

Approved

by the Order #01/1/16, 14.05.2021
of the Rector of N(N)LE
Saint King Tamar University
of Patriarchate of Georgia

Non-entrepreneurial (Non-commercial) Legal Entity

Saint King Tamar University of Patriarchate of Georgia

Bachelor's Programme

Title of Programme: Psychology/0313.1.1

Qualification/academic degree to be awarded: Bachelor's Degree of Psychology

Programme volume in credits: 240 ECTS

Programme Implementing Basic Educational Structural Unit:

Faculty of Arts, Social and Humanitarian Sciences

The Head of the programme: Alexander Rusetsky, Professor of Saint King Tamar University of Patriarchate of Georgia, - Doctor of Psychology

Language of instruction: Georgian

The mission of the Bachelor's programme is to strengthen the human capital of the international community of psychologists for the well-being of the individual and the nation with such a new generation of specialists, who consciously choose the path to professional happiness.

The main goal of the programme is to train and integrated decently into the international professional community specialists with relevant competencies for the new generation for the prevention of individual, local, collective and international problems in Georgia and internationally and for psychological support of minimization processes of negative impact.

Graduates will be able to continue their education to the next level and / or to pursue professional activities in the public, business and civil sectors under the knowledge obtained at the Bachelor level. Upon completion of the programme, the knowledge obtained will also be useful while studying for a Bachelor's degree in another professional field.

Due to the purpose, **the general objectives are:**

- to give a student a complex and fundamental theoretical knowledge of psychology. To teach professional communication skills, ethics and to promote professional adaptation and their perfect integration into the professional community.
- to provide the student with methodological knowledge.
- to promote the practical application of the theoretical knowledge gained by a student, thus strengthening the professional identity, proper employment and / or deepening the study to the next levels and raising the qualification.
- to teach the skills of practical application of psychological support, metacognitive management techniques, the history of Georgia and the basics of Christianity and the skills of effective communication with the outside world.

(A diagram of the objectives set in relation to the goal of the programme, interrelationship between a concrete product and outcomes can be seen in Appendix N1)

According to the principles of continuing education, individuals of any age with general education are admitted to the Bachelor's programme.

1. A person holding a state certificate of full general education or equal to it, who will be enrolled in the unified list of university students in accordance with the established rule has a right to study on the Bachelor's programmes.
2. The rule for enrolling, learning and awarding academic degree in the University Bachelor Studies determined by the normative acts of Georgia, the University Statute and the Rector's individual-legal acts.
3. **External mobility.** In accordance with the Rule for Transferring from One Higher Education Institution to Another approved by the Order №10/n of 2 February 2010 of the Minister of Education and Science of Georgia.
4. **Through the internal mobility, regulated by** the University's normative practice.
5. For foreign citizens or persons without citizenship of Georgia who have acquired a general secondary education or its equivalent education in a foreign country;
6. For Georgian citizens, who have acquired the general secondary education or its equivalent in a foreign country and have studied abroad for the last two years of the general secondary education;
7. For persons, who are studying/have studied and received credits in a foreign country at the higher educational institution recognized in accordance with the legislation of the country concerned;
8. Foreign citizens will be admitted to the programme in accordance with the rules defined by the Ministry of Education of Georgia. For foreign citizens or persons without citizenship of Georgia who have acquired a general secondary education or its equivalent education in a foreign country;
9. **Procedure of enrollment without passing the Unified National Examinations.** Enrolling in the educational programme without passing the Unified National Examinations can be performed in accordance the "Rules for presenting and reviewing documents by students/candidates of Master Degree who have the right to study without passing the Unified National Examinations/Unified Master Exams in higher education institutions" approved by the Order №224 Decree of December 29, 2011 of the Minister of Education and Science of Georgia.

The terms of admission to the programme and other information related to the admission is annually placed on the websites of the National Assessment and Examinations Center and University.

a) Knowledge:

- Extensive knowledge of the field, which involves: historical dynamics of the development and formation of psychology, as a science;
- Positioning psychology in relation to the system of other sciences; Modern directions in the science of psychology, theoretical and applied directions, the place of Georgian psychological research in the system of psychological knowledge;
- Psychological possibilities of diversity of cognition, basic psychical processes and their characteristic factors; Stages of human psychical development and their peculiarities;
- Common factors of interpersonal, intergroup relations, and macro conflicts existing in social reality;
- The essence of personality and the theories that study it; Mechanisms of implementing the gained theoretical knowledge and experience.

b) Skills:

- Possesses the basics of professional thesaurus in native and foreign languages;
- Is able to effectively communicate with colleagues and the general public;
- Shares the principles of social responsibility and ethical norms;
- Using internationalization and mobility opportunities, establishes communications with the international professional community;
- Has the ability to select and apply researching features and concrete methods in the planning of real empirical research;
- Possesses information and knowledge about techniques, such as: questionnaires, tests, interviews, organizing of focus groups, basic approaches to group and individual consulting uses techniques of observation, content analysis, surveying, etc.;
- Is ready to apply the theoretical and applied knowledge relevant to the Bachelor's standard in practice - (pedagogical practice, laboratory practice, clinical practice, scientific practice). Active participation in youth conferences, symposia and preparing public presentations;
- Is able to use information and communication technologies;
- Is ready to render psychological support (basic psychological consultation; psychological education; psychological emergency service, correction; facilitation / moderation / mediation);
- Is able to manage or facilitate intrapersonal and interpersonal, internal group and intergroup conflicts;

c) Responsibility and Autonomy

- To evaluate one's own consistent and multilateral learning process, determine the further learning needs;
- To develop motivation for gaining new knowledge, as a result of understanding the need to evaluate and improve one's own knowledge and skills;
- To plan his/her own learning process, define need of learning in a certain direction (Master's, doctoral studies);
- Understands and takes responsibility for his/her own professional development and learning;
- Participation in the process of formation of values and striving for their establishment.
- A graduate understands the professional, ethical and legal norms in the field of psychology.
- Has the ability to deal with her/his psychological resources; Is able to effectively apply a variety of thinking resources and metacognition; Has the ability of self-knowledge; is able to: self-develop, self-care, self-defense; Has the ability to manage his/her own psychological resources.
- Possesses information about the existing risks and has the ability to use psychological knowledge for the benefit of individuals and society.

Methods for accomplishing learning outcomes

The programme implies the existing realities and has enough recourse for a synthesized on-line and off-line types of teaching. Students are given enhanced opportunities to effectively digitize the educational process and apply new technologies. At the same time, traditional teaching-learning methods are used. Each teacher is given the opportunity to carry out his / her learning course within the framework of his / her academic freedoms in accordance with the standards established by the relevant structures of the Ministry of Education and Science.

Along with well-known and traditional methods, innovative methods presented in both international and Georgian practice are used.

The basis of the programme and its architecture is the proven "Integrated Metacognitive Method of Teaching-Learning" (TIM-method). The learning process of the programme is provided by the best professionals in educational psychology, which gives opportunities for permanent scientific research and approbation of their results. Students also take an active part in the research process.

For the purpose of achieving the learning outcomes of the programme, for working at the lecture, in a group, practical learning, independent learning, training, scientific and industrial practice, preparation and passing of the mid-term assessments and final exams, working on a research paper (course paper, conference paper, scientific paper, popular scientific article, scientific article (or project), patent application, bachelor's thesis), and in other relevant formats are used methods such as: method of working on the book (making extracts / notes, making a summary on a material, composing abstracts, writing an abstract or an essay, etc.), verbal method, laboratory method (aesthetics of visually presented materials, presentation technology, demonstration of equipment consumption, demonstration of video material), practical method (industrial-cognitive, pedagogical, professional, field, etc.), heuristic method, etc. Means of implementing the above methods are the following: discussion, debates, working in groups, problem-based and action-oriented teaching, case studies and its statistical analysis,

brainstorming, discussion of model situations, situational games, induction, deduction, analysis, synthesis, explanation, raising a rational question, solutions and methods, result and argumentation; adherence to the time regulation, logical reasoning, making the right conclusions, optimal answers to the questions. The teaching / learning methods used in the teaching process of the concrete learning course that is component of the programme are indicated in the syllabus of each teaching course.

Evaluation system for student's knowledge

The aim of the evaluation of student's knowledge, achieved progress, is to qualitatively determine his/her learning outcomes with regard to educational goals and parameters.

Within module / learning course the structure of the assessment is divided into two elements, such as midterm assessment and final assessment. Each has its percentage share in the assessment system. The midterm element of the evaluation can be divided (attendance, activity, midterm exam, presentation of the abstract, practical work, etc.) into components, which also have their percentage share within this element. Taking into account the relevant percentage share, each concrete assessment is based on the results of the sum of both elements.

The format of the midterm assessment, as well as of the final exam (written, oral), assessment components and their relative share, is determined by the leading staff of the academic course, through the learning course (syllabus).

According to the scale of the European Credit Transfer and Accumulation System (ECTS), for evaluation of students' knowledge is used a credit - a unit, which expresses the volume of work performed by a student to complete one subject, reflected in the time unit - in hours.

Credits can be obtained only after achievement of learning outcomes by a student planned according to the learning course (syllabus), which is reflected by one of the positive assessments provided by the established assessment system.

It is unacceptable to evaluate the learning outcomes reached by a student on a one-time basis - only by evaluating the final examination. The evaluation of the student's knowledge by a certain ratio considers midterm and final examination.

The maximum evaluation for the academic course equals to 100 points:

The final examination is not evaluated by more than 40 points. The right to retake a final examination shall be given to a student who accumulates, 51 scores, taking into account the maximum scores of the midterm evaluations and the final examination. The evaluation component defines the minimum competency threshold, which is reflected in the syllabus of the educational programme component. Sum of minimal competency threshold of midterm evaluation and maximum point of the final evaluation shall not be less than 51 points, while minimal margin of competence for the final evaluation shall not exceed 50% of final evaluation (which equals not less than 20 points).

For the student's knowledge determination is allowed the following:

a) five types of positive evaluation:

a.a) (A) Excellent - 91% or more of maximum grade;

- a.b) (B) Very good - 81% -90% of maximum grade;
- a.c) (C) Good - 71% -80% of maximum grade;
- a.d) (D) Satisfactory - 61% -70% of maximum grade;
- a.e) (E) Sufficient- 51% -60% of maximum grade.

b) Two types of negative grades:

b.a) (FX) Did not pass - 41% -50% of the maximum grade, meaning that a student requires some more work before passing and with independent work is given the right to retake additional exam once again. The additional examination shall be appointed in no less than 5 days after publishing the results of the final examination results.

b.b) (F) Fail – 40 and less of maximum point, which means that the work carried out by the student is not enough and he/she has to retake the course.

The date for appointing an additional examination in case of getting FX in an educational programme component will be appointed no later than 5 days after the announcement of the examination results.

The amount of points received in the final evaluation is not added to the evaluation received by a student for the additional exam.

The evaluation received for the additional examination is a conclusive evaluation and it will be reflected in the final evaluation of the educational programme component.

Taking into consideration the evaluation received at the additional examination, if a student receives 0-50 points in the final evaluation of the academic component, he/she will receive the evaluation - F-0 points.

The student has the right to request a fair evaluation of knowledge and to appeal against undesirable exam results in accordance with the established rule. The student, who does not agree with the evaluation and/or examination results, is allowed to submit a reasoned complaint to the Dean of the Faculty not later than within three working days after the examination and request the revision of the results. The evaluation forms, the evaluation components and evaluation methods are described in detail in the syllabi of the academic courses in accordance with the specifics of the academic course.

Bachelor's programme is considered to be completed by a student if he/she has accumulated credits provided by the educational programme and successfully defended the Bachelor's thesis in accordance of the rule established within the University.

The Bachelor's thesis is a kind of summary work, by which is checked the student's reasoning, analysis and synthesis skills in the specialty, as well as the ability to see and evaluate problems. It reveals the compliance of the student's level of knowledge and the level of creative, research skills with the requirements determined by the Bachelor's programme.

Bachelor's thesis should meet the requirements listed below:

a) Bachelor's thesis should not be less than 30 pages of A-4 format. Font: „Sylfaen “; Font size: 12; Headings/subheadings size: 14; Space between text lines: 1,5; page margins (from all sides): 2 cm;

b) The following components should be considered in the structure of the Bachelor's thesis:

b.a) Cover page (the first page of the Bachelor's thesis);

b.b) Abstract (no more than one page, should reflect the structure, goals and a brief conclusion of the thesis);

b.c) Introduction (the substantiation of the actuality of the topic, objectives, tasks, subject of study and the methods used);

b.d) Main part of the text (should be divided in chapters and paragraphs. can be attached with diagrams, tables, drawings);

b.e) Conclusions (should imply the outcomes of the Bachelor's thesis);

b.e) Bibliography (should be presented at the end of the thesis in alphabetical order. First editions published in Georgian and then in foreign languages).

b.f) The following should be indicated in the bibliography:

b.f.a) In case of a periodical: Surname and initials of the author (authors), title of the work, year, volume/number, name of the scientific journal (in italics), Edition number and pages, where the thesis has been published.

b.f.b) in case of a book or a monograph: Surname and initials of the author (authors), title of the work (in italics), publishing year, place, publishing house;

b.f.c) In case of the Internet resource: Surname and initials of the author (authors) of the material, author of the web-site, title of the material with a link, web address, date of finding the material;

b.f.d) In case of an electronic edition: Surname and initials of the author (author) of the article, title of the article, year, name of the electronic publication (in italics), number of the publication, chapter, paragraph (written in parentheses), web address and date of finding the material;

b.f.e) In case of governmental documents: Name of the country, name of the institution, whom the document belongs to; Type of the document (order, law and etc.), name of the document with the relevant identification number and indication of a year, place of the publishing house, where the indicated document was found and the name of the publishing house, where the indicated document was found;

b.f.f) Literature, used in the text should be indicated as follows: At the end of the quotation is opened a bracket, where a number of named literature is written according to the bibliography list and is embedded with a comma. Then the pages are indicated, from which the quotation or the thesis is taken. (e.g. 15, 150-161);

b.f.g) Footnotes should be used in the main part of the work to indicate additional information (e.g: Please, view Annex 2).

c) The thesis should be bound in the following sequence: The cover page, Abstract, Table of contents, Introduction, Chapters, Conclusion, Bibliography and Appendix (footnotes).

A student has a supervisor while working on the Bachelor's thesis. The supervisor of the Bachelor's thesis is selected by a student from the academic staff of the university. The student is able to choose the topic and supervisor of the Bachelor's thesis only after covering 210 credits, at the beginning of the 8th academic semester of study, not later than one month after the beginning of the academic semester. The topic of the Bachelor's thesis can be changed only once, not more than two months prior the end of the submission period, in agreement with the supervisor and by submitting a written application to the Dean of the main educational structural unit (faculties) of the University.

Supervisor of a Bachelor's work assists the student in guiding the Bachelor's thesis in the right direction, helps him / her to select a topic, drafts a work plan and processes a bibliography; checks the progress of the student's work on the topic, makes remarks and recommendations; in case of a wrong direction of the research, he/she helps the student in its correction; after the student completes the work on the Bachelor's thesis, in accordance with the rules established by these internal regulations, reviews the Bachelor's thesis (preliminary review) and evaluates it within 60 points no later than 2 weeks.

The supervisor of the Bachelor's thesis has the right to make a reasoned refuse to supervise Bachelor's thesis of the student in writing, both before the start of the work and during the work on the topic, not later than one month after the beginning of the work.

The Bachelor's thesis is defined in the general evaluation system by an independent percentage share, and the evaluation received as a result of its defense in accordance with the established rule is indicated in the standard appendix of the relevant diploma.

The maximum grade for the Bachelor's thesis is equal to 100 points, which is divided into the following components of the evaluation:

A) Preliminary review of the Bachelor's thesis - by the supervisor of the Bachelor's thesis - is evaluated by 60 points, according to the following criteria:

A.a) Novelty and relevance of the topic - 10 points

A.b) Thoroughly searched relevant literary sources, their systematization -10 points;

A.c) Ability to study and present materials around the research topic -10 points;

A.d) Ability to identify, research and analyze the problem, reasoning consistency -20 points;

A.e) Technical, stylistic and grammatical correctness of the paper - 10 points.

B) Public Defense of the Bachelor's thesis - is evaluated by 40 points by the Faculty Board according to the following criteria:

B.a) Comprehension of the submitted paper -10 points;

B.b) Verbal side of the presentation - 15 points;

B.c) Technical side of the presentation - 5 points;

B.d) Answer given to questions, comments and recommendations - 10 points.

To obtain the right to present Bachelor's thesis for public defense, a student must have accumulated at least 11 points at the Preliminary review of a bachelor's thesis.

The evaluation score of the Bachelor's thesis is calculated using the average arithmetic of the points given by the Faculty Board. The Bachelor's thesis will be considered fulfilled by a student, if he/she accumulates 51 points or more.

In case of evaluation of the Bachelor's thesis by 41-50 points, the student is given the right to additional pass for the defense of the Bachelor's thesis once. The interval between the public defense and the additional defense of the Bachelor's thesis should be not less than 10 days. And in case of evaluating of the Bachelor's thesis by 0-40 points, the student is given the right to choose a new topic and to defend the Bachelor's thesis before the Faculty Board in accordance with the established rule.

The human resources required for the implementation of the programme are defined by the university staff (affiliated; invited; administrative), who have the necessary knowledge and skills to produce the learning outcomes of the programme, professional experience, special training and other competencies relevant to the requirements defined by law. The labor agreements with academic staff and invited specialists (teachers) are concluded in accordance of the rules established by the legislation of Georgia.

Information about material resources, needed for the programme implementation;

The programme is implemented on the basis of modern material and technical resources of Saint King Tamar University of Patriarchate of Georgia and is provided with the necessary resources: learning auditoriums equipped with modern equipment and inventory, library (book fund and scientific electronic databases), resources of the Center for Research, Development and Innovation, etc. Memorandums of Understanding have been signed with different structures and successful organizations and programme components will be implemented using all resources available to the University.

Academic Course	Code	EC TS	Volume of study activities in astronomical hours		Distribution of credits according to the semesters								The lecturer	Admission precondition
			Classroom	Additional	1	2	3	4	5	6	7	8		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mandatory disciplines of specialty														
Self-knowledge and professional happiness	0313.1.1.01	6	66	84	6								A. Rusetsky - Professor	None
Psychological polytheism	0313.1.1.02	4	51	49						4			M. Kalandarishvili - Invited Teacher	None
General Basics of Psychology 1	0313.1.1.03	5	53	72	5								Z. Vakhania-Professor	None
General Basics of Psychology -2	0313.1.1.04	5	53	72		5							Z. Vakhania-Professor	0313.1.1.03
Psychology of human development - 1	0313.1.1.05	5	52	73			5						L. Sulkhanishvili - Associate Professor	0313.1.1.04
Psychology of human development -2	0313.1.1.06	5	52	73				5					L. Sulkhanishvili - Associate Professor	0313.1.1.05
History of Georgian Psychological Studies	0313.1.1.07	4	52	48								4	L. Sulkhanishvili - Associate Professor	None

Psychology of Personality -1	0313.1.1.08	5	52	73					5			M. Gogichaishvili - Invited Teacher	None
Psychology of Personality -2	0313.1.1.09	5	52	73					5			M. Gogichaishvili - Invited Teacher	0313.1.1.04
Cognitive Psychology 1	0313.1.1.10	5	52	73		5						Professor - M. Kakiashvili	None
Cognitive Psychology 2	0313.1.1.11	5	52	73			5					Professor - M. Kakiashvili	0313.1.1.10
Fundamentals of Mood Psychology	0313.1.1.12	4	52	48						4		Professor - Z. Vakhania	0313.1.1.04
Psychobiology	0313.1.1.13	4	39	61	4							M. Devdariani - Invited Teacher	None
Fundamentals of Neurophysiology	0313.1.1.14	4	54	46		4						I. Khachidze - Invited Teacher M. Devdariani - Invited Teacher	0313.1.1.13
General Neuropsychology	0313.1.1.15	4	54	46			4					I. Khachidze - Invited Teacher	0313.1.1.14
Methods of Sociological Research -1	0313.1.1.16	5	52	73			5					M. Kakiashvili - Professor	None
Methods of Sociological Research - 2	0313.1.1.17	5	52	73				5				M. Kakiashvili - Professor	0313.1.1.16
Experimental psychology 1	0313.1.1.18	4	37	63					4			T. Jaghiashvili - Invited Teacher	0313.1.1.17
Experimental psychology 2	0313.1.1.19	4	37	63						4		T. Jaghiashvili - Invited Teacher	0313.1.1.18
Statistics	0313.1.1.20	4	52	48							4	Invited teacher - M. Benashvili	None

Processing and analysis of the data	0313.1.1.21	6	69	81							6	Invited teacher - M. Benashvili	0313.1.1.17 0313.1.1.20
Psychodiagnostics	0313.1.1.22	5	52	73				5				Invited teacher - E. Sulukhia	0313.1.1.04 0313.1.1.09
Basics of Social Psychology	0313.1.1.23	4	52	48		4						Professor - M. Kakiashvili	None
Psychological dimensions of meta economics	0313.1.1.24	4	51	49			4					Professor - A. Rusetsky	None
Industrial / Organizational Psychology	0313.1.1.25	4	52	48					4			Invited teacher - M. Kalandarishvili	0313.1.1.04
History and Fundamentals of Educational Psychology	0313.1.1.26	4	44	56				4				Professor - T. Javakhishvili	None
Teaching-learning psychology	0313.1.1.27	4	52	48					4			Professor - T. Javakhishvili	None
Psychological support of medical processes	0313.1.1.28	4	55	45				4				E. Varshanidze - Invited Teacher	None
Semester practice: Laboratory practice	0313.1.1.29	5	51	74						5		M. Kalandarishvili - Invited Teacher	None
Semester practice: Psychologist-teacher practice	0313.1.1.30	5	54	71						5		T. Sabauri - Invited Teacher	None
Semester practice: Clinic practice	0313.1.1.31	5	100	25						5		K. Gagnidze - McCormick - Invited Teacher	0313.1.1.04 0313.1.1.09
Semester practice: The practice of managing scientific research	0313.1.1.32	5	80	45						5		O. Dorohina - Professor	None

Qualification Thesis of a Young Researcher	0313.1.1.33	15	60	315								14		
Total		162			14	18	23	18	18	17	28	25		
b) Elective disciplines		24												
New Positive Psychology	0313 1 1 001	3	36	39	3								Professor - T. Javakhishvili	None
Zoo psychology	0313 1 1 002	3	36	39						3			Professor - L. Geonjiani	None
Introduction to Sociology	0313 1 1 003	3	36	39	3								Invited teacher - Khatuna Amaglobeli	None
Culturology	0313 1 1 004	3	36	39	3								Invited teacher - Khatuna Amaglobeli	None
Problems of cross-cultural relations in Georgia	0313 1 1 005	3	36	39								3	Associate Professor - Rusudan Pukhashvili	None
Psychology of Conflicts and Peace	0313 1 1 006	3	36	39	3								L. Sulkhaniashvili - Associate Professor	None
Metacognitive management of conflicts for psychologists	0313 1 1 007	3	36	39							3		A. Rusetsky - Professor	None
Facilitation and mediation of negotiations	0313 1 1 008	3	36	39								3	Professor - Alexander Rusetsky Assistant Gvantsa	None

														Chkheidze	
Small group psychology	0313 009	1	1	3	36	39			3					Invited teacher - M. Giorgashvili	None
Psychology of Interpersonal Communications	0313 010	1	1	3	36	39					3			N. Joglidze - Invited Teacher	None
Gender and the Psychology of relationships between couples	0313 011	1	1	3	37	38			3					Invited Professor - Nikoloz Joglidze	None
Fundamentals of Psycholinguistics	0313 012	1	1	3	36	39					3			Professor - Z. Vakhanian	None
Psychology in Human Resource Management	0313 013	1	1	3	38	37			3					Invited teacher - Sopho Babutidze	None
Advertising Psychology for Psychologists	0313 014	1	1	3	36	39			3					Professor - A. Rusetsky	None
Customer Psychology	0313 015	1	1	3	36	39					3			Invited teacher - Irina Chumburidze	None
Production Management Psychology	0313 016	1	1	3	36	39					3			Invited teacher - Irina Chumburidze	None
Engineering Psychology	0313 017	1	1	4	52	48				4				Invited teacher - M. Kalandarishvili	None
Artificial intelligence	0313 018	1	1	3	36	39							3	Professor - Lev Geonjian	None

Psychology of cosmic perception	0313 019	1	1	3	44	31		3						Professor - Lev Geonjian	None
Fundamentals of Legal Psychology	0313 020	1	1	4	51	49						4		Invited teacher - Mariam Gogichaishvili	None
Psychological security of the person	0313 021	1	1	3	36	39		3						Invited teacher - Nino Danelia	None
Psychiatry	0313 022	1	1	3	36	39				3				Invited teacher - Marine Kuratashvili	None
Psychological rehabilitation	0313 023	1	1	3	36	39				3				Invited teacher - Eter Varshanidze	None
Psychological counseling	0313 024	1	1	3	36	39							3	Invited teacher - E. Mazanashvili	None
Psychopathology	0313 025	1	1	3	36	39					3			Invited teacher - Eter Varshanidze	None
Psychosomatics	0313 026	1	1	3	36	39						3		Invited teacher - Eter Varshanidze	None
History and diversity of psychotherapy	0313 027	1	1	3	36	39				3				Invited teacher - Eter Mazanashvili	None
Clinical Psychology of Education	0313 028	1	1	3	36	39			3					Professor - Tamar Javakhishvili	None
Psychosexual development and education	0313 029	1	1	3	36	39					3			Professor - T. Javakhishvili	None
Psychology of	0313	1	1	3	36	39		3						Professor - T.	None

upbringing	030												Javakhishvili	
Practical Psychology of Education	0313 1 1 031	3	36	39								3	Invited teacher - Sophio Tevdoradze	None
Fundamentals to inclusive lifelong learning	0313 1 1 032	3	36	39								3	Invited teacher - Tinatin Sabauri	None
Education and Employment Policy for Persons with Disabilities	0313 1 1 033	3	36	39								3	Invited teacher - Tinatin Sabauri	None
Psychology of foreign language teaching	0313.1.1034	2	19	31	2								Professor - Zurab Vadachkoria	None
Psychometrics	0313 1 1 035	3	36	39								3	Invited teacher - M. Kalandarishvili	None
Total		106 36			14	9	9	9	13	21	13	18		
General or free components, research:		54												
A) Mandatory Courses		27												
Academic Writing	B0101	4	36	64				4					Invited teacher Bella Saria	None
Foreign language 1 (English)	B0102	4	36	64	4								Invited teacher Irene Menabde	None
Foreign language 2 (English)	B0103	4	36	64		4							Invited teacher Irene Menabde	B0102

Foreign language 3 (English)	B0104	4	36	64			4						Invited teacher Irene Menabde	B0103
Information Technologies - digital literacy skills	B0105	3	36	39	3								Prof. Lev Geonjian	None
Bioethics 1	B0106	4	36	64				4					Professor Archimandrite Adam	None
Bioethics 2	B0107	4	36	64					4				Professor Archimandrite Adam	B0106
B) Elective Courses		15												
Issues of normalization of modern Georgian literary language	B0108	3	36	39	3								Invited teacher Bella Saria	None
Symbolism in literature (analysis)	B0109	3	36	39			3						Invited teacher Bella Saria	None
Old Testament	B0110	3	36	39			3						Deacon Iakob (Ushikishvili)	None
New Testament	B0111	3	36	39			3						Deacon Iakob (Ushikishvili)	None
Introduction to Christian Doctrine	B0112	3	36	39		3							Deacon Iakob (Ushikishvili)	None
History and Culture of Georgia 1	B0113	3	36	39	3								Prof. Zaza Tsurtsunia	None
History and Culture of Georgia 2	B0114	3	36	39		3							Professor Zaza Tsurtsunia	B0113

Anthropology	B0115		3	36	39					3				Professor Archimandrite Adam	None
Directions and methods of internationalization	0313 038	1 1	3	36	39			3						Assistant Professor - Olga Dorohina	None
Fundamentals to Information Literacy	0313 037	1 1	3	36	39					3				Invited teacher - Nineli Melkadze	None
Culture of Speech	B0105		3	36	39			3						Invited teacher Bella Saria	None
Psychology of electronic learning-teaching	0313 036	1 1	3	37	38					3				L. Geonjian - Professor	None
In total															

By Mandatory specialty		162 including:			15	18	23	18	18	17	8	10	
Practice		20									20		
Diploma Work		15										15	
By elective specialty		36			6	3	3	3	3	9	3	6	
University Mandatory		27			7	4	4	4	4	4			
University Elective		15			3	3	3	3	3				
		240			31	28	33	28	28	30	31	31	

Map of programme objectives and learning outcomes

Outcome 1	A student possesses a complex knowledge relevant to the Bachelor's degree programme in the science of psychology
Outcome 2	A student possess the level of professional communications required for a Bachelor's degree programme, which is sufficient for the integration into the professional community.
Outcome 3	A student possesses information about psychological methods.
Outcome 4	A student can apply the acquired theoretical knowledge relevant to the Bachelor's degree in practice.
Outcome 5	A student can provide psychological support.

Outcome 6	A student has the ability to deal with her/his psychological resources (knowledge-autonomy).
Outcome 7	A student possesses information about the existing dangers and has the ability to use psychological knowledge for the benefit of individuals and society.

Appendix N1. To achieve the goal of the programme, the table contains a set of specific tasks and information about which product and what results each of them is focused on.

	Due to the purpose, the general objectives	Relevant product and results of knowledge possession and application
1	To give the student a complex and fundamental theoretical knowledge of psychology.	<p>1.1 Historical dynamics of the development and formation of psychology as a science; 1.2. Positioning psychology in relation to the system of other sciences; Current directions in psychological science. Theoretical and applied directions; 1.4 The place of Georgian psychological research in the system of psychological knowledge; 1.5 Psychological capabilities of cognitive diversity. 1.6 Basic mental processes and their characteristic patterns; 1.7 Stages in human mental growth and their peculiarities; 1.8 Patterns of interpersonal, intergroup relations, and macro conflicts that exist in social reality; 1.9 The essence of personality and theories that study it;</p> <ul style="list-style-type: none"> • Mechanisms for applying the acquired theoretical knowledge and experience. <p>Outcome 1- A student possesses a complex knowledge relevant to the Bachelor's degree programme in the science of psychology</p>
2	To teach professional communication skills, ethics and to facilitate their integration into the professional community.	<p>2.1 Basics of professional thesaurus in native and foreign languages; 2.2 Effective communication with colleagues and the general public 2.3 The student shares the principles of social responsibility and ethical norms. 2.4 The student establishes communications with the international professional community through the use of internationalization and mobility opportunities.</p> <p>Outcome 2 - A student possess the level of professional communications required for a bachelor's degree</p>

		programme, which is sufficient for integration into the professional community.
3	To provide the student with methodological knowledge.	<p>3.1 Application of general principles of research production in psychology;</p> <p>3.2 Ability to select research characteristics and specific methods in the planning of real empirical research;</p> <p>3.3 Information and knowledge about such techniques as questionnaires, tests, interviews, focus group organization, basic approaches to group and individual counseling, uses observation, content analysis, surveys, etc.</p> <p>Outcome 3 - A student possess information about psychological methods.</p>
4	Facilitates the practical application of the theoretical knowledge gained by a student, thereby strengthening professional identity and worthy employment.	<p>4.1 Pedagogical practice:</p> <ul style="list-style-type: none"> • Lectures • trainings • Assistant teacher • Student assistant • School Psychologist Assistant • Promotion of psychological knowledge - advertising <p>4.2 Laboratory and practical classes</p> <ul style="list-style-type: none"> • Planning and conducting psychological experiments. • Modeling and simulation of psychological processes. • Mathematical and digital support for psychological research. • Basic techniques of mathematical statistics and data processing software. <p>4.3 Clinical practice:</p> <ul style="list-style-type: none"> • The role of the therapist • Physical Therapy Assistant • The role of the patient • The role of the patient's relative <p>4.4 Scientific practice:</p> <ul style="list-style-type: none"> • Abstract,

		<ul style="list-style-type: none"> • Scientific-popular article, • Scientific article • Field Expeditions, • Making a report on a scientific conference, • Diploma thesis, • Project dissemination, • Project proposals focused on the economic impact. • Startups and innovations. • Designing / implementing an innovative idea <p>Outcome 4 - He/she can apply the acquired theoretical knowledge relevant to the Bachelor's degree in practice.</p>
5	Teaches the skills needed to provide psychological support in practice	<p>9.1 Basic psychological counseling; 9.2 Psychological education; 9.3 Psychological first aid; 9.4 Correction; 9.5 Facilitation / moderation / mediation; 9.6 Popularization of psychology 9.7 Psychological education of the society 9.8 to manage or facilitate intrapersonal and interpersonal, intragroup and intergroup conflicts; 9.9 monitoring and analysis of texts.</p> <p>Outcome 5 -A student is ready to provide psychological support.</p>
6	Teaches techniques of metacognitive control	<p>6.1 Effective application of diverse resources of reasoning; 6.2 Effective application of metacognition; 6.3 Ability of self-knowledge; 6.4 Self-development; 6.5 Self-care; 6.6 Self-defense;</p> <p>Outcome 6 - A student has the ability to deal with her/his own psychological resources (knowledge-autonomy).</p>

7	Teaches the history of Georgia and the basics of Christianity, political and economic development both within and outside the country.	Outcome 7- A student possesses information about the existing dangers and has the ability to use psychological knowledge for the benefit of individuals and society.
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Curriculum Map of Bachelor's Programme in Psychology

1= Introduction, 2 = deepening, 3 = strengthening

Teaching courses	Code	Outcom e 1	Outcom e 2	Outcom e 3	Outcom e 4	Outcom e 5	Outcom e 6	Outcome 7
University mandatory teaching courses								
Academic Writing	B0108		3	1	3			
Foreign language 1	B0102		2	1	2	2		
Foreign language 2	B0103		3	1	2	2		
Foreign language 3	B0104		3	2	2	2		
Information Technologies - digital literacy skills	B090457		3	1	1		2	2
Bioethics 1	B0113		3		3		3	2
Bioethics 2	B0114		3					

Specialty mandatory teaching courses								
Self-knowledge and professional happiness	0313.1.1.01		3	3		3	3	1
Psychological polytheism	0313.1.1.023	3	3	2	2		1	
General Fundamentals of Psychology _ 1	0313.1.1.03	1			1	1		1
General Fundamentals of Psychology _ 2	0313.1.1.04	1			1	1		1
Developmental Psychology -1	0313.1.1.05	1			2	2		1
Developmental Psychology - 2	0313.1.1.06				2	2		1
History of Georgian Psychological Studies	0313.1.1.07	1	2		3			
Personality psychology-1	0.13.1.1.08	1	1	1	1		1	1
Personality psychology-2	0313.1.1.09	2	1	1	1		1	1
Cognitive Psychology - 1	0313.1.1.10	1	3		3			
Cognitive Psychology -2	0313.1.1.11	1	3		3			
Fundamentals of Mood Psychology	0313.1.1.12	1	2	2	2	1		2
Psychobiology	0313.1.1.13	1		2	2	2		
Fundamentals of Neurophysiology	0313.1.1.14	1	1	2	2	1	1	
Principles of Neuropsychology	0313.1.1.15	2	2	3	3	3	2	2
Research methods in Psychology-1	0313.1.1.16	3		1	3			
Research methods in Psychology-2	0313.1.1.17	3		1	3			
Experimental psychology -1	0313.1.1.18		3		3			
Experimental psychology -2	0313.1.1.19		3		3			
Statistics	0313.1.1.20	2		2	2	2	2	2
Data processing and analysis	0313.1.1.21	3		3	3		3	3

Psychodiagnostics	0313.1.1.22	1	1	3	2	1	1	1
Fundamentals of Social Psychology	0313.1.1.23		1		3			3
Economic Psychology	0313.1.1.24	3	1	3	3		3	3
Industrial / Organizational Psychology	0313.1.1.25	2		2	1	2		2
History and Fundamentals of Educational Psychology	0313.1.1.26	1		2	1	1	3	1
Teaching-learning psychology	0313.1.1.27	2		2	3	3	3	
Psychological support of medical processes	0313.1.1.28	1	2	3	2	2		2
Semester practice: Laboratory practice	0313.1.1.29	3		3	3		1	1
Semester practice: Psychologist-teacher practice	0313.1.1.30	2	2	2	2	3	1	2
Semester practice: Clinical practice	0313.1.1.31	2	2	3	3	2	2	2
Semester practice: The practice of managing scientific research	0313.1.1.32	1	3	0	3	0	2	3
Qualification paper/work of a young researcher	0313.1.1.33							
Elective teaching courses								
Issues of normalization of modern Georgian literary language	B0101		3		3		2	

Symbolism in literature (analysis)	B0109		3		3		2	
Old Testament	B0110		1	2	2			1
New Testament	B0111		1	2	2			1
Introduction to Christian Doctrine	B0112		1	1	2			1
History and Culture of Georgia 1	B0106		2	1	3	3		1
History and Culture of Georgia 2	B0107		2	1	3	3		1
Anthropology	B0117		2		2			
Directions and methods of internationalization	0313.1.1.036		3	3	2		3	
Fundamentals to Information Literacy	0313.1.1.035		3	3	1			
Culture of Speech	B0105		3	3	1			1
Psychology of electronic learning-teaching	0313.1.1.034		2	2	2		2	
Elective teaching courses								
New Positive Psychology	0313.1.1.001	1	2	2	2		3	1
Zoo psychology	0313.1.1.002	1	1	1	2			
Introduction to Sociology	0313.1.1.003	1	1	1	1	1	1	1
Psychology of Conflicts and Peace	0313.1.1.004			2	2			3
Metacognitive management of conflicts for psychologists	0313.1.1.005	3	1	2	3	1	3	2
Negotiation Techniques	0313.1.1.006	1	3	3	2	2	2	2
Small Groups Psychology	0313.1.1.007	2	3	3	2	3	3	3

Psychology of Interpersonal Communications	0313.1.1.008	2	3	3	2	3	2	3
Gender and the Psychology of relationships between couples	0313.1.1.009	2	3	2	2		2	1
Fundamentals of Psycholinguistics	0313.1.1.010	2	1	1	2	2		
The role of psychology in Human Resource Management	0313.1.1.011	1	1	1	1	1	1	1
Advertising Psychology for Psychologists	0313 1 1 012	1	2		2		2	
Customer Psychology	0313.1.1.013	2	2					
Production Management Psychology	0313.1.1.014	2	1	1	3		3	1
Engineering Psychology	0313.1.1.015	2	3	3				3
Artificial intelligence	0313.1.1.016	1	2	2	2		2	2
Psychology of perceptions of the cosmos	0313.1.1.017	2		1	2			2
Fundamentals of legal psychology	0313.1.1.018	1	1	1	1	1	1	1
Psychological security of the person	0313.1.1.019	3	3	2	2		2	2
Psychiatry	0313.1.1.020	1						
Psychological rehabilitation	0313.1.1.021	2		3	2	3		1
Psychological counseling and training	0313.1.1.022	1	2	3	3			
Psychopathology	0313.1.1.023	2		3	2	2		1
Psychosomatics	0313.1.1.024	2		3	2	2		1
History and diversity of psychotherapy	0313.1.1.025	2		1	2	3		

Clinical Psychology in Education	0313.1.1.026	3		2	2	3	2	1
Psychosexual development and sexual education	0313.1.1.027	2	3	2	2		2	1
Parenting Psychology	0313.1.1.028	2	3	2	2	3	2	1
Practical Psychology of Education	0313.1.1.029	3	3	3	2	3		
Fundamentals to inclusive lifelong learning	0313.1.1.030	2	1	3	2	3		1
Education and Employment Policy for Persons with Disabilities	0313.1.1.031	3		3	2	2		
Psychology in foreign language teaching	0313.1.1.032	1	1	1	1	1	1	
Psychometrics	0313.1.1.033	1		3	2	2		

Programmes of the teaching courses (syllabuses attached CD-R)

Annex

Conceptual vision for achieving programme objectives – student’s midterm and strategic outcomes (knowledge- skills- autonomy....)

We do not publish here a long and traditional list of what psychological knowledge is, nor a traditional list of skills. Interested people are already familiar with this list or can easily obtain it. Here we provide information on what principles and priorities we intend to provide student support services and how this educational programme differs from other similar programmes.

- The programme respects unique techniques for assessing knowledge acquisition, such as Bloom's taxonomy, and aims to thoroughly (at all 6 stages) teach its basics to undergraduate students. Therefore, the first stage of the programme is focused on the use of the acquired knowledge, and the second phase - on the acquisition and development of additional knowledge.
- The programme views modern psychology as a synthesis of the humanities, social, natural and technical sciences.
- The programme is a type of interdisciplinary programme, and representatives of both psychology and other sciences participate in its implementation.
- The programme is based on the principles of holistic education, which implies the use of various opportunities for acquiring knowledge.
- Understanding the process of cognition provides unique knowledge that creates new principles of metacognition.
- The programme equips students with teaching- learning skills. This creates Consciousness-Based Education.
- The programme views the culture of self-knowledge as one of the pillars of metacognition and seeks to develop it;
- A purposeful educational process contributes to the development of students' strategic thinking skills;
- The programme offers effective synthesis and management of formal and non-formal education;
- First of all, a student acknowledges his/her professional interests with the help of professional psychologists. For this purpose, a specially created TIM-method (integrated metacognitive method of teaching-learning) is introduced in the programme.

- The student is given the opportunity to not only acquire knowledge, but also to understand its value in relation to his/her own goals and the interests of the environment.
- Students master the technique of Bloom taxonomy. Through analysis, synthesis and evaluation, they can understand what additional knowledge they need for their professional development.
- The programme provides the development of individual curricula, the development of career strategies and the adaptation of the educational and scientific process to the student's personal strategy.
- The programme develops the skills needed for leaders and managers as well as social responsibility. Students are encouraged to take part in professional patronage activities to solve problems that are painful to society.
- Provides the development of non-verbal and verbal communication skills, in particular - the development of public speaking skills.
- The process of obtaining and applying knowledge, based on the principles of holistic cognition, is based on taking into account the interests of all parties involved in the educational process. This means that the programme is not focused on the interests of either individual students or individual teachers. The uniqueness of the programme lies in its systematization.
- Coexistence in a unified system of cognition.
- Students master the structure of professional psychological language, gain theoretical knowledge, experience, strengthen skills. Students will be given the opportunity to gain knowledge about different types of thinking. They will have the opportunity to master the psychological analysis of events, as well as the skills of synthesis and evaluation.
- The programme focuses on the integration of students into the International Community of Psychology. One of the opportunities for gaining knowledge are on-site events, intellectual picnics and expeditions.
- The programme is aimed at introducing students to both traditional and innovative knowledge in the field of psychology. The programme focuses on relationship between psychology and other sciences, methodological and technological innovations. Much attention is paid to the scientific component so that the authors of the programme believe that undergraduate students have the opportunity to participate in scientific research with their senior colleagues. The result of this collaboration is their bachelor's thesis.
- The programme envisages the Education and Science (updated) Strategy and Action Plan of Georgia for 2022-2032 and is focused on understanding the capabilities of the Science-Technology-Innovation (STI) system. The programme is also focused on enhancing the creative component that makes up the new (STI-A-E) system. Within the framework of university, scientific, academic, knowledge diplomacy, new opportunities for internationalization are created and students are given the opportunity to acquire professional knowledge. The programme is focused on the dissemination of metacognitive knowledge. First of all, this concerns the freedom of thought of students and professors and the coexistence of different types of thinking.

The programme focuses on:

- **Services for people with disabilities and their active participation in the acquisition and promotion of psychological knowledge;**

- **Vulnerable groups - victims of physical and psychological violence; Ethnic and religious minorities, inhabitants of mountainous regions; On IDPs; On inhabitants of conflict regions; On representatives of penitentiary and law enforcement agencies, etc.**
- **The programme also welcomes the active integration of clergy and parishioners into the teaching / learning process.**
- **The programme is adapted to the services of students working in a family and other settings.**

Application of the acquired knowledge in practice. The authors of the programme and the participants of the process understand that in order to strengthen knowledge, it is necessary for the programme to be of a practical nature. Thus, the programme is focused both on the acquisition of theoretical knowledge and on the understanding of the importance of applied psychology. Most of the syllabi are focused on the operational, tactical and strategic application of knowledge.

Opportunities for parallel and future education. Although the university does not yet have a minor and free credit programme, it tries to provide additional opportunities for students to acquire knowledge. Graduates will be able to continue the educational process at a new level. The acquisition of knowledge is aimed at the effective integration of students into Bachelor's and Master's programmes.

Although the university does not yet have Master's and Doctoral programmes, it negotiates with other universities' Master's programmes and advises students on where it will be most effective for them to continue their studies. This applies to both Georgia and the international community. For this purpose, a programme interuniversity partnership network is created.

Students have the opportunity to pursue professional activities in the government, business and public sectors within the knowledge gained at the undergraduate level. In the process of training and employment, the comprehensive desires, interests and motivations of students are taken into account, for which they undergo appropriate professional diagnostics and consultations.

Employment / self-employment opportunities. The programme provides the employment of students not only after the completion of the programme, but also during the course of the programme. The programme has created a special format for employed students. One of the main partners of the programme is the Academy of Professional Happiness, which helps students develop their careers and minimize professional conflicts. Several subjects integrated within the programme framework serve the same purpose. The student employment policy is based on the principles of a three-sector economy and focuses on the government, business and public sectors at both national and international levels. The innovation of the programme lies in the fact that it is focused not only on effective cooperation with employers, but also on the development of a culture of self-employment. For those graduates who wish to work as teachers, promotional activities, internships are held in partner organizations and they are delegated to the respective 60 and 300 credit programmes.

Information about material and non-material resources needed for the implementation of programme

The programme is being implemented on the basis of St. King Tamar University of Patriarchate of Georgia and the Patriarchate of Georgia provides the necessary material resources for its functioning.

When we talk about psychology and economics, it is impossible not to refer to psychological resources as the special capital driving the economy, and in the curriculum this issue is given special attention. Therefore, the information provided by us below differs from the information presented in other relevant programmes in terms of design and content. No programme can be implemented without non-material psychological capital.

It is important to note that this programme was created as a result of volunteering. This means that for most programme participants, this programme is primarily a professional, psychological interest. For the first time in the scientific and educational practice of Georgia, the concept of "psychological resource" is introduced as a concept of economic capital. In this sense, the programme is an innovative project and is of interest to the international professional communities.

Spiritual Resources of the Programme

The programme team is interdisciplinary, interuniversity, international and interconfessional - in this sense, the programme is a real example of the implementation of the project presented at the session of Diaspora of Parliament of Georgia and Caucasus Politics Committee, held in December 2019. The project was presented with the support of the Shota Rustaveli National Science Foundation of Georgia and aims to consolidate the efforts of national scientific staff scattered around the world to manage crises in Georgia. https://www.facebook.com/watch/live/?v=2772922199464666&ref=watch_permalink Within the framework of this project, the Barbara Kipiani International School of Metaphysics has been established and is functioning, which is uniting Georgian psychologists.

The programme team works within the Patriarchate of Georgia and therefore perceives the concept of economics in a special and non-standard way. Economics is perceived by us as the science of caring for the material and non-material "economy", and a special mandatory subject is dedicated to this in the programme. As innovative theories of economics show, non-material capital is gaining more and more value. This is especially true for spiritual, psychological, time, information, knowledge and innovation capital. Therefore, there is a special subject in the programme, that explains the diversity of knowledge and its importance for the harmonious development of the individual and society. For the founders of the programme, values are the spiritual pillar of the economy and the subject of sustainable development.

- The values of the programme are defined by traditional Christian values, acceptance and forgiveness of other cultures. In addition, the programme is not anthropocentric in nature and focuses on the common interests of the whole bio-social-psychological diversity. The programme addresses ideological and value conflicts in society and their potential impact on the educational and research process. The values of the programme are based directly on the principles of professional ethics, national traditional and universal values.
- The programme is designed to respond to old and new challenges that threaten man and civilization. Consequently, this is a procedure for identifying problems and competently responding to them, which is due to the high level of social responsibility of the administration, teachers and students. Thus, the programme is focused on the formation of a new generation of psychologists.
- The process of obtaining and applying knowledge, based on the principles of holistic cognition, is based on taking into account the interests of all parties involved in the educational process. This means that the programme is not focused on the interests of either individual students; In the interests of the administration or other ideological actors. The uniqueness of the programme lies in its systematization.
- Programme administration, students, and teachers possess the basics of professional ethics are aware of personal and collective professional responsibilities.

The specific capital of the programme is:

1. The programme operates on the basis of St. King Tamar University of Patriarchate of Georgia, so it is under the protection of this great saint whose name is associated with the victory and strength of Georgia. It strengthens the hope and belief that we, with the help of science and education, will be able to overcome the existing crises.
2. Patriarchate of Georgia and His Holiness, the Catholicos-Patriarch of All Georgia Ilia II is an active supporter of Georgian science and directly - psychology, which is reflected in the fact that the Church supports the development of psychology.
3. The university is located in the center of the capital of Georgia, Tbilisi, and is located at 68 Dimitri Uznadze Street, the founder of the Georgian School of Psychology, next to the house where the great scientist lived and worked.
4. This is the first programme in Georgia named after Barbara Kipiani, the granddaughter of the great Georgian scientist - doctor, physiologist, psychologist, diplomat and public figure - a member of the French Academy of Sciences, a prominent representative of the Georgian emigration, St. Dimitri Kipiani. The project is supported by a team of scientists united at the Georgian International School of Metapsychology.
5. Values represent the strength and sustainability of the programme. It is important that this programme is not created in an empty space. The author of the previous programme was the famous Georgian psychologist Dali Parjanadze. The authors of the new programme express their gratitude to those people who found themselves in a difficult situation in the programme and saved the programme from complete destruction. Unfortunately, despite the fact that the programme is quite young, it already has a memorial meaning. One of the most prominent supporters of the programme, Professor Tamaz

Gogichaishvili, died during the pandemic. At the same time, it is very symbolic that the young scientist Mariam Gogichaishvili, person bearing the same surname, joined the programme on the day of his death.

The idea and brand of creating a new programme

The programme was established in 2020-2021 with the support of Shota Rustaveli National Science Foundation of Georgia in the framework of the current project. The reason for the creation of the programme was that one of the main reasons for the unresolved problems around us is the ineffective management of scientific and educational resources, which is reflected in the fact that we do not provide adequate training for specialists to meet the new challenges facing Georgia and the international community today. Psychology in this sense is one of the unique and underutilized strategic resources - weapon. The variety of elective courses are selected in such a way that undergraduate students are informed about these threats in order to define their interests in specific fields of application and allow them to continue their studies or work in appropriate Master's programmes/or organizations.

It is also planned to launch new Master's and Doctoral programmes and provide high-quality psychological personnel to Georgian state, private and civil organizations, to develop the Georgian psychological elite and position it in the international psychological community.

The programme was created with the help of experts from the Barbara Kipiani International School of Metapsychology and is therefore named after one of the first Georgian female academicians.

Professional identity and historical memory

The syllabus "History of Georgian Psychological Research" is created within the framework of the programme and the study of the historical heritage of Georgian psychology continues. The Center for the History of Psychology was created on the basis of Barbara Kipiani International School of Metapsychology, which is one of the partners of the programme. In addition to the above-mentioned syllabus, a project of the Museum of Georgian Psychology was established within the framework of the Center, the implementation of which began in the space allocated by the University. The project is led by Lana Sulkhaniashvili, Doctor of Psychology. Students are actively involved in research.

Effective Time Management - Distribution of Credits

Standard duration of the study for the programme is 4 years. However, there is the possibility of both a quick completion of the programme and its extension. Therefore, additional opportunities are created for the student to effectively accumulate the standard and mandatory 242 ECTS credits. The main task is the effective acquisition and practical application of knowledge, taking into account the characteristics and desires of the student.

	Knowledge acquisition type	Number of subjects	Number of credits - 242
1	University Mandatory Courses	7	27
2	University Elective courses	12 (5)	15
3	Mandatory Courses of the Specialty	35	135
4	Elective Courses of the Specialty	41 (10)	30
5	Practice	4 components	20
6	Qualifying paper		15

The specificity of the programme strategy lies in the fact that, in comparison with other programmes, a large number of mandatory and elective courses are presented in it, which allows a student to acquire a wide variety of knowledge. The weakness of the programme at first glance, is the large number of exams, but this issue is regulated by the special and simplified specifics of passing exams, which does not require excessive psychological and physical load from students and teachers.

A wide variety of courses is also due to the fact that unlike other universities, at this stage students do not have the opportunity to take minor programmes as well as to select free credits.

Programme Multimedia Resources

The programme is implemented at several levels:

1. The university library that has resources available to its students and teachers. The library is a member of the Consortium of University Libraries of Georgia, which provides access to various library book funds.

2. The multimedia center of the programme will be created directly by the teachers, which will be provided with a unified electronic database of literature and video archives. Relevant sectoral book fund is also established.
3. The partner of the programme is the independent Internet TV "Salte" and the programme "Science and Innovations", these programmes are broadcasted on STEREO-TV and also on Youtube.
4. The programme cooperates with TV "Ertulovneba" and with various media outlets within the system of the Georgian Patriarchate.
5. Teachers and students participating in the programme will publish popular scientific literature and also plan to publish periodicals.
6. The partner of the programme is the magazine "Journal of Georgian Psychology" published by Dimitri Uznadze Association of Georgian Psychologists. One of its editors - famous psychologist Zurab Vakhania is one of the leading professors of the programme.

Programme Lab

The laboratory exists in both physical and digital dimensions. Students are given the opportunity to deepen their knowledge both through online teaching and directly through the laboratory operating on the base of the university. The creation of the university laboratory began in May 2021. For this, appropriate space has been allocated and negotiations are underway with partners.

In addition, the programme is strengthening laboratory activities through other partner organizations. In this direction, negotiations are underway with several organizations. In the 7th semester, students will be provided with a 5-credit practical classes in laboratory work under the guidance of an experienced professional psychologist Maya Klandarishvili.

Material Resources (buildings-constructions)

The programme is implemented on the material base of St. King Tamar University of Patriarchate of Georgia. Students, teachers and administration are provided with a well-equipped study space and library. The university is located in the center of the capital (68 Uznadze Street), and it has enough space on the second floor of the building to develop a Bachelor's degree programme in psychology. Part of the space requires additional repairs.

The rooms are protected by metal doors and blinds. The building is protected, there is a complex fire-fighting system and space is provided for people with disabilities.

The infrastructure of the university has great development prospects.

There is no need for an examination center due to the fact that examinations are conducted remotely.

Additional research on the equipment and accessories required for the development of the programme is underway and information will be provided in the annex.

Given that the University does not yet have its own sports infrastructure, in this regard, the programme will pursue an independent policy focused on organizing sports competitions and expeditions beneficial to health. A sports zone - a tennis table as well as several exercise machines are being prepared on the territory allocated for the programme. The programme is also provided with intellectual property in sports.

The programme cares about the well-being of teachers and is aware of the fact that, that under the current conditions, their income is insufficient for a dignified livelihood. Therefore, charitable activities and grant policy will be developed within the framework of the programme. Particular attention will be paid to the introduction of Emeritus status for senior professors, as well as the involvement of all professors and students in research projects. In this regard, a comprehensive strategy is being developed, which will be fully implemented in the spring semester of 2022.

It is important that a significant number of the 29 invited professors are young scientists, therefore the programme ensures that they have the status of an appropriate assistant or associate professor, which will allow them to fruitfully develop the programme. In this regard, the relevant strategic vision and document are created.