NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education
Cultural personology, psychological anthropology and migration studies
Doctoral Programme

Name of Higher Education Institution

LEPL Ivane Javakhishvili Tbilisi State University

Evaluation Date(s)
28.01.2023

Report Submission Date

13.04.2023

Tbilisi

Contents

Information about a Higher Education Institution [1]

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

Expert Panel Members

Chair (Name, Surname, HEI/Organisation, Country)	Dr Jonathan Loose, University of London, UK.
Member (Name, Surname, HEI/Organisation, Country)	Mr. Giorgi Nidjaradze - LTD Free University, Tbilisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ms. Ketevan Beridze – LEPL Batumi Shota Rustaveli State University, Tbilisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ms. Tamta Tskhovrebadze – LTD Black Sea International University, Tbilisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Ms. Mariam Aleksidze – LTD Caucasus University, Tbilisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Vakhtang Kekoshvili – LTD Georgian American University (GAU), Tbilisi, Georgia
Member (Name, Surname, HEI/Organisation, Country)	Nino Sanadiradze - The Union of Tbilisi Museums, Tbilisi, Georgia

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

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	კულტურული პერსონოლოგია, ფსიქოლოგიური ანთროპოლოგია და მიგრაციის კვლევები
Name of Higher Education Programme (in English)	Cultural Personology, Psychological Anthropology and Migration Studies
Level of Higher Education	8
Qualification to be Awarded[2]	PhD in Social Sciences
Name and Code of the Detailed Field	0319 Social and Behavioral Sciences - Unclassified
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education[3]	-
Language of Instruction	Georgian
Number of ECTS credits	50
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	-

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

[3] In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

- **General Information on Education Programme[4]**

TSU's doctoral programme in Cultural personology, Psychological Anthropology and Migration Studies is a new programme submitted for accreditation. This is a third-cycle, research-level programme (level 8), with a fifty-credit taught component and, appropriately for the programme, a research thesis component that is not credit-weighted. . The approval follows revisions to the TSU minimal standards for doctoral studies (Academic Council Resolution No. 245/2018) and the move of the Dissertation Council from faculty to university level, and it seeks to reflect these changes in its design. Externally, the programme has been established following a labour market survey to establish employability of graduates (March 2022, 17 employed graduates of relevant programmes were interviewed from the 2017-2021 academic years). The programme is also motivated by the importance and contemporary relevance of the issue of migration, and the resulting need to equip graduates to understand and respond to the psychological and other societal consequences that result.

The programme builds on existing expertise within the Faculty in addition to broadening the range of expertise to enable a new, inter-disciplinary award.

- **Overview of the Accreditation Site Visit**

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

- **Brief Overview of Education Programme Compliance with the Standards**
  - Standard 1: Compliant
  - Standard 2: Compliant
  - Standard 3: Compliant
  - Standard 4: Compliant
  - Standard 5: Compliant

- **Recommendations**

Component 2.4

- To ensure the accuracy of the syllabus for the course "Selected Topics in Psychological Anthropology: Communication, Culture, and the Problem of Meaning.", and, in general, to ensure the accuracy and clarity of syllabus information is monitored.

Component 3.2

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

- **Suggestions for Programme Development**

Component 1.1

- To include clearly within the programme aims a commitment to secure increasing levels of grant funding to enable students who will benefit from the programme to be funded for the entire course of their studies.
- To emphasize within the aims of the programme the importance of the ongoing development of competency in one of the European languages noted by the University (English, French, German) and ideally in English, which is typically the most useful *lingua franca* for the discipline. This applies to all students and staff to support full engagement with the internationalized discipline. This involves ongoing development during the programme beyond the baseline entrance requirements (B2) to reach a higher level that enables engagement with subtle and complex technical material requiring a sensitivity to implied meaning (e.g. C1). This is particularly important in this inter-disciplinary area that has a strong qualitative and theoretical aspect, with complex theoretical discussion involving subtle argumentation and novel ideas.
- To provide some elaboration of the aims in order to define more clearly the set of knowledge, skills and competences that the programme should develop in its graduates. This would include The types of research methods training that the programme provides and the balance between empirical and theoretical work. Most importantly, a clearer illustration could be provided of the skills and competencies provided by the programme to work as a professional in this area outside the university context. For example, the panel heard of the importance of people trained in this area for involvement in policy development around issues of migration. To connect the competencies of the programme more clearly with the skills required for future roles such as these would be helpful.

Component 1.2

- Develop intentionally the number and range of connections the programme team have with prospective employers of graduates of the programme who are outside the University sphere. In particular, ensure that at future programme reviews there is a wide range of relevant employers who can specify clearly the range of knowledge and skills that they require.
- Ensure that learning outcomes are included that relate to the skills and competencies required for successful application of research skills and subject knowledge in professional contexts outside the University.

Component 1.4

- To consider removing the requirement for publication of two publications in internationally indexed journals, or in journals with an impact factor, prior to thesis submission. This requirement should be replaced with more detailed assessment criteria for the thesis in order that judgments about whether a student has met the learning outcomes are made by TSU through its viva committee and not devolved to journal editors and conference organisers.

Component 2.2

- To encourage all students to be involved in research projects supervised by highly qualified and experienced researchers who are currently research active themselves.

Component 4.1

- The panel would encourage the faculty to continue to appoint staff with a background and focus at international level as well as those with a national focus, and to maintain a substantial proportion of staff who were not themselves trained at TSU. Both horizons of activity are important for the overall contribution of the faculty. The Faculty should manage its staffing to ensure that there are regular opportunities to appoint younger scholars.
- In order to ensure that the current capacity to supervise PhD students is maintained and developed it is important that there are regular opportunities for ongoing staff training and enrichment, as well as for mutual sharing of research expertise among academic staff. This would include training in the area of producing grant applications.

Component 4.2

- Improve communications with other HEIs teaching psychology for mutual benefit and potential collaboration.

- **Brief Overview of the Best Practices (if applicable)[5]**

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

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

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

The objectives of the programme are clearly stated in the Self-Evaluation Document and Programme Description. They flow clearly from the University's mission, values, and vision, and, by describing a research degree at PhD level, from the University's Strategic Development Plan (2018 – 2024), with its focus on the development of research.

The first objective of the programme is the "formation of highly qualified professionals who can generate new scientific knowledge in the fields of psychological anthropology, cultural personology, and migration studies; Elaboration of current theoretical issues, including innovative development of existing theoretical approaches to the cultural foundations of higher mental processes."

The development of this programme in personology has a strong rationale and it is important from the University's point of view. This programme will address various topics, but a core issue is the question of migration and inter-cultural communication, which is relevant and important for the situation in Georgia today. The panel heard that the country needs to build professionals who can work on policy, improving inter-cultural contributions and the multi-cultural environment. The programme is also important from the University's point of view, given its focus on applied disciplines and the development of society, and its aim to be a 'dignified member of the free world.' The use of a multidisciplinary approach that connects existing expertise in psychology with new expertise in anthropology will facilitate this through the personology programme. The panel judged that this is a valuable programme for the university and wider society and commends the University for developing it. To teach this programme at a research level is important given the skills needed to work on these issues in a changing context. There will be an ongoing need for new knowledge and theoretical approaches in this area. The aim flows from the mission of TSU, to create, keep, and disseminate new knowledge. The general focus on applied research is also consistent with the vision of TSU to place an 'increasing accent' in this area. The panel agreed with the recommendation of the Department of Psychology and Counselor Education at Aquinas College that the

programme should be established and that its director has the necessary skills and qualification to take it forward successfully.

The second objective has two parts. The first part is the "Training of highly qualified researchers who, based on multidisciplinary and interdisciplinary approaches, can use/create synthetic research strategies/methods, develop new scientific ideas and practical innovations, make conclusions of scientific and practical value based on ethical principles"

This aim also flows from the University's mission, which includes the development of the tradition of research. It also contributes to TSU's status as one of the largest providers of PhD programmes in the country. The aim specifies some of the competencies that graduates of the programme will possess. These are important competencies since these disciplines have an intrinsic and ongoing relationship to research. Findings generated by such disciplines are rarely if ever fully decontextualized and therefore professional anthropologists and psychologists need to maintain ongoing research in order to benefit each different context in which the discipline is applied. The aim of the programme is consistent with this.

This second goal also expresses a commitment to ethical principles that reflects the statement of values of TSU. The University's vision is also focused on ensuring that education matches labor market requirements and so this programme also has a stated aim to develop highly qualified professionals.

The second part of the second objective is the "Training of professionals for in-depth research of migration processes, who will be able to theoretically model the adaptive processes of migrants and develop an effective policy focused on their week-being." This is a very specific objective that reflects accurately the main emphasis of the programme. It is here that we see the immediate focus and applied value of this programme.

The third objective is the "Training of interdisciplinary-minded pedagogical personnel with competencies corresponding to the requirements of academic positions in higher education institutions, competitive in the employment market, whose activities will contribute to the development of interdisciplinary scientific thinking in Georgia." This goal, too, is important. While it does not illustrate the particular contributions the programme will make to the development of the field and society, it makes it clear that these types of contribution are intended.

The training of staff who are interdisciplinary-minded in their teach is important to ensure that there are those who are able to work across disciplines to synthesize solutions to complex problems. In general it is valuable for students to be trained in an inter-disciplinary atmosphere that avoids a 'silo' mentality to disciplines and so it is good to have programmes such as this that have an intentionally inter-disciplinary focus while also training teachers who will maintain this focus in their practice. It is notable that this aim focuses on the contribution to scientific thinking in Georgia. While this is a good thing, no additional reference is made to an internationalized perspective. The panel heard that there is significant international engagement among the staff who will contribute to this programme and therefore it would be good if the international dimension of the programme is also mentioned explicitly in the programme aims.

The goal to develop interdisciplinary scientific thinking in Georgia is important. The panel noted a tension running through this programme with regard to the relationship between teaching in the Georgian language and seeking to develop this field within Georgia, since it is an internationalized field. The ongoing development of a distinctively Georgian contribution to the discipline is important. At the same time, the panel heard about the intention for PhD programmes at TSU to be fully international. The management of this tension between national and international horizons requires ongoing attention. One very practical way in which this tension expresses itself is in the standards required for the use of European languages, such as English, French, and German, by first-language Georgian-speaking

academics and students. The aims could be enhanced by expressing within them the importance of developing a very high level of linguistic competence in one or other of these languages, which are often the *lingua franca* of internationalized disciplines.

The panel also noted the challenges students will have to fund their studies on this programme. This is a problem common to all PhD programmes in Georgia. The panel judged that this is a sufficiently important issue that consideration should be given to addressing it directly in the programme aims. The programme aims could incorporate the serious intention to increase the level of funding available to support students across the *entire* period of their studies.

The panel heard about the admirable efforts of students to study for a PhD while engaged in full-time jobs. The University does not regulate the amount of time that students can give to paid work outside the university while registered as students and this inevitably creates a potentially serious risk to quality. Academic quality (in this context) refers to the ability of the programme to prepare students successfully to reach the academic standards necessary to achieve the award. If programme regulations allow students to be overloaded and to study at a very slow pace, this threatens 'quality' in this proper sense. In this way a lack of funding has a direct impact on the quality of the programme. In general, the panel would strongly support any decision by the University to work towards increasing levels of funding for its students while regulating the amount of time that students can spend in other employment while registered.

In general the panel formed the view that the aims of the programme have been articulated at a suitable level of generality given the scope of the programme to cover PhD studies in this area. However, the aims could be enhanced by adding a brief specification of the types of research, knowledge and skills that should be taught and acquired to achieve them. This would enable the aims to define the set of knowledge, skills and competences provided by the programme more clearly. The types of research methods training that the programme provides and the balance between empirical and theoretical work could both be specified usefully. Most important is to provide a clearer indication of the skills and competencies provided by the programme to work as a professional in this area outside the university context. For example, the panel heard of the importance of people trained in this area for involvement in policy development around issues of migration. To connect the competencies of the programme more clearly with the skills required for future roles such as these would be helpful.

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results
- o Self-Evaluation Document and documents referenced therein.
- o "About TSU" https://www.tsu.ge/en/page/About-University.
- o Meetings, including in particular the meeting with Head of Programme, but also Administrative staff, Self-evaluation team, PhD supervisors and students.

Recommendations:

Suggestions for the Programme Development

- o To include clearly within the programme aims a commitment to secure increasing levels of grant funding to enable students who will benefit from the programme to be funded for the entire course of their studies.

o   To emphasize within the aims of the programme the importance of the ongoing development of competency in one of the European languages noted by the University (English, French, German) and ideally in English, which is typically the most useful *lingua franca* for the discipline. This applies to all students and staff to support full engagement with the internationalized discipline. This involves ongoing development during the programme beyond the baseline entrance requirements (B2) to reach a higher level that enables engagement with subtle and complex technical material requiring a sensitivity to implied meaning (e.g. C1). This is particularly important in this inter-disciplinary area that has a strong qualitative and theoretical aspect, with complex theoretical discussion involving subtle argumentation and novel ideas.

o   To provide some elaboration of the aims in order to define more clearly the set of knowledge, skills and competences that the programme should develop in its graduates. This would include The types of research methods training that the programme provides and the balance between empirical and theoretical work. Most importantly, a clearer illustration could be provided of the skills and competencies provided by the programme to work as a professional in this area outside the university context. For example, the panel heard of the importance of people trained in this area for involvement in policy development around issues of migration. To connect the competencies of the programme more clearly with the skills required for future roles such as these would be helpful.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	X	☐	☐	☐

1.2 Programme Learning Outcomes

➢The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.

➢ Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.

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

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

The panel was provided with a clear statement of programme aims mapped to the learning outcomes (Self-Evaluation Report, Annex 5 – Maps). Aims and learning outcomes are effectively mapped. The panel heard and read that a wide range of stakeholders were involved in the development of the learning outcomes, although the panel formed a view that the programme team had found it challenging to

involve a fully representative range of employers outside the University sector in this work. This is reflected in the outcomes, which could indicate a stronger engagement with the professional needs of employers outside the University system. This is because the psychology PhD is not limited to those interested in teaching contexts. The outcomes could, therefore, be aligned better with the competencies and other requirements required by employers outside the university sector.

The learning outcomes themselves are clearly related to the requirements of the field. The combination of creative consideration of the state of the art of the various component disciplines (PLO 1) with a focus on integration and analysis of latest methods and approaches (PLO 2, PLO 3) emphasizes that the programme will focus on an effective multi-disciplinary approach derived from the contemporary discipline. The phrase "problematically consider" (PLO 1) is unclear. This may be due to poor translation, but the term "critically consider" would be clearer and more appropriate to level.

With this foundation of contemporary knowledge and methods in place, the learning outcomes focus broadly on generation of new inter-disciplinary knowledge (PLO 5), pedagogy (PLO 6), and international engagement (PLO 7). It is notable that internationalization is not mentioned in the programme aims and the panel would advise correcting this. (See above.) Overall, the aim should be to create a mutually beneficial relationship between national and international perspectives.

The final section of learning outcomes emphasize professional development and support (PLO 8), ethical behaviour, (PLO 9) and collaboration (PLO 10). These are important areas for the formation of graduates who will maintain appropriate professional values and ongoing development.

It is notable that the learning outcomes do not make direct reference to skills and competencies required for successful application of research skills and subject knowledge in professional contexts outside the University. While the emphasis on teaching and pedagogical skills is welcome, and makes sense given the location of the programme within the Faculty of Education and Psychological Science, the panel heard that the rationale for the programme is not only academic, but also practical, since the research skills and subject knowledge acquired by graduates can be used in employment contexts outside the University to contribute more widely within Georgian society. Since it is not the aim of the programme that all graduates should become university teachers, the learning outcomes should reflect this to ensure that the programme team maintain sufficiently close ties to wider society, creating opportunities for students.

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

Evidences/Indicators

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

- o Level Descriptors underpinning the National Qualifications Framework

- o Meetings with Head of Programme, Employers, etc.

Recommendations:

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

Suggestions for Programme Development

- o Non-binding suggestions for programme development
- o Develop intentionally the number and range of connections the programme team have with prospective employers of graduates of the programme who are outside the University sphere. In particular, ensure that at future programme reviews there is a wide range of relevant employers who can specify clearly the range of knowledge and skills that they require.
- o Ensure that learning outcomes are included that relate to the skills and competencies required for successful application of research skills and subject knowledge in professional contexts outside the University.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.2 Programme Learning Outcomes	X	☐	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

➤ Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;

➤ Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

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

The panel was provided with a clear statement of programme aims and learning outcomes (PhD Program Description, Self-Evaluation Report). Aims and learning outcomes are effectively mapped. The panel heard and read that a wide range of stakeholders were involved in the development of the learning outcomes, although the panel formed a view that the programme team had found it challenging to involve a fully representative range of employers outside the University sector in this work. This is reflected in the outcomes, which could indicate a stronger engagement with the professional needs of

employers outside the University system. This is because the psychology PhD is not limited to those interested in teaching contexts. The outcomes could, therefore, be aligned better with the competencies and other requirements required by employers outside the university sector.

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

Programme has appropriate benchmarks for each learning outcome. The HEI ensures regular assessment and monitoring of the results and comparison with the defined benchmarks. As well as the procedure involving the assessment results for the proper improvements of the program. The evisaged scheme of the evaluation includes the relationship between the programme's learning outcomes, all mandatory courses of the programme and the research component.

The learning outcomes of the programme have apparently been developed under involvement of academic staff which was confirmed during the interviews by mentioning the outcomes that are covered by the concrete courses and activities. The academic and invited staff described their role in the general process and showed to be open to further development. The programme staff gets assistance in the development of skills necessary for elaboration, measurement and analysis of the learning outcomes; The evaluation of the learning outcomes of the programme with the teaching course/research component is supposed performed after the completion of the teaching course and the research component, as for the indirect mechanisms, the programme and related data will be collected on a semester basis, and the survey at least once a year. Therefore, consistency and periodicity, as well as the peculiarities of the study area and education level are properly considered.

Evidences/Indicators

- o   Component evidences/indicators, including the relevant documents and interview results
- o   Educational Programme in Cultural Personology, Psychological Anthropology and Migration Studies
- o   Self-Evaluation Report
- o   Syllabi of Programme
- o   Programme's Learning Outcomes Map
- o   University Guide Concerning the Evaluation of Learning Outcomes
- o   Analysis of Labor market and Employers' Needs
- o   Committee Information on Planning, Working out and Development of Educational Programmes
- o   Conducted interview results

Recommendations:

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

Suggestions for the Programme Development

- o   Non-binding suggestions for programme development

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme Learning Outcomes	X	☐	☐	☐

1.4. Structure and Content of Education Programme

➢ The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.

➢ The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.

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

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

The panel recognized that the programme has been designed in accordance with the regulations of the university and read and heard from the University that this is the case. The panel also heard that teaching staff have been involved in programme development. The panel sensed enthusiasm from teaching staff about the design of the new programme. There is a familiarity with the operation of other programmes designed in the same way and so staff have a good feel for how things will work.

The panel read and heard that the programme is structured to include a taught element comprised of 50ECTS of courses in addition to the research element.

The size of the taught component is broadly consistent with PhD programmes elsewhere outside Georgia. PhD programmes are not typically credit-rated and so there is no standard size for comparison. The parts of this taught element flow naturally from the learning outcomes. The compulsory element contains an emphasis on empirical research methodology and approaches to teaching and learning among other things. There is also an assistant professor role and various subject-based courses that are relevant to all PhD students on the programme. The range of elective (optional) study components is potentially very wide since courses may be taken at other universities (national or international) to contribute to this. This is good so long as TSU quality-assures teaching undertaken elsewhere. These elective courses enable a measure of teaching at a highly specialized level.

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

The panel formed the view that these parts form a consistent and logical programme that, when effectively implemented, could effectively enable students to achieve the learning outcomes. The level of generality of the programme description is suitable to this relatively specialized award. The open-ended and eclectic list of elective courses is acceptable, including core material that will be relevant to all students on the programme as well as more specialized, bespoke options.

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

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

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

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

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results
- Self-Evaluation Document and documentation referenced therein
- Programme Description
- Minimum Doctorate Standard
- Meeting with Self-Evaluation Team
- Meeting with Administrators,
- Meeting with PhD Supervisors
- Meeting with Head of Programme.
- Decision N100/2019 of the Academic Council of TSU of July 22, 2019 - "On the approval of the planning, designing, evaluation and development procedure of the educational programmes of LEPL - Ivane Javakhishvili Tbilisi State University"

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for the programme development
- To consider removing the requirement for publication of two publications in internationally indexed journals, or in journals with an impact factor, prior to thesis submission. This requirement should be replaced with more detailed assessment criteria for the thesis in order that judgments about whether a student has met the learning outcomes are made by TSU through its viva committee and not devolved to journal editors and conference organisers.

Evaluation

Please, evaluate the compliance of the programme with the component

The panel welcomed the decision to introduce this programme with a clear rationale, and agreed that the overall approach and structure of the programme are suitable for an award at this level. The panel judged that the programme complies with requirements.

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.4 Structure and Content of Educational Programme	X	☐	☐	☐

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

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achievement of the learning outcomes of the programme.

➢ The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

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

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

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

,With regard to the taught courses, the panel found that the content and weighting of the courses are suitable. Subject *content* is provided through two 5-credit courses covering a variety of topics in cultural personology related to communication, culture, and the problem of meaning, as well as a further five credits focused on culture, semiotics and psychoanalysis. This latter course is highly appropriate to this course taught within a Faculty of Psychology. Subject and career-related *skills* are then taught in order to equip students for research (by learning methodology) and teaching (by considering approaches to teaching and learning). These twenty credits are then supplemented with courses that provide experience of research culture and teaching within higher education through a 10-credit doctoral seminar and a 10-credit assistant professorship. These forty credits therefore provide support in developing the necessary knowledge and skills while also providing valuable experience that is aligned with them. The final ten credits provides for student choice, enabling students to explore theoretical, practical, or applied knowledge or skills that have particular value for their own esoteric research areas. This last component is, potentially, very broad, because it allows for courses taken in other institutions. The panel judged the composition and breakdown of the taught programme to be well suited to the degree as a whole that, when delivered well, will enable students to become effective researchers in this area.

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

Evidences/Indicators

o Component evidences/indicators, including the relevant documents and interview results
• Self-Evaluation Report and the documents referenced therein.
• Curriculum map of the educational programme

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.5. Academic Course/Subject	X	☐	☐	☐

Compliance of the Programme with the Standard

1. Educational programme objectives, learning outcomes and their compliance with the programme	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

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

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

2.1 Programme Admission Preconditions

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

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

Admission preconditions and procedures to the Cultural Personology, Psychological Anthropology and Migration Studies PhD programme are consistent with the Law on Higher Education of Georgia. Programme admission preconditions are logically linked to programme content, learning outcomes, level

of education, the qualification to be awarded and the language of instruction. According to the prerequisites, applicants should comply with the following criteria:

- Hold masters or equivalent academic degree in any field/subfield of psychology or anthropology;

- Hold master's degree or equivalent academic degree in any field/subfield of social, natural science, humanitarian sciences, and medicine;

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

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

As the Cultural Personology, Psychological Anthropology and Migration Studies PhD programme is new and will supplement the existing one in case of getting accreditation, the University has developed mobility guidelines and schedules for the already enrolled students. Nonregular mobility process is defined in accordance with the following steps:

- Faculty Board and Field Board approve the committee responsible for defining criteria and making decision about existing students to be transferred to the new programme

- Therefore, nonregular mobility is announced in accordance with the study process regulations of TSU

- Candidates complying with the predefined criteria should present the research proposal to the selection committee to prove thesis is still actual and relevant to the contemporary requirements

Admission of students to the programme is defined in compliance with the methodology of student body planning. Programme admission preconditions are fair, public and accessible. According to the submitted documents and findings of the interviews with the representatives of TSU administration, the student body for each educational programme is planned based on a special formula in which several factors are considered, namely: the number of applicants in the last years, number of students' mobility cases, resources of the university and the results of the labour market research. The number of doctoral candidates considered by the administration is 5.

Evidences/Indicators

- Educational Programme in Cultural Personology, Psychological Anthropology and Migration Studies

- Self-Evaluation Report

- Website of TSU;

- The Statute of Doctoral Programmes of the Faculty of Psychology and Educational Sciences;

- Interview results

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.1 Programme Admission Preconditions	X	☐	☐	☐

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

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

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

Most academic staff are highly qualified and have significant research experience. Through their everyday communication and intensive academic interactions with students, staff transfer this knowledge and expertise. However, the panel were left with two questions from their exploration of the research projects being run by staff and discussion with students:

1. Do all academic staff participate in or run their own international or local projects? The panel was confident that some staff do this from time to time. However, it is not clear that all students will be able to participate in research projects. So this experience for students is not guaranteed.

2. What proportion of students participate in research projects with staff? The panel did not hear strong evidence from students of involvement in research projects that were guided by their supervisor. Only one student mentioned that they have co-authored article in local journal (TSU Journal).

The general approach to research appears to be as follows: Students win individual research grant from a local foundation (Shota Rustaveli National Foundation). The supervisor makes a very large contribution to this by helping to frame the project properly. However, the process with the foundation is complicated and stressful for the student. Sometimes the process fails and students are unable to receive the grant needed for international publication, publishing instead in a more local journal, such as TSU's own peer reviewed journal.

In order to ensure that all students are properly supported, the program must help to develop students practical research skills so that they can be involved in effective ways in research projects that are guided by more experienced researchers and scholars who are research active and recognized internationally. If

the program does not have sufficient staff to achieve this then it should invite scholars who will bring research projects into the programme and ensure student involvement in them.

In order to reflect the programme aims, the programme needs to train not only academic scholars, but also practitioners who will work for the educational, governmental and non-governmental institutions and some business organizations. This also requires a degree of research performance as well as additional skills that employers may value that are not required in the university. Attention should be paid to this area.

Evidences/Indicators

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

Recommendations:

Suggestions for the programme development

- To encourage all students be involved in research projects supervised by highly qualified and experienced researchers who are currently research active themselves.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.2.The Development of practical, scientific/research/creative/performing and transferable skills	X	☐	☐	☐

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

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

The combination of the learning outcomes of all courses offered within the doctoral program ensures the achievement of the program's learning outcomes. The results of the training course of the program are formulated based on the relevant level descriptors of the National Qualifications Framework and aligned with the learning outcomes of the program. A variety of courses are offered in the elective courses of the educational program.

The content and number of credits (both contact and independent hours) of the training courses are in accordance with the difficulty of the course and the learning outcomes.

The study of the presented documentation and program syllabi showed that based on the content of the training course and learning outcomes, appropriate learning/teaching methods are defined in training

courses. To achieve the results envisaged by the program, activities corresponding to teaching/learning methods are used: oral method, demonstration method, practical method, discussion-debate, action-oriented teaching (the role of "co-educator"), written work, inductive and deductive methods, group and individual working methods, brainstorming, explanation, analysis method, presentation, quizzes, and an individual study and research program are presented in the form of an appendix. In the syllabus of each course it's given the methods and criteria for evaluating learning outcomes, which are explained in detail. The assessment components and criteria presented fully assess each learning outcome defined by the course objectives. The course syllabi indicate modern, mandatory, and auxiliary literature, and online journals, necessary to achieve the learning outcomes. The literature is available on the e-learning website of the university: e-learning.tsu.ge. Their electronic version is posted on the library portal.

In order to determine how effectively the educational process is carried out, a student survey is conducted after each semester. The student satisfaction survey conducted by the Quality Assurance Service of TSU in the spring semester of the 2019-2020 academic year and the fall semester of the 2020-2021 academic year, which related to the self-evaluation reports of 29 educational programs regarding distance learning, showed that the number of students satisfied with e-learning is higher than the number of dissatisfied students. However, when reviewing the materials presented in Appendix 14, it becomes clear that the rate of negative evaluation among students of the Faculty of Psychology and Educational Sciences is high. In particular, 43.2% of students answered the question: How would you rate the e-learning process in the current semester? - makes a negative assessment, while 38% state a neutral position.

Also, it is essential to answer some questions, for example: How would you rate the evaluation methods used within the training course in the distance learning mode? (A 3-point scale is used for evaluation, where 1 denotes "negative" and 3 - "positive"). 70% make a positive assessment, however, during the content analysis of the open answers, the following problems were identified: the anonymity of exam papers on e-learning; the possibility of appeal; increasing the examination time; Development of asynchronous learning - recording and uploading lectures to e-learning; Improving the evaluation system - "Attendance should not be scored".

The educational resources/literature used within the training course were adequate (in terms of relevance, novelty, and quantity) and 68% of the students of the faculty evaluate it positively, which is also confirmed in the syllabi of the training courses.

During the review of the self-evaluation document and during the interview with the academic staff, it becomes clear that TSU and the Faculty of Psychology and Educational Sciences systematically take care of raising the qualifications and professional development of the team in terms of the introduction of modern information technologies in teaching and research, which, along with various measures, implies the strengthening of e-learning using the Moodle platform. Which, in turn, will contribute to the improvement of communication channels between lecturers and students and ensure the effective dissemination of information. However, in the academic and visiting staff survey document regarding distance learning (started on 04.04.2020 and ended on 10.04.20), we read the following comments: Files larger than 5 megabytes cannot be uploaded to Moodle, which is a serious handicap. More immediate IT support, not only at the central level (it simply can't reach that much), but also locally at the faculty level. When a student/lecturer has a question, it should be possible to be immediately available by phone/chat, as for example, the teaching service of the faculty is available very instantly, and not by a message to LMS."

It is desirable that the information presented in the survey and self-assessment document be consistent with each other.

Evidences/Indicators

- Programme description (Appendix 1)

- Study syllabi (Appendix 1)

- Mechanisms for evaluating programme learning outcomes (Appendix 4)

- Survey tools and survey results (Annex 14)

- Resolution of the Academic Council of the University No. 68/2018 – "on the approval of the rules for the development of an individual curriculum"; https://www.tsu.ge/ka/legalakad/15977

- Resolution of the Academic Council of the University No. 71/2018 – "on the approval of the rules for implementing the educational process of students with special educational needs and disabilities." https://www.tsu.ge/ka/legalakad/15980

- Electronic platforms, e.g.: institutional version of Zoom,

- https://lms.tsu.ge/ and https://e-learning.tsu.ge/

Recommendations:

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

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.3. Teaching and learning methods	X	☐	☐	☐

2.4. Student Evaluation

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

Cluster and individual evaluation

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

For each programme, a student evaluation system is set up and each syllabus describes the evaluation method and form used; the teaching methods are made clear and are adapted to the learning outcomes of the course. The evaluation of learning outcomes is made easier for teachers and students alike as teaching methods are adapted to each course's objective. The evaluation system is approved by Order N3 of the Minister of Education and Science of Georgia dated January 5, 2007 and the student's learning

results and achievements are evaluated accordingly. Students receive their evaluation by the help of learning process management system (lms.tsu.ge) and the e-learning portal (e-learning.tsu.ge).

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

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

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

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

The students mentioned that supervisors are actively involved in the process of evaluating the progress of doctoral students working on research theses.

However, there are inaccuracies in some of the syllabuses. For example, in the course "Selected Topics in Psychological Anthropology: Communication, Culture, and the Problem of Meaning, " the midterm evaluation and final exam scores are the same. In particular, the midterm assessment is conducted in the form of a quiz (intermediate written quiz, held in the 8th academic week. With 40 closed questions, each of them is evaluated with 1 point. The correct answer - is 1 point, and the wrong answer - 0 points) and is evaluated with 40 points same as the final exam (the final exam includes 40 questions/questions, for which a student gets 1 point for a correct answer, 0 points for an incorrect answer. The sum of the correct answers gives a maximum of 40 points). It is desirable that the midterm and final exam evaluation scores differ in number of points, and also that the options presented in the format of the final exam be combined and, accordingly, evaluated with a different a number of points, namely: closed question with approximate answers, open type question(s) 1 point should be assessed, however, the compatibility of the provisions given on the two sides and the use of photos, documents, tables, articles, etc. Also reading analysis should be evaluated with more points. The literature used in the course "Empirical Research Methodology" syllabus, both primary and secondary, is not numbered, making it easier to compare the literature specified in the course content. It is desirable to correct this small inaccuracy.

Evidences/Indicators

- Interview with PhD students and alumni

- Mechanisms for evaluating program learning outcomes

- MA Program and Curriculum

- Electronic portal: Lms.tsu.ge

- Electronic portal: e-learning.tsu.ge

- Interview with Program supervisors

- Statute of the Dissertation Council

- Order N3 of The Minister of Education and Science of Georgia

Recommendations:

o Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard
- To ensure the accuracy of the syllabus for the course "Selected Topics in Psychological Anthropology: Communication, Culture, and the Problem of Meaning.", and, in general, to ensure the accuracy and clarity of syllabus information is monitored.

Suggestions for the programme development

o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
2.4. Student evaluation	☐	X	☐	☐

Compliance with the programme standards

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

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

recommendations from those involved in the programme.

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

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

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

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

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

In addition, there are 4 research centers at the Faculty of Cultural personology, psychological anthropology and migration studies and Educational Sciences: the Center for Research on the Issues of Persons with Disabilities, the Center for Psychological Counseling and Training, the Center for Social Cultural personology, psychological anthropology and migration studies Research and the Center for the Development of Interdisciplinary Programs and Research. These are spaces which PhD students mentioned during the interview and they are actively involved in the activities of the mentioned research centers., which is adapted for students who need research space for their research projects and thesis research.

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

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

Evidences/Indicators

- Syllabi
- Educational Programme, Ph.D.

- Programme and Curriculum (Ph.D.)

- Interviews with students and graduates

- Site visit

Recommendations:

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

Suggestions for Programme Development

o Non-binding suggestions for programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.1 Student Consulting and Support Services	X	☐	☐	☐

3.2. Master's and Doctoral Student Supervision

➢ A scientific supervisor provides proper support to master's and doctoral students to perform the scientific-research component successfully.

➢ Within master's and doctoral programmes, ration of students and supervisors enables to perform scientific supervision properly.

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

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

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

In terms of mobility and internationalization students are actively involved in different exchange programs. During the interview, students mentioned that they are involved in researches, in exchange programs and participate in conferences by the help of the academic staff. Ph.D students confirmed that

this gives them opportunity to use data in their researches and articles to be published. Despite of this fact, students expressed that they need a financial support for educational and research activities of doctoral students. This is confirmed in the Self-Evaluation Report as an 'Area for improvement'.

During the interview, most of the students mentioned that they have already published their articles in refereed journals. Some of them are working on their projects and researches and preparing article to be published at the end of the academic year. Additionally, one of the student noted that holds the Ph.D scholarship from Shota Rustaveli national scientific foundation of Georgia.

Most of the students start working with the recommendation from their supervisors, or academic staff. However, students have availability to get the job by the help of employment counseling. Student career development supports them on daily basis by informing them about labor market opportunities and prospects through individual and group consultations. Students receive notifications of new job opportunities via email from the Career Development Center.

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

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

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

Data related to the supervision of master's/ doctoral students	
Quantity of master/PhD theses supervisors	**6**
Number of master's/doctoral students	-
Ratio	-

Evidences/Indicators

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

Recommendations:

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

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

o

Suggestions for the programme development

- Significantly improve the availability of assistantships inside the university that have a salary sufficient to support PhD students.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
3.2. Master's and Doctoral Students Supervision	☐	X	☐	☐

Compliance with the programme standards

3. Students Achievements, Individual Work with them	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

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

According the SER: "The qualifications, teaching and research experience of the academic and guest staff involved in the programme are in full compliance with the goals of the programme. The professors and guest teachers involved in the doctoral programme of Cultural personology, psychological anthropology and migration studies have the necessary competence to produce learning outcomes in the field of Cultural personology, psychological anthropology and migration studies, an academic degree corresponding to the profile of the programme, teaching and research experience, which is confirmed by the scientific works they have completed and published in the last 10 years. The number of personnel involved in the implementation of the programme is in accordance with the recommended methodology for planning the number of personnel implementing the educational program me of LEPL - Ivane Javakhishvili Tbilisi State University (order of the head of the quality management service of the university No. 05- 03, 07.03.2018) and is adequate for the number of students enrolled in the programme. In addition to teaching, the staff of the educational programme is involved in the processes of student counseling and programme development, as well as in various events planned within the programme.

The academic staff involved in the doctoral educational programme in the Georgian educational space are distinguished not only by their educational and scientific-research achievements, but also by their active public-political, expert and consulting activities, as evidenced by the results of the staff survey 37 Self-Evaluation Report of Higher Education Programme and their autobiographical data. The academic

staff involved in the implementation of the programme has modern knowledge, the ability to creatively and critically analyze the latest achievements in science, and successful experience in developing local and international grant projects. Depending on the specifics of the research topic, in case of a justified request, the university invites specialists from other higher education institutions or scientific research centers as the supervisors of the dissertation topic, moreover, it is advisable for the second supervisor (co-supervisor) to be a representative of the academic staff of TSU. A balance between academic and visiting staff ensures the sustainability of the programme.

The implementation of the doctoral programme in Cultural personology, psychological anthropology and migration studies is facilitated by the administrative and support staff of the Faculty of Cultural personology, psychological anthropology and migration studies and Educational Sciences. In particular, solving organisational issues related to the educational process. The following administrative and supporting structural units of the faculty serve to create appropriate conditions for study, teaching and research for doctoral students and academic staff: Library, Chancellery, Learning Process Management Service, Scientific Research and Internationalization Service, Student Service Center, Resource Management Service, Quality Assurance Service. The field of their activity, goals and main functions are regulated by the faculty regulations".

The online meeting with the members of the staff and students leaves no room to doubt above. One could also point out a benevolent and friendly atmosphere within the team as well as between the staff and the students. A high qualification of the invited lecturer in statistics should also be noted.

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

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

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

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 the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise[6]	Including the staff holding PhD degree in the sectoral direction[7]	Among them, the affiliated staff
Total number of academic staff	12		12	
- Professor	5			
- Associate Professor	4			
- Assistant-Professor	1			
- Assistant	-			
Visiting Staff	2			_
Scientific Staff	0			_

Evidences/Indicators

- Programme description and syllabi (Appendix 1)

- Resumes of programme supervisors, academic and visiting staff (Appendix 5)

- Functions and duties of the head of the programme, administrative staff (Appendix 6)

- List of personnel implementing the educational programme by subject/subjects (Appendix 2)

- Methodology for determining the number of academic, scientific and guest personnel of the programme (Appendix No. 6)

- Online meeting with the staff

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

Recommendations:

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

Suggestions for Programme Development

- The panel would encourage the faculty to continue to appoint staff with a background and focus at international level as well as those with a national focus, and to maintain a substantial proportion of staff who were not themselves trained at TSU. Both horizons of activity are important for the overall contribution of the faculty. The Faculty should manage its staffing to ensure that there are regular opportunities to appoint younger scholars.
- In order to ensure that the current capacity to supervise PhD students is maintained and developed it is important that there are regular opportunities for ongoing staff training and

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

enrichment, as well as for mutual sharing of research expertise among academic staff. This would include training in the area of producing grant applications.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.1 Human Resources	X	☐	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

4.2 Qualification of Supervisors of Master's and Doctoral Students

The supervisors of doctoral students of the doctoral program "Cultural personology, psychological anthropology and migration studies " will be academic staff of the faculty, who are recognized specialists in the field, have relevant publications, research projects, participation in scientific conferences, which is confirmed by the documentation reflecting their activities (see Appendix 5).

The qualifications and research experience of PhD supervisors are in full compliance with the objectives of the programme. Supervisors of doctoral students have an academic degree and research experience relevant to the profile of the programme, as evidenced by the scientific works they have completed and published in the last 10 years. Supervisors of doctoral students actively participate in international scientific conferences, projects, trainings and workshops held abroad. From 2016 to 2021, the academic staff (supervisors of doctoral students) of the Faculty of Psychology and Educational Sciences gave about 38 Self-Evaluation Reports of Higher Education Programmes. They also gave 80 presentations at high-ranking international scientific conferences held abroad such as the International Congress of the Association of Psychological Sciences, the International Association for the Study of Individual Differences, the Association for Personality and Social Psychology , Conference of the European Association for Health Psychology , European Association for Psychological Assessment, etc.

The panel was pleased to note that a number of young academic staff involved in the program, who are graduates of the previous program - "Psychological Anthropology (Interdisciplinary)", remain active in scientific research at an international level and publishing in peer-reviewed journals and other academic fora. Overall it was clear that there are previous examples of successful supervision.

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

Number of supervisors of Master's/Doctoral thesis	**6**		
- Professor	5		
- Associate Professor	4		
- Assistant-Professor	1		
Visiting personnel	2		_
Scientific Staff	0		_

Evidences/Indicators

- Resumes of programme supervisors, academic and visiting staff (Appendix 5)
- Resumes of programme supervisors, academic and visiting staff (Appendix 5)
- Functions and duties of the head of the programme, administrative staff (Appendix 6)
- Indicators of scientific activity of academic staff of the programme (Appendix N 16)
- Online interviews

Recommendations:

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

Suggestions for the programme development

- Improve communications with other HEIs teaching psychology for mutual benefit and potential collaboration.

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.2 Qualification of Supervisors of Master's and Doctoral Students	X	☐	☐	☐

4.3 Professional Development of Academic, Scientific and Invited Staff

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

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

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

Ivane Javakhishvili Tbilisi State University conducts annual evaluation of academic and visiting staff. The Faculty's Quality Assurance Service provides programme leaders with information on evaluation results and analysis of these results.

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

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

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

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

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

Tbilisi State University offers students and academic staff the opportunity to participate in various programmes. The following exchange programmes are active at TSU: Erasmus +, Erasmus Mundus,

Mevlana, Marie Curie, DAAD programs. Also, various English-language, German-language, Italian-language and French-language programmes.

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

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

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.

Evidences/Indicators

- Resumes of academic and visiting staff (Appendix 5)

- List of personnel implementing the educational programme by subject/subjects (Appendix 2)

- Methodology for determining the number of academic, scientific and visiting personnel of the programme (Appendix 6) • Quality assurance service website https://www.tsu.ge/ka/quality-assurance • Results of the survey and evaluation of staff performance and satisfaction by TSU (Appendix 14);

- Measures implemented for the development of academic, scientific and guest personnel (Appendix 16);

- Annual reports of the Scientific Research and Development Department of the Faculty: https://www.tsu.ge/ka/faculty/188/%E1%83%A4%E1%83%A1%E1%83%98%E1%83%A5%E1%83%9D%E1%83%9A%E1%83%9D%E1%83%92%E1%83%98%E1%83%98%E1%83%A1%E1%83%90%20%E1%83%93%E1%83%90%20%E1%83%92%E1%83%90%E1%83%9C%E1%83%90%E1%83%97%E1%83%9A%E1%83%94%E1%83%91%E1%83%98%E1%83%A1%20%E1%83%9B%E1%83%94%E1%83%AA%E1%83%9C%E1%83%98%E1%83%94%E1%83%A0%E1%83%94%E1%83%91%E1%83%90%E1%83%97%E1%83%90%20%E1%83%A4%E1%83%90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83%98/page/%E1%83%A1%E1%83%90%E1%83%9B%E1%83%94%E1%83%AA%E1%83%9C%E1%83%98%E1%83%94%E1%83%A0%E1%83%9D%E1%83%90%E1%83%9C%E1%83%92%E1%83%90%E1%83%A0%E1%83%98%E1%83%A8%E1%83 %98

- Online meetings with the staff

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

Recommendations:

Suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.3 Professional development of academic, scientific and invited staff	X	☐	☐	☐

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

Description and analysis of the educational programme

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

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

In the 3rd educational building there are educational auditoriums equipped with proper equipment, academic and administrative staff working rooms; rooms for individual meetings with students; Computer resource center, 2 computer laboratories, 2 training rooms (with all necessary equipment and supplies for training). A computer program of experimental Cultural personology, psychological

anthropology and migration studies was created for the teaching and research purposes of the faculty. The protection of the personnel and students employed at the university, as well as material values, from criminal or other types of encroachment is carried out within the framework of a unified system, with physical and technical means of protection: 1. Physical protection refers to the activities of citizens and security guards with appropriate training, which aims to achieve the goals described in the regulations of the Protection and Security Service; 2. Technical protection refers to modern electronic means of protection, including video surveillance and alarm systems, fire safety devices, the existence of a fire prevention and evacuation system from buildings in emergency situations (placement of evacuation plans in university buildings, in a visible place) and others (SER).

Evidences/Indicators

- Existing infrastructure
- Website of the university library: https//www.tsu.ge/ka/library
- Website of the National Scientific Library of the University: http://www.sciencelib.ge/
- Website of the library of the Faculty of Cultural personology, psychological anthropology and migration studies and Educational Sciences: https://tsu.ge/ka/faculty/665/%E1%83%A4%E1%83%A1%E1%83%98%E1%83%A5%E1%83 %9D%E1%83%9A%E1%83%9D%E1%83%92%E1%83%98%E1%83%98%E1%83%A1%E1% 83%90%20%E1%83%93%E1%83%90%20%E1%83%92%E1%83%90%E1%83%9C%E1%83% 90%E1%83%97%E1%83%9A%E1%83%94%E1%83%91%E1%83%98%E1%83%A1%20%E1 %83%9B%E1%83%94%E1%83%AA%E1%83%9C%E1%83%98%E1%83%94%E1%83%A0% E1%83%94%E1%83%91%E1%83%90%E1%83%97%E1%83%90%20%E1%83%A4%E1%83% 90%E1%83%99%E1%83%A3%E1%83%9A%E1%83%A2%E1%83%94%E1%83%A2%E1%83 %98/page/%E1%83%91%E1%83%98%E1%83%91%E1%83%9A%E1%83%98%E1%83%9D% E1%83%97%E1%83%94%E1%83%99%E1%83%90
- Online meeting with the staff

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.

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- o   Non-binding suggestions for programme development

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.4 Material Resources	X	☐	☐	☐

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The faculty's resources allocation depends on the university central budget and their organization is feasible and financially sustainable. The covered items are appropriate and correspond to relevant areas, attaining complementary resources are adequately taken into account. The faculty budget ensures allocation of funding to support the programme requirements, including salary of the staff, funds for enrichment of library resources, maintaining and developing material-technical base, allocating funds to scientific activities and incentives for staff and students, including research grants.

Despite the fact budget is calculated initially for 5 students, faculty is well aware of the financial responsibilities to stipulate the support of the programme. For this purpose, funds are distributed from the profitable programmes of the faculty, as well as certain amount could be also allocated from the central budget of the University to finance relatively small programmes in case of such necessity.

Evidences/Indicators

- o Self-Evaluation Report
- o Budget
- o Conducted Interview results

Recommendations:

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

Suggestions for the programme development

- o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	X	☐	☐	☐

Compliance with the programme standard

4. Providing Teaching Resources	Complies with requirements	X
	Substantially complies with requirements	☐
	Partly complies with requirements	☐
	Does not comply with requirements	☐

5. Teaching Quality Enhancement Opportunities

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

5.1 Internal Quality Evaluation

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

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

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

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

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

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

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

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

Evidences/Indicators

- Educational Programme in Cultural Personology, Psychological Anthropology and Migration Studies

- Self-Evaluation Report

- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University

- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University

- Committee of Planning, Working out and Development of educational programmes

- Resolution of the TSU Academic Council No81 / 2018, February 26, on the approval of the staff evaluation rule of LEPL Ivane Javakhishvili Tbilisi State University.

- Resolution of the TSU Academic Council No78 / 2018, February 26, LEPL – Ivane Javakhishvili Tbilisi State University "On the approval of the rules of evaluation of educational and scientific-research activity"

- Resolution of the TSU Academic Council No113 / 2018, April 30, LEPL – Ivane Javakhishvili Tbilisi State University "On the approval of the rules and conditions for affiliation of the academic staff (Professor, Associate Professor, Assistant Professor, Assistant)

- Educational programs evaluation form and indicators, including evaluation form and indicators of syllabi

- Questionnaire forms for students, graduates, employers and staff survey

- Conducted Interview results

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

Suggestions for the programme development

  o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.1 Internal quality evaluation	X	☐	☐	☐

5.2 External Quality Evaluation
Programme utilises the results of external quality assurance on a regular basis.

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

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

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

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

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

Evidences/Indicators

Educational Programme in Cultural Personology, Psychological Anthropology and Migration Studies

- Self-Evaluation Report

- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University

- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University

- IEP Report and Letter from Chair of Steering Committee

- Support Letter from the professor of Department of Psychology and Counselor Education of Aquinas College

- Conducted Interview results

Recommendations:

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

Suggestions for the programme development

o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

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

5.2. External Quality Evaluation	X	☐	☐	☐

5.3 Programme Monitoring and Periodic Review

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

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

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

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

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

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

Evidences/Indicators

- Educational Programme in Cultural Personology, Psychological Anthropology and Migration Studies

- Self-Evaluation Report

- Regulation of the Quality Assurance Service of the LEPL Ivane Javakhishvili Tbilisi State University

- Procedure for Planning, Working out, Evaluating, and Developing Educational Programs of LEPL Ivane Javakhishvili Tbilisi State University

- Evaluation Forms and Survey Results

- The Rule of Implementation of Educational Programs

- Conducted Interview Results

Recommendations:

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

Suggestions for the programme development

o Non-binding suggestions for the programme development

Evaluation

Please, evaluate the compliance of the programme with the component

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
5.3. Programme monitoring and periodic review	X	☐	☐	☐

Compliance with the programme standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	X
	Substantially complies with requirements	☐
	Partially complies with requirements	☐
	Does not comply with requirements	☐

Attached documentation (if applicable):

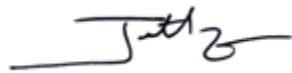## Name of the Higher Education Institution:

Name of Higher Education Programme, Level:

Compliance with the Programme Standards

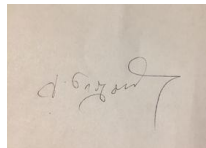| Evaluation Standards	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1. Education Programme Objectives, Learning Outcomes and their Compliance with the Programme	X	☐	☐	☐
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	☐	☐	☐
3. Student Achievements, Individual Work with them	X	☐	☐	☐
4. Providing Teaching Resources	X	☐	☐	☐
5. Teaching Quality Enhancement Opportunities	X	☐	☐	☐

Signatures:

Chair of Accreditation Expert Panel

Dr Jonathan Loose

Accreditation Expert Panel Members

Mr. Giorgi Nidjaradze
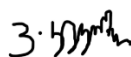
Ms. Ketevan Beridze

Ms. Tamta Tskhovrebadze

Ms. Mariam Aleksidze

Vakhtang Kekoshvili

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