

**Suggestions for the Programme Development: None**

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>1.3 Evaluation Mechanism of the Programme Learning Outcomes</u></b>	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 programme is designed in accordance with the institutional framework regulating the initiation, development, implementation, and periodic evaluation of educational programmes. The university has established formal procedures that define the roles of academic units, quality assurance structures, and decision-making bodies in programme development. These procedures include needs-based programme initiation, involvement of internal and external stakeholders,

alignment with labour market requirements, and internal review and approval processes prior to accreditation.

The curriculum combines compulsory and elective courses that support the development of core knowledge, research skills, and applied competencies in psychology. Courses are logically sequenced and interconnected across semesters, with prerequisite requirements contributing to a structured progression from foundational to more advanced levels of study.

The programme comprises a total of 200 ECTS credits, of which 140 ECTS are allocated to discipline-specific (professional) courses and 60 ECTS to general university education components. This distribution reflects a strong emphasis on the core field of psychology while ensuring the development of transferable skills through general education courses. The allocation of ECTS credits corresponds to student workload, including contact hours, independent study, and assessment activities, and is aligned with course complexity and intended learning outcomes. Such structuring supports the progressive development of competencies across the programme.

The content of the programme covers the main areas of psychology, including theoretical domains and methodological training, thereby supporting the development of competencies defined in the programme learning outcomes. The structure also allows a degree of flexibility through elective courses and alternative pathways for students with prior language proficiency.

A review of course syllabi confirms that the programme overall engages with contemporary psychological theories and research. In certain courses, however, the core textbook is of an earlier publication date due to the absence of more recent editions in the field (e.g., *Advanced Developmental Psychology* – JPSYC 3161).

Overall, the structure and content of the programme are coherent and logically organized, providing an appropriate framework for the progressive development of knowledge and skills. The qualification awarded is consistent with the scope, level, and content of the programme, as well as with the intended learning outcomes.

### **Evidences/Indicators**

- Self Evaluation Report
- Regulation on Initiating, Implementing, Developing and Canceling Educational Programs
- Interview Results
- The Programme and Course Syllabi
- Map of the Programme's goals and learning outcomes
- Learning Outcomes Assessment Mechanism document

### **Recommendations: None**

### **Suggestions for the Programme Development:**

- In courses where the core textbook is from an earlier publication date due to the absence of more recent editions in the field, the reading list should be consistently complemented with more recent supplementary literature to keep students exposed to ongoing developments in the discipline.

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b>1.4 Structure and Content of Educational Programme</b>	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 individual academic courses and the allocation of ECTS credits are generally designed to support the achievement of course-level learning outcomes. Course syllabi clearly define learning outcomes, teaching methods, assessment strategies, and workload distribution, ensuring alignment between course content, student engagement, and expected competencies. The determination of credits is based on the total student workload, including contact hours, independent study and assessment preparation, which contributes to the realistic achievement of intended learning outcomes.

Furthermore, the content and learning outcomes of courses within the main field of study are coherently aligned with the overall programme learning outcomes. The curriculum follows a structured and progressive design, beginning with foundational courses and advancing toward more specialized and applied domains. The use of prerequisite courses strengthens this progression and ensures academic consistency. Programme-level learning outcomes are systematically mapped with course-level outcomes, demonstrating how individual subjects contribute to the achievement of the programme's intended competencies.

In addition, the study materials specified in course syllabi, comprising internationally recognized textbooks, contemporary literature, and empirical research, are intended to support the attainment of learning outcomes and to reflect developments in psychological science. The adequacy of course content, workload, and materials is monitored through student performance, course evaluations, and graduate outcomes, contributing to the maintenance of academic standards and programme relevance.

Overall, there is substantial evidence that course content, credit allocation, and study materials are structured to support the achievement of both course-level and programme-level learning outcomes.

#### Evidences/Indicators

- Self-Evaluation Report
- Programme Mapping of Learning Outcomes
- Course Syllabi
- Interview results

**Recommendations: None**

**Suggestions for the Programme Development None**

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b>1.5. Academic</b> <b><u>Course/Subject</u></b>	Complies

## **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**

The admission rules for the Bachelor's program in Psychology are clear and follow the law. Students are admitted mainly through the Unified National Examinations, which are organized by the National Assessment and Examinations Center. This shows that the process is official and follows national regulations.

The admission requirements are connected to the program itself. Since the program is taught in English, applicants must have a good level of English. The required level is B2, which can be proven by international certificates like IELTS (6.0) or TOEFL (78), or by passing a university exam. This ensures that students have the necessary skills to study in this program.

There are also special cases where students can be admitted without taking the national exams, but only according to the law. This makes sure that the process is fair and controlled. Students can also join the program through mobility, based on legal procedures. This gives additional opportunities while still following official rules.

The admission process is transparent and accessible, as the requirements are clearly defined. It ensures that students who are accepted have the right knowledge and skills for the program.

Overall, the admission system is fair, follows legislation, and matches the needs and level of the program.

**Evidences/Indicators**

- Psychology 3-Year Joint Program (with New Jersey City University – NJCU, USA)
- Law of Georgia on Higher Education

**Recommendations: None**

**Suggestions for the Programme Development: None**

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b>2.1 Programme Admission Preconditions</b>	Complies

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

The program 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**

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

The program 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 curriculum of the proposed joint bachelor's programme in psychology reflects a strong alignment with academic and professional standards, combining a solid theoretical foundation with elements that support the development of academic, research, and transferable skills. In addition to covering fundamental psychological concepts, theories, and methodologies, the programme offers opportunities for students to engage with research, evaluation, and evidence-based approaches. The internationally oriented curriculum exposes students to global perspectives and contemporary interdisciplinary developments in psychology.

The programme is structured around three main objectives. The first objective is to establish a strong knowledge base in fundamental psychological concepts, theories, and methodologies, enabling students to apply these principles in personal growth, interpersonal relationships, and

broader sociocultural contexts. The second objective focuses on engaging students with current scientific trends, research methodologies, and empirical evidence, fostering an understanding of interdisciplinary and cross-cultural perspectives. The third objective is to enhance students' communication, collaboration, critical reasoning, and research skills, enabling them to participate effectively in academic, professional, and research-related contexts.

The programme enables students to achieve five key learning outcomes, including integrative knowledge across major psychological domains; the ability to conduct supervised research using modern methodologies and appropriate statistical analyses; the application of ethical principles in communication and research, including the responsible use of digital technologies; the development of critical thinking and evidence-based problem-solving skills; and the acquisition of fundamental psychological knowledge and transferable skills relevant to entry-level roles across sectors such as education, healthcare, business, social work, and research.

The curriculum structure demonstrates compliance with key academic and professional standards. It covers essential research areas relevant to undergraduate education and labour market needs, while the ECTS distribution between mandatory and elective courses is balanced and coherent. The criteria for course selection are clearly defined and aligned with programme objectives, ensuring consistency across the curriculum. Both mandatory and elective courses contribute to methodological and applied learning, offering meaningful opportunities for the development of practical and transferable skills. Teaching and learning approaches, including project work, presentations, and thematic discussions, support the acquisition of these competencies. The curriculum also incorporates specialised fields such as Educational, Evolutionary, Forensic, and Health Psychology, allowing students to engage with diverse sub-disciplines.

Students are involved in individual and group activities, project-based learning, and empirical research throughout their studies. Early exposure to research, mentorship from academic staff, and participation in scientific activities contribute to the gradual development of competencies. The inclusion of a senior research seminar in the third year further consolidates students' field knowledge and supports the development of independent research capacity. In addition, enhanced English language instruction strengthens the programme's international orientation and supports its joint delivery. The collaboration with New Jersey City University further enhances the international and interdisciplinary dimension of the programme, including opportunities for engagement with diverse academic practices. The programme design, overall, reflects a coherent structure that integrates theoretical knowledge with methodological training and skill development. The way in which this design translates into consistent practical experience for all student groups is examined further below.

The programme demonstrates a clear orientation toward the development of research and practical competencies, with practical and transferable skills addressed through an integrated curricular model. Across core theoretical and methodological courses, students engage in case-based analysis, simulation exercises, behavioural observation, applied research tasks, ethical decision-making, intervention planning, and structured self-reflection, activities that are consistent with competency-based approaches to undergraduate psychology education and that support the progressive scaffolding of professional skills throughout the programme.

Notwithstanding this curriculum-wide design, the development of applied competencies is not yet fully structured or consistently ensured for all student groups. The integration of practice within coursework, while pedagogically sound, does not fully substitute for structured exposure to authentic professional settings, where students have the opportunity to observe professional practice, become familiar with organisational and ethical contexts, and apply foundational skills

under appropriate supervision. The absence of a structured experiential component within the curriculum therefore limits the systematic acquisition of supervised applied experience, the early cultivation of professional identity, and the demonstrable attainment of practice-oriented learning outcomes at a level appropriate to undergraduate study. Although the partner institution offers structured opportunities for field placements and cooperative education, an equivalent component is not consistently available to students completing their studies at the local institution, raising a concern of comparability of training opportunities within a joint qualification. This gap is corroborated by student and alumni feedback indicating limited exposure to supervised practice, and has been noted in external programme evaluation findings (American University of the Middle East, AUM). As a result, while the building blocks of practical competence are present across the curriculum, their cumulative contribution to the programme learning outcomes cannot yet be reliably evidenced for all students.

### **Evidences/Indicators**

- Educational Programme
- Programme Objectives
- Structure of the Programme
- Self-Evaluation Report
- Syllabi
- External Programme Evaluation Report (American University of the Middle East, AUM)
- University Website ([Partner Institution – Psychology Programme Description](#))
- Interview Results

### **Recommendations:**

- Ensure equitable access to structured, supervised practical experiences for students completing the programme at the local institution, comparable to the cooperative education and field placement opportunities available to students at the partner institution (NJCUC).

### **Suggestions for the Programme Development: None**

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>2.2. The Development of practical, scientific/research/creative/performing and transferable skills</u></b>	<b>Substantially</b>

### **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.

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

The teaching and learning methods of the programme's courses correspond to the specifics and content of each course and are defined in accordance with the learning outcomes outlined in the syllabus. The learning process applies student-centred approaches, adapted to the nature of the course, and includes a combination of methods that are used in an integrated manner throughout the teaching process.

These methods include lectures, discussions and debates, demonstration methods, and presentations. Classroom exercises and written assignments, including analytical writing tasks, are used as part of the learning process. Group work is incorporated to support collaborative learning, while project-based research and case analysis are applied in courses where relevant to the content and objectives.

The teaching and learning methods of each course are specified in the corresponding course curriculum and are aligned with the goals and learning outcomes of that course. The combination of methods used across courses is reflected in the programme structure, and their description is included in the course syllabi.

In the context of the joint programme, the higher education institution (HEI) ensures that the needs of international students are fully considered, and the educational programme provides comprehensive support, inclusion, and management for international students. Additionally, Caucasus University is well-equipped to support students with specific needs.

Academic, research, and visiting staff demonstrate strong intercultural awareness and apply inclusive, student-centred teaching practices in line with quality assurance standards and guidelines. Particular attention is paid to the consideration of cultural diversity, linguistic accessibility, and equal learning opportunities. Teaching materials and methods are adapted, and students are provided with academic guidance and integration support throughout the programme. Also, there are different electronic or distance learning options:

- Online lectures (live or recorded)
- Virtual learning environments (e.g., Moodle, Blackboard, etc.)
- Remote access to learning materials and assignments
- Hybrid formats for students unable to attend in person (e.g., due to mobility issues, visa delays, or emergencies)

In cases where physical mobility or attendance is not possible (e.g., if the student cannot obtain a study visa), access to high-quality e- and distance learning is ensured. This includes a compatible virtual learning environment, access to online lectures, and digital academic resources at the university.

Caucasus University has relevant experience and practice. At the master's level, joint educational and certificate programs are implemented with foreign universities such as Wildau University of Applied Sciences (Germany) for technology and management, Rosen College of Hospitality Management (USA) for hospitality studies, and Grenoble School of Management (France) for business management.

### **Evidences/Indicators**

- Educational Programme
- Structure of the Programme,

- Self-Evaluation Report
- Syllabi
- Site Visit Information (Interviews and documents provided)
- Caucasus University Internationalization Policy and Evaluation Mechanisms, Appendix: 2, Approved by: Order N07/01-18 (04.10.2024) Of Caucasus University President

**Recommendations: None**

**Suggestions for the Programme Development None**

### Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>2.3. Teaching and learning methods</u></b>	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 evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

Student evaluation within the programme is conducted in accordance with established procedures and the requirements of national legislation. In most cases, the assessment system follows the rule of calculation for higher education programmes with credits approved by the Order N3 of January 5, 2007 of the Minister of Education and Science of Georgia and is also aligned with the requirements of the State of New Jersey and the Middle States accreditation body. The evaluation process is fair, transparent and reliable for all student, that was approved during the interviews with students.

The assessment components of each academic course are defined in accordance with the specificity of the course and are directly linked to the intended learning outcomes. In most cases, student achievement is evaluated through continuous assessment, which includes both midterm and final examinations, the sum of which forms the final grade. Midterm evaluation consists of different assessment components such as written or oral tests, homework assignments, practical work and other course-specific activities that measure students' knowledge, skills and competences. Each component has a defined weight in the total score, which is clearly indicated in the course syllabus.

Evaluation components, methods and criteria are transparent, accessible and communicated to students in advance through syllabi and the electronic academic process management system

and that was approved during the interview with students as well. The programme uses both formative and summative assessment methods. Summative assessment measures the level of student achievement in relation to the course objectives, while formative assessment supports student development by providing feedback on learning progress.

Student performance is evaluated using a 100-point grading system, which includes positive grades (A–E) and negative grades (FX and F) in CU-led courses. The final grade is calculated based on the combined results of interim and final assessments. In cases where the minimum competence threshold is not reached in the final exam, the student is permitted to retake the exam within the timeframe defined by the academic calendar. In NJCU-led courses, the assessment system differs from Georgian legislative requirements. It is defined in percentages, with the grading system differentiated as follows: A (93–100%); A+ (90–92.99%); B (83–86.99%); B+ (87–89.99%); B– (80–82.99%), and so forth. By contrast, under Order N3, A is defined within the range of 91–100 points; B — 81–90 points, and so forth. The assessment system across all syllabi must be uniformly compliant with Georgian legislation.

The Memorandum of Agreement concluded between Caucasus University and New Jersey City University, agreed with the NCEQE, establishes the principle of two parallel grading systems: Articles 1.1.1 and 5.1.8 confirm that ECTS credit recognition is based on Georgian legislation, while Articles 1.1.2 and 5.2.9 confirm that US credit recognition is based on the requirements of the U.S. Department of Education, the State of New Jersey Department of Higher Education, and the Middle States Commission on Higher Education. Article 7 presents the two grading scales separately, each governed by its respective national/state framework.

In addition, the syllabus for the course "Senior Research Seminar" must be amended to comply with its study component nature. According to the rule of calculation for higher education programmes with credits, approved by Order N3 of January 5, 2007, of the Minister of Education and Science of Georgia, a bachelor's research project is considered a study component; therefore, the aforementioned syllabus must include midterm and final examinations with a proper description of the student evaluation system. Furthermore, the Memorandum of Agreement does not contain a formal grade-equivalence mechanism between the NJCU and CU scales, nor any provision that explicitly exempts NJCU-delivered syllabi from compliance with Georgian legislation within the joint programme. This applies equally to syllabi structured as study components, such as the Senior Research Seminar.

Students receive feedback on their performance, particularly through formative assessment methods that provide guidance on their strengths and areas requiring improvement. During the interviews students and lecturers mentioned that they receive and provide feedback intensely. Assessment criteria are based on clearly defined learning objectives and rubrics, ensuring the reliability and validity of student evaluation.

During the evaluation process, academic and research ethics principles are upheld, including mechanisms for ensuring academic integrity and preventing and detecting plagiarism. It is regulated by the internal regulation - code of academic integrity. During the interviews with lecturers and students it was approved that they are all well aware of plagiarism detection and prevention mechanisms. These mechanisms contribute to maintaining the credibility and fairness of the assessment process.

Students also have the right to appeal assessment results. Within three days after receiving their graded work, students may request a review of the assessment and submit a justified appeal to the relevant department. The lecturer is required to provide a written, reasoned response and, if necessary, revise the grade. The real implementation of the appeal procedure was approved by

the students during the interview. If the student is not satisfied with the lecturer's explanation, they may request the establishment of a commission that includes a specialist in the relevant field. The commission reviews the case and makes an objective decision to either uphold or modify the original grade. This process ensures transparency and fairness in resolving assessment disputes.

Finally, evaluation results are analyzed and used to improve the teaching and learning process, ensuring continuous enhancement of the programme's quality. If necessary, the university can also provide student assessment through e-learning or distance learning methods, taking into account the specificity and content of the course components. The university ensures the reliability and validity of student assessment, including in online or distance learning environments.

### **Evidences/Indicators**

- SER and annexes
- Interview Results
- Additionally presented documents

### **Recommendations:**

3. All course syllabi should comply with the student assessment system in accordance with Georgian legislation.
4. The student evaluation system within the "Senior Research Seminar" course should be amended in accordance with Georgian legislation.

### **Suggestions for the Programme Development None**

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>2.4. Student evaluation</u></b>	<b>Substantially</b>

## **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.

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

With regard to the planning of the learning process, improvement of academic achievement, employment and professional development, students receive consultations from student services, the learning process monitoring department, and the department of career development and employment promotion. Staff are involved in advising students on the learning process as well as in various activities. The Dean, programme administrative director, programme academic supervisor, and lecturers are involved in the consultancy process. Lecturers provide students with relevant information during consultation hours in terms of course-specific details, while administrative staff provide information on services and processes available at the university. These practices were confirmed in the self-evaluation report (SER) and during interviews with administrative staff and students.

The university provides integration opportunities for both national and international students. This was confirmed during interviews, where students indicated that they have opportunities to participate equally in events.

Students' rights and interests are formally supported by the Ombudsman's Office, which has been operating within the university since 2018 and is responsible for informing students regarding issues related to their rights and interests. The Office conducts annual informational meetings with students and disseminates information through official channels, including the university website and direct email correspondence. The level of student awareness is also monitored through the annual student satisfaction surveys. Nevertheless, during the interviews conducted as part of this evaluation, only one student reported having heard about this position, suggesting that the reach of existing communication efforts toward the broader student body could be further strengthened.

A Centre for Student Psychological Consultancy has been established within the university structure, developed within the framework of an Erasmus+ CBHE institutional development project. Its establishment was preceded by an assessment of students' psychological needs and an informational campaign that included meetings, public lectures, bilingual flyers distributed in student spaces, and announcements on the university website. The Centre aims to increase access to psychological support services, promote positive attitudes toward mental health, and assist students in addressing psychological and academic challenges. Despite the institutional efforts undertaken, during the interviews students indicated limited awareness of this service, suggesting that further outreach to the wider student community could enhance its visibility.

There are multiple opportunities for students to participate in local and international projects, events, conferences, and exchange programmes. Students reported participation in such activities and confirmed that information is shared and that peers are also engaged. These aspects were confirmed in the SER and during interviews.

Students are informed about local and international opportunities through institutional structures, including the International Relations Department, which organises meetings and provides information on exchange programmes, summer schools, and other initiatives. This was also confirmed in the SER and during interviews.

## Evidences/Indicators

- SER and annexes
- Interviews
- Additionally presented documents

**Recommendations:** None

### **Suggestions for the Programme Development:**

- Building on the existing communication activities of the Ombudsman's Office, further strengthen outreach efforts to ensure that all students are systematically informed about the Ombudsman's role, functions, access procedures, and available support mechanisms.
- Building on the existing promotional activities for the Centre for Student Psychological Consultancy, further enhance targeted awareness initiatives to ensure that students across the programme are informed about and can access psychological consultancy services.

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>3.1 Student Consulting and Support Services</u></b>	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**

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.

<b>Data related to the supervision of master's students</b>	
Number of master theses supervisors	
Number of master's students	

Ratio - supervisors of master's theses/master's students	
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**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	Evaluation
<b>3.2. <u>Master's Students Supervision</u></b>	N/A

**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 Joint Psychology Program actively engages both foreign and local academic staff, each bringing extensive theoretical knowledge and practical expertise in the field. The program currently comprises a total of 25 academic and invited personnel.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise	Including the staff holding PhD degree in the sectoral direction	Among them, the affiliated staff
Total number of academic staff	25	19	21	3
- Professor			3	2
- Associate Professor			12	8
- Assistant Professor			1	1
- Assistant				
Visiting Staff				9
Scientific Staff				15
Including International Staff	7		7	6

The program staff consists of highly qualified individuals who have the necessary competencies to achieve the students' program learning outcomes. The local academic staff of Caucasus University includes 10 members: 3 affiliated professors, 6 associate professors (4 affiliated), and 1 affiliated assistant professor. In addition, there are 8 guest lecturers, 4 of whom have doctoral degrees.

For the joint educational program, the academic staff of NJCU consists of 6 associate professors and one visiting professor, all of whom hold a PhD.

The number and workload of academic and visiting staff are sufficient to manage the educational process and fulfill the assigned duties. Quantitative indicators contribute to the sustainability of the program.

The Head of the program, Ms. Maia Machavariani-Tsereteli, possesses the necessary knowledge, experience, and competencies. Lectures and seminars on health psychology, fundamentals of neuropsychology, fundamentals of psychology, and introduction to clinical psychology, medical psychology, clinical neuropsychology, biopsychology, and positive psychology. Ms. Maya Machavariani-Tsereteli is personally involved in the implementation of the program. Students have a sufficient number of administrative and support staff, all with appropriate competencies.

The qualifications, experience, and achievements of the academic staff were assessed on the basis of submitted documentation (CV, diplomas, lists of publications) and face-to-face interviews. Analysis of these materials and interview data shows that most of the staff are not only theorists, but also active practitioners who are involved in original research.

The qualifications and experience of the teachers fully correspond to the goals of the program. During the interviews, the program implementers demonstrated a strong command of the

English language. Several of them are involved in projects related to their field and are well-positioned to effectively manage the educational program.

The number of administrative and support staff for the Bachelor's program is sufficient, and they have the necessary skills and experience to successfully manage the program.

Overall, the staff demonstrates the competencies necessary to achieve the program's learning outcomes.

The Head of the program, Ms. Maia Machavariani-Tsereteli, is systematically and substantively involved in the management of the program, including its evaluation, development, implementation, and continuous improvement. She plays a leading role in the development and periodic review of the program, ensuring that the learning outcomes, curriculum structure, and teaching methodologies are in line with national qualifications frameworks, international standards, and changing labour market requirements.

As part of the internal quality assurance system, the Head of the program actively participates in the collection and analysis of quantitative and qualitative data, including student feedback, academic performance indicators, and stakeholder opinions. Based on this evidence, she contributes to informed decision-making and the implementation of targeted improvement actions, thereby ensuring the continuous development of the program.

In terms of program implementation, she oversees the coordination of academic processes, supports the consistency and quality of teaching, learning, and assessment practices, and works closely with academic and administrative staff to ensure the effective implementation of the program.

The Head of the program is also directly involved in student-centered activities, including academic advising, mentoring, and supervision, supporting students' academic progress, research development, and career guidance.

In addition, she is actively involved in the planning and implementation of academic and professional events related to the program, such as scientific conferences, seminars, public lectures, and stakeholder engagement activities. Through these efforts, she contributes to strengthening the academic environment, increasing student engagement, and facilitating the integration of education, research, and practice.

### **Evidences/Indicators**

- Self-evaluation report;
- Programme description and syllabus;
- CVs and diplomas of the head of the Program, academic and invited staff
- Functions and responsibilities of the head of the program, the administrative staff

**Recommendations: None**

**Suggestions for the Programme Development: None**

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b>4.1 <u>Human Resources</u></b>	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

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.

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			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			—
Scientific Staff			—

#### 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	Evaluation
<u>4.2 Qualification of Supervisors of Master's Students</u>	N/A

### 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

To systematically plan, coordinate, and improve both fundamental and applied research, the university has established a Research Promotion Department, which functions as a central institutional. The Department oversees the active engagement of a wide range of stakeholders, including academic, research, and visiting staff, doctoral and master's students. Ensures the integration of international standards, academic integrity, and methodological rigor. Supports project-based collaboration and promotes the internationalization of research through joint initiatives with partner institutions around the world.

To ensure the continuous professional development of the academic community, the University and its constituent schools regularly conduct assessments of academic and visiting staff, identify specific needs and areas for professional growth.

The University's internal research funding mechanism provides additional support for the development of innovative projects. Research proposals are submitted twice a year and reviewed by a committee of experts. The implementation of funded projects is jointly controlled by the Research Promotion Department and the Finance Department, which ensures transparency, accountability, and efficient use of resources.

Incentive mechanisms have also been developed to enhance the research engagement of both staff and students. This includes an initiative to support the development of extracurricular skills of students and the university's funding/co-funding of extracurricular skills development programs that promote the acquisition of advanced research, analytical, and communication skills.

Caucasus University provides research infrastructure, including full access to leading international academic databases and electronic resources through the university library. Platforms such as Elsevier's ScienceDirect and Scopus.

The university organizes and hosts annual international scientific conferences and student research symposia. These activities significantly contribute to the visibility and dissemination of research results, as well as the development of academic competencies of students and early-

The institutional commitment to capacity building is further reflected in the regular organization of research-oriented seminars, workshops, and training programs. These activities cover key areas such as project design, grant writing, bibliometric analysis, publication ethics, and research dissemination. The university’s participation in Erasmus+ mobility programs and international research partnerships further strengthens its global engagement, allowing academic staff and students to collaborate across borders, share methodological innovations, and participate in institutional projects that address new global challenges.

Through this integrated and strategic approach, Caucasus University has developed a comprehensive, transparent, and sustainable research environment that supports scientific excellence and international collaboration. Existing institutional mechanisms ensure that research is systematically developed, ethically justified, and consistent with both national priorities and global academic standards.

**Evidences/Indicators**

- Questionnaire for academic staff;
- International mobility statistics;
- Memoranda, agreements;
- Research Facilitation Department Annual Reports;
- Rules and procedures for internal university funding of research, approved by the Governing Board of Caucasus University (2018; (updated by the Resolution of the Governing Board of the Caucasus University on November 28, 2023 N12));
- "Rule for Internal University Funding/Co-funding of Skill Development Initiatives Beyond Students' Extracurricular Programs" approved by the order of the President of the Caucasus University dated March 23, 2020 N07/01-02;
- Information on meetings / events held within the framework of international projects on the University website: <https://www.cu.edu.ge/ka/news-page>

**Recommendations: None**

**Suggestions for the Programme Development: None**

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>4.3 Professional development of academic, scientific and invited staff</u></b>	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**

To achieve the learning outcomes envisaged by the curriculum, the university infrastructure and material and technical resources are used, which are freely available to students and academic staff.

The university library stores printed and electronic materials relevant to the undergraduate educational program, which are available to students, guests, and academic staff (a total of 24,886 printed and 10,255 electronic books and other publications). The university library has an electronic catalog. The library has a reading room with appropriate equipment (chairs, tables, computers). The library has 1 multifunctional photocopier, which can be used by students with the help of 3 library employees. In the reading room, students have the opportunity to use the Internet and international electronic resources hosted by EBSCO.

List of available databases include (e.g., Emerald, Science Direct, Scopus, Sci-Val Funding(Finding Institutional: Available scientific journals (e.g., Cambridge Journals Online, e-Duke Journals Scholarly Collection): Consensus Software for doctoral students :<https://scite.ai/>, Writesonic.

The university owns material and technical resources, which include:

A building located at 1 Paata Saakadze Street, Tbilisi. The total area of the building is 11,179 sq m, of which 5,021 sq m is academic space. The following mandatory spaces are allocated in the university building: 63 auditoriums, a lobby of up to 170 sq.m., a conference hall, recreation areas, administrative spaces and storage rooms, a group work area, sanitary facilities, a library (265 sq.m.), laboratories, an archive, 2 cafeterias (380 sq.m.). This ensures effective management of the educational and administrative process.

The university has an effective power supply system, and the building is equipped with separate sanitary facilities, which have been constantly supplied and properly maintained over the years. Sanitary facilities comply with sanitary and hygienic standards and are provided with constant lighting and ventilation. The territory of Caucasus University is adapted for people with disabilities (ramps, elevators, etc.). All study rooms have both natural and artificial lighting. A central heating system has been installed, the university territory is protected by a security service, and video cameras have been installed on the internal and external perimeter for security purposes. Firefighting, security, and medical assistance detection mechanisms have been developed.

Information and communication technologies - there is a laboratory and computer equipment corresponding to the academic educational program, which meets modern requirements, is connected to the Internet, and is available to students, academic, visiting, and administrative personnel. Computers are equipped with appropriate software tools/applications. Auditoriums and computer classes are provided with a local network and the Internet.

Caucasus University is equipped with modern computer equipment and photocopying equipment (a significant part of which was updated in 2025). Currently, the university has nine computer classes on floors A, B, and C. Such classes are equipped with personal computers, multimedia projectors, and "smart boards". All auditoriums and libraries are equipped with such projectors and computers. The administration and practically all employees are provided with computers and Internet access. The university's computer park includes more than 380 units plus organizational technical means, such as printers and scanners, and 30 "smart boards", "Canon VarioPrint 115" copiers with a fast processor (high-quality), and a color copier HP MFD. WiFi

is available throughout the university, as well as telephone connection via IP phones (for which more than 130 suitable phones have been purchased). Five units of modern servers operate in the university's server room, and the corresponding network equipment ("Cisco" and "Aruba/HP" switches) is installed on its territory.

**Evidences/Indicators**

- Library, physical and technical resources;
- Access to international library and academic databases;
- Library book fund

**Recommendations: None**

**Suggestions for the Programme Development None**

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b>4.4 Material Resources</b>	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 educational program supports its proper functioning and shows that the university is able to run the program in a stable way.

The program budget includes both income and expenses. The main source of income is students' tuition fees. At the same time, all important expenses are considered. These include teaching hours, number of courses, payment for lecturers, and support for students during their studies.

The budget also covers administrative costs, as well as expenses related to program development, accreditation, and international activities. Other additional costs that may appear during the program are also taken into account.

There is also a university reserve fund. This fund helps to cover program expenses even if the number of students is low. This ensures that the program can continue without problems.

The budget can be updated if there are changes in the program. It is officially approved by the University President.

Overall, the financial resources are planned in a realistic way and are enough to support the program. The budget clearly shows where the money comes from and how it is used, including both regular and occasional expenses

## Evidences/Indicators

- Program budget
- The internal university funding/co-funding policy for student initiatives aimed at developing skills beyond the educational program

**Recommendations: None**

**Suggestions for the Programme Development None**

## Evaluation

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability</u></b>	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

Based on provided materials and interviews during the site visit, it can be mentioned that the university has a quality assurance system based on continuous improvement. This means that the program is regularly evaluated and improved over time.

The program staff actively collaborates with the Quality Assurance Department. They work together when planning the program, creating assessment tools, and analyzing the results. The department also provides recommendations when there is a need for improvement.

It is clear that the quality assurance system follows the “plan–do–check–act” (PDCA) principle. From what was observed, this cycle is applied in teaching, research, and management processes.

It should be noticed that the self-evaluation process is collaborative. It involves academic and administrative staff, students, alumni, and employers. This shows that different perspectives are considered when evaluating the program.

Based on the information provided, the results of evaluations, including student surveys and meetings, are used in decision-making. This means that the program staff takes into account quality assurance results when making improvements.

The Quality Assurance Department works on addressing weaknesses identified during the self-evaluation process and monitors the progress regularly.

Overall, the program has a well-organized and active quality assurance system, which supports continuous development and improvement.

**Evidences/Indicators**

- Internal mechanisms of quality assurance
- Quality Assurance Department Statute
- The rule of implementation of educational Programs
- Results of survey of the students' satisfaction
- Student survey results
- Statistics related to the Program
- Self-evaluation report
- Conducted interviews

**Recommendations: None**

**Suggestions for the Programme Development None**

**Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>5.1 Internal quality evaluation</u></b>	<b>Complies</b>

**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 utilises the results of external quality assurance processes on a regular basis. External evaluation takes place through university authorisation and programme accreditation, ensuring that the programme is assessed in accordance with official standards. Beyond formal accreditation, the programme engages in external benchmarking by analysing programmes from Kutaisi International University, the University of New York in Prague, and Fairleigh Dickinson University, which provides reference points for both international and local practices and informs programme development.

Specialists from international institutions have also reviewed the programme and provided feedback, contributing to its further development. The Quality Assurance Department reviews recommendations provided by external experts during accreditation processes, shares them with the relevant academic units, and plans responsive actions aimed at improving the programme and aligning it with accreditation requirements. Programme staff and school administration are actively involved in reviewing these recommendations and considering their implementation, and there is evidence that the university follows up on these processes.

However, a review of the documentation reveals that specific recommendations from external evaluations are not consistently reflected in program revisions. In particular, recommendations for enhancing practical components, such as internships, as suggested by the American University of the Middle East (AUM), were not integrated into the current program design.

To summarise, the programme draws on external evaluation results, engages with expert recommendations, and incorporates external expertise and benchmarking into its development processes, though more systematic documentation and follow-through on specific recommendations remains an area for improvement.

### **Evidences/Indicators**

- The Quality Assurance Mechanisms
- Quality Assurance Department Statute
- Benchmarking document
- Evaluation letters of external experts
- Self-evaluation report
- Conducted interviews

### **Recommendations: None**

### **Suggestions for the Programme Development:**

- Ensure clearer documentation and integration of external reviewers’ recommendations in programme development and review processes, including evidence of how specific recommendations are addressed.

### **Evaluation**

Please, evaluate the compliance of the programme with the component

Component	Evaluation
<b><u>5.2. External Quality Evaluation</u></b>	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 program is regularly monitored and reviewed with the involvement of different groups. These include academic and administrative staff, students, alumni, and employers. Their feedback is collected and analyzed in a systematic way.

The Quality Assurance Department plays an important role in this process. It has created mechanisms to evaluate and improve the program and makes sure that different stakeholders are involved.

The program is updated when needed. Changes are made according to feedback, evaluation results, and also based on market and legal requirements. This helps the program stay modern and relevant.

The students evaluate their courses and lecturers every semester. In addition, their academic performance is monitored, and the results are analyzed at both school and university levels. These results are later used to improve the program and teaching process.

The program director and staff also monitor whether learning outcomes and goals are achieved. Based on this, they plan further improvements.

The university also conducts annual student surveys, where students evaluate different services such as the library and support services. This feedback is also used for improvement.

It is clear that the program is compared with similar programs at foreign universities. This helps to follow international best practices and keep the program up to date.

Overall, the program uses different evaluation tools and feedback sources. Based on the collected information, the program is regularly improved and adapted when necessary.

### **Evidences/Indicators**

- Rules for the implementation of educational programs
- Student survey forms and results
- Alumni survey forms and results
- Employer survey forms and results
- Records of the self-assessment working group meetings
- Self-evaluation report
- Conducted interviews

**Recommendations: None**

**Suggestions for the Programme Development: None**

### **Evaluation**

Please, evaluate the compliance of the programme with the component

<b>Component</b>	<b>Evaluation</b>
<b><u>5.3. Programme monitoring and periodic review</u></b>	<b>Complies</b>

**Attached documentation (if applicable):**

**Signatures:**

**Chair of Accreditation Expert Panel**

Zamira Hyseni Duraku

*Zamira Hyseni Duraku*

**Accreditation Expert Panel Members**

Nino Patariaia

*ბ. სოსო მარია*

Nino Alavidze

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Full name, signature

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