

Approved by the Academic Board of
The Teaching
University Geomedi LLC;
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Internal and external mechanisms for the teaching quality assessment

Internal and external mechanisms are used for the quality assurance of teaching at Teaching University Geomedi Ltd, aiming at the continuous development, monitoring, improvement and effective usage of academic and material resources. This implies planned periodic monitoring of the learning process, educational programs and all components of the program. Implementation of quality continuous improvement mechanisms facilitates to identify current stage of teaching quality and determines the quality improvement strategy at the next level.

The university conducts surveys of students, academic and visiting personnel, potential employers and representatives from internship facilities. An effective electronic mechanism for questionnaire and result analysis has been developed and implemented at the University. In addition to questionnaires, the university uses other forms of surveys, such as meetings; Suggestion box; Website; e-mail; Social Networks (Facebook). The outcome of the monitoring does not limit the freedom of academic teaching and learning provided by the legislation.

External quality assessment is the most important link in the process of quality assessment of universities and educational programs (authorization and accreditation) by the LEPL - National Center for Education Quality Enhancement. The University reviews and implements the recommendations made by experts and councils in order to further improve university services and programs.

The most important segment of the external evaluation is to check self-assessment questionnaire by the LEPL- National Center for Educational Quality Enhancement. The Quality Assurance Office uses the so-called internal university assessment of the quality of teaching-The PDCA cycle, which consists of the following stages:

P – Plan

D – Do

C –Check

A - Act

PLAN

- Effective involvement in the study process of all relevant structural units of the university;
- Research of the local and international labor market in the field and modification of educational programs accordingly, adding new program;
- Monitoring activities of academic, administrative, invited and support staff;
- Monitoring students' academic performance
- Develop joint and exchange programs with partner universities;
- Engaging students and academic and invited staff in local and international scientific research.

DO

- In order to improve education quality, the Quality Assurance Service conducts quality assessment of specific task performance by the structural units of the university and submits the findings to the academic board in writing for further reaction;
- Quality assessment of the work of academic and invited personnel engaged in the study process by the students with an anonymous questionnaire (Appendix №1, Lecturers and Training Course Assessment Questionnaire by the student);
- Assessment questionnaire of administrative services by the students (Appendix № 2);
- Quality assessment of the programs and administrative services by academic and invited personnel engaged in the study process through an anonymous questionnaire (Appendix №3; Program and Services Assessment Questionnaire by Academic and Invited Staff);
- Assessment of the practical application of programs and competencies by employed students and graduates through an anonymous questionnaire. (Appendix №4; Questionnaire for the assessment of practical use of programs and competences by the employed students and graduates);
- Assessment of the graduates by the employer (Appendix №5. The graduate's Assessment Questionnaire);
- Questionnaire for external mobility participants (Appendix №6; Questionnaire for external mobility participants)
- Opening of the Registry Request for non-existent printed and digital funds in the library for the purpose of updating the Library Funds (Appendix 7; Registry requests for non-existent materials in the print and digital funds of the library)
- Questionnaire for the clinic (Appendix 8)
- Monitor the use of technical aids provided in the syllabus for lecture-practical classes, with permanent attendance at classes;
- University Management Assessment Questionnaire by Administrative / Support Staff (Appendix № 9)
- Development of educational programs and syllabus for the purpose of continuous assessment and development of the activities and resources of the educational institution;

- Establish a statistical analysis of the students' academic performance monitoring, mid-term and final evaluation of students by the Quality Assurance Service and present to the Academic Council in written form for further reaction;
- Annual statistics of local labor markets will be carried out in the context of the field.

CHECK

- Quality Assurance Service checks the work done by the head of all structural units involved in the learning process to improve the level of learning at the end of each academic semester.
- Quality of human resource's work, involved in the study process, will be examined based on the analysis of the data obtained from Appendix 1, 2, and 3;
- At the end of each academic semester, library's book funds will be examined as required in Appendix 7.
- the possibilities of using supporting technical means on lecture-practical training, as it is written out in syllabus, will be examined with regular attendance on the lectures and seminars
- By analyzing the educational programs and syllabus assessment questionnaires, the causes of adverse or positive results will be identified for further response;
- In order to determine the level of students' academic performance, mid-term and final examinations will be done in all subjects, GPA statistical analysis will also be done;
- Along with the Human Resources Management Service, a database of scientific and research activities will be created for students and professors. The scientific articles published during the year will be examined and checked to prevent plagiarism using modern information technologies. The validity of certificates issued will be checked.

DEVELOP

Based on monitoring results Quality Assurance Office:

- Develops innovative approaches in coordinated activities of structural units;
- Renews academic, administrative (Due to the requirements), invited and supporting personnel with open and transparent competitions, together with the Head of Human Resources Management Office;
- Facilitates professional training and invitation of international experts in the field of professional growth with the Human Resources Management Office;
- The Quality Assurance Office will periodically offer the University Rector, Heads of Administrative Structural Units, Academic, Invited and support personnel to organize Team building activities for the purpose of establishing corporate culture and communication and team work principles;
- Library fund will be renewed;
- Modern techniques of teaching will be introduced and outcome will be examined in the learning process (e.g. PBL, CBL, etc.);
- Material-technical bases will be renewed;
- For students with low academic performance, additional consultations will be planned (optional) to increase the average GPA;

- Based on the domestic and international labor market research, new educational programs will be developed;
- Based on new challenges, the existing educational programs and syllabuses will be modified, where academic and invited personnel and students will be actively involved;
- To upgrade / expand research laboratories at the university base.

Internal monitoring work plan of the learning process

Quality Assurance Service will work out a work plan to cover the tasks and the deadlines of the performance.

	Work plan	Monitoring deadlines
1.	<p>Checking the time table. Determining the relevance of the curriculum to educational programs. Monitoring the workload of academic / inviting stuff with deans.</p> <p>In the absence of a schedule, Deans of the relevant departments should be informed, so that the study schedule should be accessible to students and all interested persons no later than one week before the start of the semester.</p>	<p>Before starting both semesters of the academic year (Two weeks earlier)</p>
2.	<p>Material and technical base (including auditory and library reading room, inventory and checking all essential conditions for the learning process, computer technical equipment, computer programs, and internet) check, and determining the compatibility with the material-technical base envisaged by the educational programs.</p> <p>In case of malfunction of the material-technical base or inappropriate condition for the learning process, notify the relevant service for correction;</p>	<p>Before starting both semesters of the academic year (Three weeks earlier)</p>
3.	<p>To enhance professional skills, plan trainings for academic / invited staff based on actual topics and on the analysis of the questionnaires (with the heads of educational programs, deans of faculties, Professional Development and Residency Office, etc.) (Questionnaire # 10)</p>	<p>Before starting both semesters of the academic year (Two weeks earlier)</p>
4.	<p>Checking the library book fund (physical condition of the textbooks and study materials, quantity, compliance with the syllabus) together with the director of the library</p> <p>Inform the relevant service about the necessity of writing off damaged, unusable books and purchasing new books;</p> <p>Notify the Rector of the need to purchase new textbooks to replace the missing textbooks.</p>	<p>Before starting both semesters of the academic year (Two weeks earlier)</p>
5.	<p>Checking the Work of website and renewing information.</p> <p>In case of old or incomplete information on the website, inform the information technology service in order to correct the defect.</p>	<p>Before starting both semesters of the academic year (One weeks earlier) and during the semesters</p>

6.	Modification of accredited educational programs (undergraduate, graduate) involving academic / invited staff, students and employers and taking into account the labor market research, together with the program supervisor	
7	Students' assessment of the learning process and university management in each semester (questionnaire №12)	Both semesters of the academic year on the 5th week
8..	Monitoring of the compilation of the midterm exam time table, conduction of the examinations with the assistance of the Dean's Office and the examination center.	Before starting both semesters of the academic year (VI-VII weeks)
9..	Assessment of academic / invited staff by students involved in the learning process according to beforehand developed questionnaire to determine the quality of teaching (Questionnaire № 1)	Before starting both semesters of the academic year (VIII weak)
10	Evaluation of administrative services by the students (Questionnaire № 2)	Before starting both semesters of the academic year (VIII weak)
11	Assessment of learning courses and educational program by academic / invited staff to determine the quality of teaching according to beforehand developed questionnaire (Questionnaire № 3)	Before starting both semesters of the academic year (IX and XIX weeks)
12..	1. Analyze the results of anonymous student surveys 2. Analysis of the results of the midterm exams 3. Analysis of anonymous survey of academic / invited staff 4. Analysis of an anonymous survey of administration staff	Before starting both semesters of the academic year (XI and XXI weeks)
13.	Analysis of final exam results	Before starting both semesters of the academic year (XX - XXI weak)
14.	Questionnaire for the program evaluation and practical use of competencies by employed students and graduates (№ 4)	
15	Potential employer survey (№5)	
16.	Analysis of the evaluation of learning outcomes of educational programs in the process and at the end of the program (if completed)	After finishing an academic year
17.	Make a conclusion based on the monitoring results, develop recommendations and submit a report to the academic board for consideration.	After finishing an academic year
18.	Determining the acceptable contingent for educational programs according to the student contingency planning methodology (Deans, Faculty councils)	After finishing an academic year
19.	Analysis of student enrollment statistics for educational programs	After finishing an academic year

20	Develop an action plan to ensure the quality of the upcoming school year, complete training to develop a plan of action to eliminate deficiencies and deficiencies to perform planned divine actions, and approve smoking.	After finishing an academic year
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One of the key and important steps in evaluation and decision-making is the Analysis of Monitoring Results.

Based on the monitoring, assessment-inspection and data analysis of anonymous survey, the quality assurance department will work out recommendations and the action plan, which aims at providing feedback in order to improve the learning process and the quality of teaching.

Evaluation of the effectiveness of quality assurance mechanisms

Based on the monitoring, evaluation/inspection and anonymous survey results to provide quality training, the Quality Assurance Service has developed mechanisms for evaluating effective mechanisms of quality assurance following the implementation of recommendations and action plans. The chart shows the evaluation dynamics of the work performed according to the recommendation developed by the Quality Assurance Service, before and after the recommendation.

Table of dynamics for evaluating the effectiveness of mechanisms.

Academic Year (Recommendation)	Indicator	Recomendation	Responsible structural unit	implementation mechanisms	Academic year (implementation)	Result (Indicator)

The Lecturer and Study Course Evaluation Questionnaire by Student

The purpose of the survey is to evaluate the lecturer and study course. The survey is anonymous, students are asked to be the most sincere and impartial. Students' responses will then be taken into consideration to better learning process and improve the quality of teaching.

Educational Program / Semester _____

Lecturer / training course _____

	Questions	1	2	3	4
		never (0 point)	rarely (1 point)	often (2 points)	always (3points)
1.	Did the lecturer introduce the goals, tasks and assessment system at the beginning of the academic year?				
2.	Does the lecturer introduce you the subject matter of syllabus?				
3.	Does the lecturer explicitly explain theoretical material?				
4.	Do lectures and practical exercises (if any) correspond to each other?				
5.	Is lecture and practical material oriented to students' future professional activity?				
6.	Are you satisfied with lecturer's vocabulary while delivering a lecture?				
7.	Does the lecturer show creative approach and interest to the study course?				
8.	Do you have consultations with the lecturer during the training course?				
9.	Do you have a lecture in interactive format?				
10.	Does the lecturer give you the information on the issues that differ from the study program?				
11.	Is the Lecturer objective on the evaluation of the student?				
12.	Does the lecturer discuss the mistakes made by the student on practical and mid-term assessments?				
13.	Is a lecturer friendly, polite and tactful towards students?				
14.	Does the lecture follow the syllabus?				
15.	Is the lecturer late at the lecture / practical?				
16.	Does a lecture miss practical/lecture?				
17.	Did the lecturer recommend extra-curriculum materials to the students and help them find it?				
18.	Does the lecturer offer to participate in scientific research?				

What do you like in your lecturer? -----

What you don't like in your lecturer? -----

Do you want to add something to the training course? (Topic, task, case study, etc.) -----

Date-----,,----

Assessment Questionnaire of Administrative Services by Student

The purpose of the survey is to evaluate administrative services by the student. The survey is anonymous, students are asked to be the most sincere and impartial. Students' responses will then be taken into consideration to improve the learning process and the quality of teaching.

Educational Program /Semester_____

	Questions	1	2	3	4
		never (0 point)	rarely (1 point)	often (2 points)	always (3points)
1.	How accessible Internet Resources are?				
2.	To what extent is the quality of internet resource services?				
3.	Does the electronic educational process management system have any errors?				
4.	Are you satisfied with the library's resources and services?				
5.	Does the Library material resources correspond to Educational Programs?				
6.	How accessible is the library's information technology space?				
7.	How accessible is library's electronic databases?				
8.	How accessible is first aid station?				
9.	How well does the university web-page fulfill its communication and informational purposes?				
10.	How qualified are the answers given to your questions by the students service center?				
11.	How easy is it to communicate electronically with the staff of the Dean's Office and the Student Service Center?				
12.	How easy is verbal communication with the dean's staff?				
13.	Is there a language barrier when communicating with dean and student service staff?				
14.	To what extent does the Dean's Office take into account students' suggestions and requirements in order to improve learning process?				
15.	To what extent are the lecture halls equipped with modern technologies to carry out the learning process?				
16.	How effectively is the information provided to you?				

What would you like to add in order to improve the learning process?

What would you like to add in order to improve student's life?

Date-----

Program and Service Evaluation Questionnaire by Academic and Invited Personnel

The purpose of the survey is to evaluate educational programs and university services by academic and invited personnel. The survey is anonymous, academic and invited personnel are asked to be the most sincere and impartial. The answers will then be considered for improvement of the curriculum, better learning process and teaching quality.

Educational program.....

No	Questions	1	2	3
		Yes (2 points)	Partly (1 point)	No (0 point)
1.	How does the study program correspond with the awarded academic degree?			
2.	Did you participate in the creating process of the program?			
3.	Were you independent in the process of composing the syllabus?			
4.	To what extent are the expected outcomes of the program corresponds to program's goal?			
5.	To what extent is the learning outcomes of the individual components of the program corresponds to the learning outcomes of the entire program?			
6.	Is the learning outcomes of the educational program enough to continue learning at the next level?			
7.	Is the structure of the program consistent and are the prerequisites logical for admission on the next level of education?			
8.	Is the methodology of learning, teaching and evaluation used in the program correctly selected and Helpful in achieving the results?			
9.	Is the number of credits intended for educational courses available in the educational program for adequate qualifications?			
10.	Are you satisfied with the general level of student education?			
11.	Does the infrastructure, material and technical resources meet the goals needed for the program?			
12.	Are you satisfied with the library resource?			
13.	Are you satisfied with administrative services?			
14.	Are you independent in student evaluation?			
15.	Are you satisfied with the internet resource service?			
16.	How well does the electronic educational process management system work?			

In your opinion, what should be done to improve the learning process in the university and improve the quality of the educational program?

Date _____

Questionnaire for the assessment of practical use of programs and competences by the employed students and graduates

The goal of the survey is to conduct statistics in graduates; how much knowledge and skills acquired in the university helped them in employment. Please be honest and objective in an assessment, anonymity is protected.

Educational Program _____

	Questions	1	2	3
		No (0 point)	Partly (1 point)	No (2points)
1.	Are you satisfied with the quality of teaching at the university?			
2.	Does the knowledge you received at the University corresponds to the labor market requirements?			
3.	Are you satisfied with the qualifications and credentials of university's academic personnel?			
4.	Are you satisfied with the qualification and credentials of the university's administration?			
5.	Are you satisfied with the volume and quality of the study programs offered to you?			
6.	Are you satisfied with the volume and quality of the practical component of the study programs offered to you?			
7.	Are you satisfied with the volume and quality of the scientific research components available to you?			
8.	Do you think that you studied in one of the High-Ranking University?			
9.	Did you find it difficult to be employed on local labor market?			
10.	Is your salary relevant to your qualifications? (To be filled in if the answer to question 7 is yes)			

Would you change in the university?

Date _____

Assessment Questionnaire for the Employer

The purpose of the survey is to evaluate the graduate / student by the employer. The survey is anonymous. Employers' answers will be further considered to improve the learning process and the quality of teaching.

Educational Program.....

No	Questions	Yes (2 points)	Partly (1 point)	No (0 point)
1.	How competitive is the graduate / student of the university "Geomedi" to employ in your organization?			
2.	Does the graduate/student of university Geomedi possess a sufficient theoretical knowledge on his/her position?			
3.	Does the graduate/student of university Geomedi possess a sufficient practical knowledge on this position?			
4.	Does the graduate/student of university Geomedi demonstrate knowledge of medical ethics and codes relevant to his or her position? And does the graduate/student of university Geomedi perform his / her duties in a responsible manner and on the principle of teamwork?			
5.	Did you participate in the changes in the university curriculum?			

1. Is it mandatory for your employee to know foreign language? In case of positive answer, which language?

2. What skills do you require from the graduate of the University Geomedi on the relevant position of his/her qualification?

Clinic (appraiser's position)

Date_____

Questionnaire for External Mobility Students

Student's name and surname _____

Faculty: _____

Educational program _____

Specify your GPA: _____

1) The quality of teaching at the university does not satisfy me:

1. Completely 2. Partially 3. Satisfactory

2) Teachers' Qualifications are:

1. Low 2. Medium 3. High

3) Students are assessed inadequately by teachers:

1. Absolutely 2. Partially 3. It is objective

4) The material technical base of the University does not comply with the requirements of modern teaching:

1. Completely 2. Partially 3. It is satisfactory

5) Contact hours are insufficient and it is difficult for me to master the subject

1. Completely 2. Partly 3. It is sufficient

6) Administrative personnel are not friendly and supportive

1. They are unfriendly 2. Partially 3. They are friendly

7) The tuition fee is adequate

1. Completely 2. Partly 3. Not adequate

8) University is not prestigious:

1. Completely 2. Partially 3. It is prestigious

9) Specify a reason of transfer from the university:

10) In what case would you no longer leave or return to the university?

Registry requests for non-existent resource in print and digital funds of the library

#	Name; surname; status	faculty	Specialty	Title (book, magazine, digital code)	Author(s)	notes	Date

Date _____

Questionnaire for clinic

The purpose of the survey is to evaluate the graduate / student by the employer. The poll is anonymous. Employers' responses will be further considered to better manage the learning process and improve the quality of learning.

questions	
How many junior doctors work at the clinic?	
From which universities are they?	<ol style="list-style-type: none"> 1. State University 2. Private University

Training Program -----

1. 1. What are the main criteria for employment?

2. 2. What skills would you require from an employee to a graduate in a relevant qualification position?

Which students do you prefer?	1. State University 2. Private University
Does university graduates work in the clinic?	
Are you satisfied with the level of theoretical knowledge of the university graduates?	
Are you satisfied with the level of knowledge of the practical skills of the university graduates?	
How well dose university graduates follow the rules of medical ethics and code in their work?	
What would you change / improve in the University Curriculum component to prepare more competitive graduates?	

Questionnaire for University Management Assessment by the administrative / support staff

The purpose of the survey is to evaluate University Management by the administrative / support staff personnel. The survey is anonymous, academic and invited personnel are asked to be the most sincere and impartial. The answers will then be considered to better conduct University management process.

No	Questions	1	2	3
		Yes (2 points)	Partly (1 point)	No (0 point)
1.	Does the work schedule correspond to the hourly workload provided by the Labor Code?			
2.	Are you involved in an internal corporate culture (norms of behavior, traditions, etc.)?			
3.	The relationship between employees is professional, with smooth communication and a high degree of cooperation			
4.	Conflicts are resolved in a constructive way			
5.	There is a desire for teamwork among employees;			
6.	The university is not dependent on just one person, the governing functions are adequately distributed;			
7.	Do you have a comfortable work environment and are adequately equipped to your job specifics?			
8.	Do you have a sense of stability?			
9.	Are there job descriptions for all positions that define responsibilities?			

10.	Are your pay, workload and working conditions consistent?			
11.	Does the university management see and properly evaluate motivated and active staff?			
12.	Do employees have the opportunity for professional growth?			

What skills would you like to strengthen to better fulfill the responsibilities of your position?

Date _____

Questionnaire of planning / conducting trainings for
academic / administrative staff professional development

The purpose of the survey is to inquire academic / administrative staff about planning / conducting professional development trainings. The survey is anonymous, we ask the respondents to be as sincere and impartial as possible. The answers will be provided for the planning / conduct of trainings for the professional development of the staff.

Do you participate in staff trainings conducted by the University?	Yes		No	
Did the trainings help you in your professional development?	Yes		No	
Are you satisfied with the training topics?	Yes		No	
Are you satisfied with the administration and format of the trainings?	Yes		No	
How do you know about the trainings?	By corporate email	SMS (By phone)	From the information posted on the university website	Through the electronic learning process management system
What would you like to improve in terms of staff professional development?				

