

The change has been approved by the academic board of
the teaching university, Geomedi LLC;
Protocol №02; 26.02.2024
Rector, Professor Marina Pirtskhalava

Internal and external mechanisms for teaching quality assessment

Internal and external mechanisms are used for the quality assurance of teaching at Teaching University Geomedi LLC, aiming at 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 identifying the current stage of teaching quality and determining the quality improvement strategy at the next level.

The university conducts surveys of students, academic and invited personnel, potential employers, and representatives of industrial practice facilities. An effective electronic mechanism for questionnaires and result analysis has been developed and implemented at the university. In addition to questionnaires, the university uses other forms of inquiry, such as meetings, a suggestion box, a website, e-mail, and social networking (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, the National Center for Education Quality Enhancement. The university reviews and implements the recommendations made by experts and councils to further improve services and programs at the university.

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 labour market in the field and modification of educational programs accordingly, adding new programs;
- Monitoring activities of academic, administrative, invited, and support staff;
- Monitoring students' academic performance;
- Develop joint and exchange programs with partner universities;
- Engaging students, and academics and invited staff in local and international scientific research.

DO

- To improve education quality, the Quality Assurance Service conducts an 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;
- 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);
- 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 the academic and invited staff);
- Assessment of the practical application of programs and competencies by graduates through an anonymous questionnaire. (Appendix №4; Questionnaire for the assessment of practical use of programs and competencies by the Graduates);
- Assessment of the graduates by the employer/clinic questionnaire (Appendix №5. The Graduate's Assessment Questionnaire);
- Questionnaire for Mobility participants (Appendix №6; Questionnaire for mobility participants)
- Opening of the registry of requests for non-existent printed and digital funds of the library to update the library funds (Appendix №7; Registry requests for non-existent materials in the print and digital funds of the library)
- Questionnaire of the participants in the scientific-practical conference of professors and teachers organized by the university (Appendix №8)
- University management assessment by the administration /Support Staff questionnaire (Appendix №9)
- Questionnaire for planning/conducting training for the staff's professional development (Appendix No. 10.1; 10.2)
- Questionnaire for the participants in the students' theoretical-practical conference organized by the university (Appendix No. 11).
- Assessment of the learning process and university management by students on the 5th week of each semester (Appendix No. 12).

- Monitor the use of technical aids provided in the syllabus for lecture-practical classes, with permanent attendance at classes;
- Periodic monitoring of the curation learning courses (№13);
- Development of educational programs and syllabus for the continuous assessment and development of the workings and resources of the educational institution;
- Establish a statistical analysis of the student's academic performance monitoring, mid-term, and final evaluation by the Quality Assurance Service and present it to the Academic Council in written form for further reaction;
- Annual statistics of local labour markets will be carried out in the context of the field.

CHECK

- The 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.
- The Quality of human resources work, involved in the study process, will be examined based on the analysis of the data obtained from Appendix № 1, 2, 3, and 9;
- At the end of each academic semester, the library's book funds will be examined as required in Appendix №7.
- With regular attendance during the lectures and seminars will be examined the possibilities of using supporting technical modes during the lecture-practical learning process as written in the syllabus;
- By analyzing the educational programs and syllabus assessment questionnaires, the causes of adverse or positive results will be identified for further response;
- To determine the level of students' academic performance, mid-term and final examinations will be done in all subjects, and GPA statistical analysis will also be done;

DEVELOP

Based on monitoring results the Quality Assurance Office:

- Develop innovative approaches to the coordinated activities of structural units;
- Monitoring of the professional training and invitation of international experts in the field for the professional growth of the staff;
- The Quality Assurance Office will periodically offer to the Rectorate, heads of administrative structural units, academics, invited and supported personnel to organize team-building activities to establish corporate culture, communication, and teamwork principles;
- Monitoring of the library fund renovation;
- Monitoring of the material-technical bases will be renovated;
- Monitoring of the planning/conduction of the additional consultations for the students to discuss the results of the midterm and final examinations;
- According to the recommendation or offer of the Quality Assurance Office, based on the research of the local and international labor market, and depending on the request, new educational programs will be developed.

- Existing educational programs and syllabuses will be modified, based on the new challenges and according to the field, where academic and invited personnel, students, alumni and employers will be actively involved;
- Monitoring of the upgrade / expand educational and research laboratories at the base of the university.

Internal monitoring work plan of the learning process

To accomplish the set tasks, the Quality Assurance Office will develop a work plan that includes the work to be performed and the monitoring deadlines.

№	Work Plan	Monitoring time
1.	<p>Checking the timetable. Determining the relevance of the timetable to educational programs. Monitoring the workload of academics/ inviting staff with deans.</p> <p>In the absence of a schedule, the Deans of the relevant departments should be informed, so that the study schedule is accessible to students and all interested parties no later than one week before the start of the semester.</p>	<p>Before starting both semesters of the academic year</p> <p>(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) checking 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</p> <p>(Three weeks earlier)</p>
3.	<p>To enhance professional skills, plan training for the personnel based on actual topics, according to the questionnaire analysis. (With the assistance of staff management and lifelong learning service departments) (Appendix №10.1 and 10.2)</p>	<p>Before starting both semesters of the academic year</p> <p>(Two weeks earlier)</p>
4.	<p>Checking the library book fund (physical condition of the textbooks and study materials, quantity and compliance with the syllabus) together with the director of the library</p>	<p>Before starting both semesters of the academic year</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 ones.</p>	(Two weeks earlier)
5.	<p>Checking the working website and renewing information.</p> <p>In the event of old or incomplete information on the website, inform the information technology service to correct the defect.</p>	<p>Before starting both semesters of the academic year (One week earlier) and during both semesters</p>
6.	<p>Modification of educational programs for accreditation (Bachelor, Master) involving academic/ invited staff, students, and employers together with the program manager and taking into account market research</p>	
7.	<p>Periodic monitoring of curation learning courses (№13)</p>	Every month
8.	<p>Assessment of the learning process and university management by students in each semester (Appendix №12)</p>	During the 5 th week of both semesters of the academic year
9.	<p>Monitoring of the compilation of the midterm exam timetable and conduct of the examinations with the assistance of the dean's office and the examination center.</p>	<p>Before starting both semesters of the academic year (VI-VII weeks)</p>
10.	<p>Assessment of academic / invited staff by students involved in the learning process according to a questionnaire developed beforehand to determine the quality of teaching (Questionnaire № 1)</p> <p>Assessment of academic / invited staff by students is confidential information. The University ensures the anonymity of the information received. Academic / invited staff receive personal information and use the evaluation results for further development.</p>	<p>Before starting both semesters of the academic year (XI-XII weeks)</p>
11.	<p>Evaluation of administrative services by the students (Questionnaire № 2)</p>	<p>Before starting both semesters of the academic year (XI - XII weeks)</p>

12.	Assessment of learning courses and educational programs by academic / invited staff to determine the quality of teaching according to the beforehand developed questionnaire (Questionnaire № 3)	Before starting both semesters of the academic year (XI - XII weeks)
13.	<ol style="list-style-type: none"> 1. Analyze the results of anonymous student surveys 2. Analysis of the results of the midterm exams 3. Analysis of an 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)
14	Analysis of final exam results	Before starting both semesters of the academic year (XX - XXI weeks)
15	Questionnaire for program evaluation and practical use of competencies by graduates (Appendix № 4)	After finishing an academic year
16	Employer/ Clinic survey (Appendix №5)	After finishing an academic year
17	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
18	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
19	Determining the acceptable contingent for educational programs according to the student contingency planning methodology (Vice Rector for Academic Affairs, Deans, Faculty councils)	After finishing an academic year
20	Analysis of Student Enrollment Statistics for educational programs	After finishing an academic year
21	Prepare an action plan for the quality assurance service department for the next academic year, taking into account measures provided to eliminate shortcomings and deficiencies in the completed academic year and monitoring results achieved.	After finishing an academic year

One of the key and important stages of evaluation in terms of response and decision-making is the analysis of monitoring results. Based on the analysis of the results of monitoring, evaluation, and review of the anonymous surveys, the quality assurance service department will develop recommendations for obtaining feedback to improve the learning process and the quality of teaching.

The quality insurance policy is subject to renewal, which implies the changes applied to Georgian legislation and also analysis and renewal of quality insurance policies/mechanisms (if needed) based on the mutual collaboration of the quality insurance department of the university with all interested parties, with the respective approval of all the changes applied on the academic board of the university.

Evaluation of the effectiveness of quality assurance mechanisms

To ensure high-quality education after monitoring, evaluation and inspection and according to the anonymous survey results analysis, after performing recommendations and relating action plan, to evaluate the effectiveness of the quality assurance mechanisms.

Quality Assurance Service has developed mechanisms of effectiveness evaluation and a chart that shows the dynamics of the work performed according to the recommendation before and after the recommendation was made.

Dynamics of evaluating the effectiveness of quality assurance mechanisms										
Years										
Year						Year				
Indicator (Results of questionnaire analysis)	Recommendations	Responsible structure	Execution mechanisms	Result		Indicator (Results of questionnaire analysis)	Recommendations	Responsible structure	Execution mechanisms	Result

The lecturer and teaching course assessment questionnaire for the students

The survey is to evaluate the quality of the integrated program and learning courses. The survey is anonymous, students are asked to be the most sincere and impartial. Students' answers will then be taken into consideration for a better learning process and to improve the quality of teaching.

Educational Program / Semester _____

Lecturer / Learning course _____

№	Questions	1	2	3	4
		never (0 point)	rarely (1 point)	often (2 points)	always (3points)
1.	Does the lecturer introduce you to the syllabus of the learning course?				
2.	Did the lecturer introduce you to the aims, objectives, and assessment system of the learning course at the beginning of the academic year?				
3.	Does the lecturer clearly explain theoretical material?				
4.	Do lectures and practical teaching correspond to each other?				
5.	Does the lecturer conduct consultations during the learning course?				
6.	Do you have a lecture in an interactive format?				
7.	Is the lecturer objective during the student assessment?				
8.	Does the lecturer discuss the mistakes made by the students on practical and mid-term assessments?				
9.	Is the lecturer friendly, polite and tactful toward the students?				
10.	Is the lecturer late on lecture/practical teaching?				
11.	Does the lecturer miss the lecture/practical teaching?				
12.	Does the lecturer offer to participate in scientific research?				

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

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

What do you like about the integrated program? (Only for medicine faculty.) -----

Are you satisfied with clinical/practical skills level? -----

Are you satisfied with the clinical/practical skills assessment format? (Example: OSCE, Mini-clinical exam, Practical component assessment, etc.)-----

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

Administrative Services Assessment Questionnaire for the students

The purpose of the survey is to evaluate the administrative services provided 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 are Internet resources?				
2.	Is the quality of internet resource services satisfactory?				
3.	Does the electronic educational system have any errors?				
4.	Are you satisfied with the resources and services of the library'?				
5.	Do the material resources of the library correspond to educational programs and teaching courses?				
6.	How accessible is the information technology space of the library?				
7.	How accessible are the electronic databases of the library?				
8.	How accessible is first aid station?				
9.	How does the university web-page fulfill its communication and informational functions?				
10.	How qualified are the answers given to you by the students' service center?				
11.	How easy is online communication with the dean's office and student service center?				
12.	How easy is verbal communication with the dean's staff?				
13.	Do you have a language barrier with the dean's office and service center staff?				
14.	Does the Dean's Office consider students' suggestions and requirements to improve the educational process?				
15.	Are the lecture halls equipped with modern technologies to carry out the educational process?				
16.	How effective is the information provided to you?				

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

What would you like to add in order to improve students' life? -----

Appendix №3

Program and Service Assessment Questionnaire for Academic and Invited Personnel

The purpose of the survey is to evaluate educational programs and university services provided 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, a better learning process and teaching quality.

Educational program-----

№	Questions	1	2	3
		Yes (2 points)	Partly (1 point)	No (0 point)
1.	Did you participate in the creation process of the program?			
2.	Were you independent in the process of composing the syllabus?			
3.	Does the expected outcome of the program correspond to the program goal?			
4.	Does the learning outcome of each component of the program correspond to the learning outcome of the entire program?			
5.	Is the structure of the program consistent, and are the prerequisites for admission for the next component logical?			
6.	Are the learning, teaching, and assessment methods used in the program correctly selected and help to achieve the intended learning outcomes?			
7.	Does the number of credits for educational courses suffice?			
8.	Do the infrastructure, material, and technical resources correspond to the goals needed for the program's conduct?			
9.	Are you satisfied with the library's resources?			
10.	Are you satisfied with administrative services?			
11.	Are you independent in student assessment?			
12.	Are you satisfied with the internet resource service?			
13.	How complete is the electronic system of learning process management?			

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

Questionnaire for the assessment of practical use of programs and competencies for the graduates

The goal of the survey is to study how much knowledge and skills acquired in the university helped in employment according to qualification. 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 get at the university correspond to the labour market requirements?			
3.	Are you satisfied with the learning/teaching, and assessment method used by the academic/invited personnel of the university and their approach to students?			
4.	Are you satisfied with the university administration's approach to students?			
5.	Are you satisfied with the volume and quality of the educational programs offered to you?			
6.	Are you satisfied with the volume and quality of the practical component of the educational courses offered to you?			
7.	Do you think that you studied at one of the top-rated universities?			
8.	Was it difficult to find employment in the local labour market?			

What would you change in the university? -----

Employer/Clinic Questionnaire (External questionnaire)

The purpose of the survey is to evaluate the graduate by the employer/clinic. The survey is anonymous. After analyzing the answers of the employer/clinic, it will be further considered to improve the learning process and the quality of teaching.

Educational Program -----

	Questions	Yes (2 Point)	Partially (1 Point)	No (0 Point)
1.	How competitive is the university graduate for employment in your organization?			
2.	Does the university graduate demonstrate sufficient theoretical knowledge of his or her position?			
3.	Does the university graduate demonstrate sufficient practical knowledge for his position?			
4.	Does the university graduate demonstrate knowledge of medical ethics in his position?			
5.	Does the university graduate perform the duties assigned to his/her position responsibly and on the principle of teamwork?			
6.	Have you participated in the development/modification of the educational program?			

-
1. When you hire a university graduate, does he/she need training in place and in what aspects? -----

 2. What did you request in the process of developing/modifying the educational program (change/improvement of which component)? -----
 3. How often and in what mode are the working meetings held between you and the university/faculty administration? -----
 4. 4. What skills would you require from a university graduate to improve? -----
 5. What are the main employment criteria? -----

Questionnaire for Mobility Students

Student's name and surname _____

Faculty: _____

Educational program _____

Specify your GPA: _____

1) Is the quality of teaching at the university satisfying:

1. Yes 2. No

2) Is the student assessment objective?

1. Yes 2. No

3) Does the material-technical base of the university correspond to modern teaching requirements?

1. Yes 2. No

4) Contact hours are insufficient and it is difficult for me to learn the subject:

1. Yes 2. No

5) Administrative personnel who are friendly and oriented to support the students:

1. Yes 2. No

6) The tuition fee is adequate

1. Yes 2. No

7) Specify a reason for transfer from the university:

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

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

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

Questionnaires of the participants in the scientific-practical conference of professors and teachers organized by the university

The purpose of the survey is to analyze the opinions of the participants in the conference organized by the university, which will be taken into account in the planning/organization of the conference.

1. How did you hear about the conference? -----
2. How well was the conference organized? -----
3. What would you change in the format of conference organization and administration in the future?

4. Did you get feedback from the audience?
Yes No
5. Will you be attending the next conference?

Questionnaire for University Management Assessment by the administrative / support staff

Questionnaire for University Management Assessment by the administrative and support staff

The purpose of the survey is to evaluate university management by administrative and support staff personnel. The survey is anonymous; respondents are asked to be the most sincere and impartial. The answers will then be considered to better conduct the university management process.

No	Questions	1	2	3
		Yes (2 points)	Partly (1point)	No (0point)
1.	Does the work schedule correspond to the hourly workload provided by the Labor Code?			
2.	Do you share 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.	Do you have a comfortable work environment and are you adequately equipped for your job specifics?			
7.	Do you have a sense of stability?			
8.	Are there job descriptions for all positions that define responsibilities?			
9.	Are your salary, workload, and working conditions consistent?			
10.	Are forms of encouragement and motivation used at the university?			
11.	Do employees have the opportunity for professional growth?			

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

Appendix №10.01

Questionnaire about planning /conducting training for the professional development of academic/ administrative staff

The purpose of the survey is to assess academic and administrative staff about planning/conducting professional development training. The survey is anonymous, and we ask the respondents to be as sincere and impartial as possible. The answers will be taken into account during the planning/conduct of training for the professional development of the staff.

Did the training 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 training?	Yes	No	
How did you know about the training?	By corporate email	SMS (By phone)	How do you know about the training?

Appendix №10.02

Will you participate in the training planned by the university?	YES	NO
-----------------------------------------------------------------	-----	----

What trainings, workshops, seminars and so on would you like to attend?	
If you don't participate in training offered by the university, please tell us the reason.	

Questionnaire for the participants in theoretical-practical student conference organized by the university

The purpose of the survey is to analyze the opinions of the participants in the conference organized by the University (academic staff/students), which will be further considered in the planning / organization of the conference.

1. How did you hear about the conference? -----

2. Who helped you choose the topic? -----

--

3. How well does the conference was organized? -----

4. What would you change in the conference organizing and administering format in the future?

5. How competent and friendly was the jury? -----

--

6. Will you attend the next conference? -----

Student Assessment of the Learning Process and University Management in the 5th Week of Each Semester

The purpose of the survey is to monitor ongoing processes and services. The survey is anonymous, and students are asked to be as sincere and impartial as possible. Student responses will be further considered to better manage the learning process and improve the quality of learning

1. Are you satisfied with the university services? (Internet, infrastructure, library services, etc.) ---

2. Are you satisfied with the service of the examination center? -----

3. Are you satisfied with the Dean's Office services? -----

4. Are you satisfied with the professionalism of the lecturers? -----

5. Is your student life interesting? -----

Evaluation of clinical rotations (curation) by students

The purpose of the survey is to monitor the quality of the educational process. The survey is anonymous, and students are asked to be as honest and impartial as possible. The answers of the students will be taken into account to better manage the learning process and increase the quality of learning.

1) Are you satisfied with the format and quality of curatorial teaching?

Yes No

2) How many hours per day do you have curatorial teaching?

3) Does the lecturer often miss the curatorial?

Yes No

4) Is the lecturer objective during the student assessment?

Yes No

5) Are you satisfied with the volume of the practical component of the study?

Yes No

6) What would you add to improve the learning process?

