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**BAU** | International University  
**Batumi**

**Quality  
Assurance  
Policy**

2021

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# Chapter I. Goals and Objectives of Quality Assurance Policy.

## Introduction

Quality Assurance Policy of BAU Batumi International University (hereinafter-BAU) meets the needs and interests of staff, students, prospective graduates, employers and other stakeholders.

The quality Assurance Policy is based on the guidelines of the Teaching University in force before its adoption-the mechanisms needed to ensure the quality of educational programs and learning processes and the quality assurance procedures of scientific/research activities and also creates an updated system of quality assurance for administrative and educational activities in accordance with the directions required for the development of the University and the quality value orientations.

The purpose of the unified quality system of the Teaching University is to serve the development of the community and to make a significant contribution to this process, taking into consideration the scope and specificity of the activity.

The general objectives of quality assurance are institutional development, ensuring transparency, increasing competitiveness (both at the institutional level and for graduates), and promoting the interests of the public and stakeholders.

Given the general objectives, quality assurance of teaching/learning is the main objective of quality assurance of the educational institution and, consequently, an important element of the general quality policy.

**The quality assurance policy of the Teaching University is based on two significant interpretations of the quality concept: process quality and teaching quality.**

## **The quality assurance policy of the Teaching University**

BAU quality assurance policy is based on the general quality assurance objectives of higher education institutions and is tailored to the specific needs of the university.

Objectives of BAU quality assurance are:

- Creating a unified culture of quality assurance, in which all students, staff, both academic and administrative, are constantly involved and contribute to the improvement of teaching/learning and research processes. The specific responsibilities of individual quality assurance officers are

described in their functions. As for the students, they are actively involved in the complex processes of quality assurance through the evaluation of training courses, lecturers and institutional work.

Emphasis on personal responsibility makes it clear that each person-in his or her own way-has a positive contribution to make, so that educational programs of the school meet the set standard at all times.

- Promoting strategic development.
- Ensuring the efficiency of the management processes.
- Ensuring evaluation of the achievement of existing educational programs learning outcomes.
- Administering processes of evaluation of the new educational program draft and compliance with the standards.
- Continuous improvement of the quality of the implementation of the learning process.
- Taking care of the scientific research productivity advancement
- Functioning of the external quality assurance mechanisms.

Accordingly, BAU quality assurance objectives are achieved through the implementation of the following mechanisms:

- Quality assurance procedures for management processes
- Quality assurance procedures for strategic planning and monitoring.
- Quality assurance mechanisms and procedures for developing a new educational program.
- Quality assurance mechanisms and procedures for acurrent educational program.
- Procedures for evaluating the quality of the learning process.
- Mechanisms for the quality assurance of scientific research.
- External quality assurance mechanisms

Functioning of the quality assurance policy is determined by close cooperation between the academic and administrative structural units of the Teaching University.

### **Objectives of quality assurance procedures**

The given quality assurance procedures facilitate the continuous functioning of the quality assurance policy and the effective implementation of the entire quality assurance system. Inturn, procedures and mechanisms can be interpreted according to the following main objectives:

The goal of the quality assurance procedures for management processes is to facilitate the institutional development of the Teaching University, in particular, the periodic monitoring of the developed institutional performance indicators (KPIs) and to show continuous development progress.

The goal of strategic planning and quality assurance procedures is to support the strategic development of the teaching university. First of all, by participating in the implementation of the procedures described in the strategic planning methodology and, above all, by monitoring the results achieved.

The goal of quality assurance mechanisms and procedures for the development of a new educational program is to follow the phases of program development and approval from the initiation stage of the new educational program to the accreditation process in order to ensure compliance with the accreditation standards of the new educational program and to minimize the risks associated with the implementation of the program.

The goal of the quality assurance mechanisms and procedures of the current educational program is to evaluate the achievement of the learning outcomes of the program by the students for the full period of study. Most importantly, respond to significant deviations and inform the person or persons responsible for the effective operation of the program about the desired modifications.

The goal of the procedures for evaluating the quality of the implementation of the learning process is to contribute to the continuous implementation of the learning process and to monitor the implementation process so that any component of the learning process (lecture/seminar/practical classes/laboratory classes) is in line with quality assurance policy goals, using modern teaching/learning methods and creating student-centered learning environment. An important role in this process is played by the assessment made by the academic and invited staff as a result of the observation of the implemented learning process and student feedback.

The goal of quality assurance mechanisms for scientific research is to ensure the evaluation of research activities performed by academic staff, to determine the degree of productivity of scientific research and to support the implementation of as much research as possible that is tailored to the needs of the community. In this process, it is important to protect the University community from unscrupulous behavior. In addition to ensuring the research productivity of academic staff, these quality assurance procedures include the involvement of students in research processes carried out by academic staff and the promotion of their individual research interests, equal access to research, objective and impartial evaluation of research proposals, and publicity of results.

The goal of external quality assurance mechanisms is to carry out expert evaluation of the main processes taking place in the Teaching University. In addition to the planned expert evaluation carried out by the National Center for Educational Quality Enhancement, within the framework of authorization/accreditation procedures, the Teaching University also ensures the functioning of external mechanisms with its own resources. In particular, it gains evaluation of existing educational programs by local or international experts, as well as is involved in institutional evaluations with partner educational institutions (Peerreview). In this process, it is important to have an external evaluation of the strategic development plan and the functioning of the structural units.

## **Chapter II. Quality management and quality assurance mechanisms of the management process.**

### **Quality Assurance Management**

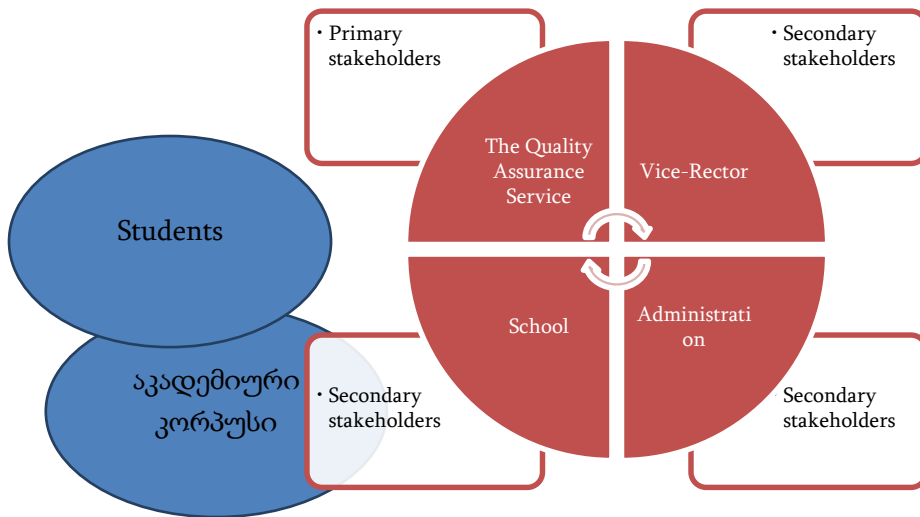
Hence, the quality assurance policy of the Teaching University, its mechanisms, and procedures apply to all the principal activities to be implemented according to the mission statement and the granted rights. In particular:

- Governance processes related to the delivery of quality education to students.
- On the programs of the School of Medicine and Health Sciences.
- On scientific research conducted by the academic and visiting staff.
- On all other major activities that serve the implementation of the Teaching University higher education program(s).

On the activities to be carried out in the quality management process, where in addition to the quality assurance service, the governing body (Vice-Rector, Dean) and all leading administrative structural units are involved. Implementation of a certain component of the quality assurance policy is the responsibility of all employee that is also confirmed by their job description.

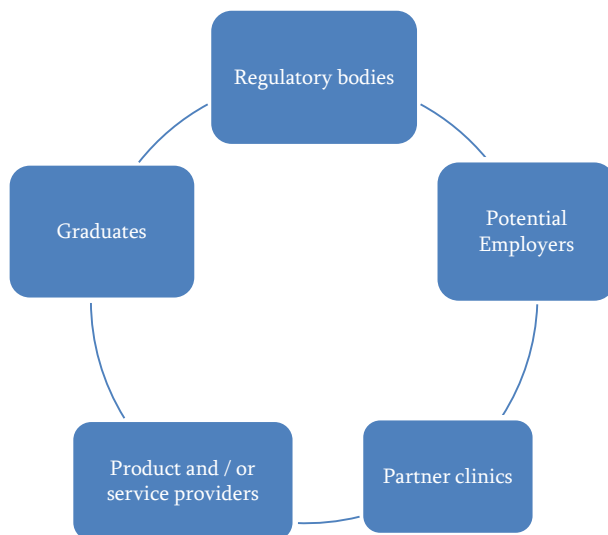
### **The main units involved in internal quality assurance**

The diagram shows the governing body involved in the internal quality assurance of the University.



### The main units involved in external quality assurance.

The diagram shows the representatives of the interested parties, who influence the quality assurance of the Teaching University. For example, changed standards and/or changes in law by regulatory bodies, have a major impact on the quality assurance policy of the Teaching University.



### Quality assurance of management processes

The quality assurance of management processes is carried out by implementing and promoting the following key processes:

- Checking institutional performance indicators
- Supporting semester reports



- Analyzing data and developing recommendations

The quality assurance process of management processes is based on the achievement of predetermined benchmarks and control over their implementation. Benchmarks are identified as key indicators of institutional performance and are defined as outcomes to be achieved before the completion of a strategic development plan. The main indicators of institutional performance are the mechanisms of strategic development, as well as monitoring the work/performance of the whole institution, quality assurance and effective management. Key indicators of institutional performance include the assessment of students, staff, and resources as a study of the key components determining the effectiveness of process management at BAU.

Established Institutional Performance Indicators fully cover the functioning of all major processes at the Teaching University, and defined benchmarks serve to the performance quality of these processes.

### **Institutional Performance Indicators**

BAU institutional performance indicators are:

- Ratio of the academic and scientific staff to the total number of the administrative and support staff.
- The ratio of the academic and scientific staff to the total number of the staff
- The ratio of the academic and scientific staff number to the number of invited staff
- Ratio of the academic, scientific, invited staff number to the number of students
- Ratio of the academic, scientific, invited staff number to the number of the higher educational programs
- The ratio of the administrative staff number to the number of students
- Ratio of the affiliated staff number to the total number of academic and invited staff
- Ratio of the number of affiliated academic staff to the number of students
- Academic staff retention rate
- Graduate employment rate according to the awarded qualification(during last authorization period)
- Ratio of students enrolled by the UNE to the number of announced quotas
- The average score of the students enrolled via UNE
- Number of international students
- Western market share in the number of international students
- Retention rate for students
- GPA indicator of academic performance of the students
- Students' satisfaction with the academic courses
- Students' satisfaction with the academic resources
- Students' satisfaction with academic and invited staff
- Staff satisfaction index
- Retention rate for invited staff

- Administrative staff retention rate
- Percentage of academic staff participating in professional development activities
- Percentage of staff with a doctoral degree to the total number of staff
- Percentage of international staff in total number of staff
- Average citation index for professors(hindex)
- Ratio of research budget to the total revenue
- Ratio of administrative expenses to the total budget
- Ratio of research budget to the total budget
- Satisfaction of graduates with the program
- Graduate Certificate Exam Results(Local and Foreign)
- Graduate employment rate in the international labor market
- Employer satisfaction with the graduates

Benchmarks for each institutional indicator, according to the period to be achieved, are indicated in the Strategic Development Plan of BAU. The indicator will be given both the benchmark as well as the actual indicator and result to be achieved according the year. For the performance of each indicator, the responsible structural unit(s) are allocated, therefore, through KPIs it is possible to evaluate the institutional development, as well as to monitor the performance and quality assurance of the governing body and leading departments.

### BAU institutional performance indicators

N	Institutional Performance Indicator	Actual indicator	Benchmark	
		2020	Target benchmarks	Date
1	Ratio of the academic and scientific staff to the total number of the administrative and support staff.	1/1	2/1	2026
2	The ratio of the academic and scientific staff to the total number of the staff	1/6	1/5	2026
3	The ratio of the academic and scientific staff number to the number of invited staff	1/5	1/4	2025

4	Ratio of the number of academic, scientific, invited staff to the number of students	1/0.7	1/5	2026
5	Ratio of the number of academic, scientific, invited staff to the number of higher education programs	62/1	40/1	2026
6	Ratio of the number of administrative staff to the number of students	1/4.5	1/15	2026
7	Ratio of the number of affiliated academic staff to the total number of academic and invited staff	1/6	1/5	2024
8	Ratio of the number of affiliated academic staff to the number of students	1/5	1/20	2025
9	Academic staff retention rate	82%	90%	2024
10	Graduate employment rate according to the awarded qualification (during last authorization period)	-	90%	2026
11	Ratio of students enrolled by the UNE to the number of announced quotas	90%	100%	2023
12	The average score of the students enrolled via UNE	1989.7	>2050.0	2024
13	Number of international students	73	500	2027
14	Western market share in the number of international students	17%	25%	2027
15	Retention rate for students	82%	75%	2021
16	GPA indicator of academic performance of the students	2,69	≥2,9	2027
17	Students' satisfaction with the academic courses	75%	>75%	2021
18	Students' satisfaction with the academic resources	80%	>90%	2021
19	Students' satisfaction with academic and invited staff	75%	>75%	2021
20	Staff satisfaction index	75%	>85%	2023
21	Retention rate for invited staff	71%	>75%	2023
22	Administrative staff retention rate	60%	>90%	2025
23	Percentage of academic staff participating in professional development activities	>50%	100%	2023

24	Percentage of staff with a doctoral degree to the total number of staff	42%	>50%	2026
25	Percentage of international staff in total number of staff	10%	15%	2025
26	Average citation index for professors (h-index)	3.8	≥5	2027
27	Ratio of research budget to the total revenue	>2%	>2%	2024
28	Ratio of administrative expenses to the total budget	29%	<40%	2021
29	Ratio of research budget to the total budget	5%	>2%	2022
30	Satisfaction of graduates with the program	-	≥75%	2025
31	Graduate Certificate Exam Results (Local and Foreign)	-	≥75%	2027
32	Graduate employment rate in the international labor market	-	≥50%	2024
33	Employer satisfaction with the graduates	-	>70%	2023

#### Other quality assurance procedures in management activities

In addition to Institutional Performance Indicators, BAU has developed a periodic reporting procedure that also serves to ensure the quality of the management process.

In particular, at the end of each semester, the administrative staff submits a report to the immediate supervisor on the results of the developed action plan.

This procedure is described in BAU human resource management policy and is a component of quality assurance of management processes.

An important role in this process is played by the studies conducted by the Quality Assurance Service and the response to the developed recommendations, which are periodically submitted to the representatives of the governing body.

The Quality Assurance Service conducts an institutional evaluation once a year and uses the results of data analysis of surveyed students to improve the service of the University, which may be related to the development of the management process and periodic changes in the decisions made by the governing body.

## Chapter III. Strategic planning and monitoring quality assurance procedures

### Strategic planning methodology

The elaboration of BAU, Batumi International University development strategy is ensured by the maximum involvement of all members of the University community.

The draft strategy was developed by the Strategic Development Group, consisting of the University Vice-Rector, Dean, Head of Administration, professors and students.

Strategic development goals are defined on the basis of evidence

Sources of information:

Mission Statement

Vision of the University

Previous Strategic Plan

Educational programs

Organization Structure

The University budget

SWOT (Situational analysis) matrix

Satisfaction rate with the research data

Market Research report findings

Benchmarks of the University

KPI indicators

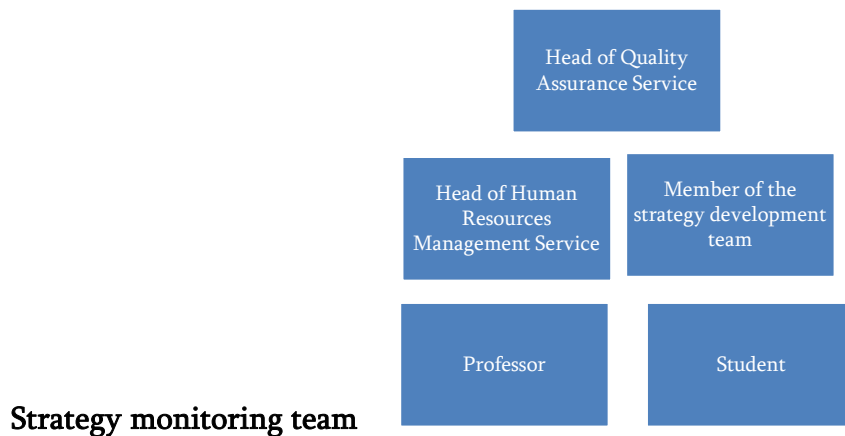
Reports on strategic plan implementation

Recommendations from external evaluators

The draft strategy is reviewed and approved by the team adopting the strategy. This team consists of the Rector of the University, the professor, the student, the employer and the external expert.

A strategy monitoring team has been created in order to evaluate the implementation of the strategy. This team consists of the Head of the Quality Assurance Service of the Teaching University, the Head of the Human Resources Management Service, the professor, the student and one member of the Strategy Development Team.

Quality assurance in the strategic development process is largely expressed at the monitoring stage when the Head of the Quality Assurance Service conducts an assessment of institutional progress through the achievement indicators.



The diagram shows that the Quality Assurance Service, along with other stakeholders, is responsible for evaluating the strategic development of the teaching university.

The quality assurance component is reflected in the process, with the introduction of the Quality Service as one of the main controlling bodies, as well as with the active involvement in the development of institutional benchmarks.

#### **Quality assurance procedures:**

1. Collection and analysis of evidence based information for the strategic development process
2. Monitoring the determination of benchmarks tailored to the specificity of the Teaching University
3. Monitoring the Strategic Development Plan implementation using the set benchmarks
4. Developing postmonitoring recommendations and their incorporation into the new Strategic Development Plan.

## **ChapterIV.Mechanisms and procedures for evaluating the educational program**

### **Vision of quality assurance of educational program**

Each educational program implemented by the University should be in line with the mission, goals, and strategy of the Teaching University, taking into account the expectations of stakeholders (state, entrant, labor market, and prospective employer), the current requirements of the educational system and the relevant context of scientific achievements.

The quality assessment procedure should be focused on improving the learning process and developing the staff involved in the system (academic or administrative), as well as on staff involvement and the growing role of collaboration.

The Quality Assurance Procedure is based on the (PDCA) cycle (planning, implementation, checking, and development). At the end of one cycle, a Continuous Improvement policy is developed so that the educational program is in the process of continuous development.

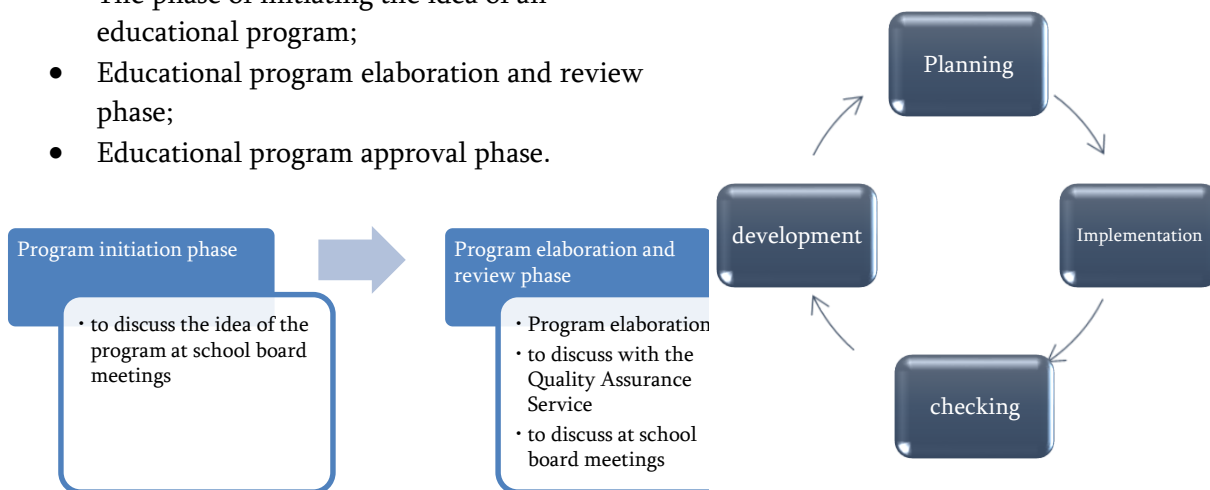
The implementation of a unified quality assurance cycle is critical in the process of evaluating newly developed programs, as well as renewing existing programs, adapting to the findings identified as a result of the evaluation of the learning process, areas to be improved, or changed requirements.

**The procedure for initiating, developing and approving a new educational program.**

**Description of the procedure**

The procedure for initiating, developing and approving a new educational program consists of three phases;

- The phase of initiating the idea of an educational program;
- Educational program elaboration and review phase;
- Educational program approval phase.



When initiating the idea of a new educational program, information about the given field is submitted to the school board. The school board may also be involved in an analysis of University resources, labor market, and regulatory requirements in order to adjust the program idea to the existing context before it can be turned into a workplan.

**The person initiating the educational program**

The initiator of the new educational program can be the academic/scientific/invited staff of the University, the administration of Georgian and foreign Universities (in case of a joint program) and other stakeholders (public, private, non-governmental and professional organizations/associations).

### **To review the initiative of the educational program**

An initiative proposal for a new educational program will be submitted to the relevant school council based on the content of the program.

In case the main educational unit implementing the relevant educational direction is not functioning at the moment of initiating the program, an initiative proposal will be submitted to the Academic Council of the University, which will also consider the formation of a new educational unit.

The school board makes a decision by open ballot and makes the following decisions:

- Positive decision on the development of the educational program
- Negative decision on the development of the educational program
- Intermediate decision-during which the initiator is required to provide additional information and evidence to confirm the relevance, competitiveness, stakeholder involvement of the program. This information is necessary for the Academic Council to make a decision.

After the positive evaluation of the school board, the development of the program begins, and in case of a negative answer, the reason for the rejection of the new program should be substantiated.

### **Framework requirements for a new educational program application:**

1. Application content and concept of the program are focused on achieving the goals and expected learning outcomes set by the program.
2. Qualifications to be awarded upon completion of the program are clearly defined. The level of the National Qualifications Framework is correctly indicated in the program and the learning outcomes will be relevant to the competencies corresponding to this level.



3. The educational program is in line with the mission, goals and strategies of the University, the need and relevance of the new educational program is justified, which derives from the strategic plan of the Teaching University.
4. The involvement of stakeholders in the development of the program will be ensured and their position will be taken into account;-State interest, labor market, interest of potential employers and entrants for the development of the field/specialty.

### **The head/coordinator of the educational program, the Curriculum group.**

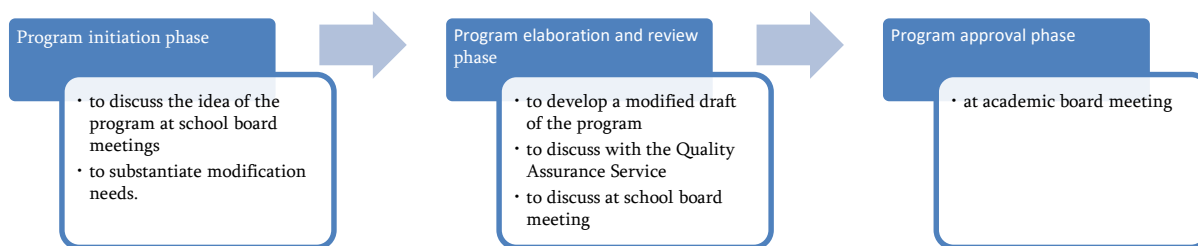
Along with a positive decision, the school board decides who will be the head of the educational program. If necessary, more than one coordinator can be appointed. Also, in order to fully implement the development phases of the initiated program, it is possible to create a curriculum group with the involvement of academic staff and other stakeholders.

### **Procedure for initiating, developing and approving the existing educational program modification draft.**

#### **Description of the procedure**

The procedure for initiating, developing and approving an existing educational program consists of three phases:

- The initiation phase of the educational program modification draft;
- The phase of elaboration and discussion of the modernized version of the educational program;
- Approval phase of the new version of the educational program.



An existing education program modification draft can be initiated in response to the results of an internal or external evaluation of the program, in response to legislative requirements, changes in the academic context of the field, and changes in the competitive market situation.

When the idea of modification is initiated, information is provided to the school board on the status of the field, which led to the need for significant changes to the program.

The school board may also be involved in an analysis of University resources, labor market, and regulatory requirements in order to adjust the program idea to the existing context before it can be turned into a workplan.

### **The person initiating the modification of the educational program**

The initiator of the educational program modification maybe the head of the relevant program, as well as the University Academic Council, or the School Board with the consent of the Program coordinator and the Quality Assurance Service.

In case the program coordinator fails to perform his/her duties when raising the issue of program modification, the modification issue is raised by the relevant school dean and decided by the Academic Council. In this case, it is necessary to approve the candidacy of the new coordinator of the program or his/her acting coordinator.

If necessary, more than one coordinator can be appointed, or a new co-coordinator can be added to the existing one.

In order to fully implement the program modification, it is possible to create a curriculum group with the involvement of academic staff and other stakeholders.

### **Framework requirements for a new educational program application:**

1. The modified concept of the program is focused on achieving the goals and expected learning outcomes of the program, changes in the goals and results of the existing edition are based on the results of internal/external evaluation, on the scientific context of labor or education market and/or field.
2. Qualifications to be awarded upon completion of the program are clearly defined. The level of the National Qualifications Framework is correctly indicated in the program and the learning outcomes will be relevant to the competencies corresponding to this level.
3. The educational program is in line with the mission, goals and strategies of the University, the need and relevance of the new educational program is justified, which does not contradict the priorities set out in the strategic plan of the University.
4. Involvement of stakeholders in the program modification process will be ensured and their position, state interest, labor market, interest of potential employers and entrants for the development of the field/specialty will be taken into account.

### **Educational program elaboration and review phase**

Evaluation of new and modified educational programs is carried out in accordance with the rules set forth in this chapter.

The development of the program is led by the program coordinator, who is responsible for the documentation of the educational program, which should include the following documents:

1. The program relevance assessment in terms of the University, city, region and country;
2. SWOT analysis;

3. The Program Curriculum;
4. Syllabi of the training courses;
5. Information on the academic staff involved in the program( CV, list of scientific articles and other data);
6. Evaluation of the library fund availability required for the implementation of the program(confirmation by the University Library that the literature referred to in the syllabi is presented in the library fund, or that this literature can be accessed through the University's electronic resources)
7. Confirmation of the program financial sustainability;
8. Documents reflecting the involvement of stakeholders (academic staff, potential employers, students and graduates-if any, etc.)
9. Analysis of potential employers survey or the market demand;
10. Other documentation deemed necessary by the working group.

In addition, when modifying an existing educational program, the draft program documentation should include a description of the response to the factors that led to the need to modify the educational program.

**Components of the draft program self-assessment form**

Form components	Component Evaluation Indicators
Program application content	Is focused on achieving the set goals and expected learning outcomes
Qualifications to be awarded	Qualifications are clearly defined. Learning Outcomes are described with matching competencies.
The program is in line with the mission and strategies of the University	The need for the program derives from the strategic plan of the Teaching University.
Engagement of stake holders	The involvement of stakeholders in the development of the program is shown

Relevance and importance of the educational program for the University, the region and the country	The educational program is relevant to the university, and important to the city, the region, and the country
Candidacy for the program coordinator	The academic/professional experience and vision of the program coordinator provide a perspective for program development
Level of involvement of potential employers.	The level of involvement of potential employers is high, both in terms of program development, as well as cooperation with students and graduates
Employment prospects for potential students	Employment prospects for potential students and graduates are justified;
Program Human Resources	The qualifications, experience and quantity of human resources of the program allow for the sustainable implementation of the program.
Program Infrastructure Resources	The program infrastructure resources are sufficient to achieve the learning outcomes envisaged by the program
Other important issues for the implementation of the program	

### **Evaluation of educational program application**

Educational program elaboration phase is carried out in cooperation with the Quality Assurance Service. The Quality Assurance Service checks the package of the educational program and the self-assessment form of the draft program, submitted by the program working group and/or the program coordinator. In case of compliance with the documentation and the correctness of the program, the Quality Assurance Service writes a report and submits the program package to the school board for consideration.

### **Criteria for evaluating the draft program by the Quality Assurance Service**

<u>Evaluation Criteria</u>	<u>Is incompliance/compatible</u>	<u>Is mostly incompliance/more or less compatible</u>	<u>Is not incompliance/incompatible</u>
Program application content	Is focused on achieving the set goals and expected learning outcomes	The program application needs refinement	The program application is vague and ambiguous
Qualifications to be awarded	Qualification is clearly defined. Learning Outcomes are described with matching competencies.	Qualification is clearly defined. Learning Outcomes are described they need to be modified	Qualification is not clearly defined
The program is in line with the mission and strategies of the University	The need for the program derives from the strategic plan of the Teaching University.	The program is relevant in the context of the strategic development of the university.	The program is not relevant to the strategic development directions of the University
Engagement of stakeholders	The involvement of stakeholders in the development of the program is shown	The program takes into account the vision of stakeholders.	The involvement of stakeholders in the development of the program is limited or is not emphasized
Relevance and importance of the educational program for the University, the region and the country	The educational program is relevant to the university, and important to the city, the region, and the country	The educational program is relevant for the University	The relevance of the educational program is not clear
Candidacy for the program coordinator	The academic / professional experience and vision of the program coordinator provide a perspective for program	The academic / professional experience and vision of the program coordinator provide a	The academic / professional experience of the program coordinator does not provide a perspective for program development

	development	perspective for program development, with a number of adjustments in terms of program development	
Level of involvement of potential employers.	The level of involvement of potential employers is high, both in terms of program development, as well as cooperation with students and graduates	Potential employers are involved in program development or collaboration with students and alumni	The level of involvement of potential employers in the program is low or non-existent.
Employment prospects for potential students	Employment prospects for potential students and graduates are justified;	There are employment prospects for potential students and graduates;	Employment prospects for potential students and graduates are unclear
Program Human Resources	The qualifications, experience and quantity of human resources of the program allow for the sustainable implementation of the program.	Qualification of the program human resources, enables the implementation of the program, providing additional resources for program sustainability in the future	The qualifications, experience and quantity of human resources of the program do not allow the implementation of the program
Program Infrastructure Resources	The program infrastructure resources are sufficient to achieve the learning outcomes envisaged by the program	The program infrastructure resources are largely sufficient to achieve the learning outcomes envisaged by the	The program infrastructure resources are not sufficient to achieve the learning outcomes envisaged by the program,

		program, the ways to find additional resources are clearly established	
Other important issues for the implementation of the program			

The quality report should include an assessment of each of these parameters in several components (fully or partially compatible, or incompatible) and may include recommendations for improving a specific parameter of the educational program.

When evaluating an educational program, the compliance of the program with the following documents will be additionally taken into account:

Law of Georgia on Higher Education;

Higher education program accreditation standards;

National qualifications framework (if any) and sectoral characteristics;

Rules for the implementation of higher education programs of the Teaching University and other existing legal acts on the implementation of the program.

When evaluating the updated version of the current program, the following sources of information will be taken into account:

1. Self-assessment report on the accreditation of the educational program of the higher education institution.
2. Results of internal evaluations and findings obtained
3. Results of external evaluations and recommendations received

## Rules for the Review of Evaluation Reports



The report of the Quality Assurance Service will be submitted to the School Board along with the draft program.

The School Board is authorized to share the arguments of the Program coordinator and not to share the negative evaluation given in the quality report.

The School Board reviews and evaluates the key parameters of the submitted educational program and the report of the Quality Assurance Service on the results of the evaluation of these parameters.

The School Board is authorized to share the recommendations of the Quality Assurance Service, as well as to submit additional opinions on the improvement of a specific parameter.

In case of a positive conclusion of the SchoolBoard, a new educational program will be submitted to the Academic Council.

### **Program approval**

The Academic Council of the Teaching University discusses the approval of the submitted draft program at the open session.

The main requirements for the approval of the draft program submitted to the Academic Council:

- The new program is in line with the mission and strategy of the Teaching University.
- The presented program provides an assessment of strengths and weaknesses under the influence of both internal and external factors of the university (SWOTanalysis of the program is presented);
- The submitted program is tailored to the existing academic and administrative resources of the University or the draft program provides new resource(s)required for its implementation;
- The program is accompanied by the conclusion of the Quality Assurance Service on the evaluation of the program and the extract from the minutes of the schoolboard meeting on the review of the program.
- Visions for implementing a process of quality assurance and schoolboard recommendations are presented.

The educational program is approved by the Academic Council. In case of a positive evaluation, the Academic Council approves the educational program, and in case of a negative decision, the University Academic Council sends a motivated (substantiated) response to the SchoolBoard.

### **Response to the program evaluation results**

After approval by the Academic Council, the accreditation procedure for the new educational program is carried out in accordance with the accreditation standards defined by the Law of Georgia on Higher Education and approved by LEPL-National Center for Educational Quality Enhancement.

Changes affecting the learning outcomes of the current educational program, after approval, are subject to accreditation/reporting in accordance with the rules defined by the Accreditation Provision.

### **Program Accreditation Results**

In case of receiving accreditation, the evaluation phase of the program is considered completed.

Following accreditation, the School Board, together with the Program coordinator and the Quality Assurance Service, reviews the recommendations of the Accreditation Experts and Council about the program and develops a proposal for full or partial implementation of the recommendations.

The recommendations that have been accepted for implementation will be reflected in the program development plan.

Recommendations, the non-fulfillment of which was decided on the ground of inexpediency/impossibility, must be substantiated. The decision on the recommendations is approved by the Academic Council.

In case of failure to receive accreditation, the schoolboard, together with the program coordinator and the quality assurance service, reviews the opinions of the accreditation experts and the board about the program and makes one of the following decisions:

- a) The decision on refusing the right to implement the program

- b) The decision on the appeal
- c) Decision on program redesign

In case of making a decision provided for in paragraph "b" of this Article, the Program coordinator, together with the Quality Service, shall prepare areas onedposition regarding the assessments made in the expert's report and in the minutes of the Board. The decision of the council is appealed in accordance with the rules established by the Georgian legislation.

In the case provided for insubparagraph (c) of this Article, the Program Coordinator shall submit to the Quality Assurance Service a modified draft of the Program, which shall be reviewed, together with the quality assurance report, in accordance with the procedure laid down in this Chapter. In this case, the report of the Quality Assurance Service must, in addition, must include an assessment of the issues addressed in the expert report and the assessments submitted by the Council.

## **Procedures for evaluating the quality of the education process.**

### **Description of the procedure**

The procedures for organizing and evaluating the education process aim to ensure a high quality that is directly related to the teaching university mission and objective and allows the achievement of the educational program goals.

The phase of the educationa process evaluation in the teaching university represents a cycle, including a PDCA cycle which implies: Organization/implementation/monitoring and recommendations/introduction of the education process.

PDCA cycle



### Procedures for evaluating the implementation of the learning process.

N	Assessment procedure	Evaluating person	Source(s)	Periodicity	Tool(s)
1	Evaluation of the training courses implementation	School  Quality Assurance Service	Attendance on the lectures  Students' feedback	Per semester  Per semester	Attendance report  Questionnaire focus group
2	Evaluation of the staff implementing educational courses	School  Quality Assurance Service	Attendance report  Students' feedback	Per semester  Per semester	Evaluation report  questionnaire Focus group
	Evaluation of the Learning Outcomes	Staff (direct)	Students evaluation	Per semester	Evaluation report

<b>sufficient</b>  3		Quality Assurance Service  (Indirect)	results  Students' employers',  academic corps' feedback		questionnaire  Focus group
<b>Illumination in the classrooms is sufficient</b>  4	Evaluation of students' achievements and academic progress	School	Students academic report results	Per semester	Academic report
<b>Illumination in the classrooms is sufficient</b>  5	Evaluation of how the teaching process is provided with resources	Quality Assurance Service	Students' and staff satisfaction level evaluation.	Annual  Annual	questionnaire  questionnaire

## Monitoring

### Study process monitoring

Following the approved teaching tables, lectures and practical and laboratory works are accounted by the school every day. The counting process is underway for the initial ten minutes once a lecture/practical work/laboratory work/clinical practice begins, and a corresponding form is filled in. In case of being late by 20 minutes or longer, a lecture/practical work/laboratory work/clinical practice is considered cancelled and a lecturer is obliged to resume the missed academic hour.

Monitoring form of the academic process								
	School	Program	Academic course	Teacher	Lecture / practical / laboratory work  Classroom practice	Semester	Hour	Signature


### **Examinations monitoring**

Examinations monitoring is conducted by the Quality Assurance Service A specialist from the Quality Assurance Service observes the process of the examinations and in case of detecting errors, elaborates recommendations for improvement with the director of the Quality Assurance Service.

### **Evaluation of the staff implementing educational courses**

#### **Evaluation by the Quality Assurance**

The Quality Assurance Service presents a quarterly report as a result of observation and evaluation of the teaching process carried out by the academic and invited staff. The Quality Assurance Service examines the training course implementing staff according to pre-defined evaluation criteria and prepares recommendations to improve the study process. The principal evaluation criteria of the Quality Assurance Service include organization, ethics, discipline, student involvement in the lecture, teaching methods, assessment methods, and e-learning means.

The criteria are approved (updated) by the academic board. The evaluation is based on a 4-point system where 0 means 'very bad,' while '4' means excellent (see the annex)

#### **Program Head's evaluation**

The program Director - ensures an assessment of the academic and invited staff involvement in program improvement. He/she also assesses the content of the training components implemented by the staff, how they fit in the topics described in the syllabus.

The head of the program evaluates the implementing the training course staff according to the pre-defined criteria for attending the lecture. Evaluation criteria include the objectives of the lecture, the relevance of the lecture content to the syllabus, the ability to explain and transmit the lecture, interactivity, thorough knowledge of the field, the adequacy of teaching and learning methods concerning the learning outcomes and time management.

The criteria are approved (updated) by the academic board. The evaluation is based on a 4-point system where 0 means 'very bad,' while '4' means excellent (see the annex)

### **Colleges attending each other's lectures**

Peer review (evaluation of other academic and visiting staff) aims to improve the quality of teaching and to share ideas and experience between the academic as well as invited staff.

One week before the start of the semester, a Peer review team is formed; the team members are academic and invited staff of the Teaching University, and the team is led by the Quality Assurance Service.

The Peer review team compiles attending one another's lecture schedule and training evaluation criteria/indicators, through which the lecture / practical / laboratory work is evaluated.

The criteria are approved (updated) by the academic board. The evaluation is based on a 4-point system where 0 means 'very bad,' while '4' means excellent (see the annex)

### **Student evaluation**

At the end of each semester, students complete a Lecturer Satisfaction Questionnaire, evaluating the course implementing staff for a particular semester, which is processed and analyzed by the Quality Assurance Service. The evaluation of academic and visiting staff by

students is based on the following criteria: Punctuality, organizational skills, English language proficiency in the process of explaining the lecture, the ability to explain the lecture, academic appearance, interaction with the audience, the ability to give a comprehensive answer to questions, a fair assessment system, etc.

### **Recommendations and responses**

After a lecture is attended, the Quality Assurance Service, program director and other colleagues will elaborate developing recommendations for the academic and invited staff. The recommendations will be sent to the staff and in case of need, they are discussed.

Based on the observations made after attending the lectures, aimed at the elimination of problems, the Quality Assurance Service, with the persons involved in the academic process regulation, supports the introduction of recommendations for further development and gives a reasonable term to respective office (person) to take the recommendations into account and improve the problems.

### **Evaluation of the training courses implementation**

Evaluation of the academic courses' implementation is carried out by a student survey. At the end of each semester, students complete a questionnaire that evaluates the complexity of the course, their satisfaction with the literature, the compliance of their contact and independent workload to the course credits, etc.

The conclusive report of the course evaluation by the students for each course is reflected in the report of the Quality Assurance Service, which is submitted to the school board and the head of the educational program, and then, together with the developed action plan - to the University Academic Council.

The academic and invited staff conducting the training course, after the first implementation of the course, as well as at least once every 2 years, prepares the evaluation report of the training



course, which includes information on the status, volume, satisfaction with the teaching and evaluation methods employed.

Evaluation of availability of appropriate resources for the implementation of training courses, the satisfaction of students and/or staff implementing the training courses with resources, can be performed separately, or in conjunction with the course evaluation.

### **Evaluation of the Learning Outcomes**

The learning outcomes are evaluated through direct and indirect methods. To evaluate the learning outcomes the University uses both direct and indirect assessment methods

The direct assessment method means the evaluation of an assignment completed by a student.

The indirect assessment method involves student self-assessment analysis, student evaluation by the employer, external assessment (evaluation by a specialist in the field), graduate career advancement, and other achievement indicators.

To evaluate the achievement of the learning outcomes, the Teaching University has set benchmarks for the outcomes of the educational program. After evaluating and analyzing the program learning outcomes, the University prepares the program learning outcomes evaluation report, based on which the program will be modified. A Comparison of the obtained results with the benchmarks - analysis of how well students achieved learning outcomes - is performed.

### **Monitoring the students' academic performance**

#### **Purpose of the Budget Monitoring Procedure**

The purpose of the Student Academic Achievement and Progress assessment procedure is to determine within the program the quality of teaching the educational program and individual training courses, the training level of the Teaching University students, and the adequacy of the

assessment methods used, which comes in compliance with the learning outcomes of the educational program. Students' academic performance is monitored on an ongoing basis by a tutor assigned to each course.

### **The Area of the Use of Procedure**

The procedure describes the students' academic achievement outcomes as part of the academic educational program, based on pre-developed indicators.

### **Phases and Terms of Implementation of the Procedure**

As part of an applicable academic educational program, the procedure, monitoring students' academic achievement includes three phases:

- 1.1. The pre-preparation period phase of the university students' academic achievement analysis (collection of materials) as part of the educational program;
- 1.2. The students' academic achievement analysis phase as part of the implementation of the educational program;
- 1.3. The phase of presenting students' academic achievement analysis results as part of the implementation of the educational program;

### **Pre-preparation period**

The school dean and program director provide the Quality Assurance Service with the students' academic achievement results including current (activity and midterm examination) and final examination results, with the final outcomes of the block/subject.

### **Analysis phase:**

The students' academic achievement analysis may be conducted to evaluate the program, school or/and students' academic achievement by the end of every single academic semester.

The analysis of the students' academic report is based on the following documents:

1. Statistical data on students' attendance on examinations
2. Evaluation of the examination process by the student and academic staff
3. The indicator of evaluations' dynamics in the group and group's dynamic under the academic years

The students' achievement monitoring process includes three components:

- Satisfaction analysis
- Academic performance analysis
- Progress analysis

During the satisfaction level evaluation, a quantitative method is used to evaluate information provided in students' questionnaires regarding the time allocated for mastering academic materials, examination format and component. By means of the qualitative method, students' complaints on academic or examination works in this or that component are analyzed.

When the academic performance or achievement is analyzed, the distribution of current or final evaluations made by students' group regarding every single academic course/module/block on GAUS scale is evaluated. By means of a comparative method, an academic performance analysis is compared with the satisfaction analysis results to reveal simple/complicated academic components.

The progress analysis implies observation on the GPA of a student and group's academic performance (comparison with an average performance per semester all the education process long).

As the course includes integrated subjects (block) and independent ones, each subject/block is evaluated individually.

For the process simplification and simple perception of the general situation, students' academic performance points (between E and A) are specified in the following sequence:

- Category I - 81 points or more
- Category II - 61-80 points
- Category III - 61 points and less
- FX .41-50
- F 0-40

The success quality of each block/subject is calculated under the arithmetical mean.

### **The Phase of Submitting Outcomes**

The Quality Assurance Service of the teaching university submits the students' academic performance analysis results to the school board.

After the examination of the results, the school board hears recommendations, discusses and adopts an action plan on the development of the academic program and study process.

### **Response to the Assessment Results**

The certain components of the learning process evaluation are reflected separately or in a generalized way in the semestrial/annual reports of the Quality Assurance Service.

Based on the results of data analysis and evaluation, the Quality Assurance Service drafts an evidence-based report and develops recommendations for further improvement or to address deficiencies identified. Report and recommendations will be submitted to the program head, who within a reasonable time, with the participation of the Quality Assurance Service, will submit to the School Board an action plan on the improvement or elimination of deficiencies. In the process, it receives the feedback and an action plan is approved by the Board.

The changes to be made may differ under their influence on the program learning outcomes:

Changes that do not influence the learning outcomes to be achieved by students, for example, small amendments to be made in the academic courses syllabi, optimization of the academic corps. The school board approves them. As part of the same educational program, the program director modifies and presents the action plan report to the school board afterwards.

Changes that can influence the program learning outcomes, modifying the program significantly. It puts the procedure in the process defined in the IV chapter of the policy, implying the program modification project initiation, elaboration and approval. All this may raise the program re-accreditation issue, in accordance with the procedure given in the abovementioned chapter and following the regulatory documents.



## Chapter VI. Mechanisms for Ensuring the Quality of Scientific Studies

### Purpose

The teaching university aims to increase the scientific productivity of the academic staff and to encourage the scientific interests of the invited staff as well as the students. BAU has set scientific priorities for conducting scientific research, developed a research strategy, and outlined research objectives by years in the Strategic Development Plan. For the staff to carry out the research successfully and smoothly, BAU has developed a Code of Research Ethics, standards have been developed at the university level, the adherence to which is the responsibility of the research staff.

Quality assurance policy defines mechanisms that will facilitate the quality assurance of conducted scientific research and avoid academic dishonesty. The Code of Research Ethics in turn includes the components of quality assurance. In turn, the Quality Assurance Service uses the following mechanisms:

- **Quality assurance of the research project**
- **Quality assurance of the implemented research**
- **Evaluation of the academic staff scientific productivity**
- **Encouraging student research**
- **Ensuring publicity and availability of the research**

### Quality assurance of the research project

Quality assurance of the research project includes determining the conformity of the research content to the mission and vision of the Teaching University, key research policy priorities, consideration of ethical issues in the research, as well as, in the case of research competitions, objective and fair evaluation.

Before the submission to the academic council, relevance, research feasibility, research ethics issues are evaluated by means of respective field-related commissions.

### **Quality assurance of the implemented research**

The Quality Assurance Service carries out the quality control of already-implemented studies. In particular, it supports the establishment of academic honesty in the teaching university and while checking research reports, it uses the Turnitin plagiarism program.

### **Evaluation of the academic staff scientific productivity**

The Quality Assurance Service prepares semester report and evaluates the productivity of the academic staff. The scientific productivity of the academic staff is ensured by the control over the fulfillment of the obligation to prepare a specific number of scientific papers for the academic staff. Also, the rule for selecting academic staff implies, that a person with high scientific activity may be elected to an academic position. Confirmation of scientific productivity is defined by h index 3 in the case of a professor and by 2 in the case of an associate professor (according to Google Scholar search engine data).

To ensure the high quality of a research to be conducted, the teaching university, while selecting an academic person, envisages only international IMPACT factor (professor, associated professor) and referred magazines (assistant professor, professor) to guarantee a high quality of the selected persons' scientific productivity.

After the persons are selected for academic positions, the Quality Assurance Service observes their scientific progress and examines outcomes with the program director and dean, for further improvement.

### **Encouraging student researches**

Students' involvement in the academic staff-related events is an essential element of the research-based teaching mode. The involvement in the research is carried out in a form of laboratory works, critical researches and especially, with participation in real research projects.

The academic staff's research projects should envisage the possibility of students to engage in the research.

The Quality Assurance Service ensures supporting students' engagement and identification of students' work authenticity in the implemented researches, as well as introduction of academic honesty.

### **Publicity of conducted researches**

The Quality Assurance Service monitors the publicization of implemented studies to support the contribution to the public development by the university.

## **Chapter VII. External Mechanisms of Quality Assurance**

Besides the internal quality assurance mechanisms, the teaching university has developed external quality assurance mechanisms.

### **Expert evaluation of the new education project**



In the program draft evaluation process, in addition to the use of internal quality assurance mechanisms, it is essential to use external quality assurance mechanism as well; in particular, the field/sphere expert will review the draft design and evaluate it according to pre-defined criteria that are compatible with accreditation standards.

The recommendations issued after experts' evaluations are examined by the program director with the Quality Assurance Service and in case of relevance, envisages the program final version for further preparation, that should be submitted to the academic board.

When searching for experts, it is important to search for relevant person with practical/clinical experience employed in such a field to ensure the program approximation to the labor market requirements.

### **Evaluation of current education programs**

The Quality Assurance Service provides a periodic review of the current educational program and uses an external mechanism also in the process of the program operation so that a program modification plan can be developed and improved. When evaluating new and current programs, international experts' involvement is important for the program to envisage a good international practice and improve the competitiveness level on the international level of future alumni.

The recommendations issued after experts' evaluations are examined by the program director with the Quality Assurance Service and in case of relevance, envisages the program final version for further preparation, that should be submitted to the academic board.

When searching for experts, it is important to search for relevant person with practical/clinical experience employed in such a field to ensure the program approximation to the labor market requirements.

### **External Evaluation of the Strategic Development Plan**

The teaching university focuses on the strategic development plan to be adjusted to the institution's needs and define real action plan for three and seven-year perspective in its entirety.

For the guaranteed correctness of targets and progress indicators, BAU ensures the evaluation of a strategic development plan by leading management specialists under pre-defined criteria.

### **External Evaluation of the Management Processes**

In addition to educational programs, the University employs an expert assessment of management processes, such as ISO:9001. After obtaining the certification, an annual audit will be carried out and development activities will be planned. This process contributes to the continuous development of the institution and the strengthening of the overall quality assurance system.

The external mechanisms aim to implement the evaluation of the teaching university by as many experts and field specialists at international and national levels. BAU acknowledges the importance of developing recommendations for institutional progress and success. It has elaborated a plan for the preparation of external evaluations that envisage all the important process and programs' assessment. This process does not depend on the rhythm of a scheduled-based external evaluation carried out by the National Center for Quality Development.

### **External Institutional Evaluation (Peer Review)**

The teaching university is oriented on sharing the best experience and implementing a good academic or managerial practice in the educational and administration processes.

The Teaching University employs a Peer Review - or evaluation by colleagues that is the feedback provided by the relevant field specialists of the partner institutions on the self-assessment prepared by the University, which is manifested in the establishing of evolutive recommendations.

For the external institutional evaluation, the university elaborates the evaluation forms and rule and cares for the establishment of evaluators' consortium.

## Authorization

Authorization represents an external mechanism for ensuring the education quality aimed at the institutional assessment of the highest educational institution and adjusting it with authorization standards. Authorization assessment is performed by an authorization experts panel and is based on the analysis of the information received as a result of an authorization site-visit and a self-assessment of the university.

Authorization sets the university compliance with the following standards:

- 1) The mission of the highest education institution and strategic development;
- 2) The organizational structure and management of the highest educational institution;
- 3) Educational programs;
- 4) Staff of the highest educational staff;
- 5) Students and student-supporting measures;
- 6) Research, development or/and other creative activities;
- 7) Material, information and financial resources.

The purpose of the authorization is to perform an institutional assessment of the education institution and to define whether the institution complies with the authorization standards. Authorization assessment is performed by an authorization experts panel and is based on the analysis of the information received as a result of an authorization site-visit and a self-assessment of the university. The authorization process is performed considering the requirements of Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and includes five main stages:

The first and the most significant stage of the authorization assessment of the higher education institution is a self-assessment of the HEI on the activity it conducts and the preparation of a relevant report, which is based on appropriate evidence. A self-assessment process enables the higher education institution itself to perform the analysis of its activity and gained experience, achieved results, existing situation and plan ways to improve its activity on the basis of the mentioned. In the conduct of the self-assessment a HEI should be guided by the authorization standards of the higher education institution and assess its activity in accordance with each of the requirements of standard components.

While conducting a self-assessment, the HEI should consider its mission, objectives and directions of priority and describe fitness to the purpose of each standard while making the assessment;

While conducting a self-assessment, the HEI should assess its performed activity and introduced practice, achieved results, existing situation in accordance with the requirements of each of the standard

components. On the basis of the mentioned, it should draw its conclusions and set ways for development in the future;

A self-assessment should be analytical and should be based on a relevant quantitative of qualitative data and evidence;

A self-assessment should be a process of joint participation to the extent possible and reflect the ideas of relevant stakeholders.

In the view of the authorization standards covering the full specter of main processes ongoing in the higher education institution, it is impossible to perform its qualified analysis and assessment without the engagement of relevant structural units.

It serves as a best practice to establish a self-assessment group, which will be representative to ensure the coverage of a full specter of HEI's activities and also the reflection of the stakeholders' ideas. In the process of self-assessment of the HEI, considering the organization size and its complexity, the engagement of the stakeholders could be assured both by directly (a membership of the self-assessment group) and indirectly. One of the main instruments of indirect stakeholder engagement is the conduct of business meetings by the persons directly involved in the self-assessment group with a wider university public as well as external stakeholders. Student engagement is also important in the self-assessment process. Considering the number of students, members of student organizations or clubs could be represented directly in the self-assessment group, which should ensure that students' interests and ideas are reflected in the self-assessment report. Also, with the purpose of considering students' ideas, the HEI could contact surveys on particular topics or organize focus groups/workshops, etc.

## **Accreditation**

Accreditation is the procedure of determining compliance of the educational programs of general education institutions with accreditation standards in order to introduce a systematic self-assessment of the institutions and facilitate the development of quality assurance mechanisms for education quality improvement. The accreditation standard represents the requirements established by the European Quality Assurance Standards and Principles to follow (ESG - 2015) towards the quality target, according to which the level of an educational program is evaluated.

Through the program self-evaluation process, the institution assesses the program strengths and weaknesses and provides the program development/improvement ways by means of defining the level of compliance with accreditation standards.

Through the accreditation process, the compliance of the highest educational program with the following standards is defined.

1. Goal and learning outcomes of the educational program and its compliance with them
2. Teaching methodology and organization, adequacy of the program mastering evaluation
3. Students' achievements, individual work with them
4. Providing teaching resources
5. The Teaching Quality Enhancement Opportunities

The first and the most significant stage of the authorization assessment of the higher education institution is a self-assessment of the HEI on the activity it conducts and the preparation of a relevant report, which is based on appropriate evidence. A self-assessment process enables the higher education institution itself to perform the analysis of its activity and gained experience, achieved results, existing situation and plan ways to improve its activity on the basis of the mentioned. In the conduct of the self-assessment a HEI should be guided by the authorization standards of the higher education institution and assess its activity in accordance with each of the requirements of standard components.

While conducting a self-assessment, the HEI should consider its mission, objectives and directions of priority and describe fitness to the purpose of each standard while making the assessment;

While conducting a self-assessment, the HEI should assess its performed activity and introduced practice, achieved results, existing situation in accordance with the requirements of each of the standard components. On the basis of the mentioned, it should draw its conclusions and set ways for development in the future;

A self-assessment should be analytical and should be based on a relevant quantitative of qualitative data and evidence;

A self-assessment should be a process of joint participation to the extent possible and reflect the ideas of relevant stakeholders.

It serves as a best practice to establish a self-assessment group, which will be representative to ensure the coverage of a full specter of HEI's activities and also the reflection of the stakeholders' ideas. In the process of self-assessment of the HEI, considering the organization size and its complexity, the engagement of the stakeholders could be assured both by directly (a membership of the self-assessment group) and indirectly. Also, with the purpose of considering students' ideas, the HEI could contact surveys on particular topics or organize focus groups/workshops, etc.

Recommendations / tips given during the program accreditation process, the implementation of which is aimed at the development of program content, resources, quality assurance, student services and other features / components.