



NATIONAL CENTER FOR  
EDUCATIONAL QUALITY  
ENHANCEMENT

## Accreditation Expert Group Final Report on Higher Education Programme

“Social Psychology” Master’s Educational Program

Georgian International University LLC

Evaluation 2023-10-24

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Tbilisi

## Contents

I. Information on the education programme .....	4
II. Accreditation Report Executive Summary .....	5
III. Compliance of the Programme with Accreditation Standards .....	7
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme .....	7
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering .....	12
3. Student Achievements, Individual Work with Them .....	17
4. Providing Teaching Resources .....	20
5. Teaching Quality Enhancement Opportunities .....	25

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

Name of Institution Indicating its Organizational Legal Form	Georgian International University GIU LCC Limited Liability Company
Identification Code of Institution	20455524
Type of the Institution	Educational University

### Expert Panel Members

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<b>Member</b> (Name, Surname, HEI/Organisation, Country)	Medea Despotashvili, LEPL Ivane Javakhishvili Tbilisi State University, Tbilisi, Georgia
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<sup>1</sup> 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)	საქართველოს საერთაშორისო უნივერსიტეტი ჯიუ
Name of Higher Education Programme (in English)	Social Psychology Master's Educational Program
Level of Higher Education	VII
Qualification to be Awarded <sup>2</sup>	Master of Social Psychology
Name and Code of the Detailed Field	0313 Social Psychology
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education <sup>3</sup>	
Language of Instruction	Georgian
Number of ECTS credits	120 ECTS
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)	<ul style="list-style-type: none"> <li>• Internal university specialized examination</li> <li>• Verification of foreign language proficiency in English at the required (B2) level, as evidenced by a certificate or by the university's "Rules for determining language competence".</li> </ul>

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

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

## II. Accreditation Report Executive Summary

### ▪ **General Information on Education Program<sup>4</sup>**

The scope of Social Psychology Master's Educational Program is as required 120 ECTS, each academic year divided into two semesters. The qualification to be awarded is Master of Social Psychology. The content and structure of the programme do meet the requirements of the field of Psychology. The program will be executed with the participation of 15 academic and visiting staff members, with the appropriate qualification and research potential. The university plans for 20 students per intake.

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

The site visit took place on the 2023-10-24. The evaluation team had meetings with administrative staff, the self-evaluation team, academic and invited staff, the program director, students from related programs, graduates from related programs, representatives from QA department, and employers. During the inspection of the facilities the main resources and capacity was presented.

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

Generally the Social Psychology Master's Educational Program meets the requirements of the Standards and holds promises of becoming a high quality programme. Objectives and Learning Outcomes of the programme are realistic and achievable. The content of the study program is relevant. Methodology and organization of teaching, and adequacy of evaluation of program mastering, all comply with the requirements. The program staff consists of qualified persons, who have necessary competences to help students to achieve the program learning outcomes. The program also utilises internal and external quality assurance services.

- The first standard complies with requirements
- The second standard complies with requirements
- The third standard complies with requirements
- The fourth standard complies with requirements
- The fifth standard complies with requirements

### ▪ **Recommendations**

### ▪ **Suggestions for Programme Development**

- Be consistent in the use of the term (intended) learning outcome. Learning *results* usually refer to what the students have presented in for instance an exam paper (achieved learning outcomes)
- Look into the possibility of giving students access to the student portal remotely

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

- Look into the possibilities for students to have direct access to the program (Turnitin) for self-checks
  - Add more hardcopies of textbooks in the library
  - Add more computers in classrooms
  - Provide the date of decision for the budget
  - Find international peer evaluators for the program further develop it towards international trends.
- **Brief Overview of the Best Practices (if applicable)<sup>5</sup>**
    - The notion that the best way of developing educational quality is to train the teachers (expressed at the meeting with QA department).
    - The document "Methodology for the formation and evaluation of learning outcomes of the program"
    - The “critical friends” mechanism used to improve programmes
  - **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

According to the feedback letter sent by the University, the representatives agree with the draft report and they have no argumentative position.

- **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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<sup>5</sup> 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

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#### 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.

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

The programme is based on examination of the experience and practice of both local and foreign universities. It also takes into accounts requirements from the labour market. The programme lists five programme objectives all well focused on knowledge of theoretical, methodological, research, and contextual issues in the field of social psychology. It aims to develop students with high competitiveness in the labour market and also deep knowledge of social psychological research, existing difficulties and solutions in the field.

Hence, the purpose of the programme is clearly defined, realistic, and consistent with the HEI's mission.

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#### Evidences/Indicators

- Programme description
- The mission of Georgian International University GI ULCC
- Labour markets and employers' requirements analysis
- Benchmarking document
- Interviews

#### Recommendations:

#### Suggestions for the Programme Development

#### Evaluation

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

## 1.2 Programme Learning Outcomes

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

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

The five programme objectives are broken down into seven programme learning outcomes. These are logically grouped into knowledge and understanding (2), skills (4), responsibility and autonomy (1), as prescribed by the Georgian National Qualification Framework (NQF). The programme learning outcomes are clearly mapped towards the programme objectives and, the programme learning outcomes then mapped towards the compulsory study courses, in order to ensure full coverage. These are in turn concretized into measurable/ assessable learning outcomes in syllabi, together with evaluation indicators, all in a clear and student friendly manner. Active verbs are used when the learning outcomes are formulated.

#### Evidences/Indicators

- Programme description
- Programme Appendix N1-N4 – Overview with information about study schedule map of goals and results, study curriculum map, and result assessment
- Syllabus of training courses/components
- Interviews

#### Recommendations:

#### Suggestions for Programme Development

Be consistent in the use of the term (intended) learning outcome. Learning *results* usually refer to what the students have presented in for instance an exam paper (achieved learning outcomes)

#### Evaluation

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



### 1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
  - Programme learning outcomes assessment results are utilized for the improvement of the programme.
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### Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The university presents a well formulated and comprehensive document called "Methodology for the formation and evaluation of learning outcomes of the program", which is public and available to interested parties. This document describes the evaluation indicators of the educational program implementation, the method of evaluating the educational program implementation, the evaluation of the learning results of the educational program, the methods and tools of the evaluation of the learning results of the educational program, the target marks, and the stages of the evaluation of the learning results of the program.

The mentioned information is known to the academic and guest staff implementing the program. They are systematically trained in the new accreditation and authorization standards, ESG-2015, the National Qualifications Framework, and the development of learning outcome assessment tools, to develop skills in measuring and analyzing learning outcomes.

Assessment of learning outcomes is carried out by a working group created for this process. Analysis of program objectives and learning outcome assessments is used to improve the program.

To evaluate the learning outcomes of the master's educational program, the program head and program implementers developed maps of program goals, learning outcomes, and curriculum, and prepared a plan for evaluating the learning outcomes of the program.

The evaluation of the learning results was carried out by a group of employers and an external professor.

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### Evidences/Indicators

- Appendix "Methodology for the formation and evaluation of learning outcomes of the program"
- Interview results

### Recommendations:

### Suggestions for the Programme Development

### Evaluation

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

#### 1.4. Structure and Content of Education Programme

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

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

The programme is clearly designed according to the University's methodology for planning, designing and developing of education. This was done via initial labour market analysis, analyses of both similar programmes on both local and international levels, the previously mentioned document "Methods for ..." and, both internal and external evaluations.

The content, structure, volume and complexity of the program are all consistent with the level for a second cycle HE programme. It is built in accordance with the rules established by Georgian legislation and in accordance with ECTS - the European system of transfer and accumulation of credits.

The awarded qualification of the Social Psychology Master programme is Master of Social Psychology with the volume of 120 ECTS. One academic year is defined by 2 semesters.

The educational program includes the following components:

Mandatory courses/components of the main field of study (including thesis) – 100 ECTS

Elective courses of the main field of study – 20 ECTS

The programme structure is consistent and logical with a sound balance between mandatory and elective courses (100/20), where the mandatory courses include necessary courses such as academic writing and methods, whereas the elective courses permit students to form a personal content-based profile. In all, together with both a mandatory thesis and internship, 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.

#### Evidences/Indicators

- Programme description
- Programme Appendix N1-N4 – Overview with information about study schedule map of goals and results, study curriculum map, and result assessment
- Interview results

#### Recommendations:

#### Suggestions for the programme development

#### Evaluation

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

#### 1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

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

The content and scope of the academic subjects separately and together of this programme ensure the achievement of the learning outcomes. Each academic course gets between 4 and 6 ECTS, 6 for compulsory courses and 4 for electives. Internship is valued to 10 ECTS and thesis work to 30 ECTS. It is worth commenting that together with compulsory studies in both quantitative and qualitative research methods courses and, allocating 30 ECTS to the thesis work, that this will give students very good opportunities for developing their research skills for later use in their future working life. This is commendable.

In terms of library resources these are sufficient for performing the programme.

#### Evidences/Indicators

- Syllabus of courses/components
- Appendix N1-4 – Overview with information about study schedule map of goals and results, study curriculum map, and result assessment

- Book and digital fund of the library
- Interview
- Tour in library, classrooms and other facilities

**Recommendations:**

**Suggestions for the programme development**

**Evaluation**

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

### Compliance of the Programme with the Standard

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

## 2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

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

### 2.1 Programme Admission Preconditions

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

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

The admission procedure to the master programme in social psychology complies with the existing legislation and university regulations. Information about this is posted at the website under “Rules regulating the educational process”, accessible for everyone interested. Additional conditions for admission to the programme are an internal university exam speciality and confirmation of B2-level knowledge of the English language, either by a certificate or according to the document “Rules for determining language competence”.

Enrolment procedures for the programme is also defined for mobility and international applicants in compliance with the procedures determined by Georgian law.

In sum, the university 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.

**Evidences/Indicators**

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- Social Psychology Masters Educational Programme
- Information on the website
- The document “Rules for determining language competence”.
- Site visit interviews

**Recommendations:**

**Suggestions for the programme development**

**Evaluation**

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

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

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

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

The master programme in social psychology ensures the development of students' practical, research and transferable skills in accordance with the learning outcomes. Principles of academic honesty and integrity are addressed in different courses. In addition, students receive proper training in both qualitative and quantitative methods, academic writing to prepare them for their thesis work.

The programme includes practice for 10 ECTS credits. The university has signed memorandums with both public and private institutions, which all have a certain number of places for students. This will ensure that all students can be sent to practice.

Students will also have opportunities to take part in practical and scientific conferences in order to develop research skills.

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**Evidences/Indicators**

- Social Psychology Masters Educational Programme and syllabi
- Information on the website
- The Rule of Assessment and Completion of the Master Thesis
- Professional Internship Implementation Rule
- Interviews at site visit

**Recommendations:**

**Suggestions for the programme development**

**Evaluation**

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.3. Teaching and Learning Methods

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

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

The teaching-learning methods of each academic course of the master programme in social psychology correspond to the advanced level of education, the content of the course, the learning outcomes, and fit for purpose assessment methods in order to ensure their achievement.

The university has taken in experiences from both leading Western universities (via benchmarking process), new trends in educational sciences, and train both employed teachers and academic/guest specialists in order to ensure high quality of the teaching.

Specific methods of teaching and learning are presented in detail in the syllabi of the courses, taking into account their content and specificity. A great variety of teaching and learning methods can be found in these documents. This will ensure the active involvement of students in their learning process.

### Evidences/Indicators

- Social Psychology Masters Educational Programme and syllabi
- Interviews at site visit

**Recommendations:**

## Suggestions for the programme development

### Evaluation

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

### 2.4. Student Evaluation

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

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

An extensive system for the assessment is set up to determine the student's learning outcomes in relation to the goals of the academic program. This system makes all learning outcomes measurable, transparent and compliant with legislation.

In accordance with our interactions with master's students, as well as graduates, it has been consistently noted that they have not encountered any challenges or issues related to daily assessments or thesis evaluations. Throughout their academic journey, these individuals have enjoyed regular consultations, fostering open communication with their instructors. Furthermore, they have felt comfortable expressing their opinions, even in cases where they may not have agreed with their assigned grades. As academic staff mentioned they use ABC Model for assessment. At the end of a semester students have possibility to evaluate the studying process and academic staff itself anonymously by the student's electronic system. Responses are mandatory and students are not able to skip questions and get access on students' own page.

According to the self-evaluation document the assessment elements, techniques, and standards are clear, easily accessible, and disclosed to students beforehand. Students not only get feedback on their academic achievements but also insights into their strengths and areas that could use improvement.

The grading system for all the programs are based on a 100-point scale with assessments according to:

Positive grades:

- (A) - Excellent - the rating of 91-100 points;
- (B) - Very good - - the rating of 81-90 points
- (C) - Good - the rating of 71-80 points
- (D) - Satisfactory - the rating of 61-70 points
- (E) - Sufficient- the rating of 51-60 points

Negative grades:

(FX) - Could not pass - 41-50 points of rating, student needs more work to pass and is given the right to take the exam once more;

(F) – Failed - 40 points and less, which means that the work carried out by the student is not enough and he /she has to learn the subject from the beginning.

Prerequisites for admission to the public defense of a master's thesis are:

- 1) Fulfillment of the requirements provided by the educational and practical components by the student and completion of all mandatory courses.
- 2) conclusion of the supervisor of the master's thesis;
- 3) preliminary review of the master's thesis;
- 4) reviewing the paper;
- 5) The conclusion of the examination of the work on the anti-plagiarism program.

The committee reviews preliminary thesis content and form, deciding whether to proceed to public defense and anti-plagiarism check. If plagiarism suspicion arises, it halts the review, but the paper is still checked. A positive outcome leads to submission, with a minimum passing score of 51 out of 100 points. Practice assessment combines interim evaluations and report scores. The practice report holds a 40% weight, while midterm exams contribute 60%. Evaluation involves the practice supervisor and mentor, with the committee finalizing the assessment post-semester.

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

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#### Evidences/Indicators

- Self-Evaluation document
- Interviews with academic staff
- Interviews with students and graduates

#### Recommendations:

#### Suggestions for the programme development

#### Evaluation

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

#### Compliance with the programme standards



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

### 3. Student Achievements, Individual Work with Them

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

#### 3.1 Student Consulting and Support Services

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

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

The university's student and alumni relations, along with career support, function as an integral department. This unit offers detailed information on academic and extracurricular aspects, addressing various aspects of student life. GIU students receive updates on local and international projects, conferences, and opportunities to enhance their academic performance and career prospects through informational sessions.

Students acquire learning results thanks to various learning processes on which to show their skills. The students are informed of this. If desired and there is need, each student has the opportunity, by prior agreement, to meet lecturers, academic staff and consult.

Generally, the student portal is recognized as a highly flexible platform for selecting lecturers and courses. To get quick information regarding grades and other related information. However, a notable concern surfaced during the sessions with students—the inability of students to access this portal remotely. It was emphasized that without physically attending the university, students face challenges in choosing lectures and interacting with the system.

Counselling services are provided at the beginning of each semester through a pre-set schedule and individual arrangements. The university staff adheres to designated deadlines for counselling sessions, maintaining specific workload records for academic and visiting personnel involved in student guidance. Additionally, the university hosts employment forums, delivering comprehensive insights into the Georgian and foreign job markets, supporting students in their pursuit of employment opportunities.

#### Evidences/Indicators

- Self-Evaluation document
- Interviews at site visit

**Recommendations:**

**Suggestions for Programme Development**

Look into the possibility of giving students access to the student portal remotely

**Evaluation**

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

**3.2. Master's and Doctoral Student Supervision**

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

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

The programme has fifteen academic and visiting staff members involved, where nine with the appropriate qualification and research potential to supervise master theses. Information about the ratio of students and supervisors has not been provided in the self-evaluation document. However, given the thorough information about academic staff workload, number of academic staff with appropriate qualifications for this task, and the number of students we estimate this ratio will be sufficient.

The university prioritizes student feedback through surveys and continuous improvement initiatives. Involvement in research projects, including an institutional program on inclusion, encourages a blend of theory and practice. The university aids in securing external and internal funds, facilitating student-led conferences and events. The International Relations Office disseminates information on upcoming international conferences, exchange programs, and trainings through meetings and emails. The university facilitates academic integrity by employing the Turnitin program, allowing students to assess their work's originality before conferences, with a maximum tolerance of 20%. Advocating efficiency, students could benefit from direct access to the program for self-checks, saving both student and professor time. Practical engagement is emphasized, and language barriers are addressed through free English courses, promoting student participation in exchange programs.

Financial support is available for socially vulnerable students and those with multiple children, while grants, guest lectures, and alumni involvement enhance opportunities. Graduates highlight improved practical experiences, contributing to student satisfaction. A supportive environment fosters open communication with academic staff, a sentiment echoed by recommendations from graduates and current students. Flexible tuition payment plans further ease financial burdens.

Initiatives extend beyond academics, with the university responding to a student's proposal for a Georgian folk music choir by allocating a dedicated room and supporting its formation. This student now leads the group, showcasing the university's commitment to nurturing diverse talents and initiatives.

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

#### Evidences/Indicators

- Self-Evaluation document (Methodology for planning the personnel implementing educational programs; The rule of the maximum load of personnel )
- The Rule of Assessment and Completion of the Master Thesis
- Methodology of Program Study Results' Development and Evaluation

#### Recommendations:

#### Suggestions for the programme development

Look into the possibilities for students to have direct access to the program (Turnitin) for self-checks

#### Evaluation

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Compliance with the programme standards

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

#### 4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

##### 4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff of appropriate competence.

Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes. Their qualifications fit the areas of teaching. The information provided about systems for workload allocation of programme academic/scientific and invited staff, both with regards to teaching and also opportunities for research activities ensures that the programme running will be sufficient.

The Head of the Programme definitely possesses necessary knowledge and experience required for running and developing the programme. He has been personally involved in programme planning and will be also in the implementation.

The programme offers students with an adequate number of administrative and support staff of appropriate competence.

Of the fifteen academic staff which will be teaching the programme, three are invited. All have relevant sectorial knowledge, nine of them hold PhD exams and one is doing their doctoral training. The qualifications of academic/scientific staff is proved by scientific papers written during the past 5 years (monograph, textbooks, scientific papers published in peer-reviewed journals, etc.; in arts field-creative/performance projects) and/or practical project, which proves staff's competence in the relevant field.

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. This is well described in the SER, and referenced to the following attached annexes:

1. Job descriptions, qualification requirements;
2. Personal affairs of staff;
3. Academic visiting staff workload scheme;
4. Methodology for determining the number of academic and invited staff.
5. Methodology of student quota planning.

None of these documents are to be found translated into English, however, the site visit gave ample evidence of that all this is correct.

<b>Number of the staff involved in the programme (including academic, scientific, and invited staff)</b>	<b>Number of Programme Staff</b>	<b>Including the staff with sectoral expertise<sup>6</sup></b>	<b>Including the staff holding PhD degree in the sectoral direction<sup>7</sup></b>	<b>Among them, the affiliated staff</b>
Total number of academic staff	<b>15</b>	<b>15</b>	<b>9</b>	<b>5</b>
- Professor	3	3	4	1
- Associate Professor	6	6	4	2
- Assistant-Professor	2	2		2
Visiting Staff	4	4	1	
Invited Staff	5			
Scientific Staff				

#### **Evidences/Indicators**

- Interview with staff
- Documents provided including list of staff members and their CVs
- + See above not translated documents

**Recommendations: -**

**Suggestions for Programme Development: -**

#### **Evaluation**

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<sup>6</sup> Staff implementing the relevant components of the main field of study

<sup>7</sup> Staff with relevant doctoral degrees implementing the components of the main field of study

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

#### 4.2 Qualification of Supervisors of Master's and Doctoral Students

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

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

Since the program has not started yet, information about current supervisors is not relevant. The program has nine staff members holding PhD, which makes them qualified to supervise MA thesis.

#### Evidences/Indicators

- Interview with staff
- Documents provided including list of staff members and their CVs

#### Recommendations:

#### Suggestions for the programme development

#### Evaluation

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

#### 4.3 Professional Development of Academic, Scientific and Invited Staff

➤ The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.

➤ The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

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

The university assesses and analyses the program's employees regularly. Both academic and guest staff fill out a self-evaluation every year concerning research activities. Points are allocated to different types of research activities and there are necessary limits for different staff groups (professor, associate professor etc.), which must be accumulated. Based on the results there is a variety of incentives for staff who reach or exceeds their point level. Failing to do so, on the other hand, will result in appropriate recommendations which must be completed within two years. If failing also this, the university reserves the rights to terminate the employment.

The university is aware of, that evaluating the quality of scientific research is a difficult topic. It has therefor analysed the criteria used by a number of relevant national and international institutions before developing their own system for this.

Regarding teaching quality, regular evaluations are carried out via a quality assurance system which follows the plan-implement-test-develop cycle. This applies to both internal staff and external and the collaboration with foreign experts.

The development of the university's staff applies to both their scientific and pedagogical competences. This is done by the quality assurance service but also via collegial assessment. Training and seminars are considered important in both areas ("the best way to promote quality is to train the teachers" was expressed at the site visit). These activities are fully funded and organized by a professional development centre and a research promotion centre. A promotion and incentive system is in place and the university conducts a staff satisfaction survey each year. Internalisation/teacher mobility activities are also included in staff development activities.

### Evidences/Indicators

- Self evaluation document where a number of other documents are listed
- Interviews at site visit

### Recommendations:

### Suggestions for the programme development

#### Evaluation

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4.4. Material Resources

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

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

The university has a separate building for the library, much built according to students' wishes and needs. The reading materials included in the syllabi of learning courses are available electronically and some also in paper format at the library. Students also have access to different scientific periodicals. However, more hardcopies of the textbooks in the library will probably be needed.

There are working areas for academic staff.

The university offers both reading spaces and a separate student room for spare times activities. It also has conference halls.

There are computers and projectors in the classrooms, but staff expresses need for more computers.

#### **Evidences/Indicators**

- Interviews at site visit
- Walk through at site visit

#### **Recommendations:**

#### **Suggestions for the programme development**

- Add more hardcopies of textbooks in the library
- Add more computers in classrooms

#### **Evaluation**

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

### **4.5 Programme/Faculty/School Budget and Programme Financial Sustainability**

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

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

The budget of the Master Programme in Social Psychology is well described for the full time period 2023-2027. It is based on the revenue from intakes of 20 students per year together with realistic calculations of a retention rate of 90% and that 95% of the students will successfully complete the year.



The budget is divided in the following items: - salaries for three different groups of staff, - bonuses (incentive programmes for academic employees), - research and development, - career development, - library, - scholarships and students' affairs costs, and - other costs.

All items are explained in the document, however no date for decision of the budget is provided in the English translation of this budget.

In all the budget for implementing of the study programme looks realizable and practicable.

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#### Evidences/Indicators

- The budget document of the Master Programme of Social Psychology
- Interviews at site visit

#### Recommendations:

#### Suggestions for the programme development

Provide the date of decision for the budget

#### Evaluation

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

#### Compliance with the programme standard

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

#### 5. Teaching Quality Enhancement Opportunities

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

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##### 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.

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

Georgian International University GIU has an efficient quality assurance department, which is involved and coordinates the processes of planning, development and/or development and modification of an educational programs.

Internal and external quality assurance mechanisms operate at GIU. Among the internal mechanisms of quality assurance, the following were identified: mechanisms for developing and evaluating educational programs; the mechanism of evaluation of the achievement of learning outcomes of educational programs; mechanism of evaluation of the learning process of educational programs; evaluation mechanism of academic/invited staff of educational programs.

In the self-evaluation document presented by the institution, it is indicated that the quality assurance department works according to the general university PDCA principle: P (plan) - planning; D (do) implementation; C (check) - checking; A (act) – response. This implies the involvement of all interested parties of the university in the process of development of educational activities. The program is approved step by step: The program is discussed at the meeting of the program development team, it is then monitored by the university’s quality assurance department and then submitted to the university’s academic council for the approval.

Also, it should be noted that program implementation staff, students, alumni (from different programs) and employers were fully aware of the content of the program. It was quite clear that that the development of this new program and the preparation of the program self-evaluation report, was a collaborative process where all essential parties, academic staff, administrative staff, students, graduates, and employers were equally involved.

#### **Evidences/Indicators**

- Self-evaluation report
- Educational program and syllabi
- Quality Assurance policy
- Quality assurance mechanism
- Interviews at site visit

#### **Recommendations:**

#### **Suggestions for the programme development**

#### **Evaluation**

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

## 5.2 External Quality Evaluation

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

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

One of the mechanisms of external evaluation the university uses is accreditation by carried out by the National Center for Educational Quality Enhancement. Because the program is new university will use the recommendations received during the evaluation and these will be reflected in the implementation of the program.

This programme was evaluated by the head of the program of Georgina National University SEU. The conclusion of the external, collegial review was that social psychology is called upon to provide society with adequately prepared employees and that this master's program is moving in the right direction to accomplish this.

If necessary, is added in the SER, peer evaluation (by Georgian and/or international colleagues employed in other higher education institutions), will be used to improve the program.

#### Evidences/Indicators

- Quality assurance policy
- Conclusion from external evaluator
- Interviews at site visit

#### Recommendations:

#### Suggestions for the programme development

It is suggested to find international peer evaluators for the program of social psychology to further develop it towards international trends.

#### Evaluation

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

## 5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic,

scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

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

Programme monitoring and periodic evaluation is conducted under the guidance of quality assurance department representatives. The implementation of the educational programs of the faculty is evaluated by the faculty and university's quality assurance offices in coordination with each other. The process of evaluating the implementation of the educational programs are based on the following participants: students, academic and invited personnel, potential employers and graduates of the program

Based on SER document and interviews with the expert panel it was clear, that all participants were involved in and aware of the evaluation principles of educational programs.

Students are participating in the evaluation process of educational programs by filling out a questionnaire. Participation of academic and invited personnel in the evaluation of implementation of the program includes participation in the conceptual discussions related to the implementation of the program. Potential employers evaluate students and alumni, their qualifications and competencies, and the level of their skills matched to labor market requirements. Employers particular they evaluate in particular students' and graduates' theoretical knowledge and practical application skills. Alumni of the program evaluate the program by means of questionnaires.

If necessary, the program will use formative peer evaluation to improve the program. Within the framework of the program, this is done via evaluation of the teaching of academic staff, through the attendance of colleagues (from the same program, another program from the same university, or a person invited from another university) at lectures, which serves to improve the quality of teaching. Because the program is new for the university, expert panel has no additional information from the reports of analyzing results. This discussion is based on the interviews and QA policy.

In order to take into account international trends in the process of improving the programs, the program of social psychology was compared with similar programs of other local and international universities.

### **Evidences/Indicators**

- Self-evaluation document
- Quality assurance policy
- Program evaluation questionnaires
- Interviews at site visit

### **Recommendations:**

### **Suggestions for the programme development**

### **Evaluation**

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

Compliance with the programme standards

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

Attached documentation (if applicable):

Name of the Higher Education Institution: Georgian International University LLC

Name of Higher Education Programme, Level: "Social Psychology" Master's Educational Program

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching Methodology and Organisation, Adequacy Evaluation of Programme Mastering	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student Achievements, Individual Work with them	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Providing Teaching Resources	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Signatures:

Chair of Accreditation Expert Panel

Full name, signature

Lena Adamson



Accreditation Expert Panel Members

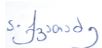
Full name, signature

Mariam Aleksidze



Full name, signature

Ani Kvatadze



Full name, signature

Medea Despotashvili

