



საქართველოს ეროვნული უნივერსიტეტი სეუ
GEORGIAN NATIONAL UNIVERSITY SEU

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Quality improvement and development policy

2020
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This quality assurance policy defines the purpose and rationale of the quality assurance and enhancement system at SEU. The quality assurance and enhancement system at SEU is build and implemented with the aim to foster evidence-based and well-documented changes to management processes across the entire institution and thus forms an integral part of strategic planning and management. It is focused on innovation, sustainability, student-centredness and solution-orientation. The system is aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, with the regulations of the National Center for Educational Quality Enhancement, as well as with the mission and strategy of SEU.

1. Aims

The quality assurance and enhancement system at SEU aims to:

- Facilitate the implementation of institutional strategy,
- Identify strengths and weaknesses of institutional processes,
- Assure continuous and systematic improvement of all institutional processes,
- Focus particularly on the quality assurance and enhancement of learning and teaching processes.

The overarching aim of the quality assurance and enhancement system at SEU is to facilitate achieving the full potential of students and staff and preparing competitive and highly qualified specialists for the labour market.

2. Objectives

The SEU quality assurance and enhancement system is seeking to achieve the defined aims through the following objectives:

- Regular monitoring of the quality of institutional processes and implementation of institutional strategic goals by measuring progress through indicators,
- Regular evaluation of the quality of institutional processes and implementation of institutional strategic goals by using agreed quality assurance and enhancement mechanisms,

- Regular improvement of the quality of institutional processes and implementation of institutional strategic goals based on the outcomes of quality assurance and enhancement mechanisms,
- Regular communication about the outcomes of the quality assurance and enhancement system and implementation of institutional strategic goals to stakeholders,
- Embedding and strengthening of the institutional quality culture by assuring and supporting the participation of internal and external stakeholders in quality assurance and enhancement processes,
- Linking quality assurance and enhancement mechanisms to comprehensively monitor, evaluate and improve the quality of learning and teaching.

3. Underlying principles

The quality assurance and enhancement system enables coherent processes and mechanisms for strengthening the quality across the institution and clearly defined responsibilities for individual processes and procedures. Each quality assurance and enhancement process and mechanism entails a PDCA cycle, containing the necessary steps for successfully closing individual quality loops: planning, doing, checking and acting. The quality assurance and enhancement system forms a systematic and unified methodological approach to collecting and analysing data. Regularly it also evaluates and improves the quality assurance and enhancement system itself – its policies, processes, procedures and responsibilities. Responsibility for quality assurance and enhancement is shared among academic and administrative staff, students and leadership. Both internal and external stakeholders are involved in the creation and implementation of quality policies.

4. Processes and mechanisms that form the quality assurance and enhancement system

The quality assurance and enhancement system is built on quality assurance and enhancement processes and mechanisms. The processes cover all operations in learning and teaching, research, community service as well as in governance, management and support

services. SEU regularly uses a set of mechanisms that comprehensively monitor, evaluate and improve processes across the university.

5. Processes that form the quality assurance and enhancement system

Learning and teaching

- Planning and accreditation of new study programmes according to the national accreditation standards, the National Qualifications Framework and institutional policies,
- Improving study programmes and study processes based on the outcomes of the self-evaluation of study programmes and external assessments,
- Planning and conducting the student admission and enrolment process,
- Monitoring of student progress,
- Providing student support (academic counselling, mobility, career development, extracurricular activities, etc.),
- Ensuring academic integrity,
- Informing the public with comprehensive information about study programmes,
- Facilitating the professional development of staff,
- Assuring recognition regulations and their application aligned with the Lisbon Recognition Convention.

Research

- Analysing, planning and conducting research and development projects,
- Facilitating to obtain research funds,
- Analysing research activity and its outputs,
- Fostering publication dissemination of research results,

- Informing the public about research activities,
- Ensuring scientific integrity.

Community service

- Analysing, planning and conducting projects for the community,
- Analysing knowledge transfer to and cooperation with the community.

Governance, management, support services

- Governing the institution effectively,
- Implementing the institutional mission through strategic development and action plans in accordance with the changes in society and economy,
- Safeguarding the rights of students and staff and protecting them from any form of intolerance and discrimination,
- Managing human resources (recruitment, evaluations, appraisal and professional development),
- Managing financial and material resources effectively and efficiently,
- Developing and enriching of the (e)library,
- Documenting processes and ensuring transparency,
- Facilitating management through an effective ICT system.

6. Quality assurance and enhancement mechanisms

• Self-evaluation of courses and practice

The self-evaluation of courses aims to assess the quality of specific learning, teaching and assessment methods. It is carried out after the completion of each course. The self-evaluation of practice aims to evaluate the quality of practice particularly in relation to the practice learning outcomes and is conducted once a year.

- **Peer review evaluation**

The peer review evaluation aims at providing professional feedback for the conduct of teaching and assessment activities by the teaching staff.

- **Self-evaluation of study programmes**

The self-evaluation of study programmes aims to evaluate and improve the relevance of the learning outcomes of the study programme and its courses and to evaluate whether students and graduates are achieving the defined learning outcomes. As part of this process, stakeholders comprehensively assess various aspects of the study programme and process, particularly learning, teaching and assessment methods. Each study programme is evaluated every two years.

- **Self-evaluation of the institution**

The self-evaluation of the institution aims at monitoring the implementation of strategic and regular activities of the institution and to evaluate the quality of institutional processes through assessing activities, processes and resources at faculties and administration of the institution. The institutional self-evaluation is conducted annually.

- **Surveys**

The institution regularly collects feedback from internal and external stakeholders through surveys. The following surveys are conducted on a cyclical basis: Student evaluation of courses, Student evaluation of study programme, Student evaluation of the institution, Student evaluation of internships, Teachers self-evaluation of their teaching practice, Staff satisfaction, Graduate satisfaction and Employers satisfaction. The results are analysed and regularly used in the self-evaluation processes.

- **Authorisation, accreditation and evaluation**

The institution undergoes the authorization process every six years. New study programmes are first accredited after four years and then, as other study programmes, every seven years.

The National Center for Educational Quality Enhancement conducts authorisation and accreditation processes. In addition, SEU regularly undergoes an international evaluation of its practices. The outcomes of authorisation, accreditation and evaluation are integrated into improvement plans.