



## Internal Evaluation Mechanisms for Quality Assurance

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## Quality Assurance Internal Evaluation Mechanisms

1. LEPL Iakob Gogebashvili Telavi State University (later mentioned as University) has got the Quality Assurance Internal system which includes the cycle “Plan-Do-Check-Act”. The cycle implies the following working scheme for Quality Assurance system.

❖ **Within the cycle “Plan” following actions are planned:**

- evaluation of teaching and quality assessment of scientific-research;
- evaluation of syllabi of curriculum and study courses;
- evaluation of academic staff work and development of corresponding recommendations to meet the European Standards;
- preparation for internal and external evaluation procedures.

❖ **Within the cycle “Do” following actions are done:**

- scheduled evaluation on the basis of the ascertained criteria and scheme;

❖ **Within the cycle “Check” the following is checked:**

- ascertain which mechanism works appropriately. In case of existence of any problems, reasons will be outlined.

❖ **Within the cycle “Act” the following issues are summarized:**

- implementation results;
- weak and strong sides will be determined;
- reasons will be outlined and corresponding recommendations will be developed.

❖ **Preparation stage for evaluation** implies several steps :

- defining the evaluation criteria according to the given issue;
- developing the evaluation procedure;
- developing the form of analysis for evaluation results;
- presenting evaluation results to the Academic and/or Representative Councils.

2. At the University, Internal Evaluation of the Quality Assurance implies the following aspects:

- ❖ evaluation of educational programmes;

- ❖ evaluation of programme implementation;
- ❖ evaluation of teaching provision with human and material resources;
- ❖ research of opinion and attitudes of interested individuals (employers, academic staff, students and alumni).

### **3. Educational Programme evaluation system**

There are the following ways of Quality Assurance Department for evaluating educational programmes and their structural elements – modules or syllabi:

- ❖ instruction for planning and developing educational programmes for all three cycles of higher education, which implies the form of educational programmes and the procedures of submission and validation of the educational programmes;
- ❖ form of syllabus;
- ❖ evaluation questionnaire.

During the programmes evaluation process, the interrelationship of structural units and aspects are focused in order to make a correlation between the goals of the programme and study outcomes; also the effectiveness and relevance of the mentioned teaching methods for achieving the goals are defined, etc.

The following quantitative and qualitative indicators are recommended for improving the achievement of the programme learning outcomes:

- ❖ self-evaluation – the University annually prepares the self-evaluation report for accreditation and presents it to the LEPL National Centre for Educational Quality Enhancement (external evaluation);
- ❖ competences – general and field competences must be relevant to the National Qualifications Framework;
- ❖ survey analysis – survey results of academic staff/invited professors/teachers involved in the programme implementation;
- ❖ survey of employers during the programme implementation; assessment of implementation on the following stage;
- ❖ survey results of alumni;

- ❖ rate of the academic performance of the programme participant students;
- ❖ rate of changing educational programmes by programme participant students;
- ❖ number of the registered statements of the programme applicants;
- ❖ rate of students' employment;
- ❖ average GPA of alumni;
- ❖ number of students with the State Grant for Studies;
- ❖ number of students enrolled on the following cycle of studying;
- ❖ programme participant students' employment rate according to specialization and/or non specialization.

The Quality Assurance Department regulates the programme evaluation at the University. Evaluation of the programme is done on the basis of revise and analysis of the qualitative and quantitative indicators. 40% is for the quantitative indicators and 60 % - for qualitative indicators.

On the basis of internal and external evaluation of the programme, the Quality Assurance Department along with the Faculty Quality Assurance Departments develops certain recommendations to fulfill the programmes and improve learning outcome achievements. Recommendations are presented to the Academic Council, Representative Council and the Faculty Boards.

The evaluation results may be followed by the following responses:

- a) Positive evaluation 90-100% - means the programme is fulfilled successfully;
- b) Positive evaluation 70-89% – is under recommendations, and given a reasonable timeframe to be considered;
- c) Negative evaluation 50-69% - the programme needs fundamental modification and the university should not be allowed to announce admission for new academic year;
- d) Negative evaluation - less than 50% - the program is being considered for cancellation.

#### 4. Educational process evaluation system

One of the main tasks of the Quality Assurance Department is to determine the adequacy of teaching on the basis of educational process results analysis, reveal problems and develop corresponding recommendations.

One of the legitimate indicators of educational process evaluation is students' academic performance. For evaluating educational process it is also very essential to make a survey of all the participants involved in the process (academic staff, administration and students, in certain cases employers and alumni).

On the basis of students' academic performance analysis, the following information is available:

- ❖ degree of complexity of educational programme and certain courses;
- ❖ relevance of teaching methods with evaluation methods and criteria;
- ❖ pedagogical traits of academic staff;
- ❖ level of student preparation.

At the end of each term, the Examination Centre does the quantitative analysis of the following indicators: number of students who have passed exams, classification of gained points and number of failed students; the calculation of students performance is made by the Administrator of Automated Education Management Systems.

The University has the evaluation system of students' academic performance and it is compared with students' ranking scale data developed by the European Credit Transfer and Accumulation System (ECTS), for instance, the results are considered as normal if:

1. Number of students with grade A does not exceed 10% of total amount;
2. The following grades are distributed in the following way: B-25%; C-30%; D-25%;
3. Number of students with grade E does not exceed 10% of total amount; It means that most of students should have average performance. 10 % of total amount should have the highest grade and 10 % of total amount should have the lowest grades. On the basis of comparison, in case of deviation, corresponding recommendations are developed.

Abovementioned approach is done within the evaluation procedure of study courses and educational programmes.

Questionnaire of the study course development is presented in compliance with the Annex N1.

#### **5. Evaluation mechanism of Professors-teachers**

Professor-teachers are evaluated by their scientific and teaching competences. The Administration and Vice Rector along with the Human Recourses Manager makes their evaluation and their teaching competences are assessed by the University Quality Assurance Department.

Professor-teachers' evaluation questionnaire is prepared in order to determine their teaching quality, according to which evaluation takes place (selection of adequate methods of teaching and evaluation, knowledge, skill of giving knowledge, effective communication with students, fair assessment of students, competence in the subject and much more).

#### **6. Research of satisfaction-attitudes and viewpoints of the parties interested in programme development process (employers, academic staff, students and alumni)**

One of the important activities of the Quality Assurance Department is researching opinions, ideas and satisfaction-attitudes and viewpoints of all the participants involved in the function of the University. The research is done by the Quality Assurance Department.

Students, academic staff, employers, alumni are interviewed in the course of research. First of all, the questionnaires are made and later the survey process takes place. Finally, the obtained data are processed and analyzed by the Sociologist. On the basis of the obtained results, the corresponding recommendations and responses are developed.

#### **7. Evaluation of efficiency of quality assurance internal mechanisms**

❖ **Efficiency of the quality assurance mechanisms is assessed on the basis of:**

- analysis of monitoring students' academic achievements;
- analysis of alumni employment rate;

- analysis of employers' survey;
- external evaluation (in the course of accreditation/authorization);
- periodic evaluation conducted by external experts;
- evaluation of the efficiency of Internal Quality Assurance mechanisms implies direct and indirect involvement of the University society (students, staff), and outstanding persons (employers, nongovernmental organizations and experts). On the basis of their recommendations and viewpoints, new activities are planned which are coordinated by the University Quality Assurance Department and monitored by the Commission organized by the Academic Council.

**Speaker of the Representative Council:**

**Professor M. Garibashvili**