Georgian American University, LLC

Quality Assurance Policy

The quality assurance policy of the Georgian American University, LLC is based on the normative acts in force in Georgia, as well as the quality assurance standards and guidelines of the European Higher Education Area (ESG).

The main goal of the university quality assurance policy is to develop a quality culture within the university, which will be carried out in compliance with the principles of autonomy and academic freedom of the main educational units.

The University Quality Assurance Office takes care of establishing an effective quality assurance system within the University. To this end, it relies on external and internal evaluation mechanisms. Accordingly, the quality assurance system in the university space is based on the following important and logical elements:

Quality Assurance Management. Quality assurance management is one of the most important indicators in ensuring the reputation of the university and the public trust in it. We considered quality assurance management as a means of managing quality assurance processes purposefully and effectively. Quality assurance management assesses the performance of set goals and objectives, anticipates their results and, if necessary, makes appropriate changes or exchange rate variability in this area.

A quality assurance system is a mechanism integrated into the university management system that assists the institution in maintaining and developing quality. The quality assurance system is a combination of structural, regulatory and methodological elements that ensure the proper functioning of the institution's quality assurance.

Quality culture is reflected in the existence of a university environment where everyone supports high standards of quality assurance and appropriate procedures. The culture of quality assurance is reflected in the existence and sharing of high and adequate requirements in the teaching-learning process by both scientific-academic staff and students; Collaborating to achieve common university values and goals, willingness to participate in the ongoing evaluation process.

The university's internal quality assurance system is part of the university's management system, hence quality assurance policy is considered as part of strategic management. This will provide maximum support to the University to implement internal quality mechanisms and to establish a high quality culture appropriate to the quality.

Based on the above, the internal quality assurance system, as a management tool, seeks the most effective ways to achieve the set goals based on the requirements and needs of the interested parties and is focused on continuous improvement.

Accordingly, in relation to the goal, it is guided by the question - what does the system want to achieve?; Regarding the reason - why do we take a specific action?; From a methodological point of view - determines how he does a particular job to ensure the quality; In the context of optimizing activities and the set task - finds the best way to accomplish the set task.

The goals of the University Quality Assurance System are:

- Ensuring effective and timely implementation of the University mission, strategic goals and objectives;
- Ensuring the quality of teaching and research activities at the University;
- Ensuring compliance of the University activities with the legislation of Georgia, authorization and accreditation standards;

The University Quality Assurance System fully shares the cyclical paradigm of quality management / assurance known as the Schwartz Cycle (PDCA):

- Plan (P),
- Do (D)
- Check (C)
- Act (A)

Quality assurance policy is implemented in the university in four main directions:

- Quality assurance of educational programs;
- Quality assurance of research and research results;
- Improving the quality of the learning process;
- Student attraction, progress, involvement and representation;

Quality assurance of educational programs

The aim of the quality assurance policy of educational programs is to facilitate the creation and development of academic educational programs with high academic standards and employment market-oriented.

The quality assurance policy of educational programs is implemented through four procedures:

- Initiate, plan and develop an educational program;
- Implementation of educational programs;
- Evaluation of the educational program;
- Development of educational programs.

The procedure for initiating, planning and developing an educational program serves to identify the ways of initiating, planning and developing a new academic education program, the key requirements and the persons responsible for implementing the procedure.

Initiation, planning and development of educational programs at the University is carried out in compliance with the following principles:

a) The educational program is in line with the mission and strategy of the University;

b) The educational program has clearly defined learning objectives, which reflect what knowledge, skills and competencies a graduate is aiming for and what contribution he / she makes to the development of the field and society;

c) The learning outcomes of the program describe the knowledge, skills and / or responsibilities and autonomy that the student acquires upon completion of the program;

d) the HEI has defined appropriate, transparent, fair, public and accessible preconditions and procedures for admission to the program;
e) the program is developed using the methodology of planning, elaboration and development of educational programs in the HEI;

f) The structure of the program is consistent and logical. Content and structure ensure the achievement of program learning outcomes. The qualification to be awarded is in line with the program content and learning outcomes;

g) The learning outcomes of each course of major specialization correspond to the learning outcomes of the program, and the content and number of credits of each course correspond to the learning outcomes of this course;

h) The teaching material indicated in the syllabus is based on current achievements in the field of study / field and ensures the achievement of the learning outcomes of the program;

i) All stakeholders are involved in the process of developing the educational program;

j) The educational program reflects the requirements of the employment market.

The process of implementing the educational program includes proper planning and implementation of the educational process, systematic monitoring and identification of those responsible for these processes.

The program for evaluating the learning outcomes of the program includes the activities / measures necessary to evaluate the current academic education program, as well as the various indicators and criteria used for the evaluation. The evaluation obtained through the implementation of the procedure is used to improve and develop existing programs, as well as to ensure their compliance with the ever-changing employment market.

In order to evaluate the learning outcomes of the program, the University Quality Assurance Office systematically collects and analyzes the following data:

Regarding students
- Number of student places announced for the program;
- Number of people wishing to enroll in the program (total);
- Number of people wishing to enroll in the program (first ten choices);
- Number of people wishing to enroll in the program (first three choices);
- Number of foreigners wishing to enroll in the program;
- Number of persons enrolled in the program;
- Number of foreigners enrolled in the program;
- Number of students with active status;
- Student progress by academic year;
- Index of student involvement in research projects;
- Graduate employment rate (in general);
- Graduate employment rate according to the qualification obtained;
- Certificate Exam Results – What percentage of graduates passed, what percentage crossed the minimum threshold?
- Number of students transferred from the external mobility program;
- Number of students transferred from the internal mobility program;
- Number of students enrolled in the external mobility program;
- Number of students transferred to the internal mobility program;
- Graduate Assessment Results Indicator.

Regarding staff
- Number of staff involved in the program;
- Academic staff involved in the program;
- Number of affiliated academic staff involved in the program;
- Foreign staff involved in the program;

- Invited staff involved in the program;
- Administrative and support staff;
- Academic staff turnover rate;
- Involvement rate of invited staff;
- Scientific / research index of the persons involved in the program (papers published in local and international journals, papers made at local and international conferences, textbook, monograph, grant project and other scientific / research index).

In order to evaluate the learning outcomes of the program, the University Quality Assurance Office systematically conducts surveys of students, graduates and employers through various questionnaires and analyzes the survey results.

The University Quality Assurance Office systematically monitors student attendance to evaluate the learning outcomes of the program. There is also a variety of assessment methods – written exam, oral survey, project, abstract, essay, portfolio, thesis, presentation, mock process and more, monitoring student achievement.

The procedure for the development of existing educational programs defines the measures necessary for the development of the existing academic educational program, the ways of their implementation and the persons responsible for them.

In the process of developing educational programs, the University ensures maximum involvement of stakeholders – students, employers, graduates, academics and invited staff.

Research and research results Quality Assurance

Due to the status of the Georgian American University, one of its important tasks is to prepare and retrain new scientific staff, to create and develop appropriate conditions for scientific research.

Therefore, the University's research development policy is based on the procedure of planning, implementation and evaluation of scientific research activities in order to ensure the high quality of research and its results. Carrying out significant monitoring and evaluation for this achievement by the Quality Assurance Office, within which it provides:
Monitoring the quality of the research process of the structural units of the relevant research function of the University and its results at regular intervals;

Assessing the strengths and weaknesses of the University's research units in order to further improve their research potential;

Assess the scientific, social and economic significance of all scientific programs and activities of the University;
Assess the quality of teaching learning methodology on the standards of dissertation, master's thesis management and research methodology at the doctoral and master's level and conduct periodic monitoring;

Collecting, analyzing and delivering relevant materials for research activities and research productivity quality;

Taking care of the development of a quality development strategy that will help increase the awareness of the university and research units.

Improving the quality of the learning process

In order to improve the quality of the training process, the Quality Assurance Office systematically carries out:

- Monitoring the lecture process - through lectures, seminars and attendance, as well as the use of student surveys;
- Monitoring of student counseling services;
- Monitoring the examination process;
- Monitoring the progress of training practices.

After analyzing the monitoring results, plans some trainings and activities for administrative, support and academic / visiting staff to improve the learning process.

Student Involvement and Representation Policy

Student involvement is considered an important element of quality management and assessment. Implementing a student engagement policy is used to inform, improve and expand academic / research processes.

In order to involve and represent students in the quality assurance process, the Service provides:
- Involve students in assessing the learning process and learning outcomes;
- Involvement of students in representative bodies;
- Survey of students' opinion through the system of both representation and direct polls;

- Use of alternative student surveys;
- Different platforms and opportunities where they have the opportunity to express their thoughts and views;
- Monitoring students' academic progress, using statistics on program completion, status suspension, or termination to improve the learning process.

Quality Assurance Office Policy in Covid 19 and other emergency situations

Both around the world and in our higher education sector, the circumstances created by Covid 19 call for more detailed and quality development work on online and / or mixed learning in order to maintain and develop the existing model of teaching and learning delivery, its quality and effectiveness.

The task of a Quality Assurance Office under pandemic is:
- Provide quality management activities that target what changes need to be made in terms of quality assurance in the short, medium and long term;
- Cope with the current situation through quality monitoring and improvement;
- Continue to maintain high standards of teaching and learning and its development in accordance with the current situation;
- Benefit from and effectively implement international and national level recommendations and various tools for maintaining and developing quality in online and blended learning.

Quality Assurance Office **policy regarding internal and external evaluation criteria**

Quality Assurance Office:
- Provides comprehensive and effective monitoring of compliance with the quality of online and blended learning with the University Mission;
- Observes and analyzes the impact of the transition to online and / or mixed learning on quality in order to implement individual programs as well as to promote lifelong learning;
- Provides flexibility in all levels of higher education program design and development and monitors the accessibility of all program components to students through online and / or blended learning.
- Controls the design and content implementation of higher academic programs by facilitating student navigation of all program components by relevant structures;
- Monitors and evaluates the achievement of program results over time in the context of online and / or mixed learning;

- Ensures the quality and reliability of learning and research results in online and / or mixed learning environments;
- Provides flexibility and simplification of the possibility of appeal within the assessment appeal system for the student;
- Provides monitoring and support for the quality of research and research results.