



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

Accreditation Expert Group Report on Higher Education Programme

Name of Educational Programme, Level of Education

Psychology, Bachelor's Degree

Name of Higher Education Institution

LTD New Higher Education Institute - NEWUNI

Evaluation Date(s)

2023-10-23

Final Report

Report Submission Date

2023-12-17

Tbilisi

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	LTD New Higher Education Institute - NEWUNI
Identification Code of Institution	404916203
Type of the Institution	College

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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)	ფსიქოლოგია
Name of Higher Education Programme (in English)	Psychology
Level of Higher Education	Bachelor
Qualification to be Awarded ²	Bachelor of Psychology
Name and Code of the Detailed Field	Psychology O313
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	240
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/new/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	—

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

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

II. Accreditation Report Executive Summary

▪ General Information on Education Programme⁴

The scope of the BA of Psychology Educational Program is as required 240 ECTS, each academic year divided into two semesters. The qualification to be awarded is Bachelor of Psychology. The content and structure of the programme do meet the requirements of the field of Psychology and has a structure that is envisaged by Georgian legislation: Learning courses/modules of the major field of study (no less than 120 ECTS credits) and a free component.

The 240 credits of the bachelor's program include the following components:

- Compulsory courses/subjects/modules of the core field of study - 112 credits
- Compulsory elective courses/subjects/modules of the core field of study - 34 credits
- Internship component - 10 credits
- Bachelor Thesis component/optional – 10 credits
- Compulsory and elective courses/subjects/modules of the free component - 84 credits (including 40 credits - compulsory, 44 credits - elective)

The program will be executed with the participation of 31 academic and visiting staff members: 6 professors (4 affiliated), 9 associate professors (6 affiliated), 3 assistant professors (1 affiliated), 5 assistants (4 affiliated) and 8 non-affiliated lectures.

The self-evaluation document does not give any numbers of how many students plans for per intake and year. Information at the site visit indicated an intake of 20 students a year, which would result in 60 students in the system in year 3.

▪ Overview of the Accreditation Site Visit

The site visit took place on the 2023-10-23. The evaluation team had meetings with administrative staff, the self-evaluation team, the program director, academic and non-affiliated staff, employer representatives, students from related programs, graduates from related programs, and representatives from QA department. During the inspection of the facilities the main resources and capacity was presented.

• Brief Overview of Education Programme Compliance with the Standards

Standard 1:

- 1.1 partially complies with standard requirement
- 1.2 partially complies with standard requirement
- 1.3 complies with standard requirement
- 1.4 complies with standard requirement
- 1.5 complies with standard requirement

standard 2:

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

- 2.1 complies with standard requirement
- 2.2 complies with standard requirement
- 2.3 complies with standard requirement
- 2.4 complies with standard requirement

Standard 3:

- 3.1 complies with standard requirement
- 3.2 –

Standard 4:

- 4.1 partially complies with standard requirement
- 4.2 –
- 4.3 complies with standard requirement
- 4.4 Substantially complies with standard requirement
- 4.5 partially complies with standard requirement

Standard 5:

- 5.1 Substantially complies with standard requirement
- 5.2 complies with standard requirement
- 5.3 complies with standard requirement

Generally the BA Psychology programme does not as of yet meet the requirements of the standards. Many of the objectives and learning outcomes of the programme are realistic and achievable but they do not fully match each other and are not clearly expressed in terms of knowledge, skills and competences. Much of the content of the study programme is relevant but it spreads over too many areas and would gain in quality and relevance if it was more focused. In addition the programme needs to increase the number of academic affiliated staff with qualification specifically in psychology, in order to have necessary competences in order to help students to achieve the programme learning outcomes. Programme utilises internal and external quality assurance services.

Having said all this, the university and the current staff for this program is very enthusiastic in developing the programme in the best possible way. This is also a commendably student friendly and studentcentered university. Individual study programmes can be offered, help with payment plans is offered when needed, active help with employment opportunities etc. etc. Standard 3 is altogether fully compliant with requirements and more.

▪ **Recommendations**

- 1.1 It is recommended to decide how many objectives (three or four) the programme should have and describe them more clearly in terms of sets of knowledge, skills and competences
 - It is recommended to develop the programme so it corresponds clearly with the university's mission 3
- 1.2 It is recommended to reformulate programme learning outcomes into shorter, clearer format
 - It is recommended to renew the mapping

4.1 It is recommended to increase the number of academic affiliated staff with qualification of psychologist

- It is recommended to increase the number of specialists with the appropriate scientific degree of PhD
- It is recommended to develop greater compliance between the competence and qualification of the academic and invited staff leading the professional courses with the qualification requirements and the applicable legislation.

4.4 In the library, more than one or two printed copies of textbooks should be provided at least for compulsory courses

- It is recommended to create additional spaces for work/study activities and resting halls for students are needed especially if the number of students now increase

4.5 The budget for implementing of the study programme needs to be elaborated and encompass at least a full cycle from year 1 to year 3

5.1 The QA office should involve program implementation staff more during developing program learning outcomes, program structure etc. Only high degree of collaboration with program developing/implementation staff and QA will guarantee high quality educational program.

▪ **Suggestions for Programme Development**

1.2 When writing learning outcomes begin as follows: “After the programme/course the student is expected to *active verb*...” and do not introduce too many competencies in each learning outcome

1.4 Reconsider if the programme can offer clearer study paths without losing too much of flexibility for students

1.5 Focus the programme somewhat more in relation to courses vs the most common subdisciplines in psychology.

- Reconsider if the thesis should be compulsory
- Introduce qualitative research methods

2.1 Reconsider if the thesis should compulsory instead of elective

- Highlight and focus more on
- the development of transferable skills
- academic honesty and integrity

3.1 Look into the possibilities for students to have remote access to the portal

4.3 Promotion and support of academic staff to become involved in international programs developed for academic mobility and experience exchange

- 5.2 External assessment of the program from international peer evaluators. This is especially important for a newly developed psychology program where the field is new for the university
- 5.3 The QA department should create a more precise comparative analysis of similar programs. This means that the analysis should systematically present and compare crucial information of program similarities, differences and program future developments.

6 Brief Overview of the Best Practices (if applicable)⁵

As mentioned above, the university's flexibility and willingness to accommodate different student needs is commendable

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

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

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

III. Compliance of the Programme with Accreditation Standards

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

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

1.1 Programme Objectives

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

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

The programme description and the annex present 4 programme objectives, however 2 and 3 are the same, so the programme has in fact 3 objectives.

The objectives cover several field specific areas but are not clearly structured into knowledge, skills and competences. In combination with the very large number of small (5 ECTS) courses the programme is built upon, it is difficult to see if the programme covers knowledge of theoretical, methodological, research, and contextual issues in the field of psychology, that is, what should be essential for a programme in this field and on this level, or not.

This applies also for the subject of whether the programme will contribute “to the development of the field of the applied psychology” (SER p 7). The programme is somewhat lost in details rather than providing a clear profile.

The programme objectives correspond mostly to the missions 1 and 2 of the New Higher Education Institute – NEWUNI, but not to 3 which is aimed more to staff:

1 Training of knowledge-based civil society and labor market-relevant democratic values, civic self-awareness, competitive specialists with education, providing them with quality knowledge

2 Development of student-centered teaching, realization of their personal and professional potential, creative, research and practical skills, promotion of students’ success by offering a variety of academic, professional, financial support mechanisms

3 Development of the research activities and integrating results into the learning process

However, we find it difficult to see that the programme corresponds to the specific aim in 2 “Development of... research skills...”. This is a higher education programme, and as such, should provide opportunities for students to develop these skills and also give them the possibility to further studies on more advanced levels in the system. This will not be possible with a non-compulsory thesis, which if it is done, only consists of 10 ECTS.

Evidences/Indicators

- Bachelor’s programme in psychology
- Mission of the New Higher Education Institute – NEWUNI

- Results of the labor market demands analysis
- Interviews at site visit

Recommendations:

- It is recommended to decide how many objectives (three or four) the programme should have and describe them more clearly in terms of sets of knowledge, skills and competences
- It is recommended to develop the programme so it corresponds clearly with the university's mission 3

Suggestions for the Programme Development

- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.1 Programme Objectives	<input type="checkbox"/>	<input type="checkbox"/>	X	<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 three (four) programme objectives are broken down into ten programme learning outcomes. These are not logically grouped into knowledge and understanding, skills, responsibility, and autonomy, as prescribed by the Georgian National Qualification Framework (NQF).

The programme learning outcomes are mapped towards the programme objectives in a table but here objective 4 which is not previously presented, is said to be covered by programme learning outcomes 9 and 10.

In addition, the objectives and the learning outcomes do not correspond when examined in more detail, for example:

Objective 1 *to introduce* factors affecting personality development, psychological regularities of developmental disorders; empirical research methods, psychodiagnostic tests; individual features of the higher nervous system; physiological mechanisms of behavior, emotions and learning

This is said to correspond to LO 1 – 4, but both empirical research methods and psychodiagnostic tests are missing:

LO 1 discusses the theories, principles, history and main directions of the development of psychology, sensory modalities, basic needs and motives, characteristics of the personality structure

LO 2 describes the fundamental concepts and provisions of personality psychology, genetic and social factors; the physiological mechanisms of individual characteristics of higher nervous system activity, behavior, emotions and learning

LO 3 identifies the main characteristics of personality development, factors influencing development, psychological regularities of developmental disorders

LO 4 describes the external and internal determinants of a person's behavior, the foundations, structure, forms, types and regularities of behavior in the process of interaction between a person and the outside world

Altogether, both objectives and learning outcomes are too loquacious to easily be evaluated to correspond to each other.

Evidences/Indicators

- Results of the labor market demands analysis
- Bachelor's programme in psychology
- Programme objectives and learning outcomes map
- Curriculum map
- Interviews at site visit

Recommendations:

- It is recommended to reformulate programme learning outcomes into shorter, clearer format
- It is recommended to renew the mapping

Suggestions for Programme Development

- 9 When writing learning outcomes begin as follows: "After the programme/course the student is expected to *active verb...*" and do not introduce too many competencies in each learning outcome

Evaluation

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

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

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

The university presents a comprehensive document called “NEWUNI mechanism for programme learning outcome’s evaluation”. Here it is stated ” The purpose of the evaluation of the program learning outcomes is to evaluate the student's progress towards the planned learning outcomes of the program and the level of the learning outcomes achievement, to use the results of the evaluation analysis for the continuous development of the educational program.” And that “Regular assessment of educational program learning outcomes and adherence to this methodology is mandatory for any person involved in the design and development of an educational program”. This document has been used when developing the current programme, which would ensure a structured process (described as planning phase, evaluation phase, analysis phase, update phase) for evaluating and developing the programme. It includes the processes of curriculum analysis and learning outcomes assessment plan, as well as setting targets.

The programme staff is provided with necessary support from QA service on the skills of learning outcomes’ development, assessment and analysis. The process of developing the methods and instruments for the programme learning outcomes’ assessment was supported by the QA service of the institute. Trainings and meetings were held for developing the necessary instruments for the programme learning outcomes’ assessment instruments, curriculum map and programme learning outcomes’ assessment plan. The programme staff received continuous support in the process. The support of staff will continue, including support in the process of assessment of learning outcomes, analysis and planning of relevant changes.

In all, 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 and, programme learning outcomes assessment results will be utilized for the improvement of the programme.

Evidences/Indicators

- New Higher Education Institute – NEWUNI mechanism for programme learning outcome’s evaluation
- Programme learning outcome/curriculum map of the psychology BA programme
- Programme learning outcome evaluation plan for the psychology BA programme
- Interviews at site visit

Recommendations:

- None

Suggestions for the Programme Development

- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
1.3 Evaluation Mechanism of the Programme	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 designed according to HEI's methodology for planning, designing and developing of education programmes presented in the document "Methodology for educational programme planning, initiation, development and approval procedure". However, this document stipulates that "the learning outcome should be clearly defined and should correspond to the objectives of the program" which we have discussed and evaluated in Standard 1.1 and 1.2. In addition it is stated that "when forming learning outcomes, international practices and learning outcomes of similar educational programs of three leading European (including partner) universities should be sought". These are not mentioned in the SER and the review team found it difficult to receive a clear answer to this at the site visit.

The programme is structured in accordance with Methodology for educational programme planning, initiation, development and approval procedure:

- Compulsory part 162 credits (compulsory courses/subjects of the core field of study 112 credits, including English for specific purposes (English for Psychologists) 10 credits; compulsory internship component 10 credits; compulsory courses/subjects of the free component 40 credits, including general foreign language 20 credits.
- Elective part 78 credits (compulsory electives of the core field of study (34 credits including 10 credits for the bachelor thesis) and electives of the free component (44 credits) courses/subjects and/or courses/subjects from other bachelor program(s).

However, setting aside the regulations and thinking of programme structure and content in a more broad manner there are some issues to consider. The university's (commendable) aim to give students maximum flexibility to chose their own profile comes with some challenges, especially in terms of creating a situation where very small student groups has to be offered. This refers especially to the free component. As presented the programme offers 44 ECTS here (apart from the choice of choosing courses from other programmes). The student needs to choose 44 ECTS from this component, but individual students will assumedly choose these in different orders. This can present an organizational problem with many small groups.

In addition, it is difficult to see why some of the courses in the free component are placed here instead of in the field component. (examples: Psychological aspects of consumer behavior, Drug abuse prevention, Psychological support to military staff, Conflict management strategies and techniques and, Arts therapy). This component is said to be aimed at transferable competencies (i.e., leadership, teamwork, communication, critical thinking etc. etc.) and/or courses from other undergraduate educational program(s), the mentioned courses are instead content related.

Setting aside these issues, the qualification to be granted can considered be consistent with the content and learning outcomes of the programme.

Evidences/Indicators

- Methodology for educational programme planning, initiation, development and approval procedure
- Web-page of the institution: www.newuni.edu.ge
- Educational programme and syllabi
- Interviews at site visit

Recommendations:

- None

Suggestions for the programme development

- Reconsider if the programme can offer clearer study paths without losing too much of flexibility for students

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.

The content of the individual academic courses and the number of credits ensure the achievement of the learning outcomes defined by each course. These are presented in the required form according to the document “Methodology for educational programme planning, initiation, development and approval procedure” including information about relevant study materials.

An issue to do with content is the fact that the thesis work is not compulsory. This will result in students that will not have the skills and abilities to carry out a small research project in their future professional life, and also having difficulties to proceed to master studies. This makes it difficult to fully conclude that “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.” Programme learning outcome 6 mentions that the student should be able to prepare a practical-research project after finishing their studies for instance.

The content in this programme gives very few ECTS in a very large spread of subjects. It may be advisable to reduce this somewhat in order to give students a more solid foundation, and the possibility to create profiles more clearly related to certain common subdisciplines (educational, organisational, clinical, social, perception and memory, neuro psychology etc etc).

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

Evidences/Indicators

- Methodology for educational programme planning, initiation, development and approval procedure
- Educational programme and syllabi (**Annex 1**).
- Interviews at site visit

Recommendations:

- None

Suggestions for the programme development

- Focus the programme somewhat more in relation to courses vs the most common subdisciplines in psychology.
- Reconsider if the thesis should be compulsory
- Introduce qualitative research methods

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 objectives, learning outcomes and their compliance with the programme	Complies with requirements	<input type="checkbox"/>
	Substantially complies with requirements	<input type="checkbox"/>
	Partially complies with requirements	X
	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 programme admission preconditions are in line with current legislation. Only holders of state certificates confirming full general education or equalized with them, and on the basis of the results of the Unified National Examinations (ranking document) have the right to be enrolled in the programme. The exemptions are based on the current legislation of Georgia.

Mandatory subjects for enrollment are based on the National Examinations and includes Georgian language and literature, foreign language (English, French, Russian, German), Mathematics/History/Biology.

Enrollment of students without taking Unified National Exams is done in accordance with the "Law on Higher Education" (Article 52, Clause 3):

Programme admission preconditions are uploaded on the institute's web-page and as such accessible for anyone interested.

In sum, the programme admission preconditions of the BA programme in Psychology are transparent, fair, public and accessible, and ensure engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Evidences/Indicators

- Bachelor's programme in Psychology (**Annex 1**);
- The web-page of the institution: www.newuni.edu.ge
- Interviews at site visit

Recommendations:

- None

Suggestions for the programme development

- None

Evaluation

Component	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
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2.1 Programme Admission Preconditions	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

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

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

The programme ensures the development of students' content knowledge linked to the programme learning outcomes. The programme includes practice for 10 ECTS credits, which are compulsory. The university has signed memorandums in order to secure places for all students and thus ensure the development of students' practical skills in accordance with the programme learning outcomes.

There is no specific information about students' development of transferable skills, and as mentioned under Standard 1.4, a number of courses within the free component are more content related than focusing on developing students' transferable skills.

The students will be trained in academic writing (5 ECTS), methods of psychological research (5 ECTS) and statistical methods of research SPSS (5 ECTS). The students will also have opportunities to take part in practical and scientific conferences in order to develop their research skills. However, the thesis work only consists of 10 ECTS and it is doubtful if a proper empirical work can be performed with such few credits. In combination with that the thesis work it is elective, it is uncertain if the students of this programme will have the opportunities to develop the scientific/research skills which would be expected from a bachelor degree of 240 ECTS.

Written assignments are being evaluated on the plagiarism detection programme but developing students' knowledge and skills related to principals of academic honesty and integrity does not seem to be addressed in any of the courses, according to the self-evaluation document.

Evidences/Indicators

- Memorandums of agreement with economic agents/practical training organisations
- Educational programme and syllabi
- Institute's web-page, on student conferences
- Interviews at site visit

Recommendations:

- None

Suggestions for the programme development

- Reconsider if the thesis should compulsory instead of elective
- Highlight and focus more on
 - the development of transferable skills
 - academic honesty and integrity

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

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.

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; lectures, group work, practical work, seminar, teaching with electronic resources, project-based learning, simulations, case study, etc. This will ensure the active involvement of students in their learning process.

Another positive aspect is that the university is flexible with regards to individual needs of students in case of necessity, with a possibility to develop an individual learning plan. There is a defined methodology for this also ensuring that relevant persons are involved in such a process.

The methods used in teaching the components of the program are specified in the relevant syllabi, and their definitions are posted on the website.

Evidences/Indicators

- Educational programme and syllabi
- Learning process regulation of the New Higher Education Institute – NEWUNI – Clause 24
- New Higher Education Institute – NEWUNI teaching and learning methods and main forms (Informational resources for staff and students)
- Interviews at site visit

Recommendations:

- None

Suggestions for the programme development

- None

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

Students are well-informed about the process of selecting and distributing subjects at the university. Once a student makes their choices, the schedule is conveniently provided through the electronic system. The academic staff and program coordinator actively assist students in making these decisions, offering ongoing support. Students have the freedom to seek additional guidance anytime they need it.

For personalized support, students can attend consultations, with a dedicated timetable for these sessions as highlighted in interviews. The university takes into account the preferences of students, allowing them to choose courses aligned with their desires. This emphasis on student choice contributes to a tailored and meaningful academic experience.

Additionally, some students, while lacking direct experience in appealing scores, are cognizant of the existence of such an option, having acquired this knowledge through their peers. Regarding appeal the result/score involves submitting a statement, which the commission will review. The program manager is then engaged in the assessment process. The electronic database provides accessibility for the appeal of both scores and written papers. Despite the nuanced understanding of the procedural details, the awareness of the appeals process contributes an augmented dimension to the students' comprehension of the academic framework.

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.

Evidences/Indicators

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

Recommendations:

- None

Suggestions for the programme development

- None

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

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

3. Student Achievements, Individual Work with Them

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

3.1 Student Consulting and Support Services

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

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

The university's department overseeing student and alumni relations, in conjunction with career support services, serves as a crucial component. This division furnishes detailed information on academic and extracurricular matters, addressing various dimensions of student life. NewUni students are regularly updated on local and international projects, conferences, and opportunities, contributing to their academic growth and career development through informational sessions.

Students attain educational outcomes through diverse learning processes that showcase their skills, with clear communication on these processes. Students have the option, by prior arrangement, to engage with lecturers and academic staff for consultations as needed.

While the student portal is widely acknowledged for its flexibility in selecting lecturers and courses and obtaining quick access to grades, concerns arose during student sessions. Notably, students highlighted the challenge of remote access to the portal, emphasizing the difficulties faced in choosing lectures and navigating the system without physical attendance at the university.

Counseling services are systematically provided at the semester's commencement through a predetermined schedule and individual arrangements. The university staff diligently adheres to specified deadlines for counseling sessions, maintaining detailed workload records for academic and visiting personnel involved in student guidance. Additionally, the university conducts employment forums, offering in-depth insights into both the Georgian and foreign job markets, thereby supporting students in their quest for employment opportunities.

Students who graduated high school with a Gold Medal and enroll in the BA program will receive full tuition fee funding for all four years. In cases where students already have a 100% stipend from the government, the equivalent university stipend will be allocated towards conferences, exchange programs, and scientific research projects aligned with their academic interests.

Evidences/Indicators

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

Recommendations:

- None

Suggestions for Programme Development

- Look into the possibilities for students to have remote access to the portal

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

Not relevant – Bachelor programme

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

Evidences/Indicators

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

Recommendations:

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

Suggestions for the programme development

- Non-binding suggestions for 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
3.2. Master's and Doctoral Students Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance with the programme standards

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

4. Providing Teaching Resources

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

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
- The number and workload of programme academic/scientific and non-affiliated 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/non-affiliated 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

A total of thirty-one academic and non-affiliated staff will implement the presented bachelor's program in psychology, who, according to the information provided in the self-evaluation report, in most cases, have appropriate theoretical and practical experience in the relevant field and, at the same time, have a doctorate or master's degree in the relevant field.

According to the self-evaluation report and the presented documentation, sixteen out of thirty-one academic

staff is non-affiliated professors and invited lecturers from other HEI.

Four out of fifteen affiliated staff are full professors, although it must be emphasized that only one of them is a professor of psychology, the others are professors of other fields such as biology, Georgian philology, and German language.

Six out of fifteen affiliated staff are associated professors, although only one of them represents the field of psychology and other are professors of foreign languages, Georgian philology, and philosophy. In addition, just one of the affiliated assistant professors works in field of psychology. On the other hand, three out of four affiliated assistants are employed in the appropriate field - psychology.

Based on both the study of the presented documentation and the information obtained during the interviews conducted in the process of visit several issues have been found that could represent a challenge for the program:

- A small number of affiliated professors and academic staff are qualified as psychologists
- Qualifications of implementing academic and non-affiliated staff
- Compatibility of the qualifications of the academic and non-affiliated staff with courses they deliver

A small number of affiliated staff who are qualified as psychologists puts the main responsibility of the program implementation on the non-affiliated academic staff. This leads to that fundamental courses like cognitive psychology, personality psychology, developmental psychology, clinical psychology, and experimental psychology will be led by non-affiliated academic and invited staff. A big part of these professionals are psychologists with appropriate practical backgrounds, although most of them do not possess PhD degrees. During the interview with academic staff, it turned out that only one psychologist had experience in the supervision of a thesis, and she has no PhD degree. In the submitted SER document, surprisingly these issues are not included in areas for improvement.

For the implementation of a psychology program, the main leading academic staff involved in the delivery of psychological professional courses in the program must qualify as a psychologist. Based on the information obtained from the submitted documents and interviews with the academic/invited staff, it is clear that the qualifications of some lecturers who will lead particular courses do not correspond to the content of courses (especially the compulsory, fundamental courses). Studying the personal files of the staff reveals that some psychological courses are led by professors who are not qualified as psychologists e.g. The course in neuropsychology will be delivered by a professor of biology, introduction to legal psychology course will be delivered by a professor of law. The course of disorders of child's mental development will be delivered by professors who according to included CV, has no practical experience of assessment and diagnostics of child and adolescents' abnormalities. The course of cognitive psychology will be led by a professor who has no practical experience of assessment of the cognitive functions and no scientific publications in this particular sphere.

Moreover, most professional courses are led by people who are PhD students, or have a master of psychology. According to the Georgian legislation, it is possible to invite a professor without a PhD degree as an exception, based on his/her vast practical experience, although in the current program, we have number of academic and non-affiliated staff who do not have an appropriate scientific degree and at the same time have less than 10 years of practical experience in the particular field of psychology. For example the course of the Psychology of gender and couple relations and the course of Interpersonal Relations (compulsory) will be led by a professional who got her master's degree in psychology in 2018.

Number of the staff involved in the programme (including academic, scientific, and non-affiliated staff)	Number of Programme Staff	Including the staff with sectoral expertise⁶	Including the staff holding PhD	Among them, the affiliated staff

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

			degree in the sectoral direction ⁷	
Total number of academic staff	31	14	6	7
- Professor	6	2	2	1
- Associate Professor	9	2	2	1
- Assistant-Professor	3	3	0	1
- Assistant	5	4	0	4
Non-affiliated Staff	8	3	2	–
Scientific Staff	7			–

Evidences/Indicators

- CV of academic and non-affiliated staff;
- List of academic and non-affiliated staff workload (list of subjects);
- Self-evaluation document
- Interviews with the head of the program, academic and non-affiliated staff

Recommendations:

- It is recommended to increase the number of academic affiliated staff with qualification of psychologist
- It is recommended to increase the number of specialists with the appropriate scientific degree of PhD
- It is recommended to develop greater compliance between the competence and qualification of the academic and invited staff leading the professional courses, with the qualification requirements and the applicable legislation.

Suggestions for Programme Development

- None

Evaluation

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

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

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

Not relevant – Bachelor programme

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

Evidences/Indicators

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

Recommendations:

- None

Suggestions for the programme development

- None

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	<input type="checkbox"/>	<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 non-affiliated 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

One of the main priorities of the university is the professional development of employees. According to provided documents and information obtained from staff during the visit the university provides administrative support for the implementation of local and international grant projects, provides funding for practical courses/training, and staff involvement in international projects, scientific events, international conferences, and workshops, which helps to strengthen internationalization. The publication of scientific papers is also highly supported and promoted by the administration. To promote research activities, the university library provides access to electronic scientific databases..

Another crucial process fulfilled by the administration systematically, is assessment of staff performance and analysis of results. According to SER of the given program, the policy of evaluation of the personnel is based on the following goals:

To identify the needs and weaknesses of the institute's personnel and to establish ways to respond to them

To identify the relevant capabilities of the institute's staff and promote their further professional development

To evaluate performance of the staff in teaching, research and administrative/organizational areas of their activities

To timely identify obvious difficulties in the process of implementation of professional goals and tasks by the staff of the institute, and to establish ways of solving them

Identify the needs for qualified personnel based on the institute's goals and strategic plan.

The scientific research center of the university along with the human resources department regularly evaluates the academic and scientific-research activity of the academic staff. The human resources management service, the quality assurance service and the scientific research center are responsible for the implementation and further development of the processes.

The instruments used for evaluation are the following:

Annual reports of academic staff on their scientific research activities

Evaluation of academic staff by the dean

Evaluation of academic and non-affiliated staff by the head of the program

Evaluation of academic and non-affiliated by the department of learning process management

Evaluation of academic and non-affiliated by students.

For the non-affiliated staff:

Evaluation of non-affiliated staff by the dean

Evaluation of academic and non-affiliated staff by the head of the program

Evaluation of academic and non-affiliated staff by the Department of Learning Process Management

Evaluation of academic and non-affiliated staff by students

Here it should be mentioned that most of staff involved in the given program are newly recruited personnel and thus almost all of them had no experience of the procedures described above. Although that part of academic staff that is involved in other accredited programs confirmed the support of university and expressed their gratitude to the employer and satisfaction with the working environment and conditions.

It must also be mentioned that in the SER document there was no information about academic mobility programs offered or performed by academic staff. Nor did the academic staff involved in already accredited programs mentioned anything regarding such activities at the site visit.

Evidences/Indicators

- Interviews conducted with academic staff during the site visit
- Human Resources Management Policy

- The university's webpage

Recommendations:

- None

Suggestions for the programme development

- Promotion and support of academic staff to become involved in international programs developed for academic mobility and experience exchange

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.

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

The program implementation is provided by appropriate material resources such as classrooms equipped with PCs and projectors, working areas for academic staff, a library (book and electronic), student workspaces, and a conference hall.

The institution uses information and communication technologies for the management as well as for the educational and research activities.

The reading materials included in the syllabi of learning courses are available at the library. Students also have access to different scientific periodicals.

New Higher Education Institute – Newuni students and staff have access to the following electronic scientific bases such as:

Cambridge Journals Online (<https://www.cambridge.org/core>)

Open Book Publishers E-books (<https://www.openbookpublishers.com/>)

Royal Society Journals Collection (<https://royalsociety.org/journals/>)

SAGE Journals (<https://journals.sagepub.com>)

The Company of Biologists' Journals (<https://www.biologists.com/>)

According to information from interviews with students and academic staff conducted during the visit, they use material resources of the university regularly, and they are aware of all material support the university provides. However, during the visit the students mentioned that space for rest as well as for additional study/work is not enough, and they have to use spaces around the university as a café nearby.

Thus, it must be emphasized, that material resources such as space, classroom equipment, and printed books might be enough at the current moment, but probably not for the future when the number of students will be much higher.

Evidences/Indicators

- Material resources owned by the university
- Library resources
- Web-page of the institute
- Interviews conducted with academic staff and students during the site visit

Recommendations:

- In the library, more than one or two printed copies of textbooks should be provided at least for compulsory courses
- It is recommended to create additional spaces for work/study activities and resting halls for students are needed especially if the number of students now increase

Suggestions for the programme development

- None

Evaluation

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

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

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

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

The budget of the BA Psychology programme is well described with the following budget items (each also well described for better understanding):

Staff salaries, Rent and utilites, External evaluation of educational programs, Support of scientific research, Promotion of scientific-research activities of academic staff and internationalisation of research, Promotion of student research, Ensuring compliance with the principles of academic integrity, Infrastructure development, Electronic service development, Facilitating administrative/academic staff qualification improvement, Development of mechanisms supporting internationalization, Promoting the mobility of students and academic staff, Integration into the international educational space and deepening of cooperation with foreign educational institutions, Marketing strategies development, Raising the awareness level in the society, Promoting lifelong learning, Development of counselling and career services, Supporting financial and incentive mechanisms for students, Supporting extracurricular activities and a Reserve.

However, it is only presented for one year, 2023, and there is no information about the number of students for each intake. If the yearly intake is 20 students, there will be 80 students in the programme year 4. If there are two intakes per year, this will result in 160 students in year 4. This needs to be presented in a budget which covers at least one cycle of the programme. Two factors also need to be considered here, 1 How many students can the university hold in relation to localities and materials and 2 How many small groups due to students' choices can be financed each year. These issues were not quite clarified at the site visit.

Evidences/Indicators

- Programme budget
- Interviews at the site visit

Recommendations:

- The budget for implementing of the study programme needs to be elaborated and encompass at least a full cycle from year 1 to year 4.

Suggestions for the programme development

- None

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

Compliance with the programme standard

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

5. Teaching Quality Enhancement Opportunities

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

and utilized for informed decision making and programme development.

5.1 Internal Quality Evaluation

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

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

The university has an internal quality assurance office which coordinates main areas of activities as follows: supporting development of the quality of teaching; supporting implementation of modern methods of teaching and learning, and assessment; providing recommendations for development of the teaching and learning process; organizing processes necessary for accreditation and authorization self-evaluation.

According to SER the QA department helped program implementation staff during program development process. QA department organized numerous meetings with staff and writing the self-evaluation document was also a collaborative process.

Based on interviews and program documents, it is unlikely that the department conducted preparatory training for staff on all important issues. Problems appeared specifically during discussing program syllabi. In most syllabi academic and non-affiliated staff used the same assessment/evaluation forms and components regarding their learning course. This means they used one unified form, without interpretation and demonstrating their academic freedom. The problem of collaboration also appeared when the expert panel tried to discuss program structure and program learning outcomes with the program staff. They were not aware about the program learning outcomes, program maps and even intersection of their course learning outcomes with the program learning outcomes. Based on the interviews with the program head, academic and non-affiliated staff, the collaborative process clearly was not fully efficient. Some members of staff even mentioned that their questioning position regarding the program structure was not sufficiently discussed by the administration. Our impression during the interviews was also that QA department members were more dominant than the head of the programme, rather than (and as maybe more appropriate) the other way around.

One of the main mechanisms of quality assurance at the university is the student surveys held per semester, as well as student academic performance monitoring analysis. These results are used in further changes and improvements of the programme. The described tools will be used for the evaluation of the psychology BA programme as well.

Because the program of psychology is new for the university there is no additional information of QA results for program improvement.

Evidences/Indicators

- Self-evaluation document
- Internal QA mechanisms and policy
- Interviews at the site visit

Recommendations:

- The QA office should involve program implementation staff more during developing program learning outcomes, program structure etc. Only high degree of collaboration with program developing/implementation staff and QA will guarantee high quality educational program.

Suggestions for the programme development

- None

Evaluation

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

In SER it is presented that for the external quality assurance of the programs, the university utilizes accreditation and authorization process carried out by the National Center for Educational Quality Enhancement (LEPL), as well as peer evaluations by non-affiliated external experts (local and/or international). The program of psychology is new and presented for the accreditation process now.

Evaluation of the programme by the external peer evaluator was also utilized for the development of the program. But is important for the institution to work with international evaluators also. Because a newly developed program is a new field for the University and more expertise is better for future development. However, no additional document for these peer evaluations was provided.

Evidences/Indicators

- Self-evaluation document
- Interviews at site visit

Recommendations:

- None

Suggestions for the programme development

- 10 External assessment of the program from international peer evaluators. This is especially important for a newly developed psychology program where the field is new for the university

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, non-affiliated, 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 the educational programme's monitoring and periodic evaluation, the SER presents versatile programme quality assurance mechanisms, which are carried out through systematic gathering, interpreting and analysis of information, with involvement of academic, non-affiliated, administrative and support staff, students, alumni and employers.

As the program is new developed at University there exist no data for checking the aforementioned information. Based on interviews and documentation that the university presented the following surveys are used by QA department:

Student satisfaction surveys of programme and services

Evaluation of learning courses and academic/non-affiliated staff by students (per semester)

Peer classroom observations on lectures/seminars

Analysis of student academic performance

Alumni survey

Employers' demand analysis

During the interviews staff told that they are aware of the mechanisms of the QA department and they know the times and regularities of the surveys. Also, students and alumni from different programs confirmed that they periodically receive the questionnaires in the internal system.

In order to take into account international trends in the process of improving the programs, the program was compared with local and international universities with the same program. For instance, 1. Arden University 2. Webster Leiden Campus 3. Leiden University 4. Universidad Europea 5. Haarlem Campus 6. University of Padova 7. University of New York in Prague (UNYP) 8. Global College Malta 9. AIHE Academic Institute for Higher Education GmbH

But it should be noted that the comparative analysis was not complete. It does not include crucial information of similarities, differences and program future development.

Evidences/Indicators

- Self-evaluation document
- Interviews at site visit

- Policy and mechanisms of quality assurance

Recommendations:

- None

Suggestions for the programme development

- The QA department should create a more precise comparative analysis of similar programs. This means that the analysis should systematically present and compare crucial information of program similarities, differences and program future developments.

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:

Name of Higher Education Programme, Level:

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	<input type="checkbox"/>	<input type="checkbox"/>	X	<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	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
5. Teaching Quality Enhancement Opportunities	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures:

Chair of Accreditation Expert Panel

Lena Adamson



Accreditation Expert Panel Members

Full name, signature

Maia Machavariani-Tsereteli



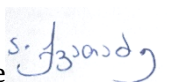
Full name, signature

Mariam Aleksidze



Full name, signature

Ani Kvatadze



Full name, signature

Medea Despotashvili 