



Quality Assurance Policy for Educational Programs

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“Approved”

Rector of the Georgian Aviation University
D.T.Sc., Professor

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Statement _____

Georgian Aviation University



Quality Assurance Policy for Educational Programs

Master Copy

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i. Revisions

Implementation of any Revision can only be performed through participation of the Head of Quality Manager and Governing Board. No revision will have legal power, unless it is reviewed and approved.

Created by:	Approved by:
Head of Quality Manager	Rector
Date:	Date:

Deleted Pages				Added Pages			
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ii. Revision Records

ii. Revision Records

Revision №	Reason for Revision	Page Numbers	Date	Entered by

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2. Documentation Control

Control of documentation is provided by the rules and procedures written in the Quality Manual of Georgian Aviation University. The aim of rules and procedures is to create system to identify and use all documents easily by employees within the organization. All documentation must be created, and storage by the format and terms indicated in Quality Manual. These procedures will establish effective system to create, renew and share documentations easily.

Document Distribution List

Organization	Format	Copy N:
Quality Service	Hard Copy	Master Copy
Quality Service	Electronic Version	Electronic Version
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3. General provisions

Article 1. Major Principles of Quality Management System

1. In order to assure the education quality within the educational curriculums Georgian Aviation University LLC (hereinafter referred to as the “Institution”) introduces quality assurance mechanisms, which include process evaluation, identification of shortcomings, identification and development of solutions.
2. Quality assurance is implemented through educational curriculums, modules, training courses, subjects, educational process, academic and invited staff, professional education teacher, material and technical facilities, university human resources, administration functioning, systematic quality assessment.
3. In order to effectively implement the quality assurance system, the Institution will develop evaluation forms that are changeable and evolving.
4. The introduction and performance of quality mechanisms are provided by the Institution’s Quality Assurance Office, which is responsible for the objective management of ongoing processes.
5. The purpose of the evaluation stipulated by the quality assurance mechanisms is not to control or record the class conduction or skipping, but to cover a substantive evaluation of the processes to improve the teaching quality and to meet the needs of students/professional students.
6. Evaluation of educational curriculums includes the main activities:
 - 6.1. Evaluation of training courses/subjects/modules in the process of implementation of the educational curriculums;
 - 6.2. Assessment by students/professional students of academic, invited staff, and professional education teacher/teachers implementing the educational curriculums;
 - 6.3. Determination of the satisfaction of students/professional students with the material resources used for the educational purposes of the certain educational curriculum in the Institution;
 - 6.4. Mobilization and analysis of the information specified in sub-paragraphs "6.1", "6.2", "6.3" of this paragraph, as a result - identification of problems, shortcomings;
 - 6.5. Determination and planning of developing activities based on the information obtained as a result of the implementation of sub-paragraph “6.4” of this paragraph;
 - 6.6. Performance of the activities defined as a result of the implementation of sub-paragraph "6.5" of this paragraph.
7. Implementation of the educational curriculum is evaluated by filling in the respective questionnaires by surveying the students/professional students, academic and invited staff, and professional education teachers.
8. Evaluation of the administration staff with the participation of both students/professional students and other members of the Institution is planned to develop the activities of the Institution.
9. Filling in of questionnaires is confidential in order to guarantee objectivity as much as possible.
10. This document is the Major Principles of Quality Assurance System, on the basis of which the Institution's Quality Assurance Office will develop and draw up a specific plan and submit it to the Rector for approval.
11. Based on this regulation and in order to implement quality mechanisms, the Quality Assurance Office creates various tools, including questionnaires, guidelines, recommendations, methodology.



12. Any member of the Institution who is concerned with the use of tools developed in accordance with this regulation is required to use and build upon them.
13. Any alterations and addendums to this document may be made by resolution of the Governing Board.

Article 2. Educational Curriculum Implementation Evaluation System

1. The University introduces and develops an educational curriculum implementation evaluation system, which aims to provide an internal audit system that inspects:
 - 1.1. whether the ways of achieving the educational curriculum learning outcomes are planned duly;
 - 1.2. the fairness of the assessment of student/professional student learning outcomes;
 - 1.3. the adequacy of the human and material learning resources allocated to achieve the learning outcomes.
2. Internal audit approaches are a process focused to assist a student/professional student, academic and invited staff, and professional education teacher and have collaborative nature to identify student needs and improve the curriculum.
3. The internal audit process includes the following stages: planning, implementation and evaluation/analysis.
4. The Quality Assurance Office is a governing body in the structure of the University, which plans and implements both the evaluation & development of the management processes of the corporate activity of the University and the evaluation & development of separate educational curriculums, namely:
 - 4.1. Manages the quality assurance system of the Institution;
 - 4.2. Acts as a contact unit with the National Center for Educational Quality Enhancement for external evaluation/monitoring activities and other issues;
 - 4.3. Coordinates staff training and development needs related to student assessment, teaching & learning methods, and other aspects;
 - 4.4. Provides the introduction and implementation of the internal audit system, for which it monitors and evaluates the internal audit process;
 - 4.5. Provides planning and implementation of development activities to eliminate the shortcomings identified during the implementation of the educational curriculum and internal audit.
5. The purpose of regular monitoring, evaluation and auditing of educational curriculum is to ensure the proper implementation of the curriculum and to create a supportive and effective learning environment for students/professional students. Regular monitoring means the evaluation of each training course/subject/module defined by the educational curriculum by both the student/professional student and the implementing staff.
6. Evaluation of the training course/subject/module includes checking the content of the educational curriculum, training course/subject/module, examination of teaching & learning methods, assessment of student/professional student achievement, adequacy of teaching and material resources used and identification of shortcomings. And determination by an implementing person of the relevance of the learning outcomes, teaching & learning methods, student/professional student workload, student/professional student knowledge assessment system and other issues defined by the same training course/subject/module.



7. Evaluation of the process of implementing the educational curriculum is not only a process related to the content and educational resources of the curriculum, but it also defines the students'/ professional students' satisfaction with the services provided by the structural units of the University, activities supporting student/professional student and their compliance with the curriculum objectives.

8. Curriculums are evaluated and audited periodically with the involvement of students/professional students and other entities concerned. The information got is analyzed and the curriculum is modified/adapted to ensure its updating. The updated curriculum is subject to publicity, publication and, if necessary, external evaluation.

9. The relevant questionnaires (see Annexes) are used during the educational curriculum, which are filled in by students/professional students to evaluate the implementing staff and other university staff (of any structural unit). However, other approaches to the evaluation of the curriculum are considered, namely:

- 9.1. Discussion of issues in a focus group with the participation of students/professional students of a certain curriculum (not less than 30% of the total number of students/professional students). Students/professional students with both high performance and poor performance should be considered when selecting students/professional students. It is advisable to staff the focus group from different groups if there are several groups;
- 9.2. Personal interview of a Quality Assurance Office representative with a certain student/professional student;
- 9.3. Conduction of a focus group with the academic, invited staff and professional education teacher implementing the same student/professional student group;
- 9.4. Attending classes during the teaching process, making notes on the process;
- 9.5. Other approaches may be considered in individual cases.

10. Information obtained through questionnaires and/or various methods will be processed by the Quality Assurance Office and the both positive and negative aspects of the issues identified will be submitted to the relevant Faculty Board for reviewing. As a result of review it will be defined the need for a change of educational curriculum or other activity that will be developed and drawn up by the Quality Assurance Office.

11. A proposal for development activities developed by the Quality Assurance Office will be submitted to the Rector for approval.

12. Development activities may include a substantial change in the educational curriculum, which means a change of more than 30% of the training courses/subjects, or removal/addition/enhancement of a certain training course/subject, change in student/professional student workload, change in material and/or learning resources. These issues and procedures will be regulated by the relevant regulation of the Institution. In case if a professional curriculum is developed on the basis of a framework document, other types of development activities may be reviewed.

13. The Quality Assurance Office will provide an implementing person with the written information on the issues and needs identified in connection with the teaching & learning methods defined in the training courses/subjects/modules and on the assessment of a student's/professional student's learning achievements and recommend to address existing shortcomings. These issues are considered information provided to the Faculty Board since the implementing staff, within its academic freedom, enjoys the right to develop teaching & learning and student/professional student assessment approaches.

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14. The implementing staff and the relevant structural units of the University are obliged to ensure the observance of the following principles in the teaching & learning methods and assessment of student/professional student knowledge:

- 14.1. The existing test and examination methods are known in advance to the student/professional student and he/she gets support for the development of his/her skills in this field;
- 14.2. Evaluation criteria and methods as well as mark criteria are published and available in advance;
- 14.3. Evaluation allows a student/professional student to demonstrate the level his/her expected achievements;
- 14.4. A student/professional student receives feedback, which, if necessary, also gives advice on the learning process;
- 14.5. Teaching & learning methods are focused on achieving learning outcomes;
- 14.6. Evaluation is consistent, fairly applied to all students/professional students, and carried out in accordance with procedures established;
- 14.7. A formal appeal procedure has been developed for students/professional students.



4. Annexes

4.1 Higher educational program evaluation survey

Education program Evaluation Form

The University uses the Student Survey Mechanism as one of the means of measuring teaching-learning indicators. Student surveys provide important information about the course structure, teaching methods, teaching materials, and other aspects used by academic and invited staff.

In the evaluation 4 is positive, 0 - negative.

The poll is anonymous.

1. Which program are you studying at? *

Short answer text

2. Are you employed? If yes, indicate how many hours you work per week. *

No more than 20 hours

20 - 40 hours

More than 40 hours

Unemployed

3. What half of the day do you attend classes? *

Morning

Evening

4. On average, how many hours a week do you need to do your homework? *

Less than 5 hours

5-10 hours

10-15 hours

More than 15 hours



5. Assess how well faculty members know about your educational program. *

- 4
- 3
- 2
- 1
- Don't have an answer

6. How well does the faculty ensure the teaching quality for your educational program? *

- 0
- 1
- 2
- 3
- 4

7. How kind are the faculty members towards the students? *

- 0
- 1
- 2
- 3
- 4

8. How professional are of most lecturers / instructors in your program? *

- 0
- 1
- 2
- 3
- 4

9. Did you participate in the exchange program? *

- Once
- Twice or more
- Did not participate



10. Do you want to participate in the exchange program? *

Yes

No

11. Highlight the sentences below according to your priorities. *

I wish there were more lectures in the evenings.

I would like the university gave us ability to participate in more exchange programs.

I would like more elective foreign languages in the educational program.

I would like to pay more attention to the courses of specialization.

I would like more attention to be paid to general courses.

I would like more attention to be paid to independent work-based projects in certain courses.

12. Would you recommend your educational program to others? *

Yes

No

13. How would you evaluate the educational program as a whole? *

0

1

2

3

4

14. List the strengths of the program. *

Short answer text



15. List the weaknesses of the program. *

Short answer text
.....

16. Which course would you like the university to strengthen in the program? *

Short answer text
.....

17. What courses are best in your program and why do you think so? *

Short answer text
.....

18. Which courses would you rate most negatively in your program and why do you think so? *

Short answer text
.....

19. What recommendations do you have for the program supervisor? *

Short answer text
.....



4.2 Vocational educational program evaluation survey

Vocational educational program Evaluation Form

The University uses the Vocational Student Survey Mechanism as one of the means of measuring teaching-learning indicators. Vocational Student surveys provide important information about the module structure, teaching methods, teaching materials, and other aspects used by academic and invited staff.

In the evaluation 4 is positive, 0 - negative.

The poll is anonymous.

1. Which program are you studying at? *

Short answer text

2. Are you employed? If yes, indicate how many hours you work per week. *

No more than 20 hours

20 - 40 hours

More than 40 hours

Unemployed

3. What half of the day do you attend classes? *

Morning

Evening

4. On average, how many hours a week do you need to do your homework? *

Less than 5 hours

5-10 hours

10-15 hours

More than 15 hours



5. Assess how well faculty members know about your educational program. *

- 4
- 3
- 2
- 1
- Don't have an answer

6. How well does the faculty ensure the teaching quality for your educational program? *

- 0
- 1
- 2
- 3
- 4

7. How kind are the faculty members towards the students? *

- 0
- 1
- 2
- 3
- 4

8. How professional are of most lecturers / instructors in your program? *

- 0
- 1
- 2
- 3
- 4

9. Would you recommend your educational program to others? *

- Yes
- No

10. How would you evaluate the educational program as a whole? *

- 0
- 1
- 2
- 3
- 4



11. List the strengths of the program. *

Short answer text

12. List the weaknesses of the program. *

Short answer text

13. Which module would you like the university to strengthen in the program? *

Short answer text

14. What modules are best in your program and why do you think so? *

Short answer text

15. Which modules would you rate most negatively in your program and why do you think so? *

Short answer text

16. What recommendations do you have for the program supervisor?



Short answer

Short answer text

Answer key (0 points)



Required



4.3 Academic/invited staff and course evaluation survey

Course/Module Evaluation Survey

The University uses the Student Survey Mechanism as one of the means of measuring teaching / learning indicators. Student surveys provide important information about the course structure, teaching methods, teaching materials, and other aspects used by academic and visiting staff.

In the evaluation 4 is positive, 0 - negative.

The poll is anonymous.

Lecturer's name: *

Short answer text

1. How satisfied are you in refer to the lecturer's explanation and communication skills? *

4

3

2

1

0

2. How well did the lecturer answer your questions? *

4

3

2

1

0

3. How would you assess your communication with the lecturer outside the class? *

4

3

2

1

0



4. How interesting and comprehensive were materials presented by the lecturer? *

- 4
- 3
- 2
- 1
- 0

5. Whether or not was the lecturer unbiased during student assessment? *

- 4
- 3
- 2
- 1
- 0

6. Whether or not did you receive lecturer's explanations over assessment of your work? *

- Always received explanations I agreed with
- Always received explanations I didn't/partially agreed with
- Received explanations on demand
- Didn't receive explanations

7. Activities performed during classwork: *

- Is relevant to aims and objective of educational course
- Is not relevant to aims and objective of educational course
- No activities performed during classwork



8. how often did the lecturer check/assess homework/oral surveys? *

Every meeting

Once a week

5-7 time during the semester

Didn't check/assess

9. Would you like to take another subject with current lecturer? *

Yes

No

10. Would you recommend another student to choose subject of the current lecturer? *

By all means

Would refrain

Wouldn't recommend

11. Please briefly describe work process with with the lecturer/administration (remark, recommendation, satisfaction) *

Long answer text

.....



4.4 Vocational teacher / module evaluation survey

Module Survey

Form description

Lecturer's name: *

Short answer text

1. How satisfied are you in refer to the lecturer's explanation and communication skills? *

4

3

2

1

0

2. How well did the lecturer answer your questions? *

4

3

2

1

0

3. How would you assess your communication with the lecturer outside the class? *

4

3

2

1

0



4. How interesting and comprehensive were materials presented by the lecturer? *

- 4
- 3
- 2
- 1
- 0

5. Whether or not was the lecturer unbiased during student assessment? *

- 4
- 3
- 2
- 1
- 0

6. Whether on not did you receive lecturer's explanations over assessment of your work? *

- Always received explanations I agreed with
- Always received explanations I didn't/partially agreed with
- Received explanations on demand
- Didn't receive explanations

7. Activities performed during classwork: *

- Is relevant to aims and objective of educational course
- Is not relevant to aims and objective of educational course
- No activities performed during classwork



8. how often did the lecturer check/assess homework/oral surveys? *

Every meeting

Once a week

5-7 time during the semester

Didn't check/assess

9. Would you like to take another subject with current lecturer? *

Yes

No

10. Would you recommend another student to choose subject of the current lecturer? *

By all means

Would refrain

Wouldn't recommend

11. Please briefly describe work process with with the lecturer/administration (remark, recommendation, satisfaction) *

Long answer text

.....



4.5 Material -technical base evaluation survey

Material-technical base survey

As one of the main factors for the effective implementation of the educational process is the existence of a strong material and technical base, the University is constantly updating the infrastructure and improving the environment in accordance with the needs of students, for which appropriate measures are taken.

The purpose of this survey is to identify indicators of student satisfaction and obtain information about their interests.

5 points are positive in the evaluation, 0 - negative.

The poll is anonymous.

1. How well equipped are the university's buildings? *

0	1	2	3	4	5
<input type="radio"/>					

2. How well adapted is the university base for people with disabilities? *

0	1	2	3	4	5
<input type="radio"/>					

3. To what extent do the material and technical equipment in the classes / laboratories meet the requirements for the learning process? *

0	1	2	3	4	5
<input type="radio"/>					

4. How satisfied are you with the library book fund? *

0	1	2	3	4	5
<input type="radio"/>					



5. How sufficient is the computer equipment in the library? *

0	1	2	3	4	5
<input type="radio"/>					

6. Evaluate the material base for sporting events. *

0	1	2	3	4	5
<input type="radio"/>					

7. How satisfied are you with the open and closed student spaces? *

0	1	2	3	4	5
<input type="radio"/>					

8. What kind of measures do you think are needed to be done? *

- Increase the book fund of the library
- development of the technical base
- Improving the student spaces
- Development of sports infrastructure
- Improving parking spaces
- Other...

9. Please, briefly state your opinion / remark / desire regarding the material-technical base of the University and the ways of its development.



Paragraph