Alte University

Quality Management and Compliance Department

Consequences of using quality assurance mechanisms
(Consolidated report)

The main purpose of the Quality Management and Compliance Department is to assess the quality of the university's educational and scientific-research work, professional development of personnel, control the quality of teaching and research, and monitor the effectiveness of management. In order to implement the aforementioned, various studies are conducted in the university every year to identify gaps, based on the analysis of the results, recommendations are made to eliminate them.

In the 2021-2022 academic year, the following were planned and implemented:

- Survey of programs by academic/invited staff, students, alumni and employers;
- Academic/invited, as well as administrative and support staff satisfaction survey;
- Survey of study courses and academic/invited staff;
- Survey of distance/e-learning process and services;
- Survey of school administration; Survey of the teaching and research activities of the staff (including using the self-evaluation mechanism);
- Survey of students' academic performance and involvement in research activities;
- Evaluation of the state of internationalization.

As a result of the surveys in the institution in different directions, certain gaps were identified, the timely elimination of which is a necessary condition for both the further development of the institution and the satisfaction of the best interests of the students.

The analysis of program evaluation by academic/invited staff showed the need for further refinement and development of programs operating in the university. In particular:

Both educational programs of the Law School – Law (Bachelor) and Law (Master) - require some changes. In particular: 1) The study material used within the law (BA) program should be updated, it is also desirable to add academic writing and research methods as a mandatory course to the program, which will contribute to the development of students' research skills, as well as to meet market requirements and to cover current topics highlighted in the field, to add optional study courses 2) The teaching material used within the master's program of law also needs to be updated, in some cases, the practical component should be strengthened (it is desirable to use passive practice within study courses, such as practical courses for developing procedural skills), as well as the teaching of English (it is desirable to add an English-language study course).

All three of the business school's programs—the Bachelor's and Master's in Business Administration, and the Bachelor's in Tourism and Hospitality Management—require some changes. In particular: 1)

free study courses, developing transferable skills should be added to the BA program of business administration; 2) It is preferable to implement the practice component in the 4th year of teaching instead of the 3rd year of teaching in the BA program of tourism and hospitality management; strengthening of English language teaching; Also enriching the program with (sectoral) study courses in the field of tourism itself, for the better achievement of learning outcomes.

The educational programs of the School of Humanities and Social Sciences - International Relations (Bachelor's), National and International Security (Master's), English Philology (Bachelor's) - require the following changes: 1) It should be determined to what extent it is possible to achieve the learning outcomes of the bachelor's program of English philology (C1 level) taking into account the volume/number of credits assigned to the individual components of the program (it is necessary to increase the corresponding contact hours), while the qualification to be awarded should be brought into compliance with the Classification of Fields of Study. 2) The international relations BA program needs a detailed study in order to identify and eliminate possible duplications between the program components; It should also be checked how relevant the prerequisites for admission to the next component of the program are; 3) It is desirable to add new optional educational courses to the national and international security program; "Curated training" should be refused, when each study course ends in 3-4 weeks, then the next study course begins with similar organization manner; 4) "Journalism" Bachelor's program, arising from the specificity of the field, should take into account the 3rd component of the qualification framework - responsibility and autonomy, which makes it necessary to make appropriate changes in the learning outcomes of the program, as well as in the syllabi and the curriculum map. 5) The Georgian language preparation educational program requires the following changes: increasing contact hours, enriching teaching and assessment methods, modifying admission prerequisites.

Both programs of the School of International Relations of Medicine – One-cycle "Medicine" and "Dentistry" - require significant changes: 1) In the "Medicine" program, the syllabi of integrated study courses should be reviewed and real integration, teaching according to systems should be ensured, as well as modern methods of teaching and evaluation should be introduced. , the OSCE policy should be written, the material resources of the program should be enriched; 2) Modern methods of teaching and assessment should be implemented in the "Dentistry" program, the OSCE policy should be written, the material resources of the program should be enriched (including, for the development of practical skills, a dental office with appropriate infrastructure should be created in the university building).

The analysis of the evaluation of the programs by the students showed that the educational programs operating in the university require the implementation of the following changes:

Law (BA):

1. The educational material should be diversified;
2. Practical training should be strengthened;
3. Imitated processes should be used more actively as a teaching method;
4. Credits granted for study courses should be reviewed and increased;

5. In a number of study courses (for example, criminal law, procedural skills, etc.), the volume of contact hours should be increased.

Law (MA):
1. formative assessment should be actively used;
2. Study material should be updated.

Business Administration (BA):

1. The assessment criteria should be refined to make them more transparent;
2. "Cases" should be intensively used during teaching;
3. The prerequisites for admission to the next component must be adjusted;
4. The credits of individual study courses should be rechecked.

Business Administration (MA):

1. The credits of some elective courses must be changed;
2. In some cases, the prerequisites for admission to the next component must be adjusted.

Tourism and Hospitality Management (BA):
1. Attract highly qualified academic and invited staff;
2. Educational courses in the field of tourism should be diversified;
3. For the practice component, the semester in which it is carried out must be changed

Journalism (BA):
1. Program goals and learning outcomes should be adjusted to match market requirements;
2. More practical methods for teaching should be used;
3. Prerequisites should be defined correctly.

English Philology (BA):

1. Highly qualified personnel should be attracted;
2. Transition to the next level of education should be ensured;
3. Practice credits should be increased.

International relations (BA):

1. Learning material should be updated. Material should provide the opportunity to achieve learning outcomes;
2. The practical component should be strengthened;
3. Duplication between program components should be eliminated.

International and National Security (MA):

1. The learning outcomes of the program must be clearly defined;
2. The optional study courses should be diversified;
3. Study material should be updated;
4. The practice component should be strengthened (it is desirable to introduce practice abroad);
5. The gaps/inaccuracies in the syllabus should be corrected.

Medicine (one-cycle program):
1. The educational material needs to be updated;
2. The prerequisites for admission to the next component must be adjusted;
3. Evaluation methods should be refined;
4. Highly qualified staff should be attracted;
5. Clinical training should be strengthened;
6. The gaps/inaccuracies in the syllabi should be corrected;
7. The requirements of the employment market should be provided;
8. contact hours during teaching at clinical bases should be increased;
9. The number of optional subjects and semesters should be increased.

Dentistry (one-cycle program):
1. Study material needs to be updated;
2. Evaluation methods should be refined;
3. Clinical/practical training should be strengthened.

Evaluation of the program by graduates and employers

The opinion of the graduates of the School of Business, Law, Humanities and Social Sciences and employers coincided with each other. They unanimously noted that educational programs should ensure the development of practical skills corresponding to market requirements and the development of general, analytical, communicative (including in a foreign language), leadership skills appropriate to the level. In order to ensure this, special attention should be paid to the implementation of appropriate study courses and/or teaching and assessment methods in the programs. According to graduates and employers, the need for this is most acutely felt in Bachelor programs of journalism and international relations.

Employers in the field of medicine and dentistry paid special attention to the development of clinical skills, the development of the skills of obtaining and documenting the necessary information, the ability to act with a high degree of independence and make responsible decisions, which is formed as a result of the acquisition of basic theoretical knowledge and the development of habits of its effective use.

Graduate employment analysis

As a result of the analysis of the indicators of employment of graduates, the following needs were identified:

1. Establishing the objectives and learning outcomes of the programs, taking into account the requirements of the labor market;
2. Determination of prerequisites for admission in accordance with the objectives of the program;
3. Planning of the acceptable contingent in accordance with the requirements of the labor market;
4. Strengthening the development component of general skills;
5. Strengthening the practical component of educational programs.

Staff satisfaction

The analysis of the results of the academic/invited, as well as administrative and support staff satisfaction survey highlighted the need to promote professional development, the need for a rational distribution of workload (the latter refers to administrative and support staff).

The aspect of internationalization

The results of the evaluation of the results of the implementation of the university's internationalization policy by students showed the need to expand exchange programs, introduce joint programs, attract foreign lecturers, hold an international student conference. The analysis of the evaluation of the results of the implementation of the university's internationalization policy by the staff highlighted the need to ensure access to international mobility and increase relevant offers. The need to implement international scientific projects, the need to share international teaching experience.

Analysis of student/staff evaluation of distance/e-learning process and services identified the following needs:

1. To fully utilize the resources of the emis program and further improve it in order to provide services smoothly;
2. Use of recommended methods of teaching and evaluation in distance/electronic learning with full load and relevant in all schools and repeated holding of appropriate information meeting for lecturers;
3. Expanding the possibility of using alternative electronic platforms;
4. Offering a flexible exam schedule for students.

Students' satisfaction with the electronic Chancellery and library service, as well as with the sharing of relevant information/instructions for the promotion of remote/electronic work, was also revealed.

The analysis of the results of the observation of the educational process revealed the following needs:
1. Promotion of professional development of personnel;
2. Encouraging students to follow etiquette rules;
3. Increasing the student attendance rate.

The analysis of research activities and self-evaluation of teaching staff of university schools revealed the following needs:

1. Encouraging participation in international conferences, seminars, trainings and various types of activities;
2. Promotion of publication of scientific works in high-rated foreign scientific journals;
3. Promotion of staff participation in national and foreign grant projects;
4. Encouraging the introduction of alternative and innovative approaches in the educational process;
5. Ensuring active involvement in improvement and development of educational programs.

The analysis of the results of the evaluation of university students' involvement in research activities highlighted the need to increase the rate of students' involvement in research projects through the development of their research skills and motivation.

An analysis of the results of the University Student Academic Performance survey by school identified a list of measures to be taken to improve learning outcomes. these are:
1. Strengthening English language teaching;
2. Development of transferable skills;
3. Adherence to academic writing standards;
4. Activation of individual approaches and implementation of motivational measures;
5. Switching to "offline" teaching.

A range analysis of the Gaussian distribution by school showed that changes could be made in individual courses of study. In particular, the following should be considered in the relevant study courses:
1. Learning outcomes;
2. Content and educational literature;
3. Distribution of hours, study/teaching and evaluation methods;
4. Prerequisites.

At the same time, it is necessary to attract highly qualified academic and guest personnel, to retrain the existing personnel.

According to the results of the SWOT analysis, the weaknesses of the university are:
1. Low scientific activity of staff;
2. insufficient promotion of professional development of personnel;
3. A small number of foreign academic and invited staff;
4. Defects in the operation of the university's automated educational process management system;
5. Insufficient level of foreign language teaching;
6. A small number of human resources

Recommendations of the Quality Management and Strategic Development Service:
1. Further modification of the educational programs operating at the university should be carried out, taking into account the identified needs:
a) to strengthen the developing components of the English language, transferable and practical skills, to implement the use of modern and effective methods of teaching and assessment, to update the teaching material;
b) strengthen the elements of internationalization of programs - foreign teachers, use of English-language teaching resources, introduction of English-language study courses;
2. To carry out activities focused on raising the pedagogical and sectoral competence of the implementers of educational programs, to promote international mobility;
3. To implement activities focused on encouraging the research activity of students and academic/scientific staff, involvement in international research;
4. Increase the number of administrative/support staff and ensure optimal staffing of structural units
5. Promote exchange programs
6. To introduce joint educational programs;
7. To implement the effective use of the mechanism of observation of the educational process, to introduce the mechanism of collegial evaluation;
8. To implement activities in order to ensure improvement of the electronic system of educational process management;

Quality Management and Compliance Department
(work performed in the 2021-2022 academic year)

1. Management of the processes related to the accreditation of "International Relations" and "Journalism" BA programs (preparation for the meetings of the Accreditation Council and participation in the meetings, achieving positive results)
2. Implementation of trainings related to the development of the BA program of tourism and hospitality management
3. Conducting individual consultations with program implementers
4. Participation in the process of developing syllabuses and their correction in accordance with established requirements
5. Correction of the unified document of the program and its annexes
6. Preparation of an expert report on the program
7. Determining the functions of the Self-Assessment Group of the BA Program in Tourism and Hospitality Management to issue the relevant act
8. Administration of group work
9. Information/data collection and analysis
10. Reflecting and sharing the results of information/data processing in the self-assessment form
11. Participation in the identification of evidence and their systematization
12. Preparation of information for the program catalog
13. Determining the functions of computer science and medicine program self-evaluation groups to issue the appropriate act
14. Administration of group work
15. Information/data collection and analysis
16. Preparation of interim self-assessment reports
17. Involvement in the work of program committees
18. Preparation of drafts of letters to be sent to various departments of the Ministry of Education and Science on issues related to accreditation/educational process
19. Responding to incoming correspondence from various state structures
20. Implementation of changes made in external regulations in internal regulations/educational programs/processes
21. Processing/participating in the processing of university regulatory documents (development and implementation of programs, regulation of the educational process, recognition of credits, conducting exams, code of ethics, other regulations)
22. 1Reworking/updating the existing methodological manual (on the development of academic educational programs) and preparation of a new manual (on the evaluation of program learning results)
23. Cooperation with ANOVA regarding the modification of questionnaires in the university in order to develop quality assurance mechanisms
24. Participation in the conference organized by the National Center for Educational Quality Enhancement (on issues of higher education and professional education)
25. Organization of educational process, development of academic calendar
26. Formation of study tables
27. Formation of examination tables (Midterm and final, main exam and reexamination).

28. Participation in the compilation of questionnaires for unified national/common master's exams (bachelor's, master's, one-cycle) and displaying data on the electronic portal
29. Determination of deadlines for internal mobility and administration of the process
30. Participation in determining the number of external mobility places and displaying the data on the portal
31. Primary study of incoming documents within the scope of mobility, forwarding to addressees and receiving feedback
32. On the basis of the relevant documents, the information related to external mobility is displayed on the portal
33. Preparation of the project of the act of enrollment of applicants for external mobility and displaying it on the portal
34. Analysis of the results of the use of quality assurance mechanisms and preparation of a corresponding report
35. Organizing the process of using new surveys and other quality assurance mechanisms
36. Monitoring of the documents to be sent to the Ministry of Education and Science to obtain the status of a student of the School of Medicine and reports on the status of the student
37. Participation in the preparation of the drafts of the conclusions of the recognition of the educational documents (credits) of those who wish to enroll in the medical school/school students.
38. Participation in the process of developing diploma forms and checking their linguistic correctness