

Free Academy of Tbilisi



Quality management mechanisms and
their evaluation system



Article 1. General provisions

1.1. In accordance with the Law of Georgia "On Higher Education" and the Law of Georgia "On Development of the Quality of Education": promotion of the quality of education is done through internal and external mechanisms. External mechanisms for promoting the development of the quality of education are the authorization of the higher educational institution and the accreditation of the educational program. The internal mechanisms of promoting the development of the quality of education are carried out by the educational institution in accordance with the rules established by the legislation of Georgia.

1.2. Quality management mechanisms of higher educational institution imply improvement of the quality of education. Continuous assessment and development quality of activities and resources of the Free Academy of Tbilisi (hereinafter "Academy").

Article 2. Purpose of quality management mechanisms

2.1. Improving the quality of education;

2.2. Continuous improvement of educational program/programs;

2.3. Promoting the introduction of modern learning/teaching methods;

2.4. Ensuring efficient use of resources;

2.5. Cooperation of the quality management service with all structural units of the academy, academic and invited personnel, students and other interested parties.

Article 3. Quality management system

3.1. The quality management system operates on the principle of "plan, do, check, act" cycle (PDCA).

a. "Plan" - the quality management process begins with the planning of assessment and response processes, which means determining the necessary steps for the assessment process;

b. "Do" - the quality management service carries out the planned activities, ensures their sequence, which implies the discovery of the existing issues of concern and areas for improvement and reacting to the obtained



results;

c. "Check" - observing the results of the implemented changes and evaluating the results obtained as a result of the changes;

d. "Act" - making necessary changes based on evaluation results (improving all programmatic issues, student learning outcomes, and evaluation tools).

Article 4. Person responsible for quality management

4.1. The Quality Management Service of the Academy is responsible for quality management;

4.2. All structural units and employees of the Academy are involved in the process of establishing and ensuring the culture of quality.

Article 5. External and internal quality management mechanisms

5.1. Quality management mechanisms include external and internal evaluation, which helps to achieve the goals defined by the mission of the Academy.

5.1.1. External quality assessment mechanisms are:

a. Authorization of a higher educational institution carried out by the National Center for Educational Quality Enhancement, which determines the institution's compliance with the authorization standards;

b. Accreditation of educational programs carried out by the National Center for Educational Quality Enhancement, which determines the compliance of educational programs with accreditation standards;

c. Aspects to be improved identified by experts;

d. Areas for improvement identified by potential employers, practice implementers and external evaluators.

5.1.2. Internal quality assessment includes the following elements:

a. Evaluation of educational program/programs and learning/teaching quality;

b. Evaluation of teaching and scientific activity of academic and visiting personnel;

c. Evaluation of learning resources and student support;



- d. Evaluation of the effectiveness of the organization's management;
- e. Annual report of quality management service and application of results.

Article 6. Evaluation quality of educational program/programs and learning/teaching

6.1. In order to ensure quality and conduct the process in an appropriate manner at the stage of development of educational programs, the Academy has developed a methodology for planning, designing and developing educational programs, which includes:

- Design of educational programs;
- Form of study courses syllabi;
- Questionnaires developed for evaluation.

6.2. During the program evaluation essential attention is paid to the extent to which the learning results of the program are consistent with the goals of the program, to the extent that the learning methods are in accordance with the achievement of the set goals, to the extent that the evaluation system is adequate, etc.

6.3. Educational programs are periodically subject to evaluation. The evaluation results are used to continuously improve the quality of educational programs. The results of the evaluation, as well as the use of the evaluation results, are communicated to the interested parties. It is important to use a variety of evaluation methods for the evaluation of educational programs. For evaluating of educational programs, the following means are used:

- Preparation of the annual self-evaluation report of the educational program;
- The results of the student - educational program evaluation survey;
- The results of the graduate student - educational program survey evaluation;
- The results of the employer - educational program evaluation survey;
- Academic achievement indicator of active students involved in the program;
- Graduate employment rate.

6.4. The program's self-evaluation form, which annually collects the results of the program implementation evaluation, includes both quantitative and qualitative data - survey results, information on student progress, staff turnover rates, etc.



6.5. The Quality Management Service, together with the Registry and Information Technology Service, monitors the academic performance of students at the end of each semester, which involves analyzing the distribution of their grades.

6.6. In order to monitor the academic performance, for the evaluation of each training course, the so-called A "Gaussian scale" showing the distribution of student grades. In case of a large deviation from the normal distribution, the quality management service analyzes the possible causes and, if necessary, issues recommendations. Recommendations may include changes in learning/teaching and/or assessment methods, curriculum and/or assessment instrument difficulty/content, etc.

6.7. The results of academic performance monitoring may be used together with other quality management mechanisms for greater effectiveness. eg: with student focus groups, interviewers, external evaluators, etc.

6.8. A focus group allows students to express their opinions in greater depth and breadth about a specific program, course, academic and invited staff, or any other issue. Students also have the opportunity to present a problem-solving mechanism/mechanisms that will help the academy improve quality. The interview process will be conducted by the Quality Management Service. The conclusions drawn from the conducted interviews are discussed first in the program development group, then in the school board, and finally in the Senate.

6.9. Collegial attendance at lectures and seminars is also used to evaluate the learning/teaching process. The quality management service is obliged to introduce the evaluation criteria to the academic and invited staff before the evaluation and to explain the content and need of their evaluation. The quality management service is obliged to inform the academic and invited staff in advance about the attendance at the lecture. The quality management service establishes the evaluation form and criteria, and will personally inform the academic and visiting staff of the results.

Article 7. Evaluation of teaching and scientific work of academic and invited personnel

7.1. The quality of academic and visiting staff is determined by their teaching and scientific activities. In order to determine the quality of teaching, the evaluation questionnaires for academic and invited personnel developed by the quality management service of the Academy are valid, according to which the evaluation is made (ability to transfer knowledge, use of modern learning methods, fair assessment of students, communication skills, etc.).

7.2. The assessment of the academic and scientific-research activities of invited and academic personnel contributes to the increase in the productivity of scientific-educational activities, raising the qualification and professionalism of the personnel; Stimulating creative initiatives aimed at the development of the Academy

and raising its quality.

7.3. Quality management assessment tools for academic and invited staff involved in the implementation of the educational program are:

- Evaluation academic and invited staff by the Dean/Deputy Dean of the School;
- Evaluation academic and invited staff by the program head;
- Evaluation academic and invited staff by the head of the examination center;
- Evaluation academic and invited staff by the students;
- Evaluation of the courses by the students;
- Annual report of scientific - research activity of academic staff.

7.4. Quality assurance assessment tools for academic and invited personnel involved in the implementation of the educational program provide for the continuous assessment, development and improvement of the obtained results of the persons involved in educational and/or scientific activities. Based on the evaluations, the response to the results of the evaluation is carried out, which implies the encouragement of the staff and the support of professional development.

Article 8. Evaluation of learning resources and student support

8.1. The Academy is constantly focused on offering students their support services and a variety of resources. Offering a variety of resources includes both material (library, learning resources and computer equipment) and human resources, with the support of which consultation and advice are provided to interested parties.

8.2. The support mechanisms are:

- Adequate and easily accessible learning resources and student support services;
- A wide range of material and human resources;
- The needs of different types of (part-time, employed, international and disabled) students, student-centred learning and flexible learning/teaching methods;
- Administrative staff involved in the provision of support services;



- Smooth operation of the educational process (obtaining student status; suspension; termination; mobility; recognition of education received during the period of study; procedure for awarding qualifications; recognition/compatibility of credits);
- The number of places for students, which takes into account all aspects necessary for the functioning of the academy.

Article 9. Evaluation of the organization's management effectiveness

9.1. The Provision and structure of the academy regulate the principles of organizational management of the academy. Establishes and defines the function of structural units and persons - duties, functional connection and subordination between structural units and persons in order to effectively implement the processes in the Academy.

9.2. The Academy has developed a general satisfaction questionnaire of administrative staff to assess the effectiveness of management. The satisfaction survey is conducted once a year by means of a pre-designed questionnaire. The report on the shortcomings of the structural units identified on the basis of the survey is provided to the heads of the relevant structural units for further response in order to improve the obtained results.

Article 10. Annual report of quality management service and use of results

10.1. The Quality Management Service of the Academy analyzes the results of the conducted surveys and develops relevant recommendations. Recommendations are given to each structural unit and the steps planned by the structural units are submitted to the quality management service.

10.2. The annual report on the evaluations, results and responses carried out within the framework of quality management mechanisms is submitted by the head of the quality management service to the rector, in order to evaluate and analyze the effectiveness of the mechanisms, their refinement and improvement.

Article 11. External mechanisms of quality assurance

11.1. Mechanisms and procedures:

- The Academy must periodically undergo external quality assurance procedures;



- External quality assurance can verify the effectiveness of internal assurance mechanisms and suggest new ways of improvement to the academy;
- The Academy participates in periodic external quality assurance procedures provided for by the qualification framework;
- Quality management is a continuous process that includes feedback and the search for ways to improve.

11.2. The Academy, through self-assessment, determines its compliance with the following standards adopted:

- Mission and strategic development of the higher educational institution;
- Organizational structure and management of a higher educational institution;
- Educational programs;
- Staff of higher educational institution;
- Students and their support measures;
- Research, development and/or other creative activities;
- Material, information and financial resources.

11.3. Ensuring compliance with standards, monitoring the quality of the educational process and promoting the development of the quality of education are the main tasks of the quality management service.

11.4. To ensure and improve the quality of development and education in the academy, the quality management system envisages the "plan - do - check - act" cycle and evaluation of educational programs through SWOT analysis.

Article 12. Final Provisions

12.1. This document will be developed and approved by the Senate;

12.2. Amendments and additions are made in accordance with the law.

