Quality Assurance Mechanisms
Shota Meskhia State Teaching University of Zugdidi

Contents

Article 1. General Provisions

1. Regulatory Documents

The "Quality Assurance Policy" of LEPL-Shota Meskhia State Teaching University of Zugdidi (hereinafter - Teaching University) was created and approved by the Academic Council of the Teaching University through a Legal Act based on the following documents:

Law of Georgia on Higher Education", „Law of Georgia On Education Quality Improvement " Approved by the Minister of Education and Science of Georgia October 1, 2010, Order No. 99/N "on the Provision of Authorization of Educational Institutions and Approval of Fees;"Provision on Accreditation of Educational Programs of General Educational Institutions and Higher Educational Institutions", approved by the Minister of Education and Science of Georgia May 4, 2011 Order No. 65/N; Order of the Minister of Education, Science, Culture and Sport of Georgia No.69/N April 10, 2019 on Approval of „National Qualifications Framework and Learning Fields Classifier"; „Order of the Minister of Education and Science of Georgia No. 3, January 5, 2007, "On Approval of the Rule of Calculation of Higher Education Programmes with Credits";

Order N 10/N of the Minister of Education and Science of Georgia, February 4, 2010, On the Approval of the Procedure of Movement between Higher Education Institutions and Fee"; " Order №224/N of the Minister of Education and Science of Georgia, December 29, 2011 on "The Rule for Submission and Review of the Documents Required for High School Graduates/Graduate Students with the Purpose of Studying in the Higher Education Institutions of Georgia Without Passing the Unified National Entrance/General Magistrate Exams".

Order of the Minister of Education and Science of Georgia No. 131/N, September 9, 2013, on approval of the statutes of LEPL Shota Meskhia State Teaching University of Zugdidi, regulations and norms of disciplinary responsibility of LEPL Shota Meskhia State Teaching University of Zugdidi, „Standards and Guidelines for Quality Assurance in the European Higher Education Area ESG 2015"; LEPL-Shota Meskhia State Teaching University of Zugdidi, "Regulatory Rule of the Educational Process," approved by Resolution No. 60, date 01.11.2021 of the Academic Council of Shota Meskhia State Teaching University of Zugdidi, Guidelines for Assessment of Accreditation Standards of Higher Education Programmes (LEPL National Center for Educational Quality Enhancement); Quality Assurance of Higher Education: Approaches, Challenges and Opportunities" (LEPL National Center for Educational Quality Enhancement).

Article 2. Quality Assurance System

The quality assurance system, in response to students and other interested parties' needs and to their satisfaction, ensures the continual evaluation and growth of the university's activities through quality assurance procedures.The quality assurance system functions according to the "Plan, Do, Check, Act" (PDCA) cycle principle:

A) Plan - the quality assurance process begins with an evaluation, in which existing flaws are found and the activities required to eliminate them are planned.
B) Do - the following phase involves implementing the required changes and taking the planned actions to remove the flaws;
C) Check - after the modifications are put into place, the outcomes are monitored, and the corresponding mechanisms are assessed;
D) Act- Implementation of necessary adjustments obtained based on evaluation results (revision of employed procedures, existing documents, evaluation tools, updating, and approval as needed to improve the process).

When utilizing the PDCA cycle approach for process planning the required resources are considered, the process administration procedure is set, the opportunities that ensure process improvement in order to get optimal outcomes are identified.

The PDCA cycle is utilized at both the systemic level of the institution's management and to manage any processes and actions that will be implemented at the university.

The quality assurance system focuses on continuous improvement, which is accomplished by consistently implementing the standards established in the university, evaluating the compatibility of all processes in the institution with the standards, and, based on the results of the evaluation, eliminating any inconsistencies and continuously improving the results.

Article 3. Quality Assurance Mechanisms

Quality assurance mechanisms are:

A) Evaluation and development of educational programs

B) Evaluation of academic and invited personnel involved in the implementation of educational programs and their professional development.

C) Evaluation and improvement of the learning process.

D) Evaluation and development of scientific research.

E) Evaluation and development of internationalization.

F) Evaluating and developing a contribution to the advancement of society.

G) Assessment and development of management processes.

H) Assessment and efficient use of resources.

Quality assurance of the above-mentioned criteria is carried out based on the following regulations:

Rules for the planning, selection, creation, evaluation, and development of higher education programs;

Methodology of planning and development of higher educational programs;

- Methodology for Creating an Educational Program Self-Evaluation Group;
- Standard of educational programs;
- Procedures for evaluation, creation, modification/development, approval, and suspension/cancellation of the educational program;
- Program monitoring and periodic evaluation;

- Methodology for assessing the learning outcomes of an educational program;
- The rules for assessing the scientific-research, and academic activity of the personnel;
- Personnel evaluation instructions;
- Qualification requirements and selection procedures for academic and invited staff;
- The rule for monitoring the educational process;
- The rules for conducting the survey;
- Mechanisms for monitoring management effectiveness and an assessment system;
- The rule for determining the student's language competence;
- Rules to regulate the learning process;
- Methodology of individual curriculum development;
- Methodology of student contingent planning;
- Evaluation Methodology (A Guide for Conducting Satisfaction Surveys);
- Rules for funding research;
- Procedures and mechanisms for plagiarism detection, prevention, and response to plagiarism cases.

Article 4. Individuals responsible for quality assurance

Individuals responsible for quality assurance are:

A. Head of the coordination group for monitoring the implementation of the strategic development plan and action plan;

B. Head of the permanent coordination group for developing the strategic/action plan and implementing modifications to be made in accordance with the work done in the strategic/action plan.

C. Head of Quality Assurance Service.

D. Head of Quality Assurance Service of the Faculty.

E. Head of Internal Audit Service.

F. Head of Administration

G. Head of the Center for Strategic Planning and Research

All university structural units and personnel participate in the process of establishing and maintaining a quality culture within the scope of their individual duties.

Individuals responsible for quality assurance cooperate with the Center for Strategic Planning and Research, which conducts research using established questionnaires.
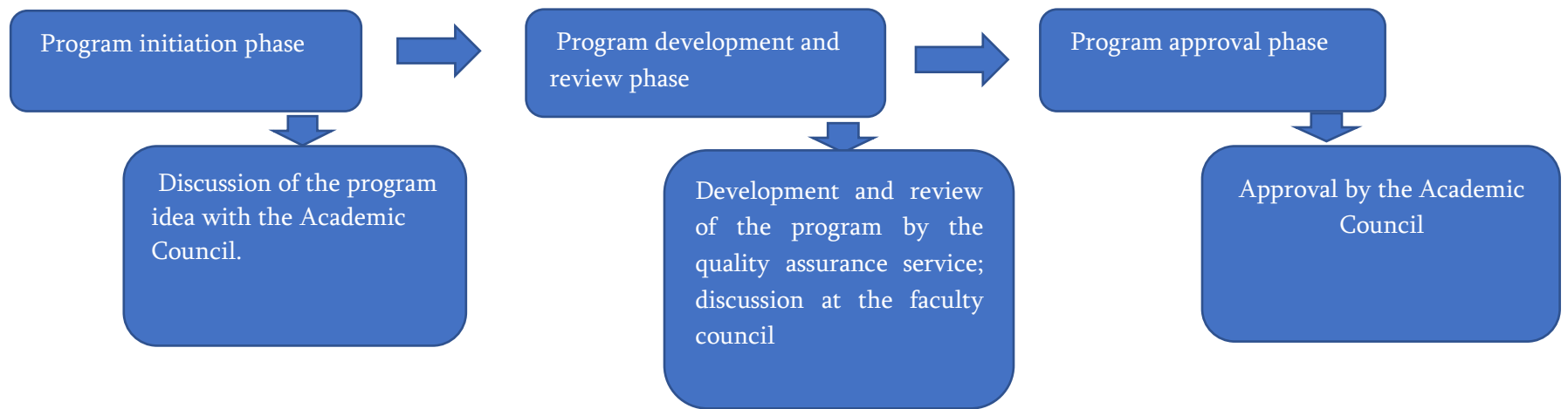
Article 5. External quality assurance mechanisms

a) LEPL - Evaluation outcomes carried out by the National Center for Educational Quality Enhancement;
b) The external formative evaluation outcomes of the institutions and/or programs of the university conducted by local or international invited experts;
c) The outcomes of international institutional and/or program accreditation;
d) Financial audit results

Article 6. Rules for planning and selecting, creating, evaluating, and developing higher education programs

1. This rule outlines the planning, selection, creation, assessment and development of academic higher education programs (hereinafter "program"), it also covers the development assurance procedures and Individualized Education Plan/ Program (hereinafter "IEP") at LEPL - Shota Meskhia State Teaching University of Zugdidi (hereinafter " Teaching University").
2. The academic higher education program of the Teaching University consists of bachelor's, master's, and integrated educational programs.
3. The teaching university also offers 60-credit educational programs in Teacher Training and Georgian Language Training Courses.
4. The educational program is a set of training courses/modules necessary for obtaining a higher education qualification, which includes program goals, learning outcomes, teaching-learning methods, training courses/modules with appropriate credits, student assesment system and characteristics of how the educational process is structured.
5. The process of planning/selection, elaboration, evaluation, and development of the educational program of the teaching university involves the participation of the quality assurance service, career development center, faculty quality assurance service, academic staff of the relevant field, students, graduates, employers, and other interested parties.
6. The educational program should be consistent with the mission of the teaching university and based on the research analysis of stakeholders (academic staff, students, alumni, employers and other interested parties).

7. The quality assurance service, the strategic planning and research center, the faculty's quality assurance service, and the head/co-head of the program coordinate to ensure the effective implementation of the educational program's "planning/selection, creation, evaluation, and development" process, they can be a professor, associate professor of a teaching university. The head of the educational program may be assisted by a co-head who is a teaching university staff member (academic or invited) and/or invited personnel with a relevant academic degree and qualification (a professor from another university).

8. **The procedure description**

Program initiation phase	→	Program development and review phase	→	Program approval phase
↓		↓		↓
Discussion of the program idea with the Academic Council.		Development and review of the program by the quality assurance service; discussion at the faculty council		Approval by the Academic Council

Article 7. Methodology of Planning and Development of Higher Educational Programs

1. If an educational program is prepared for accreditation, it should be submitted to the academic council of the Teaching University, regardless of who started it. The faculty, academic council, and quality assurance service of the institution may all start new educational programs.

2. A few possible starting points for the initiative include analyzing the labor market and/or employer requirements, the research priorities of the teaching university, and collaborating with local and international research institutes and higher education institutions.

3. At least six months prior to submitting the application, the dean of the faculty applies to the academic council of the teaching university to gain permission to carry out the program (for the purpose of accreditation at the National Center for Educational Quality Enhancement).

4. The faculty dean's proposal for the design and development of the educational program should be supported by an analysis of the labor market and employers' requirements and/or an idea of the creation/utilization of a new labor market/direction that generates new values for the teaching university.

5. Upon reviewing the faculty dean's proposal, the academic council of the teaching university decides whether to proceed with program development or issue a reasoned rejection within an acceptable timeframe.

6. After a positive decision, a Curriculum Working Group is formed, consisting of academic personnel and other interested parties, in order to fully implement the development phases of the initiated program.

7. The quality assurance service coordinates the faculty's planning and development of educational programs, as well as the measures required to prepare for accreditation. It provides guidance to the faculty and encourages them with notes and suggestions aimed at ensuring the program complies with field norms and accreditation requirements.

8. The faculty dean coordinates the design and development of educational programs and works with the quality assurance service to make sure that program standards are being followed. The faculty receives guidelines, motivating notes, and recommendations from the quality assurance service to ensure that the program complies with field standards and accreditation requirements (if applicable). The Quality Assurance Service issues recommendations, if any, and returns the findings and changes to the Dean/Working Group for further refinement. The dean of the faculty presents the educational program to the academic council for approval by faculty council resolution after considering the modifications based on the results of the quality assurance work.

9. The quality assurance service works with the self-evaluation group in compliance with each standard to organize the process of creating the educational program self-evaluation report and submitting it for accreditation reasons.

10. The educational program has been developed in compliance with the National Qualifications Framework, the classification system for study fields, sectoral features (if any), accreditation requirements, and internal policies and guidelines of the teaching university.

11. The educational programs that are created must align with the mission of the teaching university. The labor market's requirements, the research priorities of the teaching university, consultations/feedback from external partners, the specifics of the field and the best local and international practices should all be considered while creating the educational program.

12. The following should be considered while planning and developing a program: the percentage of students, academic, invited and support staff admitted to the program, this ratio should be in compliance with the university policies/regulations and ensure the quality of program

components and various student support services; Infrastructure, technical equipment, educational materials, funding, etc., necessary for the implementation of the program.

13. The following people are involved in the development of the higher education program: Academic/invited staff, students, graduates, potential employers, faculty and university quality assurance representatives, educational and structural units and relevant entities (which is confirmed by pertinent protocols, correspondence, questionnaires, and other documentation):

    o Legal Affairs and Human Resources Service- preparing contracts and personal files for academic and invited employees.

    o Head of Administration together with Financial Service - providing the program's financial budget in collaboration with the head of the program and faculty dean;

    o University library - provision of the literature/ material listed in the syllabus, access to scientific databases etc.;

    o International and public relations service/ quality assurance service - ensuring the internationalization of the program;

    o Members of the student self-government.

14. The head of the educational program is chosen by the faculty council. If necessary, the program can be assigned more than one head, a consultant, who will be responsible for planning and creating the program, its evaluation, and its development. The functions of the head of the educational program are defined in accordance with Article 7, Paragraph 9 of the same document.

15. A project to modify an existing educational program can be initiated based on the results of internal or external evaluation of the program in response to legislative requirements, changes in the academic context of the field, or changes in the competitive market environment. During the initiation of the modification idea, the council is given facts regarding the state of the area that led to the need for program changes. In order to fully implement the program modification, it is possible to create a curriculum working group with the involvement of academic staff and other interested parties.

The standards for evaluation of the educational program project

Evaluation criteria	Fully compliant	substantially compliant	Non-compliant
Contents of program goals	Focused on achieving set goals and expected learning outcomes	The program goal should be clarified and improved.	The goal of the program is unclear and imprecise.

Qualifications to be awarded	Qualifications are clearly defined. Learning outcomes are described by relevant competencies.	Qualifications are clearly defined.The description of learning outcomes needs to be modified.	Qualifications are not clearly defined.
The program is in compliance with the mission and strategy of the university.	The mission and strategic plan of the university determine the needs for the program.	The program is relevant in the context of the strategic development of the university.	The program is not consistent with the strategic development goals and objectives of the university.
Engagement of interested parties	The involvement of interested parties in the development of the program is shown.	The vision of the interested parties is taken into account when developing the program.	Interested parties participation in program creation is minimal or nonexistent.
The relevance and importance of the educational program for the university, the region, and the country	The educational program is relevant to the university, region, municipality, and country.	The educational program is relevant to the university	The relevance of the educational program is not clear
The relevance and importance of the educational program for	The educational program is relevant to the university, region, municipality, and country.	The educational program is relevant to the university	The relevance of the educational program is not clear

the university, the region, and the country			
Program Head Eligibility	The academic and professional experience and vision of the head of the program provide a perspective for program design and development.	Academic and professional experience and vision of the head of the program provide a program development perspective, with some modifications to program development.	The academic/professional experience of the head of the program does not provide a perspective for program development.
The level of involvement of potential employers	The level of involvement of potential employers is high, both in terms of program development and cooperation with students and graduates.	Potential employers are involved in program development or collaborate with students and alumni.	The level of involvement of potential employers in the program is low or nonexistent.
Employment Opportunities for Potential Students	The employment chances of potential students and graduates are substantiated/supported;	There are employment opportunities for potential students and graduates.	Employment opportunities for potential students and graduates are poor.
Program Human Resources	Qualification, experience, and the number of human resources in the program allow for sustainable implementation of the program.	The qualification of the program human resources provides the opportunity to implement the program with the possibility of future resource additions for the sustainability of the program	Qualification, experience, and the number of human resources in the program does not allow for sustainable implementation of the program.

Material resources of the program	The material resources of the program are sufficient to achieve the learning outcomes envisaged by the program.	The material resources of the program are mostly sufficient to achieve the learning outcomes envisaged by the program. Ways to find additional resources are clearly stated.	The infrastructural resources of the program are not sufficient to achieve the learning outcomes envisaged by the program.

The report of the quality assurance service must include an assessment of each of the listed parameters in several components (fully compliant, substantially compliant, or non-compliant), and it is possible to include recommendations for improving a specific educational program parameter. During the evaluation of the educational program, compliance of the program with the following documents is also considered: Law of Georgia on Higher Education; Higher Education Program Accreditation Standards; National Qualifications Framework and Fields Classifier (if any); Rules for carrying out higher educational programs at the teaching university and others.

Article 8. Methodology of creating a self-evaluation group for an educational program

1. **Creating a self-evaluation group for educational programs (approved by the Faculty Council);**
- sharing and redistribution of responsibilities;
- Including supervisors of bachelor's and master's theses in the self-evaluation group within one direction;
- Establishing the work plan and defining the periodicity/frequency;
- Analysis made by the working group;
- Acknowledging areas for improvement as an opportunity rather than a weakness;

- Upholding exceptional best practices;
- The methods and outcomes of making adjustments based on the analysis;
- Searching/finding 2-3 interesting programs by the program head/heads at both international and local level; Considering the best programs while integrating field trends;
- Identifying the structure of the searched programs, the content of the program courses and/or its position in the program to be developed to introduce special innovations;
- Content fluency and/or revision of the program structure, depending on the amount of credits;
- Developing learning outcomes at both the course and program level, mapping and/or revision/editing process;
- Identification of issues arising within the framework of different training/learning courses;
- Reflection on the experiences of academic staff members;
- What students have told us (formal/informal communication) sharing;
- What do students need (from whom? Why)? taking into account basic requirements;
- Literature/resource - search/update/replace;
- Review/update/change learning/teaching and assessment methods;
- Review/update memorandums/agreements with potential employers and/or practice facilities;
- Participation in studies of the labor market and an active cooperation with employers;
- Revision/monitoring of the internationalization component

Article 9. Roles and functions of the participants involved in the development of the educational program:

1. **The head of the educational program's functions include:**

- Ensuring the preparation of the educational program, starting up program modifications;
- starting a new educational program;
- Considering legislative changes and regulations within the program. Also in order to improve the program's relevance, develop it, and make modifications, local and global experience and best practices are shared and put into practice;

- Leading the working group of the educational program, sharing news; Review of the submitted proposal and drawing up a further work plan on the initiative of working group members;

- Organization of working meetings with the academic/invited staff implementing the educational program, distribution of training/learning courses and components among staff; Discuss and exchange viewpoints as part of the coordination process. Work on the program development and course syllabi, including: revision of established syllabuses, to meet learning outcomes, identifying and providing current material/literature to both personnel and the teaching university library. Assistance in reader preparation; Improving or modifying technical details; To handle the updating of the educational materials to achieve learning outcomes;

- Providing training to academic and invited staff on contemporary techniques for utilizing scientific basis in teaching/ learning, as well as assessing student knowledge, both with the resources of the teaching university and with the involvement of other relevant organizations;

- Ensuring the strengthening of research components in the educational program; integration of teaching, learning, and research; integration of academic and invited staff and students in the local and global scientific community; promotion of conference participation;

- Ensuring the continuous development of the educational program, promoting sustainability, and recruiting qualified academic or invited staff, including the younger generation;

- Establishing communication with prospective employers in collaboration with the teaching university's career development center in order to develop the educational program. Identifying practice facilities to carry out the practical component and signing affiliate agreements with them;

- Through active communication with the management of the teaching university and the faculty, within their competence, participation in the development of documents regulating the educational process; Developing the methodological basis for teaching at both the documentary and program levels, and incorporating current methodology into training/learning courses;

- Collaboration with the quality assurance service for the purposes of program internationalization;

- In order to evaluate the program, active cooperation in planned researches of quality assurance services of the Teaching University and the Faculty;

- Inviting international professors to give public lectures or talks to help enhance the educational program and share best practices. Collaboration with the scientific service on the planning and carrying out of meetings, seminars, conferences, and other educational activities.

- Establishing procedures for periodic attendance of the program head and reciprocal participation of academic/invited staff at lectures/seminars and practical training, evaluating and discussing the obtained outcomes. Sustaining and achieving positive outcomes within the program;

- For the purpose of credit recognition, ascertains whether the credits earned by the student at a different university or educational program are compatible with the curricula of the teaching university. (within mobility/internal mobility/recovery/education received abroad);
- Creates individual study plans;
- Carries out counseling meetings with students;
- Carries out tasks assigned by the rector of the teaching university, head of administration, educational structural units, etc. that do not contradict the current legislation of Georgia;
- and etc.

2 . Methodology and strategy for selecting students

- A student of average academic performance (who is open to participating);
- Involved in the activities of the teaching university;
- Experience of participation in exchange programs;
- Prioritizing various perspectives

What issues are covered by student involvement?
- Reflecting the students' opinions on current academic trends;
- Reflection on the possibilities of counseling;
- Opinions about the current state of student services;
- Generate new ideas based on student perspectives;
- Reflection on learning/teaching methods;
- Reflection on the implementation of the research component;
- Provide critical assessment of human/material resources;
- Reflection on the use of quality assurance mechanisms and their effectiveness;
- Reflection on assessment and appeals mechanisms;
- Reflection on the effectiveness of practice and additional needs;
- Providing critical positions on career planning issues;
- Integration strategies and cooperative methods in the case of an international student;

- Semi-structured questionnaires and interviews on the subject of satisfaction with the academic program and university environment can be used as a means of communication with students.

3. Methodology and Strategy for Graduate Selection

- Creating a network of graduates within the program/faculty;
- Establishing a highly liberal environment for the inclusion of priority graduates, where all graduates have an approximately equal opportunity to be involved;
- Graduates with average academic proficiency;
- High level of participation in academic activities during the student period;
- Having experience in exchange programs;
- The ability to consider the challenges outlined in the curriculum;
- A critical analysis of the assessment system and learning methods;
- Critical analysis of personnel involved in the program;
- Sharing post-graduation employment experiences and the actual challenges related to them (Before I started work, I believed I understood everything. I discovered that...);
- Reflection on one's own set goals and achieved outcomes from the university experience;
- Informal communication, such as discussing/sharing graduates' experiences and etc.;
- The form of communication with graduates can be semi-structured questionnaires, interviews, which include the topic of satisfaction with the learning outcomes achieved by the university environment and educational program;

4. Methodology or strategy for employer selection

☐ **Who should employers be (personal traits)?**

- Relevant qualifications in the field;
- A person who values collaboration with the university;
- Its interests in regard to the institution in order to select or find quality individuals in the future;
- An employer with strong communication skills;

☐ **What are the issues covered by the employer?**

✓ Relevance of program content and learning outcomes to the demands of the job market;
✓ Planning and implementing the practice component of the program;

✓ Student involvement in real-world job environments;
✓ Organizing workshops, seminars, and other communication and introduction events;
✓ Giving public lectures;
✓ Attracting employers as teachers (their involvement in the educational process).

☐ **The forms we provide the employer with access to the program are:**

- Sending in electronically the program or any of its modules for review and feedback;
- Inviting them to the program presentations;
- Program-related interviews and semi-structured questionnaires are also possible ways to communicate with the employer;

Article 10. Preparing the self-evaluation report for the educational program

1. The developed / completed educational program must meet the educational program evaluation criteria of the teaching university in accordance with the standards set by the relevant institution and other normative acts and must be assessed by the quality assurance service of the relevant university; this process is coordinated together with the quality assurance service of the faculty.
2. If the university's quality assurance service reaches a positive conclusion, the program will be submitted to the faculty council for consideration. At the dean's request, the program will be submitted to the Academic Council for approval.
3. The faculty council sends the decision of the academic council to the quality assurance service no later than 2 months before submitting the accreditation application and provides the following documentation:

   o Educational program;
   o syllabi of learning courses offered by the program;

- An official confirmation document from the teaching university's library attesting to the presence of the required books or literature;
- The funding required for the program's implementation and development;
- Documentation confirming the qualification of the academic and invited personnel implementing the educational program;

- Valid employment agreements that are concluded with the academic and invited staff implementing the educational program (in the format in which it was submitted at the time);
- Faculty-led studies carried out within the framework of the educational program;

4. After submitting the required documentation, the quality assurance service coordinates the self-evaluation group in accordance with each accreditation standard to compile the educational program's self-evaluation report and submit it for accreditation.

5. **The self-evaluation objectives:**

   - Analytical evaluation of the institution's activities;
   - Analysis of the experience and outcomes attained during the implementation of the program;
   - Identifying your strengths and areas for improvement. Identifying ways for improvement; identifying ways to improve the program based on the information gathered; portraying a realistic picture;

6. The quality assurance service of the teaching university submits the prepared self-evaluation report, together with the attached documents and the decision of the faculty council, to the university academic council for approval.
7. To prepare and implement further procedures, the Academic Council's decision is shared with the faculty, the Head of Administration, and the Quality Assurance Service.
8. If the Academic Council approves the program, the appropriate program documentation, including the self-evaluation report, will be submitted to the National Center for Educational Quality Enhancement for accreditation.

Article 11. Education Program Standards

1. The first level of higher education's undergraduate program consists of at least 240 credits and provides teaching in the pertinent specialty, which is required for the student to work with their degree after obtaining it and to pursue master's degree studies.
2. The master's degree program at the second level of higher education consists of 120 credits. It includes a scientific-research component, intends to teach a post-bachelor-level specialist, or is a precondition for training a researcher. It also prepares a person for employment with the qualifications gained.
3. The number of integrated bachelor's and master's educational programs is not less than 300 credits (1 credit = 25 hours). Educational courses and modules are distributed according to the field standard
4. The one-year teacher training program includes 60 credits, according to the current legislation, it is intended for individuals with a bachelor's, master's, or equivalent academic degree.
5. The one-year educational program of training in the Georgian language includes 60 credits.
6. The educational program's title page should include the following: Legal Entity of Public Law Shota Meskhia State Teaching University of Zugdidi, relevant main educational unit (faculty), higher academic education level, name of the educational program, requisites of the relevant decision of the Council of the main educational unit (faculty) and the Academic Council regarding the program's review and approval, as well as the program's implementation deadline.
7. The educational program (Annex 1) should include:

A) **Program name** - The program's name is written in full in both Georgian and English.

B) **Teaching language** - the teaching language is Georgian, the implementation of an educational program in a foreign language is permitted if specified by an international agreement or agreed upon with the Ministry of Education and Science of Georgia.

C) **Academic degree/qualification to be awarded** (in Georgian and English) - in accordance with the National Qualifications Framework. The name of the qualification to be given by the relevant educational program in higher education comprises the applicable general denominator of the higher education level as well as the name of the field of study in the qualification's specific field.

Bachelor's degree	Master's degree
Bachelor of Arts/BA Bachelor of Science/BSc Bachelor of Music /BMus Bachelor of Fine Arts/BFA Bachelor of Business Administration/BBA Bachelor of Engineering/BEng Bachelor	Master of Arts/MA Master of Science/MSc Master of Music/MMus Master of Fine Arts/MFA Master of Business Administration/MBA Master of Engineering/MEng Master

D) Program size in credits - The number of credits that correspond to the degree of education is indicated (e.g. bachelor's degree - 240 credits, master's degree - 120 credits, teacher training program - 60 credits, etc).

E) Program Objectives - The anticipated outcome and the influence of the program on the target group should be reflected in the educational program objectives (students, graduates, employers, society). The educational program's objective should align with the teaching university's mission, goals, and strategy. It should also consider the demands of the labor market, the development of civic values, individual growth and career opportunities, and the potential for further education.

F) Prerequisites for admission to the program - the prerequisite for admission is the case specified by Georgian legislation based on the level of education. Passing the master's exam in the specialization additionally that the teaching university has planned in the case of a master's program. Enrollment in the bachelor's and veterinary integrated master's educational programs for primary-level teacher training in general education is based on unified national exams.

G) Learning outcomes - It should be based on the qualifications framework and the field characteristics (if any) that were created in accordance with the qualifications framework. It must be clearly formulated and correspond to the level of higher education and the qualification awarded.

Qualification Level	Knowledge and Understanding	Skills	Responsibility and Autonomy

Level 6	A wide (beyond full general education) knowledge of the field of study and/or practice, including a critical comprehension of theories and concepts, as well as some of the latest aspects of knowledge.	Using cognitive and practical skills specific to the field of study and/or activity to solve complex and unforeseen problems. Implementing a research or practical project/work in accordance with predetermined guidelines. Gathering and interpreting field-specific data as well as analyzing applied data and/or circumstances utilizing standard and some modern methods; drawing appropriate conclusions that consider important social, scientific, and/or ethical issues. Communicating with specialists and non-specialists about problem solving in context-appropriate forms, using information and communication technologies.	Leading and managing development-oriented activities in a complex, unpredictable learning and/or working environment. Carrying out one's own activities in accordance with ethical principles. Planning and enabling lifelong professional development for oneself and others. Identifying one's areas of further need for education and achieving a high level of independence.
Level 7	Deep, systematic knowledge of the field of study and/or activity and its critical understanding, which includes some of the latest achievements in the field of study and/or activity, creates the basis for innovation and the development of new, original ideas.	Searching for new, original solutions to solve challenging problems in an unfamiliar or multidisciplinary environment and/or doing independent research, adhering to academic integrity principles, and employing advanced methods and approaches. Critical analysis of complex or incomplete information (including recent research), innovative information synthesis, evaluation, and formulation of conclusions that reflect social and ethical responsibilities. Presenting research findings, conclusions, and arguments in accordance with academic ethics standards to the professional and academic communities.	Utilizing new strategic ways to manage and adapt to diverse, unpredictable, or complicated learning and/or work contexts. To contribute to the development of professional knowledge and practice. Accepting accountability for others' actions and professional growth; self-directed learning.

H) Teaching-learning methods - It should take into consideration the specifics of the field and ensure the achievement of learning outcomes.

 A map showing how teaching and learning methods relate to learning outcomes (recommendation forms)

H (high)
M (medium)
L (low)

Teaching/learning methods	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4	Learning outcome 5	Learning outcome 6	Learning outcome 7
Lecture;	H	H	H	M	H	M	H
Seminar;	H	H	H		H	M	H
Working in a group;		M		H	H		
practical work;		M		H	H		
teaching with electronic resources;				M	H		
e-learning;				M			

interactive method		L	L		M	M	M
induction and deduction		M			M		
Analysis and synthesis		H			M		M

The academic staff is free to present the mentioned map in accordance with the teaching-learning methods specified in the syllabus or at their own discretion while maintaining academic freedom.

Methods	Compliance between teaching-learning methods and learning outcomes		
	Learning outcomes		
	Knowledge and understanding	skill	Responsibility and autonomy
Lecture	X		
Written test (seminar)	X		
Laboratory-practical work		X	
Teaching through electronic resources/platform (using Moodle platform)		X	
Research paper		X	

I) **Student knowledge assessment system-** It should consider the specifics of the field and incorporate suitable assessment forms, components, and techniques that enable the determination of how the educational program's components contribute to the achievement of the learning outcomes. It is also necessary to specify the overall assessment system and appropriate assessment techniques (which might vary depending on the training course or module and can be either broad, detailed, or narrow, with multiple combinations of assessment methods. The syllabus for the specific study course should provide comprehensive details on the intended assessment techniques for the course or module).

J) **Employment areas:** list potential jobs for the graduate.

K) **Facilities/opportunities for further education:** Specify where the graduate can continue their education.

L) **Material and technical base of the Program:** Provide a list of the technological tools and infrastructure required to meet the program's learning objectives.

M) **Human resources of the program:** Human resources, which include qualified academic personnel, teachers, researchers, and invited staff, carry out the educational program. A person with sufficient qualifications is considered to have the essential competence to generate the learning outcomes outlined in the program, which is proven by their academic degree, special education, publications, or professional experience.

N) **Program structure** -The constituent components of the program must be indicated in relation to the credits: mandatory modules and learning courses/subjects of the main specialty, optional modules and learning courses/subjects of the main specialty, free learning courses, etc. credits listed by semester.

O) **Subject load of the program-**Includes all components in which credits are awarded. There should be a logical connection between the components, and their combination should ensure that a student with average academic performance meets the program's learning outcomes within a reasonable time frame. The subject load of the program specifies the name of the component, the number of credits, the code, the admission requirement, and the distribution of contact and independent hours.

P) **Learning outcomes map-**Subject load of the program should include a learning outcomes map that covers all program components and their relationships to program competencies (Acquaintance, developing and strengthening).

Q) Information about the heads of the program: The name, surname, academic degree, position, and contact details (phone, e-mail) of the head(s) are provided.

R) Human resource information: Information on the people who are implementing the educational courses is provided, including the component they teach, their name, surname, academic degree, position, and qualification.

S) Description of every activity offered by the educational program (such as the seminar, practice journal, master's and bachelor's theses, etc.).

8. **The program should include:**

A) Syllabi of educational courses;

B) Information about the human and material resources necessary for carrying out the educational program.

C) Information (CV) about the head(s) of the educational program.

D) Number of students admitted to the program-The number of students admitted to the educational program should be decided using the following factors: financial resources, employment market research, graduate employment rates, material-technical base, human resource practice facility, and human resource policies. This is in line with the teaching university's methodology for determining the student quota.

9. At least 120 credits must be allocated to the major specialty in the undergraduate educational program (except regulated educational programs). Of the program's total credits, 5/10 must go toward the undergraduate thesis and 5/10/12 to the practice component (several options are allowed: a). Mandatory Bachelor Thesis, b). The practice component is mandatory and the bachelor's thesis is optional. c). Compulsory practice component) depending on the specifics of the program. Within the program's framework, the student must be able to select a 60-credit additional specialty or specialty elective courses or learning courses that correspond to his interests from any (relevant level) educational program within the framework of free credits, or a combination of optional modules / module constituent learning courses and free credits.

10. Elective courses should be part of the educational program, and the student should be given the opportunity to combine basic and additional specialization/elective courses in the following ways:

A) Main specialty, additional specialty and optional courses (within free credits) within the educational program.

B) Basic specialty and free components.

C) Basic specialty, additional specialty, a combination of optional modules or module constituent courses, and free credits.

11. The teaching university must have a separately approved list of free elective courses, which will include elective courses from all educational programs within one level.

12. An additional specialty/educational program is a shortened version of the main educational program. It does not consider the awarding of qualifications and instead focuses on the development of specific competencies for a student.

13. A regulated educational program is designed to prepare students for a relevant, regulated profession. At least 75% of the educational program should focus on building the competencies required for the regulated profession.

14. The master's program should have a research component.

15. The course syllabus must be prepared in accordance with the Syllabus Preparation Instructions and Format (Annex 2).

16. The syllabus should include the following information:

A. Faculty

B. Educational Program

C. Level of higher education

D. Name of the learning course/module

E. Course/module status

F. Course code

G. Language of teaching

H. Admission requirements/prerequisites

I. Learning/educational course implementer (name, surname, scientific degree, position, contact phone number, e-mail address, day   of consultation)

J. Study load of the student

K. Objective of the learning course/module

L. Learning outcomes

M. Teaching-learning methods

N. Assessment of the achievement level of the student's learning outcome

O. Assessment forms and components

P. Weekly schedule for the course material

Q. Main literature

R. Additional Literature

S. Syllabus author

Article 12. Procedures for the assessment, creation, modification, development, approval, and termination/cancellation of the educational program

Making modifications in the educational program

1. It is feasible to modify the educational program once it has been implemented in order to enhance the teaching-learning process prior to the start of each academic semester.

2. Changes in the program may also be based on internal and/or external evaluation of the program, recommendations issued by accreditation experts regarding the program, which are discussed by the program head(s), personnel involved in the program, the faculty's quality assurance service, the university's quality assurance service, and other interested parties. The decision taken, together with the conclusion of the quality assurance service of the university, will be submitted to the faculty council for review.

3. In case of a positive decision by the faculty council, the program will be submitted to the academic council for approval. Information about the changes will be given to all structural units involved in the implementation of the indicated change.

4. Should there be any modifications to the program's learning outcomes or structure during the period of accreditation/conditional accreditation of the educational program (e.g., adding and/or removing the educational components of the main specialty; changing credits awarded to the educational components of the main specialty; adding and/or removing a module; adding and/or removing an additional specialty program) the educational institution will need to provide written notice to the center within 30 calendar days of the change and submit the modified educational program, as well as the act issued on the implementation of changes. In the event of changes made according to this paragraph, the decision of the faculty council is sent to the academic council of the university and the quality assurance service for review. The final decision on the changes implemented in the program is made by the academic council of the university, and the modified program is sent together with the accompanying documents to the National Center for Educational Quality Enhancement.

5. The program's adjustments are documented in the regular reports of the internal self-evaluation of the program's implementation, which are created by the educational program's head or heads and sent to the faculty's quality assurance service prior to the start of the following semester.

6. To ensure that program modifications are organized, the faculty's quality assurance service creates a database that records program modifications together with pertinent decisions (such as dates and protocols of council meetings).

Cancellation of the educational program

1. Canceling an educational program can be justified by weaknesses or risk concerns found during the evaluation of the program's implementation. For example, lack of material and human resources needed to implement the program, labor market demands, students' disinterest in the program, survey results conducted among students and graduates, termination of cooperation with external partners supporting the implementation of the program, decision of the educational program accreditation or authorization board, etc.

2. The decision on the cancellation of the educational program is made by the faculty council, which is submitted to the academic council of the teaching university for review and final decision;

3. The resolution of the academic council on the cancellation of the educational program is sent to the quality assurance service of the university, the head of administration, the legal proceedings and the human resources management services, and to any pertinent structural units for the implementation of further processes;

4. For students who are enrolled in the canceled educational program, their further education will be provided: According to the current law of Georgia, the order of the Minister of Education and Science of Georgia dated February 4, 2010 No. 10/N "On approval of the procedure and fees for transferring from a higher educational institution to another higher educational institution" is in accordance with the educational process regulation of the teaching university;

Article 13. Program monitoring and periodic evaluation

Quality assurance of the educational program is based on the "PDCA" principle - "Plan, Do, Check, Act".

1. The quality assurance service conducts the program's internal evaluation through the systematic collection, processing, and analysis of information, with the participation of the program head(s), academic/invited, administrative, support staff, students, graduates, employers, and other interested parties;

2. Based on the analysis of the evaluation results, the program is modified/adapted to ensure its renewal;

3. If necessary, the program uses formative peer evaluation (by Georgian and/or international colleagues employed in other universities) in order to improve the program;
4. As part of the program's structure, the teaching and learning evaluation of academic/invited staff is carried out using the predetermined form through the attendance of colleagues (from the same program, another program from the same university, or a person invited from another university) at lectures, which serves to improve the quality of teaching;
5. At the end of each core educational course, students fill out a questionnaire to evaluate the course. The survey results are used to improve the educational course.
6. By using complex indicators of monitoring and program results, the effectiveness of the program is evaluated, and, if necessary, the program is modified and developed.
7. At the end of each semester, the head of the program prepares a report on the program development to be presented to the faculty council, in which he analyzes the actual circumstances of the program implementation in accordance with accreditation standards and records the actions taken based on the recommendations developed by the internal and external evaluators of the program; In the case of non-fulfillment of the recommendations, it describes the objective hindering conditions.
8. The head of the program prepares a three-year self-evaluation report within the framework of the educational program, which is presented to the faculty council after being reviewed by the faculty's quality assurance service, after which it is handed over to the university's quality assurance service for further processing and sent to the National Center for Educational Quality Enhancement.

Article 14. Quality research methodology, research goal and tasks response mechanisms

1. One of the most important issues in modern higher education is the involvement of students, academic/invited staff, graduates, employers, employees of educational institutions, and structural units in the process of ensuring the quality of education at the teaching university. The teaching university views this process as the interaction of students and various resources of the educational institution for the outcomes of teaching and learning and for the growth and development of educational activities.
2. Quality assurance service of the teaching university created research questionnaires. The mechanism for processing and reviewing the results is introduced.
3. The methodology for processing questionnaires includes statistical processing of responses to pre-prepared questions, analysis of the results, data specification if necessary (meetings with the respondent, in-depth interviews/surveys), drawing conclusions, developing recommendations, informing students, the relevant service, and/or staff, and responding to feedback. To maintain the PDCA cycle, the implementation of recommended issues is still monitored until the problem or issue is finally resolved.

4. The survey aims to ascertain the degree of student participation in the university quality management process and its organizational growth, the institution's and students' attitudes toward the process, and the level of student satisfaction with the quality of university education.

5. Qualitative and quantitative methods are used in the survey. For this purpose, the matrix of questionnaires is systematically updated.

6. The survey is conducted with the participation of students of various higher education programs in the Google-Drive format, which ensures the anonymity and voluntariness of the students.

7. **The survey takes into account:**

- Identifying survey goals and tasks. Outlining findings, drawing conclusions, and developing recommendations;
- Comparing the general institutional quality findings with the survey from the previous year and the survey that will be conducted at a later stage (specifically, students' evaluations of academic/invited staff performance; academic/invited staff feedback on students' assessment of their work);
- highlighting strengths and areas for improvement;
- Creating suggestions and guidance for sustaining strengths and areas for improvement;
- Acquaintance with survey results, findings, and conclusions for pertinent educational and structural units in order to receive feedback for further response.
- Posting the survey results on the teaching university's website under the quality assurance window.

8. **Survey periods are described as follows:**

Activity	Period/ frequency	Strategic goal and tasks
Undergraduate and graduate satisfaction survey	annually	● creating and supporting a student-centered environment; ● prevention of the student outflow risk category.

monitoring of students' academic performance	every semester	• improving learning and teaching quality; • evaluation of the achievement of learning outcomes provided by the learning course.
students' assessments of academic and invited personnel	every semester	• creating a student-centered environment; • development of educational programs; • improving the standard of teaching and learning; • Identifying supporting and/or encouraging mechanisms to increase the productivity of academic/invited staff; • promotion of internationalization; • prevention of risk category.
academic/ invited staff satisfaction survey	annually	• development of educational programs; • improving the standard of teaching and learning; • identifying supporting mechanisms to increase the productivity of academic/invited staff; • creating a staff-oriented environment; • prevention of risk category;
self-evaluation of academic/invited staff	annually	• development of educational programs; • raising the quality of teaching and learning; • Identifying supporting and/or encouraging mechanisms to increase the productivity of academic or invited staff; • prevention of risk category.
evaluation of academic and invited staff members' scientific output/activities	annually	• raising the quality of teaching, learning, and scientific research; • integrating research into the educational process; • identifying supporting mechanisms for increasing the scientific productivity of academic/invited staff;

		• managing the contingent of academic or invited staff and approaching the targets; • prevention of the academic staff outflow risk category.
administrative/support staff satisfaction survey	annually	• strengthening of management efficiency mechanisms; • identifying techniques for improving the qualifications of administrative and support staff; • prevention of the administrative/support staff outflow risk category.
administrative and support staff evaluation	annually	• strengthening of management efficiency mechanisms; • identification of mechanisms promoting the improvement of administrative and support staff qualifications; • finding and attracting alternative personnel; • promotion of internationalization; • approaching targets for the number of administrative and support staff.
mobility survey	every semester	• prevention of the student outflow risk category; • correctly identifying the student contingent and approaching the target marks;
graduate survey	annually	• ensuring the quality of the educational program; • strengthening of mechanisms for promoting graduate career growth.
Employers survey	annually	• raising awareness of students and staff; • participation in joint events or programs; • ensure the quality of the present educational program; • highlighting the need to develop new educational programs; • promotion of student internships; • career growth of graduates.
Practice Head Research	annually	• strengthening the practical component; • ensuring the quality of the educational program; • career growth of graduates.

Other types of surveys if necessary (in-depth interviews and frequent surveys)	whenever necessary	● ● in order to strengthen the teaching university.

If the number of students involved in the program is too large, a part of them is evaluated using the random selection method. A similar questionnaire is also sent to employers. Evaluation results are used to improve the program.

9. The following people are responsible for evaluating the educational programs offered by the teaching university: Quality assurance services of the teaching university and faculty, program heads, in cooperation with the relevant structural units.
10. In order to evaluate educational programs, the quality assurance service evaluates the learning outcomes of educational programs using direct and indirect methods.
11. Taking academic freedom into account, the head of the program is entitled to present direct and indirect methods of evaluating learning outcomes based on the specifics of the program. A few samples are presented for recommendation. (Annex 3, Annex 4).

A. Through direct methods - evaluation of each learning outcome of the educational program after its completion (capstone course - bachelor's/master's thesis, practice, and others) is based on the assessment of the program courses, which reinforce the program's learning outcomes in accordance with the curriculum map. The direct assessment method checks whether the student has achieved the learning outcome of the program through the completed task. This could include a test, an exam, an essay, a portfolio, a simulation, a licensure exam, a supervisor's assessment of a student during a field experience, etc.

B. The indirect form of evaluation is used for self-assessment of students, employer assessments of students, and so on. According to the questionnaire containing the program's learning outcomes, which was prepared for the purpose of evaluating the learning outcomes of the program, the student should indicate his own opinion on the level at which this or that learning outcome has been achieved, i.e., self-evaluation.

12. The development / modification of the educational program and accreditation preparation are based on the recommendations of the quality assurance service.
13. Quality assurance service recommendations are based on:

A. Analysis of the survey results conducted by the Quality Assurance Service.

B. Addressing the faculty council regarding the implementation of changes in the program at the initiative of the head of the educational program.

C. External evaluation of quality assurance

14. The quality assurance service will present the recommendations created for the purpose of developing/modifying the educational program and preparing for accreditation to the faculty's quality service for review and subsequent response to the faculty council. The received results will be given to the Academic Council by the quality assurance service as a report.

15. Based on the recommendations of the quality assurance service, the rector, by its administrative-legal act, gives the faculty dean instructions to create a working group within the educational programs; its members are determined by the faculty council. The working group will create a work plan that specifies the tasks and activities to be completed, the deadlines for completing the job, and the people who will be responsible for carrying them out. The working group includes academic, administrative and invited staff (if necessary, other staff, including students, graduates, employers, field specialists/independent experts). The head of the administration and the quality assurance service receive instructions from the rector to collaborate with the working group.

16. In the process of developing/modifying the educational program, the working group is based on the analysis of the survey results conducted by the quality assurance service of the teaching university and other relevant structural units, as well as on the recommendations, external evaluation, and indicators of the following surveys conducted by other people/organizations: labour market demand, employer and graduate satisfaction survey analysis (if applicable), needs defined by field specialists, employment rate by specialty, data on material-technical, practice facilities, library, human, and financial resources, and relevant scientific projects/researches.

17. The working group develops the educational program/programs, necessary syllabi, and accreditation documents and delivers them to the Faculty Council, who then forwards the material to the Quality Assurance Service for evaluation and conclusion.

18. After reviewing the materials prepared by the working group, the quality assurance service returns them to the faculty council for further action, along with any pertinent recommendations and comments (if any).

19. The council of the main educational unit (faculty) will finally submit the developed educational program to the academic council for approval. If necessary, the Academic Council is authorized to invite an additional field specialist/independent expert.

20. The educational program approved by the Academic Council is submitted for accreditation to the National Center for Educational Quality Enhancement. After the positive decision of the center, admission to the accredited program is announced in accordance with the law.

21. The academic council makes the decision to suspend/cancel the educational program after receiving a reasoned submission from the head of the quality assurance service and administration of the university.

22. The results of the monitoring of the educational process, the investigation of labor market requirements, the analysis of financial sustainability, the study of the graduation rate, and the evaluation of material resources should all be taken into consideration when the head of the quality assurance service or administration submits a request for the suspension or cancellation of the educational program.

Article 15. Evaluation procedures for the implementation of the teaching process

	Evaluation procedure	Appraiser	Source(s)	Periodicity	Instrument(s)
1	Evaluation of the implementation of training courses	faculty Quality assurance service	Attendance at lectures and feedback from students	Semesterly Semesterly	Attendance Report Questionnaire focus group
2	Evaluation of personnel implementing training courses	Quality assurance service	Attendance at lectures and feedback from students	Semesterly Semesterly	Evaluation Report Questionnaire Focus Group
3	Assessment of student achievement and academic progress	faculty	Assessment of students' performance	Semesterly	performance report
4	Assessment of provision of teaching resources	Quality assurance service Center for Strategic	Assessment of student and staff satisfaction	annually annually	Questionnaire

		Planning and Studies			

1. Monitoring the implementation of the teaching process

The purpose of monitoring the teaching process is to check the quality, identify the gaps and plan the further activities needed to eliminate the gaps.

To achieve the goals, the following tasks are performed: Determining the relevance of study tables to the teaching process, determining the relevance of the syllabus topic, determining the relevance of teaching components, counting the number of students in the audience, observing the lecturer's explanation of the material, checking the timely assessment of students by the lecturer on https://ini.ge, relevance of the teaching literature, rational use of the lecture time by the lecturer, Assessment of student-oriented teaching environment, interactivity of lecture.

In case of delay of 20 minutes or more, the lecture/practical/lab study/practice is considered to be missed and is obligatory to restore the missed hour.

The procedure for attending the teaching process applies to academic and visiting staff if:

a) academic/guest staff are teaching at the university for the first time;

b) Based on the results of the student survey and/or oral evaluations, the need for attendance and observation was identified;

c) the student appealed the assessment;

d) to promote the development of the teaching process, for the development of quality culture in the teaching unviversity

see Annex 5

Monitoring the progress of exams

The monitoring of the exams is carried out by the quality assurance service. The specialist of the quality assurance service monitors the course of the exams and in case of deficiencies, together with the head of the quality assurance service, develops recommendations for improvement.

Collegial attendance
The purpose of collegial interaction is to improve the quality of teaching and to share ideas and experiences between academic and visiting staff.
One week before the beginning of the semester, a mutual attendance team is created, the members of the team are academic and invited persons of the teaching university, and the leader is the quality assurance service.
The collegial attendance team prepares the mutual attendance schedule and learning evaluation criteria/indicators, through which the lecture/practical/laboratory teaching is evaluated.
see Annex 6 - collegial attendance form

Article 16. Monitoring of students' academic performance

1.   **Purpose of monitoring**
The purpose of the monitoring/evaluation procedure of the students' academic performance is to determine the quality of teaching of the educational program and individual training courses within the framework of the current educational program, and the training/academic level of the students of the teaching university.

2.   **Monitoring of students' academic performance**
a) Monitoring of students' academic performance includes statistical processing of academic evaluations, analysis and analysis results.
b) Academic performance of students is monitored by the quality assurance service of the faculty in cooperation with the relevant structural unit/units.
c) The results of the analysis are used for the purposes of improving the teaching outcomes of the educational program/study course in accordance with the "quality assurance mechanisms" of Shota Meskhia Zugdidi State Teaching University.

3. Periodicity of monitoring the student's academic performance

Monitoring of the student's academic performance is carried out on a semester basis and/or as needed.

In order to compare the results of different academic years, to evaluate the effectiveness of changes made at the program level or in the area of teaching or assessment, statistical data are processed regularly.

4. Methodology

a) In order to monitor the academic performance of the students in the teaching university, a quantitative study is carried out using the direct method of assessment.

b) The evaluation of the student's academic performance is based on the analysis of the final results of the evaluation of the students - the data of the evaluation sources.

c) The final results of student evaluations are used to obtain data on students' academic performance, in particular, to calculate the percentage of students who received grades A (excellent), B (very good), C (good), D (satisfactory), E (sufficient) and Grade F (failure).

d) Analyzing academic performance using the mentioned assessment method and based on it, ensures making appropriate conclusions about noteworthy issues and the need for appropriate responses, and specific responses implemented based on the analysis ensure better achievement of teaching outcomes of training courses and programs.

1. **Analysis of the results of monitoring the student's academic performance**

Monitoring of students' academic performance is carried out in a complex manner as follows:

a) student performance within one study course;

b) comparative analysis of grades obtained by the same group of students in different study courses during one semester/academic year;

c) comparative analysis of student evaluations received in training courses grouped by profile;

6. Description of the direct method assessment process

a) All training courses and all students enrolled in this training course are used for evaluation.

b) The subject of research is how many percent of students receive a specific grade in each study course.

c) The observation is done dynamically and the obtained data is analyzed in relation to the previous years, with the aim of identifying how permanent the mentioned problem is in a particular educational course and, thus determining the need to respond.

6.1   The evaluation process is initiated and coordinated by the Quality Assurance Service.

6.2   The evaluation of the results of the student's academic performance is carried out by the quality assurance service of the faculty in cooperation with the head of the program, the faculty and the coordinator of the electronic system of educational process management.

6.2   In the process of evaluating and analyzing the results, the quality assurance service cooperates with the implementer of a specific training course, if necessary.

6.3   The quality assurance service of the faculty prepares a report on the evaluation results, the actual situation and the need to respond to the identified issues of concern, which is delivered to the quality assurance service of the teaching university, which makes a decision on the ways/methods of response.

6.4   In case of the need to make changes in the educational program/study course in order to respond, the changes are made in accordance with the "Rule of planning/selection, development, evaluation and development of higher education programs" of the teaching university.

7. Target indicators of educational program learning outcomes

The target indicators of learning outcomes of the educational program are defined as follows:
a) The number of students with high academic performance who receive the highest grade from five levels of assessment:
A (excellent) – 91-100 points, should not exceed 15% of the total number of students.

b) The number of students with low academic performance who receive a low grade from the five assessment levels:
 E (sufficient) – 51-60 points, should not exceed 25% of the total number of students.

c) the number of students of average academic performance who receive an assessment from five assessment levels:
B (very good) – 81-90 points, should not exceed 15% of the total number of students.

C (good) – 71-80 points, should not exceed 15% of the total number of students.

D (satisfactory) – 61-70 points, should not exceed 25% of the total number of students.

d) the number of students with low academic performance who receive a negative evaluation from five evaluation levels:
F (Failure) – 50 marks and below, should not exceed 5% of the total number of students.

Depending on the number of students in the study course, a change of up to 20% of the target mark is allowed

8. Criteria for determining the results of the analysis

8.1   As a result of the monitoring of the educational program, the following conclusion is reached if the majority of students (over the target percentage) receive only the highest grade (more than 91 points) in all study courses during the semester:

 a) The learning outcomes provided by the program component may be considered too easy to achieve.

b) The lecturer is liberal in evaluating students or uses inadequate evaluation forms.

8.2   In case of higher academic performance of students of master's educational programs compared to students of bachelor's educational programs, the following conclusion is obtained:
  a) the best students are selected for the master's degree;
  b) The motivation of students to study at the master's degree is different from that of the bachelor's degree: They study more responsibly.
    c) Traditionally, the number of students in the master's group is small, which creates better conditions for working with students.

8.3   If the majority of students (percentage above the target) in all courses during the semester receive only low grades, the following conclusion is reached:

a) Appropriate adaptation of programs is required.

8.4 In the event of a negative evaluation by the percentage of students above the target mark in all courses during the semester, the following conclusion is made:

 The learning outcomes envisaged by the program component are often not achieved, the outcomes may be considered too difficult to achieve and thus the issue requires research.

9. Description of the stages and forms of response to the results of the assessment of academic performance

 The need to react arises if, after studying and analyzing the data of at least three years every semester, it is revealed that any of the above-mentioned noteworthy results are recorded in the same study course every year in the 3-year dynamics.
 The response can be considered necessary in other cases as well, based on the reasoned decision of the parties involved in the evaluation process.
Thus, the need for response can be identified and accordingly, changes can be made every semester in accordance with the "quality assurance mechanisms".

During the evaluation by the direct method, in all cases other than the above-mentioned noteworthy cases, it is considered that the program component and, accordingly, the educational program meets the learning outcomes set by the relevant course and educational program, and there is no need to modify a specific component and / or educational program, unless it is otherwise determined by the regulations of the teaching university.

10.   Description of stages and forms of response to evaluation results

 The response to the evaluation results is carried out in accordance with the quality assurance mechanisms, which means:
a) to research the causes;
 b) taking concrete steps to eliminate identified problems - making certain changes within the program and/or training course,
 - changing teaching and learning methods;
 - changing the contact and independent hours allocated for study course credits and, accordingly, study course absorption;
- Changing the evaluation methods used within the syllabus of the training course;
 - changing the literature used within the training course;
- Establishing/changing the prerequisites of the training course, etc.

11. Publicity of the analysis of the results of the monitoring of students' academic performance

The data of the analysis of the results of the monitoring of students' academic performance is public and available.

Article 17. Evaluation of the activities of the academic and guest staff implementing training courses

1.   The purpose of the assessment of academic and visiting personnel's activities is to contribute to the increase in the productivity of scientific-educational activities, to raise motivation and qualifications.
2.   The assessment of academic and invited personnel's activities is carried out by the quality assurance service, in cooperation with other structural units, in accordance with the procedures determined by other rules in force at the teaching university.

Academic staff evaluation includes:
a) annual assessment of scientific research activities in accordance with Annex No. 7.1;
(Annex No. 7.1 - annual report of scientific-research activities of academic staff (self-evaluation));
b) the annual assessment of professional development in accordance with Annex No. 7.2;
 (Annex No. 7.2 - annual report on the professional development of academic and invited staff);
c) Semester assessment of academic activity by different structural units using relevant questionnaires
(Annex No. 7.3 - Evaluation of academic and visiting staff by the dean,
Annex No. 7.4 - Evaluation of academic and invited staff by the head of the program,
Annex No. 7.5 - Evaluation of academic and invited staff by the ini.ge electronic teaching process management program

Annex No. 7.6 - Evaluation of academic and invited staff by the examination center,
Annex No. 7.7 - evaluation of academic and visiting staff by the student).
     Assessment of guest personnel includes:
a) the annual assessment of professional development in accordance with Annex No. 7.2;
(Annex No. 7.2 - annual report on the professional development of academic and invited staff);
b) Semester assessment of academic activity by different structural units using relevant questionnaires
(Annex No. 7.3 - Evaluation of academic and visiting staff by the dean,
Annex 7.4 - Evaluation of academic and visiting staff by the head of the program,
 Annex No. 7.5 - Evaluation of academic and invited staff by the ini.ge electronic teaching process management program

Annex No. 7.6 - Evaluation of academic and invited staff by the examination center,
Annex No. 6.7 - evaluation of academic and invited staff by the student).

3.   Scientific-research activity of academic personnel refers to the activities defined by Annex No. 7.1 of the present rule (annual report of scientific-research activity of academic personnel (self-evaluation). The amount of points for each activity is determined by the same Annex.

4.   The scientific-research activity self-evaluation report will be submitted to the scientific service by the academic staff at the end of the academic year. It is mandatory to confirm the activity specified in the self-evaluation report by the academic staff by the scientific service.

5.   Regarding the activities carried out for the purpose of scientific-research activity, the following requirements are established for the academic staff: The affiliated professor is obliged to accumulate at least 50 points annually through scientific and research activities. Professor - at least 40 points, affiliated associate professor - at least 40 points, associate professor - at least 30 points, affiliated assistant professor - at least 30 points, assistant professor - at least 20 points.

6.   The academic staff is obliged to carry out the scientific activities determined by this rule and to accumulate the minimum number of points determined for the assignment every year. The self-evaluation report presented by academic staff at the end of the academic year has to be submitted to the scientific service for confirmation, in order to use the confirmed results in the annual assessment process and to consider them in the final assessment results.

7.   The professional development of academic and guest personnel is referred to in Annex No. 7.2 of this document. (annual report on the professional development of academic and invited staff). The amount of points for each activity is determined by the same Annex.

8.   The self-evaluation report of the professional development activities will be submitted to the scientific service for approval by the academic and invited staff at the end of the academic year.

9.   In connection with the activities carried out for the purpose of professional development, the established requirement for academic and guest personnel:Affiliated Professor at least 30 points, Professor at least 25 points, Affiliated Associate Professor at least 25 points, Associate Professor - at least 20 points, Affiliated Assistant Professor - at least 15 points, Assistant Professor - at least 10 points.

10.   The review/evaluation of the professional development report submitted by the academic and invited staff at the end of the academic year is carried out by the quality assurance service, in order to be considered in the final evaluation results.

11.   Semester evaluation of the academic activity of academic and invited staff is done according to pre-developed criteria by various parties, namely:

a) Evaluation by the Dean
 (Annex No. 7.3 - evaluation of academic and guest personnel by the dean);
b) Evaluation by the head of the program
 (Annex No. 7.4 Evaluation of academic and visiting staff by the head of the program);
c) evaluation by the training process management
(Annex No. 7.5 - evaluation of academic and guest personnel by the manager of the educational process management);
d) evaluation by the examination center
 (Annex No. 7.6 - evaluation of academic and guest personnel by the examination center);
e) Evaluation by the student
(Annex No. 7.7 - evaluation of academic and visiting staff and study course by the student).
(Annex No. 7.7.1 Evaluation of the supervisor of the master's thesis by the student)

12.   The scheme of semester and annual evaluation of academic and invited staff is determined by the appendices of this document:
 No. 7.8 – Academic staff semester and annual evaluation scheme.
№ 7. No. 7.9 - Semester and annual evaluation scheme of invited personnel;
13.   Based on the scientific-research activity report, the number of points accumulated in the annual assessment of academic staff is calculated as follows: In case of meeting the minimum requirement (or accumulating more points than the established requirement), the prescribed share (50%, i.e. 2.5 points) in the annual maximum assessment of the staff (5 points) is considered the maximum, and in case of accumulating less than the established requirement, the assessment is deducted proportionally to the point deficit (e.g. An affiliated professor who has accumulated a mandatory 50 points will be included in the annual 5-point evaluation, a maximum of 2.5 points, in case of accumulating 40 points - 2 points, in case of accumulating 30 points - 1.5 points, etc.).
14.   Based on the professional development report, the number of points accumulated in the annual evaluation of academic and guest personnel is calculated as follows: In case of meeting the minimum requirement (or accumulating more points than the established requirement), the set share (30%, 1.5 points) in the annual maximum assessment of the staff (5 points) is considered the maximum, and in case of accumulating points less than the established requirement, the assessment is reduced proportionally to the point (e.g.

The maximum 1.5 points will be included in the annual 5-point evaluation for the personnel who have accumulated the mandatory 30 points, in case of accumulation of 20 points - 1 point, in case of accumulation of 10 points - 0.5 points, etc.).

15.   Based on the annual assessment of the academic staff's scientific-research activity, the annual assessment of the professional development of the academic and invited staff, and the semester assessments of the academic activity, the quality assurance service ranks the points accumulated by the staff implementing the program.

16.   The administration of the academic and visiting staff evaluation process and the processing of evaluation results, the dissemination of summarized results to the faculty and individual staff is carried out by the Quality Assurance Service.

17.   Responding to assessment results

a) Based on the ranking of the results of the annual assessment of scientific research and academic excellence of the academic staff, the academic staff with the best results will be encouraged in accordance with the regulations in the teaching university.

b) Non-performance of scientific activity by an affiliated academic staff for two consecutive years may be grounds for termination of the employment contract.   In case of non-performance of scientific activities after one year, the affiliated academic staff is given a warning.

Article 18. Management efficiency monitoring mechanisms and evaluation system

1. Purpose of monitoring

The purpose of monitoring the efficiency of management is to increase the effectiveness of activities through flexible mechanisms and evaluation system, to promote the achievement of the university's strategic goals and objectives.

2. Management efficiency monitoring mechanisms

 Management efficiency is monitored through the following mechanisms:

a) Monitoring the implementation of strategic development and action plans

 b) Evaluation of administrative/support staff activities

c) Survey of satisfaction with teaching, university resources and services

d) Internal audit

3. Monitoring the implementation of strategic development and action plans

3.1. Monitoring of the implementation of strategic and action plans implies the evaluation of the efficiency of the work of structural units in accordance with the performance of tasks and activities defined by the action plan of the university based on strategic goals. Monitoring of strategic development and execution of action plans is carried out in accordance with the "**Strategic Planning, Monitoring and Evaluation Methodology**" in accordance with the documents of "Evaluation Methodology". The monitoring process is provided by the coordination group created for the purpose of monitoring the implementation of the strategic development plan and the action plan, which is based on to the proposals prepared by the permanent coordinating group for making changes in accordance with the work done by the strategic and action plans, reports of the head of administration, internal audit service, quality assurance service, action plan performance indicators, The analysis of the results of the studies conducted by the Center for Strategic Planning and Research, the analysis of the implementation of the recommendations issued during the monitoring of the implementation of the action plan.

3.2. The annual monitoring report of the action plan reflects the results of the implementation of the tasks defined by the action plan and the facts of the performance of the target marks, thereby evaluating the implementation of the previous year's action plan, the quality of execution and the results. Evaluation indicators can be both quantitative and qualitative. It should be easy to evaluate, clearly reflect the expected result. It is possible to take the activities to be performed as an indicator and evaluate the quality of the activities.

The monitoring report can also reflect all the issues aimed at improving the monitoring process itself: Identified weaknesses and strengths, as well as findings revealed by various structural units during the implementation of the action plan, accordingly, used innovative approaches, which can be shared as good practices of performance.

4. Responding to monitoring results

4.1 Monitoring reports are submitted to the Academic Council for approval.
4.2 The monitoring report and results are reflected in the Rector's annual report.
4.3 Proposals prepared by the permanent working group to make changes in accordance with the work done by the strategic and action plans are discussed at the academic council. Based on the monitoring report, it is possible to revise the measures, performance deadlines and/or target marks determined by the action plan of the current year.

5. Management efficiency monitoring mechanisms and evaluation system

1.1 Based on the annual report submitted by the monitoring group, taking into account the group's recommendations/advices, the Academic Council may make the following decision/decisions:

a) on implementation of changes in the strategic development and/or action plan;

b) on the addition of unfulfilled measures described in the report to the current year's action plan (if there is no interest in the implementation);

1.2 In case of determining the need for changes to be implemented in the strategic development and/or action plan, the decision is made by the resolution of the Academic Council

6. Evaluation of administrative and support staff activities

6.1. In the university, the staff performance evaluation system is based on the assessment of staff competencies;

6.2. Assessment of competence(s), taking into account the position held by the personnel, means the assessment of the skills necessary to perform the objective(s)/task(s) provided for the respective position and/or the work defined by the job description;

6.3. The purpose of the administrative/support staff competency assessment system is to:

a) to measure the competencies of each staff member and to determine the relevance to the position held, to identify the strong and weak points of the employee in order to improve the quality of the work performed.

b) based on the results of the assessment, the needs of professional development are determined and development-promoting measures are planned; Encourage employees and develop incentive measures.

6.4. The evaluation of the administrative personnel in the teaching university is carried out in compliance with the principles of legality, fairness, objectivity, transparency, impartiality, inadmissibility of incompatibility of interests, trust and proportionality of the interests of the university and personnel.

6.5 The evaluation system is based on and a detailed description of the procedure is presented in the "**Personnel Performance Evaluation Instruction", the purpose of which is** to determine the needs and prerequisites for career development of employed personnel, raising professional skills, and increasing the efficiency of the organization's activities. Determination of existing problems, better understanding of the demands made by the employee, recording, reconciliation and evaluation of achievements, mutual formulation and agreement of future work plans and goals, identification of needs where additional training and development measures are needed,

development of an employee development plan, presented to the employee Making decisions about decisions (salary increases, promotions, disciplinary measures, incentives, rotations, etc.)

6.6 Performance evaluation of administrative/support staff is carried out by the head of administrationi

7. Using the results of the administrative/support staff competency assessment

The results of the assessment can be used:
a) for the professional development of personnel - for determining the need for professional development support/ for individual development;
b) for career development of personnel;
c) to encourage staff;
d) for carrying out disciplinary measures against staff;
e) for the implementation of measures determined by other internal legal acts of the University.

8. Improving the quality of teaching and other university services

 8.1. The goal of improving the quality of teaching, university resources and services is to respond to the expectations of stakeholders, to create a better working and learning environment.

8.2. The procedure of the satisfaction survey is defined in detail by the documents of "Evaluation Methodology", "Rule of Evaluation of Activities of Academic, Invited Personnel". Management effectiveness monitoring mechanisms and evaluation system regulate the mission, strategic/action plans, management policy, internationalization, scientific productivity of personnel, including academic staff, implementation of educational programs, results of education programs, student evaluation system, student support measures, modern technologies/website, material-technical base, library, budget and other activities self-assessment, evaluation and satisfaction survey procedures.

 8.3. The aim of the studies is to help identify the challenges of the intra-university environment and determine their needs. The target audience for the studies to explore the internal environment of the university are students, academic/visiting and administrative staff.

8.4. Conducting regular surveys is one of the tools for evaluating administrative and educational processes, examination processes, educational programs, and staff implementing the programs. Continuous analysis of research results and evaluation helps the university implement its short-term and long-term quality improvement plans.

9. Analysis and reporting of research results

9.1 The quality assurance service is responsible for the analysis of the research results and preparation of the report. It is possible to invite both internal and external experts/consultant(s) and/or use an internal resource for the analysis of the results/preparation of the report. If necessary, different structural units/persons of the university are involved in the analysis process. As a result of the research analysis, the quality assurance service and the strategic planning and research center will develop recommendations in the final form. The results are reported to the structural units, and the response is presented to the Academic Council in order to correct the areas for improvement identified as a result of the research.

9.2 Based on the research results and recommendations, improvement measures are approved by the resolution of the Academic Council, and for this purpose, the task is given to the relevant structural units. Based on the given recommendations, the relevant structural unit reacts, plans activities to improve the performance and reflects the performance results in the current reports, which are sent to the internal audit service/quality service for a response.

9.3 Surveys and research are conducted on a regular basis, which allows for evaluation of the effectiveness of responses to survey results. The results of the research are used for the continuous improvement of the quality of the university

10. Internal audit

The internal audit service for the structural units of the teaching university is a structural unit that creates additional value, which independently and objectively informs, analyzes and makes recommendations, helps the leadership/management in the perfect performance of their tasks for the purpose of improving the risk management, internal control and procedures of the university, and issues appropriate assurances on the legality, effectiveness, efficiency and economy of management and control of public funds.
The Internal Audit and Monitoring Service carries out its activities in an organized, consistent and efficient manner, following the principles: independence, integrity, confidentiality, legality, transparency, efficiency, professionalism;

Internal audit activities include strategic tasks, aspirations and priorities within the overall activities of the teaching university, in the context of the analysis of the risks facing it. It is based on risk assessment and analysis

11. Monitoring system

11.1   The head of the internal audit service is accountable to the rector

11.2   The annual report of the Internal Audit Service will be submitted to the Academic Council for approval.

11.3   Based on the recommendations, the resolution of the Academic Council approves the improvement measures and for this purpose the task is given to the relevant structural units.

11.4   The head of the internal audit monitoring (inspection) department monitors the implementation of the given recommendations and submits a report to the rector.

11.5   Internal audit is a part of internal control, **an important link of management efficiency monitoring mechanisms,** which is constantly involved in processes that constantly ensure quality improvement and improved results.

Article 19. Instruction on staff performance evaluation

1. Purpose of assessment:

The purpose of the evaluation is to determine the career development, professional skills improvement, development needs and prerequisites of the staff employed at Shota Meskhia Zugdidi State Teaching University (hereinafter, "Teaching University"), as well as increasing the effectiveness of the organization's activities. Determination of existing problems, better understanding of the demands made by the employee, recording, reconciliation and evaluation of achievements, mutual formulation and agreement of future work plans and goals, identification of needs where additional training and development measures are needed, development of an employee development plan, presented to the employee Making decisions about decisions (salary increases, promotions, disciplinary measures, incentives, rotations, etc.)

2. Evaluation principles:

The evaluation is carried out by determining the principles of fairness, objectivity, transparency, impartiality, inadmissibility of incompatibility of interests, proportionality of the interests of the employee and the employer.

13. Estimate the periodicity

a) The assessment process of Teaching University is administered once a year.
b) Evaluation summary and results are determined once a year by the teaching university in accordance with the period established by Decision-making for each person is carried out based on the individual results of the assessment;

14. Entities participating in the evaluation process

a) In the evaluation process, the person to be evaluated, who makes a self-evaluation according to the defined criteria, his direct supervisor, the head of the service/department, the head of the administration, participate in the evaluation process.
Organizational support of B0 evaluation process is provided by the person(s) responsible for human resources management.

15. Rights and duties of the employee participating in the evaluation process:

5.1 The employee participating in the evaluation process has the right to:
a) demand that the assessment process be carried out objectively, impartially, fairly and transparently;
b) get acquainted with the documentary materials created during the evaluation period, to submit additional documents, both in physical and electronic form.
c) express his opinions freely and without restrictions at each stage of the evaluation, to submit the relevant explanation in writing, both in material and electronic form;
d) appeal the assessment results.
5.2 The employee is obliged to:
a) faithfully and conscientiously carry out the assigned duties and submit materials for the smooth conduct of the assessment in case of such a need;
b) to facilitate the objective implementation of the assessment process;
c) at the request of the manager, to submit to him any information/documentation related to the evaluation process;
d) refrain from any actions directly related to the assessment process;
e) to refrain from any action that directly or indirectly will prevent the fair implementation of the assessment process;
f) to comply with instructions and recommendations of the supervisor in order to further improve the evaluation results;
g) Refusal of evaluation by the employee to be evaluated is considered as a measure of disciplinary responsibility;
h) The evaluator's refusal to evaluate a subordinate employee is considered as a measure of disciplinary responsibility.

5.3 Rights and duties of the immediate supervisor

5.3.1 The immediate supervisor participating in the evaluation process has the right to:
a) get acquainted with the materials created in the evaluation process;
b) request submission of additional information and documentation if necessary;
c) exercise other powers established by this instruction;
5.3.2 The immediate supervisor participating in the evaluation process is obliged to:
a) objectively, without prejudice to the employee's rights, carry out the assessment;
b) to present the evaluation results to the employee to be evaluated;
c) to conduct timely and systematic observation of the activity of the employee to be evaluated;
d) to assist the employee in taking into account the recommendations based on the evaluation results and in fulfilling the set goals.

6. Authority of the entity/person responsible for managing human resources during the evaluation process

6.1. The person responsible for the management of human resources participating in the evaluation process has the right to:
a) get acquainted with the materials created in the evaluation process;
b) request additional information/documentation if necessary
c) to observe the evaluation process objectively and, if necessary, to provide an additional meeting and facilitation of the employee and the evaluator in case the person to be evaluated does not agree with the results of the evaluation or needs additional argumentation;
6.2. The responsible unit/person of human resources participating in the evaluation process is obliged to:
a) objectively, by protecting the confidentiality of information, without violating the rights of the person to be evaluated, to engage in the evaluation process;
b) provide information to the person to be evaluated about the progress of the evaluation in accordance with the established procedure;
c) timely and systematically monitor the progress of the assessment process;
d) provide methodical assistance to the parties participating in the evaluation process in order to improve their powers and the evaluation process;

7. Assessment form and methodology

The evaluation method is determined taking into account the following circumstances

a) specificity of activity;

b) specificity of the hierarchical rank of the employee and the content of his position;

The work performed by an employee of the teaching university during the evaluation period is subject to evaluation

The evaluation of a person's activity is done in accordance with his function-duties, responsibilities, competencies, knowledge and skills, and the results of the tasks to be performed or performed.

8. Appealing the evaluation results and conducting repeated interviews with direct supervisors and other persons participating in the evaluation process.

8.1 The person to be assessed is entitled within 5 working days from the day of getting to know the results of the assessment, if he does not agree with the result of the final assessment, to apply to the official of the administration and request to ensure that the evaluation of the documentary material and the review of the results are carried out again.

8.2 The re-examination by interviewing the evaluator and evaluating the documentary material should be conducted in accordance with the procedures provided for in this rule. Not more than 5 working days from the request of the assessee.

9. Change of the work to be performed and/or supervisor during the evaluation period

1. In the event of a complete or partial change in the evaluation components determined for the employee during the evaluation period, the immediate supervisor takes into account the evaluation data available before the change.

2. In case of dismissal from the position, if any employee is an evaluator, he is obliged to carry out the evaluation of subordinates in accordance with the previous period.

10. Legal consequences of assessment

10.1. The evaluation results may have the following consequences:

a) change in salary (increase in salary and/or decrease in salary);

b) positional promotion with salary increase;

c) positional promotion while maintaining the current salary;

c) determination of professional development of the person to be evaluated, his need;

d) early promotion;

e) Early appointment (in the case of interns);

f) financial and/or non-financial incentives;

g) ratio of the size of disciplinary responsibility;

h) transfer to a position of lower rank with a change in pay

i) Termination of the employment relationship with the employee for two consecutive negative evaluations in accordance with Article 47, subsection f) of the Labor Code of Georgia[1] . The head of the organization or the relevant authorized person makes a decision regarding the mentioned.

10.2. The rector makes the final decision on the legal consequences provided for in the first paragraph of this article based on the evaluation results.

10.3. Depending on the needs, in cases of performing particularly difficult tasks, there may be a need to promote the employee and/or increase the salary. In such a case, the head of the administration addresses the rector with a report card with appropriate justification regarding the promotion and/or salary increase.

11. The structure of the evaluation form

11.1. An evaluation questionnaire is used to evaluate the performance of employees, which includes important criteria relevant to the specifics of the activity. In turn, the criteria are given weights (% rate) that determine the priority in the overall evaluation.

11.2. Evaluation criteria include sub-criteria, the content of sub-criteria includes the constituent components of the criterion.

11.3. The combination of evaluation points of sub-criteria determines the final evaluation score of the criterion.

11.4. The combination of evaluation points of the criteria determines the overall evaluation score.

Annex 8 - evaluation form
Annex 8.1 - Evaluation Criteria
Annex 8.2 - Evaluation process

12. Levels of assessment results for the assessment system

Teaching University A four-level evaluation system is used to evaluate the performance of employees:

a) Best grade - including 4 < 5 points

b) Good grade including 3.5 < 4 points

c) Satisfactory assessment including 2.5<3 points

d) Unsatisfactory assessment 1< 2.5. including score

2. Administering the evaluation process and analyzing the results

14.1. The assessment form is initially filled out by the person to be assessed, who performs the self-assessment.

14.2. A self-assessment post-assessment form is completed by the assessee(s).

14.3. The completed evaluation results are sent to the head of administration.

14.4. Assessment results are sent to the persons to be assessed no later than 5 working days after confirmation of the assessment results. The representative of human resources management is responsible for familiarization with the results.

14.5. In no more than 5 working days after getting acquainted with the results, the person in charge of human resources management ensures the process of meeting and discussion and providing feedback of evaluated persons, evaluators and supervisors.

14.6. The discussion is the feedback to the evaluated person regarding the results. Mutual agreement on the activities and plans to be implemented in the next evaluation period, the need for professional development and other important issues related to work.

Annex 1.1 (Sample of Bachelor Program Structure)

SUBJECT CODE	prerequisite	subject/module	ECTS credit/hour				Contact hours	Student's learning load
			I year	II year	III year	IV year		Independent hours
		free binding						

SUBJECT CODE	prerequisite	subject/module	ECTS credit/hour								Contact hours	Student's learning load Independent hours
			I year		II year		III year		IV year			
		Compulsory modules and major study courses/subjects										
		Major specialization elective modules and study courses/subjects										
		Free credits										
			60		60		60		60			

Annex 1.2. (Sample of the structure of the integrated bachelor's and master's program).

Code	subject code	prerequisite	subject\module	ECTS credit/hour											Contact hours	student study load independent
				I		II		III		IV		V				
				semester												
			Free compulsory training courses - credit													
Free elective courses - credit																
Compulsory study courses of the main field of study																

subject code	prerequisite	subject\module	ECTS credit/hour										Contact hours	student study load independent
			I		II		III		IV		V			
			semester											
Practice - credit														
Research component - credit														
Elective study courses - credit														
		in the semester												
		per year												

Note: The combination of major and additional specialization/elective courses is reflected in accordance with the programs.

Annex 2

Syllabus preparation instruction

The symbol of the teaching university is marked on the syllabus and the following information is included:

1.   **The name of the study course**: Must exactly match the name specified in the curriculum

2.   **Study course code:**

3.   **Language of instruction:**

4.   **Admission prerequisites:** The prerequisite for admission to the training course should be determined logically. It is preferable that a single study course does not have several prerequisites, but admission prerequisites should not be artificially removed from the study course.

5.   **Course status**

6.   **Author(s):** First name, last name, academic degree, position, contact information (phone, e-mail)

7.   **The number of credits and the distribution of hours according to the student's workload**: Number of contact and independent hours

8.   **Purpose of the study course:** Corresponding to the learning outcomes of the study course

9.   **Learning outcomes of the study course:** With reference to the learning, skills and competences imparted to the student within each study course, the learning outcome should be consistent with the objectives of the study course and the learning outcomes envisaged by the educational program. The study course can be written with the following competencies: **Knowledge, skills, and other competencies**

10. **Teaching-learning methods and relevant activities:** Explained by the orders of the Minister of Education and Science of Georgia dated January 5, 2007 "On approving the rules for calculating higher education programs with credits" N3 and January 29, 2016 "On making changes to the order N3 of January 5, 2007 "On approving the rules for calculating higher education programs with credits" N07/N : lecture, work in working group, practical work, seminar, e-learning, e-learning and others. The teaching-learning method includes the following activities: discussion, debate, demonstration, presentation, seminar and others.

11. **Forms, components, methods and criteria of knowledge assessment:** The system of evaluation of learning results should take into account the specifics of the field and include adequate forms, components and methods of evaluation that allow to determine how students achieve the results envisaged by the components of the educational program. Of the specified forms and components of the evaluation, only those that are actually applicable should be selected. It is desirable that the assessment be diverse, but not artificially overloaded. Method(s) can be added if needed. (See the sample syllabus, Assessing the level of achievement of the student's learning outcome).

12. **Contents:** The topics should be written according to the weeks as indicated in the table, the number of lectures, hours of work in the working group and the literature used

13. **Basic and supporting literature:** Attention should be paid to updating the literature. Georgian-language textbooks must be indicated (if the language of the educational program/study course is only Georgian), although individual exceptions may be allowed.

Annex 2. Sample Syllabus

Syllabus of the training course (module).

faculty	
educational program	
Level of higher education	

Name of the learning course	
Course status	
Course code	
language of instruction	
Admission requirements	

training course Executor	name surname	
	scientific degree	
	Position	
	contact tel.	
	E-mail	
	Consultation day:	in accordance with the schedule approved by the dean of the faculty (see academic staff workload table).

student study load[2]	Credit(ECTS)[3]	
	Hours (1 credit = 25 hours)	
	Contact hours, incl	
	lecture	
	Work in the working group, etc	
	Seminar (oral examination)	
	Quiz (written survey)	
	presentation	
	Mid-term exam	
	final exam	

[2]The time required to achieve the learning outcomes defined by the educational program. The student's study load is based on independent and contact hours.

[3]A unit that expresses the learning load required for a student and which can be obtained as learning outcomes

After reaching

	independent hours[4]	

Objective of the training course	The purpose of the training course

learning outcomes	
Knowledge and understanding	
skills	
Autonomy and responsibility	

teaching-learning methods	☐ Lecture ☐ Work in a working group ☐ workshop (oral survey) ☐ Practical work ☐ Quiz (written survey) ☐ Teaching with electronic resources ☐ E-Learning ☐ presentation

Assessment of the level of achievement of the student's learning outcome

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[4]The time of the student's learning activities (preparation of homework and exams, etc.) without the involvement of the staff implementing the component of the educational program.

Mastering the educational components provided by the educational program assumes the active participation of students in the teaching process and is based on the principle of continuous evaluation of acquired knowledge.

During the implementation of the educational program, the level of achievement of the student's learning results is evaluated in accordance with the evaluation system approved by the Order N3 of the Minister of Education and Science of Georgia on January 5, 2007, "On the rules for calculating credits for higher education programs".

Assessment of the level of achievement of the student's learning results in the educational component of the educational program includes assessment forms - intermediate and final assessment, the sum of which represents the final assessment (100 points).

Intermediate and final assessment (assessment forms) includes assessment component(s) that determine the method/methods of assessing the student's knowledge and/or skills and/or competencies (oral/written exam, oral/written survey, homework, practical/theoretical work, etc.) .). The assessment component combines uniform assessment methods (test, essay/essay, demonstration, presentation, discussion, performance of practical/theoretical task, working in a working group, participation in discussion, abstract, written assignment, etc.). The evaluation method/methods are measured by the evaluation criteria or the measurement unit of the evaluation method, thereby determining the level of achievement of the learning outcomes.

Each evaluation form and component has a specific share in the final evaluation from the total evaluation score (100 points), which is reflected in the specific syllabus and is communicated to the student at the beginning of the academic semester.

Credit may not be awarded using only one form of assessment (interim or final assessment). Credit is given to the student only if he receives a positive assessment.

The minimum competency threshold for the midterm and final assessment components should not exceed 60% of the midterm assessments and 60% of the final exam. During the implementation of the educational program, the specific share of the minimum competence limit of the student's intermediate and final assessment is reflected in a specific syllabus and is communicated to the student at the beginning of the study semester.

In case of acceptance of FX in the training component of the educational program, an additional exam will be scheduled no later than 5 calendar days after the announcement of the results of the final exam. The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the training component of the educational program. In case of receiving 0-50 points in the final evaluation of the educational component, taking into account the evaluation received at the additional exam, the student is assigned an F-0 score.

Positive evaluation	
A - Excellent	91-100 points
B - very good	81-90 points
C - Good	71-80 points
D - Stisfactory	61-70 points
E - Sufficient	51-60 points
Negative evaluation	
FX - Low failure	41-50 points (the student needs more work to pass and is allowed to take an additional exam once with independent work. In addition, an additional exam can be scheduled no later than 5 calendar days after the announcement of the results of the final exam.
F - Failed	40 points and less (the work done by the student is not enough and he has to study the subject anew)

Assessment forms and components				
N	Assessment forms and components	quantity	Maximum rating of each	maximum score
1	Intermediate assessment, including:			
2	Final assessment			
			all	100 points

Intermediate assessment components	Intermediate assessment methods and criteria	
Final assessment components	Final evaluation methods and criteria	
2 final exam		

Content of the training course:

	teaching method	Content/Assessment Component/Maximum Grade
		Topic 1.

		Lecture (hours)	main literature:
		Work in a working group:	
		lecture	**Topic 2.**
			main literature:
		Work in a working group:	
		lecture	**Topic 3.**
			main literature:
		Work in a working group:	
		lecture	**Topic 4.**
			main literature:
		Work in a working group:	

	lecture	Topic 5.
		main literature:
	lecture	**Topic 6.**
		main literature:
	Work in a working group:	
	lecture	**Topic 7.**
		main literature:
	Work in a working group:	
		From the 4th to the 8th week inclusive **2 hours of the midterm exam, based on individual agreement between the lecturer and the students**
	lecture	**Topic 8.**
		main literature:

	Work in a working group:	
	lecture	**Topic 9.**
		main literature:
	Work in a working group:	
	lecture	**Topic 10.**
		main literature:
	Work in a working group:	
	lecture	**Topic 11.**
		main literature:
	Work in a working group:	
	lecture	**Topic 12.**

		main literature:
	Work in a working group:	
	lecture	**Topic 13.**
		main literature:
	Work in a working group:	
	lecture	**Topic 14.**
		main literature:
	Work in a working group:	
		Final written exam
		Additional final written exam

	main literature	

	Additional literature	

Syllabus author

Note: The form of the syllabus may differ from the existing form in the case of the syllabus of professional practice

Annex 3

learning outcomes	Methods of evaluation of learning outcomes					
	Direct			indirect		
	method	period	target marks/ Number of students (% of active students)	method	period	target marks/ The number of students in relation to the share of the total number
1.						
2.						
3.						

23. Direct method of assessment of learning outcomes (sample)

Educational program learning outcome targets and evaluation plan

The degree of correlation between the results of the educational program and the student's achievements is determined by the total amount of results achieved by the student in each study course.

Five competencies are involved in obtaining the final result of the program, the final indicator of competence (FC):

(A)
(B)
(C)
(D)
(E)   (see Scheme 1)

The results of the program, the indicator of competence (FC) obtained by the student consists of the competences achieved by the student in the training courses that make up the mandatory, free and optional components of the educational program. Based on the competency of each mentioned discipline/component, the competence unit (CU) that the student can get from this discipline/component is calculated. Accordingly, each component has its own share in the final result achieved by the program.

As a result of successfully overcoming the groups of disciplines, the student can achieve the maximum result with the following indicators of competence: A - 4 competent units (4cu), B - 4 competent units (4cu), C - 3 competent units (3cu), D - 1 competent unit (1cu), E - 3 competent units (3cu),

Based on the above:

$$FC=A+B+C+D+E$$
$$FC=4cu+4cu+3cu+1cu+3cu$$
$$FC=15cu$$

The specific share of each competent unit in the result of the program is 1/FC, ie 1/15cu.

As a result of successful completion of the educational program, the student can receive a maximum of 15 competence units, and a minimum of 9 competence units.

The total amount of competence units received by the student in each group of disciplines is calculated by the relationship between the maximum competence amount of this study course and the total assessment received in the subject: The maximum competent amount of the subject is multiplied by the grade received in the subject and divided by 100.

Example: The total maximum competence unit amount for training course 1 and training course 2 is 8cu. The student received a grade of 81. Accordingly, 8cu.x81:100=8cu.x0.81=6.48cu. The student has accumulated 6.48 competence units out of the maximum 8 competence units.

Similarly, the competence units actually accumulated in all disciplines will be calculated.

In accordance with the training course included in each group of disciplines and the tasks to be performed, the target marks are calculated, which makes it possible to evaluate the minimum amount of competence acceptable by each student in the relevant disciplines and the total amount of results/competencies set by the program, which the student received/achieved at the end of the educational program. (see Scheme 2)

Scheme 1.

| | module/subject | Course status | Learning outcomes of the program | | | | |
			(A)	(B)	(C)	(D)	(E)
	General competence training courses	🟩🟦					
		🟩 D					
		🟩🟦					
		🟩 D					

		P				

In accordance with the learning outcome/qualifications framework to be assessed	learning course	target mark		evaluation Plan/Academic year
(A)	•			
(B)	•			
(C)	•			
(D)	•			
(E)	•			

Annex 4

Form for monitoring the learning process

academic year	
Date	
faculty	

educational program	
level of teaching	
learning course	
Course provider	
Number of students	

Annex 4.1

Evaluation criteria

N	Evaluation criteria	evaluation score (1-minimum score, 5-maximum score)
1	The lecture time corresponds to the time set in the study tables	
2	The lecture topic corresponds to the syllabus topic	
3	The learning component is relevant	
4	The number of students is appropriate	
5	Relevance of educational literature	
6	The lecturer is prepared for the lecture and explains the material interestingly	

7	The lecturer rationally uses the time allocated for the lecture	
8	The learning environment is student-oriented	
9	The lecture is interactive and the lecturer answers the student's questions comprehensively	
10	The lecturer's assessment of the student is ini.ge objective and timely	

Comments: ---

Annex 5

Evaluation result

A lecturer can score a maximum of 50 points.

criterion	Result
86% and more of the maximum points accumulated by the lecturer.	very good
From 71% to 85% of the maximum points accumulated by the lecturer	ok

From 56% to 70% of the maximum points accumulated by the lecturer	satisfactory
less than 55% of the maximum points accumulated by the lecturer	Unsatisfactory

Summary report form	
faculty	
responsible person	
academic year and semester	
Report submission date	

Surname, Name	educational program	learning course	points received	Result

Form of mutual attendance of academic staff and evaluation criteria

Educational program: --

Semester: spring/autumn

learning course: --

Lecture topic: ---

Lecturer (name/surname): --

Appraiser: --

Date: ---

Evaluable components of lecture/ practical training	Rating from 1 to 5 points, where 5 is the maximum result, and 1 - minimum	
	Rate	Comment (optional)

1.	Organization, starting the lecture at the appointed time		
2.	Clearly formulating the issues to be discussed within the lecture		
3.	Maintaining discipline in the audience		
4.	Observance of ethics norms in communication		
5.	Speaking academically and using terminology understandable to students		
6.	Synthesis of theoretical and practical knowledge		
7.	Use of modern teaching methods in accordance with the topic		
8.	The lecture is interactive and the lecturer encourages students to think critically and analytically.		
9.	The lecturer presents aids (PPT, video, diagrams, etc.) clear and consistent with the objectives of the lecture		
10.	The time allocated for the lecture is used rationally		

Annex 7.1

Annual report of scientific and research activities of academic staff (self-evaluation)

Surname, Name	
Occupied academic position	
Affiliation	yes no
total score	

academic year		
Completion Date		

N	Scientific-research activities of academic staff	Description of the scientific research activities carried out by the academic staff	Date of implementation of the activity	Score for activity	Points accumulated by staff
1	An article in a refereed journal included in international databases			40	
2	Publishing articles in refereed journals indexed in the Google Scholar database			40	
3	An article in a local peer-reviewed scientific journal			20	
4	Participation in international scientific conferences			30	
5	Participation in local scientific conferences			15	
	Placing publications in open access networks of scientists and researchers			10	
6	International Scientific Using bases			5	
7	monograph/book			35	

8	Chapter in a book/collection (international edition)			10	
9	Chapter in book/collection (local edition)			10	
10	Editing/reviewing of a monograph/book			15	
11	Directing a funded grant research project			40	
12	Participation in a funded grant research project (key personnel)			30	
13	invention patent			50	
14	Membership of the Scientific Committee of the International Scientific Conference			30	
14	Membership of the scientific committee of the local scientific conference			15	
15	Supervision of Bachelor/Master thesis			10	
16	Membership of the editorial board of a local refereed journal			5	
17	Topic management of the student scientific conference			5	
18	Editorship/reviewership of an international magazine			15	
19	Editorship/reviewership of a local journal			10	

20	Reviewing the master's thesis of the students of ZSSU			5	
21	Management of papers of student conferences held abroad			10	
22	Management of proceedings of local student conferences			5	

Annex 7.2

Academic and guest staff professional development annual report

Surname, Name	
Status	Academic staff, invited staff
total score	
academic year	
Completion Date	

N	Professional development activities of the staff implementing the program	Description of the activities carried out by the staff for the purpose of	The date of the activity	Score for the activity	Points accumulated by staff

		professional development			
1	Attending local workshops, seminars, trainings.			2	
2	Conducting local workshops, seminars, trainings			10	
3	Attending international workshops, seminars, trainings			5	
4	Conducting international workshops, seminars, trainings			20	
5	Conducting public lectures, panel discussions			5	
6	Preparation of topical materials related to the field for the university website			5	
7	Translation of the manual			20	
8	Preparing students for mock/ simulation/ other types of projects			10	
9	Organization, management of mock/simulation/other types of projects			10	
10	Professional training/retraining courses			10	
11	Articles in non-scientific research journals and online publications			10	

12	Editing of non-scientific internet journals/portals			5	
13	International academic mobility			30	
14	Organizing seasonal schoolsa			15	
15	Organization of international conferencesa			15	
16	Creation and implementation of the certificate programa			20	
17	Develop and implement certification/training course			20	
18	Implementation of projects			15	
19	Other activities carried out for the purpose of professional development			-	
20					

Annex 7.3

Evaluation of academic and visiting staff by the Dean

Name and surname of the lecturer:

Lecturer status:

□ Invited staff □ Academic staff

Evaluation indicator	Evaluation points (1 point - very dissatisfied, 5 points - very satisfied)				
Evaluation of cooperation with the faculty (attending meetings, responding to letters, attending board meetings, etc.)	1.	2.	3.	4.	5.
Start/finish lectures on time	1.	2.	3.	4.	5.
In case of missing lectures, timely inform the administration of the faculty	1.	2.	3.	4.	5.

Final evaluation of the lecturer: _____

Annex 7.4

Evaluation of academic and visiting staff by the program head/co-head

Name and surname of the lecturer:

Lecturer status:

□ Invited staff □ Academic staff

Evaluation indicator	Evaluation points (1 point - very dissatisfied, 5 points - very satisfied)				
Cooperating with updating the syllabus of the program/study course(s).	1.	2.	3.	4.	5.
Preparation of intermediate and final exams in accordance with the syllabus.	1.	2.	3.	4.	5.
Assessment of other types of cooperation with the program manager (attending meetings, responding to letters, etc.)	1.	2.	3.	4.	5.

Final evaluation of the lecturer:

Annex 7.5

Evaluation of academic and invited staff by the Ini.ge manager of the electronic program for the management of the learning process

Spring semester of the 2022-2023 academic year

Name and surname of the lecturer:

Lecturer status:

□ Invited staff □ Academic staff

Evaluation indicator	Evaluation points (1 point - very dissatisfied, 5 points - very satisfied)				
Timely reflection of intermediate and final assessment components in the electronic database.	1.	2.	3.	4.	5.

Final evaluation of the lecturer:

Annex 7.6

Assessment of academic and visiting staff by the examination center

Name and surname of the lecturer:

Lecturer status:

□ Invited staff □ Academic staff

Evaluation indicator	Evaluation points (1 point - very dissatisfied, 5 points - very satisfied)				
Timely delivery of exam materials to the center	1.	2.	3.	4.	5.
Correcting exam materials on time	1.	2.	3.	4.	5.
Complete delivery of exam materials (compliance with the exam form, appropriate number of exam versions, etc.)	1.	2.	3.	4.	5.

Annex 7.7

Academic and visiting staff and course evaluation by the student

1. Please rate how much you agree with the following statements about the study course (1- completely disagree; 5- completely agree)

	1	2	3	4	5
The time allotted for the lecture/working group is sufficient					
The teaching methods used within the training course are appropriate and take into account the specifics of the training course					
The study course ensures the achievement of learning outcomes defined by the syllabus					
The evaluation system used by the lecturer within the training course is objective					
The assessment methods used within the training course are appropriate and correspond to the specifics of the training course					
The evaluation system and evaluation methods used by the lecturer allow the expression of knowledge and skills acquired within the training course.					
The time allotted for the midterm exam is sufficient					
The time allotted for the final exam is sufficient					
Exam questions correspond to the subject of the training course					

3. All things considered, how well did the training course live up to your expectations? Rate the training course in general (1- very bad; 5- very good)

1.	2.	3.	4.	5.

4. Please, if you wish, express your opinion about the training course in general. What would increase your satisfaction with the course? What would you change

5. Please rate how much you agree with the following statements (1– completely disagree; 5– completely agree)

	1	2	3	4	5
The lecturer does not miss the lecture					
In case the lecturer misses the lecture, we are always informed about it in advance					
The lecturer always makes up for the missed lecture / seminar / practical training					
The lecturer is not late for the lecture					
The lecturer has deep knowledge of the subject					
At the beginning of the training course, the lecturer introduced us to the syllabus of the training course, the objectives of the training course, the learning outcomes, the evaluation system.					
The lecturer properly plans the time during the lecture/seminar/practical training					
The topics of lectures/practical classes/seminars follow the topics defined in the syllabus.					
The lecturer uses a variety of teaching methods (presentations, discussions, case studies, etc.)					
The lecturer explains the new material / topic in a way that is understandable					
The lecturer manages to interest the students in the subject					
The lecturer manages to ensure students' activity / involvement during the lecture					
The lecturer reflected the evaluations/points in the electronic database on time					

The lecturer effectively uses the Moodle electronic system (syllabus of the training course, relevant training material, appropriate training material is uploaded)					
These assignments help me in the learning process					
The lecturer tries to develop the skills of applying knowledge in practice					
The lecturer gives the student appropriate feedback about the achieved results					
Lecturer's comments/explanations on completed assignments are useful					
The lecturer gives students the opportunity to ask questions					
The lecturer answers the questions asked by the students for understanding					
I have the opportunity to receive additional consultations from the lecturer					
The lecturer provides an opportunity for students to demonstrate their knowledge, skills and abilities					
The lecturer treats students with respect					

6. Please name the strength of the lecturer.

7. Please name the weak point of the lecturer.

8. All things considered, how satisfied are you with the lecturer? Rate the lecturer in general (1- very bad; 5- very good)

1.	2.	3.	4.	5.

9. Please, if you wish, express your opinion about the lecturer. What would you advise the lecturer to improve teaching?

Annex 7.1

Head's name and surname:

Educational program:

Evaluation of the thesis supervisor

criteria	5 I completely agree	4 I agree	3 I partially agree	2 I do not agree	1 does not match
1. The supervisor has experience in the relevant field of research	.				

2. The supervisor provides clear direction while encouraging independent thinking				
3. The supervisor checks the process and progress of work on the topic step by step				
4. The leader motivates you				
5. The methodology proposed by the leader is acceptable				
6. The deadlines set by the supervisor at different stages of the research are acceptable				
7. The supervisor gives you verbal or written feedback as needed				
8. The supervisor is ready to advise you regarding the difficulties arising in the research process				
9. The supervisor ensures the academic integrity check of the master's thesis.				

10. The supervisor clearly and understandably explains the rules of performance and evaluation of the master's thesis.					

Annex #8 - Evaluation Form

Annex #8 .1

Name, surname of the person to be assessed			Evaluation criteria	A score assigned to each transaction based on the criteria	Weighted average score	self-esteem	Reasoning of the evaluator regarding the evaluation score
1	*Weight in #1 criterion*	*Criterion weight in overall assessment*	Criterion #1 Professional competence *Criterion weight in the overall assessment - 25%*	*Sub-criterion evaluation score*	*average score*	Assessee's Comment	Reviewer's Comment
1.1.	20%	5%	Development of personnel management policies and implementation of relevant processes	3	3. 00		
1.2.	10%	3%	Implementation of employee motivation systems and implementation of teamwork measures	3	3. 00		
1.3.	18%	5%	Effectively and transparently conduct employee selection and recruitment processes,	3	3. 00		
1.4.	18%	5%	Develop job descriptions and qualification requirements for both administrative and PSD teachers	4	4. 00		
1.5.	18%	5%	Management of employee training needs processes (determining the need for trainings and other training activities, developing staff, including teacher development plan/plans, and planning/organizing training processes	5	5. 00		
1.6.	16%	4%	Administration and management of staff evaluations	3	3. 00		

| | 100% | 25% | *Annex #8 .1* | | | Criterion #1 score | 3. 54 |

2	Criterion weight in overall assessment	Criterion weight in overall assessment	Criterion #2 Effective work performance and results *Criterion weight in the overall assessment - 30%*	Deal #1 points	average score	Assessee's Comment	Reviewer's Comment
2.1.	45%	14%	Completing the task on time, without reminders. Performing activities using alternative ways despite obstacles. Focused on high-quality performance, performance of own tasks. Implementation of constant monitoring. Focus on the end result.	4	4. 00		
2.2.	12%	4%	Determination of priorities in the work process and efficient distribution of working time	3	3. 00		
2.3.	10%	3%	Ability to perceive and understand tasks, perform tasks independently	1	1. 00		
2.4.	10%	3%	In case of completion of the current case, timely communication and proactive request for the next case to be performed / appearance of initiative	4	4. 00		
2.5.	8%	2%	Taking into account the comments and recommendations of the immediate supervisor in the work process	3	3. 00		
2.6.	15%	5%	Management of labor relations with employees in compliance with the rules and regulations stipulated by the legislation (preparation of orders, agreements and other documents)	3	3. 00		
	100%	30%		Score for Criterion #2	3. 35		

3	Criterion weight in overall assessment	Criterion weight in overall assessment	Criterion #3 Relationship Management and Communication *Criterion weight in the overall assessment - 20%*	Deal #1 points	*average score*	Assessee's Comment	Reviewer's Comment
3.1.	25%	5%	Establishing effective and healthy relationships with all categories of people, focusing on cooperation. Participate in organizational processes as a team player. as a team player. Solving problems related to human resources management, taking into account the interests of all parties.	4	4. 00		
3.2.	15%	3%	Friendly and easy to communicate with. Ability to establish constructive and effective relationships. Managing tense situations diplomatically and tactfully.	3	3. 00		
3.3.	20%	4%	Providing regular feedback to employees (in order to improve their performance) in a constructive manner. When giving feedback, focus on behavior, facts, not personality. Providing specific and targeted feedback in the event of a problem.	3	3. 00		
3.4.	10%	2%	Consideration of strategic and tactical aspects of communication. Establishing an internal communication plan and implementing appropriate measures. Using ways of communication that are appropriate and effective for the situation.	3	3. 00		
3.5.	20%	4%	Using active listening techniques and using them in business communication with employees. Using a positive tone and being able to ask questions correctly.	3	3. 00		
3.6.	10%	2%	Ability to share own knowledge and experience with other team members to improve their professionalism, qualifications and support.	1	1. 00		
	100%	20%	*Annex #8 .2*	Score for Criterion #3	3. 05		

4	Criterion weight in overall assessment	Criterion weight in overall assessment	Criterion #4 teamwork in the work process Criterion weight in the overall evaluation - 15%	Deal #1 points	average score	Assessee's Comment	Reviewer's Comment
4.1.	15%	2%	Ability to provide feedback and mentor new employees in the process of adapting to the company	2	2.00		
4.2.	20%	3%	Ability to consult and mentor existing employees with the involvement of appropriate persons regarding activities and professional qualifications	4	4.00		
4.3.	10%	2%	Willingness to help a colleague in case of a large volume of work to be performed	2	2.00		
4.4.	10%	2%	Ability to find and communicate with a relevant person in order to clarify problematic issues	4	4.00		
4.5.	15%	2%	Timely periodical information of the immediate manager about the activities (progress, challenges and etc.), ability to accept critics and respond to remarks in the right manner.	4	4.00		
4.6.	10%	2%	Understanding the need and importance of teamwork. Positive attitude towards the organization and employees and helping to establish a healthy working relationship	3	3.00		
4.7.	10%	2%	Ensuring and supporting the generation of initiative and creative ideas from employees	2	2.00		
4.8.	10%	2%	Ability to build a team, foster team spirit and encourage the achievement of common goals	3	3.00		
	100%	15%		Score for Criterion #4	3.10		
5	Criterion weight in overall assessment	Criterion weight in overall assessment	Criterion #5 Focus on self-development Criterion weight in the overall assessment - 10%	Deal #1 points	average score	Assessee's Comment	Reviewer's Comment

5.1.	25%	3%	Active participation in professional trainings carried out by the organization, desire to share knowledge with other employees and find practical help	5	5.00		
5.2.	10%	1%	Ability to recognize and correct one's own mistakes	3	3.00		
5.3.	20%	2%	In the case of a difficult situation, the ability to adequately perceive the situation, the ability to take action and create an action plan	2	2.00		
5.4.	10%	1%	In case of questions, self-searching for solutions and offering alternatives found when asking questions	4	4.00		
5.5.	15%	2%	The appearance of initiative, including setting an innovative path, aimed at improving the effective performance of work	4	4.00		
5.6.	10%	1%	Ability to learn quickly and integrate acquired knowledge and technical skills	2	2.00		
5.7.	10%	1%	Willingness to work on oneself, learn new things, skills and knowledge and demonstrate it. Ability to recognize and correct one's own mistakes	2	2.00		
	100%	10%		Score for Criterion #5	3.35		

final assessment

weighted average score	3.30