



LEPL - Ivane Javakhishvili
Tbilisi State University

Annual Report

2020

Quality Assurance Service

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1. Introduction

Quality Assurance Service (hereinafter – Service) of Ivane Javakhishvili Tbilisi State University (hereinafter – University), is one of the governing bodies of the University. The aim of its activity is the continuous development of the quality of the University services. The Service operates in accordance with the Articles 25 and 31 of the Law of Georgia on Higher Education, University Charter and Regulations of the Quality Assurance Service. Within the frames of its activities, the Service is guided by the Standards and Guidelines for Quality Assurance in the European Higher Education Area developed by the European Association for Quality Assurance in Higher Education and National Authorization and Accreditation Standards.

The main areas of activity of the service are the following:

- a) Promoting the quality of learning / teaching and research at the University;
- b) Evaluation of the teaching and research activities of the University;
- c) Development of recommendations for improving the teaching and research activities of the University;
- d) Organizing a self-assessment process for authorization and accreditation processes;
- e) Promotion of the introduction of modern teaching, learning and assessment methods;
- f) Promoting the integration of the University in international cooperation and in the European educational space.

The Quality Assurance Service operates in collaboration with the Quality Assurance Services available at the faculties, which are part of the Quality Assurance System of the University. Based on the multi-profile expert experience of the University, the Service actively cooperates with various structural units of the University, for further development of the activities.

This report presents the current situation concerning the development of teaching/learning and research, as well as quality of University services for the reporting period from December 2019 to December 2020; furthermore, it represents the development plan and prospective for the next year. Given the emergency situation within the country, the University has faced new challenges, due to which the Quality Assurance Service has defined the specific plan in terms of modifying number of existing issues and implementing new topics. The process of transformation has affected teaching and research processes, as well as University services and communication in terms of quality with both internal and external actors. Taking into consideration the current situation and despite the fact that it has led to the introduction of number of innovations in the teaching and research processes, including the distance learning method, overall, the learning and teaching process can be assessed as satisfactory. Studies conducted within the reporting period clarified, that more effort should be taken in the teaching and research process to change the current situation and improve the outcomes, until the present processes return to the established and universally accepted academic communication framework.

Ongoing active changes within the University formed the basis for the decision made at the end of 2019 to increase the **maximum number of students**, which was eventually completed by submitting an application to the LEPL National Center for Educational Quality Enhancement. The process of working on this application was organized by the Quality Assurance Service of the University and as planned, it was implemented in stages with the effective cooperation with the entire University community and administrative units: the need for change was calculated in detail and justified, which would amend the separate details of the 2020 University Action Plan. Therefore, from the beginning of 2020, University administration and academia commenced adapting number of processes in accordance with the new data, since under the Decision N1 of the Authorization Council for Higher Education Institutions dated 14 February 2020, the maximum number of student seats at the University was set at 26 633.

The most difficult and unexpected challenge was derived from the current situation within the country; the global pandemic suddenly put the University **in the extraordinary situation**, which, in turn implied adaptation of number of processes in the shortest time – within the total 2 weeks. The change covered the following: *teaching and learning, as well as research processes, services and management of all areas*. In order to prevent the spread of the coronavirus, in accordance with the decision of the Ministry of Education and Science and taking into consideration the recommendations of the Interagency Coordination Council under the Prime Minister as well as the Ministry of Health of Georgia, Ivane Javakhishvili Tbilisi State University administration scheduled and organized activities related to various directions, in particular:

- Information technology;
- Information and communication;
- Management of learning processes;
- Quality assurance;
- Internationalization;
- Student support.

Given the existing situation, the assessment of replaced processes from various projections was put on the agenda, so that the processes operating within the University derived from the artificially created adapted situations would not cause hindrance or irreversible negative consequences. In this regard, assessment on e-learning satisfaction level within the students, academic and invited personnel proved to be as essential as the survey among administrative and support personnel on remote case management.

As of December 2020, **238 educational programmes** are operating at Ivane Javakhishvili Tbilisi State University, including the following: 63 bachelors, 99 master, 47 PhD, 1 Georgian language; 22 professionals; 3 one-step, 2 integrated teacher training and 1 teacher training programmes; furthermore, 26 foreign language educational programmes (11 bachelors, 11 masters, 3 PhD, 1

one-step) should be highlighted. The process of accreditation is a constantly updated process at the University that was also active during the 2020 reporting period. Details in this regard, shall be presented in this Report

As compared to the previous reporting period, the objectives of the University have not fundamentally changed; however, the approaches toward the issues have been modified. **Transformations of certain processes** have led to introduction of new methodologies, instruments and technological changes within the learning/teaching and research processes. The actions of the University society appeared to be quite effective towards the abovementioned innovations, which were based on collegial cooperation of institutions as well as various structural units and faculties of the University.

The development of the quality of the University implies first of all the **institutional development** of a higher educational institution, which is gradually scheduled by the Quality Assurance Service of the University at the beginning of each new reporting year and is directly related to the new challenges faced by the higher education institution. The Quality Assurance Service defines the readiness of human and infrastructural resources on the basis of surveys, identifies research tools and methodology, develops specific projects and strives to obtain relevant assistance from internal as well as external quality actors. Furthermore, assistance is often provided by various international foundations and organizations. Within the frames of 2020 reporting year, the Quality Assurance Service of the University was engaged in and managed 6 institutional development projects, including 1 internal and 5 international grant applications, of which 5 is active for 2021.

The basis for the development of the quality of higher education is not only a well-designed strategy and plan, the goals aimed at accurate and effective outcomes, but also highly qualified human resources performing the mentioned activity. Quality Assurance Service of the University, gradually, in accordance with the international standards and requirements, based on research and taking into consideration the requests of the students, academic and administrative personnel develops **professional development activities** of the University society. Seminars, workshops, trainings are considered to be one of the effective activities among them. Within the current reporting period, with the involvement of Georgian and foreign international experts following has been implemented: 46 meetings for the purpose of professional development (including 33 for academic and administrative personnel (715 participants)) and 13 trainings (for 573 students).

Within the frames of the reporting year, in addition to the planned activities, such as promoting the quality of teaching and research at the University, external evaluation, including organizing authorization and accreditation processes, international cooperation and promoting the integration of the University in the international educational space and further development of the quality assurance system at the University, given the certain circumstances and mandatory

conditions, the institution was obliged to ensure various activities, in particular, cooperation with internal and external quality actors should be highlighted in terms of professional support of academic personnel and engagement in international projects and programmes, which was covered in detail by this Report.

2. Promoting development of educational programmes

After increasing the maximum number of students in 2020, 22580 students are enrolled at 7 faculties of Ivane Javakhishvili Tbilisi State University. The largest number of students (5163) is registered at the Faculty of Economics and Business (5163), followed by the Faculty of Humanitarian Sciences (4377), Faculty of Exact and Natural Sciences (3610) and the Faculty of Law (3474) (other faculties: Faculty of Social and Political Sciences - 2594, Faculty of Medicine – 1795, Faculty of Psychology and Educational Sciences – 1567). Last year, growing number of students were admitted to the Faculty of Psychology and Educational Sciences, as well as the Faculty of Economics and Business. Most graduates are registered at the Faculty of Law (1048) and the Faculty of Humanitarian Sciences (944), as well as the Faculty of Economics and Business (783) (Faculty of Exact and Natural Sciences – 489, Faculty of Social and Political Sciences – 469, Faculty of Psychology and Educational Sciences – 345, Faculty of Medicine – 216; in total: 4296 graduates).

State-funded educational programs operate at three faculties of the University, i.e.: *Faculty of Exact and Natural Sciences, Faculty of Humanitarian Sciences and Faculty of Economics and Business* (physics, chemistry, biology, mathematics (400) / philology, history, archeology, philosophy, ethnography (450) / educational science (75) / economics (400)); among them, the Faculty of Economics has a high registration rate of funded study places, and the largest number of students with high funding is attested to the Faculty of Exact and Natural Sciences.

At the end of 2020, 238 Georgian-language and 26 foreign language educational programs at all three levels of higher education operated at 7 faculties of the University. Detailed statistics related to the faculties is presented on the relevant website¹ of the Quality Assurance Service of the University.

Educational programmes are supported at the University in two main directions:

- Internal quality assurance;
- External quality assurance;

¹ Statistical data are available at the following website: <https://www.tsu.ge/ka/quality-assurance/page/სტატისტიკური-მონაცემები>

2.1. Internal quality assurance

For the purpose of internal quality assurance, the Quality Assurance Service of the University carries out its activities in a complex way, in several directions, in particular:

- ✚ Peer review of educational programmes;
- ✚ Academic performance analysis;
- ✚ Surveying students, academic and invited personnel and creating an appropriate feedback system;
- ✚ Regarding the updated format of the work of the educational programme development committees;
- ✚ Student participation in programme quality assurance mechanisms;
- ✚ Crisis management: process and outcome;
- ✚ Adaptation of normative documents;

2.1.1. Collegiate evaluation of educational programmes

Since 2019, with the intensive cooperation of the University and the Faculty Quality Assurance Services, a peer review of educational programmes is carried out in every semester, that strengthens the culture of quality within the institution due to the fact that both academic as well as the administrative personnel participate in the present process. The abovementioned processes have been carried out smoothly since 2020 with the involvement of programme committees and industry experts employed in the structural units of the University, as well as students, graduates and in some cases, the employers.

The University has improved its *internal evaluation system* since 2019, which, above all, promotes the introduction and sharing of best practices in individual faculties in the internal evaluation system of educational programmes. The introduction of updated techniques and methodology in the internal evaluation system has facilitated the following:

- Raising the quality culture in the University space;
- Active involvement of students in the process of programme evaluation and development;
- In some cases, the active participation of employers and heads of internship facilities in the evaluation process of educational programmes;
- In some cases, active participation of graduates in the processes scheduled for the improvement of the programme;
- Diversity and increasing the workload of the working process of the committee supporting programme planning and development.

The introduction of a modified internal evaluation system required clarification and detailed description of certain procedures. These procedures have been publicly and schematically posted

on the University Quality Assurance website² since the last reporting period, to make it accessible to all the persons interested with the present topic.

The formative assessment of educational programmes, and is a kind of simulation of the (re)accreditation process which has been evaluated by experts as the best practice introduced by the University Quality Assurance Service (see the report of the authorization experts).

Due to the epidemiological situation in the country, within the reporting period, despite the limited communication conditions, an internal evaluation was planned for the educational programmes that:

- Were in the process of (re)accreditation;
- Required modification in relation to the new qualification framework.

Therefore, the internal evaluation was carried out for the following:

- January-February 2020: 8 educational programmes (including: 4 – one-step; 2 - master, 2 - doctoral);
- May-June 2020: 3 educational programmes (including: 1 – bachelor, 2 - doctoral);
- July-August 2020: 4 educational programmes (including: 1 - bachelor, 1 - master, 2 - doctoral);
- September-October 2020: 8 educational programmes (including: 1 - bachelor, 5 - master, 2 - doctoral);
- November-December 2020: 25 educational programmes (including: 7 - bachelor, 12 - master, 6 - doctoral);

In 2020, 48 educational programmes were subject to internal evaluation. 448 people participated in the evaluation process. Discussions were held via zoom electronic platform. It was attended by representatives of various levels of the faculty administration, program managers, academic and invited personnel, students and alumni, employers and interns / interns. The abovementioned meetings were attended by 8 students who undergo an annual internship in the Quality Assurance Service.

For the second consecutive year, one of the most important assessment tools has been actively used by foreign colleague-experts in the evaluation of educational programmes supported by a grant from the Francophone University Agency (AUF) (for details, see Chapter 2.2.1). In 2020, three educational programmes have been considered in this process, including: *psychology*, *economics and ecology* educational programmes (experts: Dr. Lauren Beg; Dr. Bruno Defence; Dr. Vincent Florence). Based on expert opinions and recommendations, by 2021, the

² Peer review of educational programmes are available on the following website: <https://tsu.ge/ka/quality-assurance/page/საგანმანათლებლო-პროგრამების-კოლეგიალური-შეფასებები>

abovementioned educational programmes will be prepared for inclusion in the re-accreditation process upon completion of the development phase.

2.1.2. Academic performance analysis

In recent years, the Quality Assurance Service of Tbilisi State University has been actively trying to conduct surveys based on interviews and analysis. Therefore, variety of survey tools are applied through which it is possible to regularly assess the essential aspects of teaching and learning. One of the important issues is the analysis of students' academic performance, the assessment of which based on certain data was mainly in the form of reports presented by the University Examination Center every semester until the autumn semester of 2019.³

Against the background of the global pandemic and developments in the country the University Quality Assurance Service has put on its agenda the monthly semester assessment of students' academic performance. To achieve this, after the porting of the personal study cards of the students registered for the educational programmes of all three levels of the University, the Gaussian distribution curve has been added to the learning process regulatory system (lms.tsu.ge), according to which it has become possible to analyze students' academic performance by individual courses.

This analysis was fully implemented by the Faculty of Law in 2020, partly by the Faculty of Exact and Natural Sciences and certain data have been assessed by the Faculty of Psychology and Educational Sciences as well as the Faculty of Humanitarian Sciences. Due to the specifics related to the faculty, a different methodology was used to analyze the students' academic performance and develop relevant recommendations. In particular, the Faculties of Humanitarian Sciences as well as the Psychology and Educational Sciences have used the Gaussian type distribution integrated in the LMS portal as a research mechanism. As for the Faculty of Exact and Natural Sciences, the target selection was the academic attendance of the graduates of the introductory programmes of the undergraduate educational programmes; the Faculty of Law, there have been reviewed undergraduate programmes in law and international law, taking into consideration the detailed primary data, relevant statistical methods, and the optimal number of students to be assessed within the group. The following is a sample of the most comprehensive results of the analysis.

- ✓ **The Faculty of Law** has analyzed the data of 117 subjects offered in the spring semester for 2019-2020 academic year (in total, more than 16 100 assessment components). In 79 subjects the grade was A - (<20%), and in 35 subjects - A - (<50%). More than 1/3 of the

³ Analytical reports of Examination Center are available at the following website:

<https://old.tsu.ge/ge/government/administration/departments/examcenter/about/r2ewgq1iswdybjnvs/>

- registered students have failed in only 6 subjects. Only 71% of the subjects offered in the spring semester fell within the benchmarks taken for the study. It should be highlighted that considering the transition to a one-year period and distance learning format, the number of students receiving A grade has increased from 60 to 79 subjects; and the number of subjects where A - (<50%) was observed have increased from 16 to 35 subjects. In addition, it is important to note, that more than 1/3 of the student failure were observed in only 6 subjects, which is 45% less than in the previous similar period.
- ✓ In terms of the **Faculty of Psychology and Educational Sciences**, the comparison of the distribution schedule of the final grades of the courses announced during the spring semester for 2019-2020 academic year with the Gaussian type distribution has clarified that in most cases, the distribution is not concentrated around a single value and does not represent the Gaussian (normal) distribution. There is a tendency of positive deviation in psychology courses - in 79.2%; close to normal distribution - 5.7%, negative deviation is represented in 7.5% of courses and the remaining 7.5% is uncertainly distributed. In 82.3% of the training courses in the field of educational sciences, there is a positive deviation, 11.3% is close to normal distribution, in 3.2% there is a negative deviation and 3.2% is uncertainly distributed. 84.2% of the occupational therapy programme training courses are positively deviated, while 15.8% are close to the normal distribution. From the total number of courses announced at the Faculty of Psychology and Educational Sciences should be highlighted the following: positive distribution - 81.3%, normal distribution - 9.7%, negative distribution - 4.5% and uncertain distribution - 4.5%. Based on the abovementioned data, it can be assumed that in the vast majority of courses (more than 80 percent) students' grades were high, i.e. - A or B.
 - ✓ Monitoring the academic performance of students in the undergraduate programmes of the **Faculty of Humanitarian Sciences**, like the Psychology and Educational Sciences, showed that the Gaussian distribution in the e-learning format is unequal compared to the previous year. In particular, in accordance with the analysis of the training courses announced in the spring semester of 2020, student grades have improved significantly, which is likely due to the specifics of e-learning.
 - ✓ Within the current year, the **Faculty of Exact and Natural Sciences** evaluated the academic performance of the graduates of the introductory programmes of the undergraduate educational programmes. The results of the evaluation revealed that there are no significant differences in the format of e-learning compared to the results of 2019. The academic performance of the students has remained unchanged or changed slightly, which does not make a significant difference.

Given the complexity of the issue, the systemic and systematic monitoring of students' academic performance is a significant challenge. We consider it necessary to use a variety of mechanisms in the process of monitoring the academic performance, which shall enable to collect

comprehensive information based on the needs of different target groups. To this end, in the process of analyzing the academic performance of students, we believe that in addition to the evaluation of the course by students and academic personnel, the self-assessment made by students within the course can also be successfully used, which will enable to clarify the objective self-awareness of students concerning their work done.

It should also be noted the international trend that has clearly emerged after conducting academic analysis of students, in particular, during the Covid pandemic, a number of foreign universities showed an increase in the academic performance of students on the assessment scale. This information was provided by representatives of Dublin and Berlin Humboldt Universities within the frames of the last meeting of the focus group of the European University Association in 2020.

2.1.3. Surveying students, academic and invited personnel. Creating an appropriate feedback system

Since 2019, the University Quality Assurance Service has been actively cooperating with the academic personnel and doctoral students of the Faculty of Psychology and Educational Sciences and the Faculty of Social and Political Sciences; thus, regularly conducts research in various fields. Academic personnel of the Department of Psychology, doctoral students and interns of the Faculty of Educational Sciences are involved in the preparation of the present process. The questionnaire is developed and evaluated annually: all the issues that arise after studying the developments and challenges facing the University are added to the main and essential topics. Research results are collected and systematized by the interns and the material is processed by a group of field specialists. The final analysis is published on the service website,⁴ in addition it is shared with the target groups.

From the studies conducted in 2020, the following studies are important and substantial according to the data:

- ✓ Student satisfaction survey on distance learning - December 2020;
- ✓ Survey of academic and invited personnel on e-Learning - December 2020;
- ✓ Student satisfaction survey on distance learning courses in the spring semester – July 2020;
- ✓ Survey of students concerning the distance learning – April 2020;
- ✓ Survey of academic and invited personnel for distance learning – April 2020;
- ✓ Survey of administrative and support personnel on remote case management - April 2020.

⁴ Detailed information regarding the 2020 survey is available on the following website: <https://tsu.ge/ka/quality-assurance/page/კვლევები-და-გამოკითხვები>

In fact, three phases of the surveys have been identified. First of all, the surveys were launched due of the global pandemic, upon adaptation of distance learning and administrative processes. At the next stage, the learning process and in particular distance learning courses were evaluated. By the end of the fall 2020 semester, upon completion of distance learning and administrative processes, it became important to process new data for comparison. Based on the analysis of the surveys, the studies showed the average involvement of students (2104 persons) in the present processes, among which the highest was the participation of undergraduate students in the studies. Due to the high activity of undergraduate students, it was considered necessary to calculate the response rate indicators for the present educational level, which showed that in some cases the response rate scores improved in the case of the undergraduate students compared to the overall rates. As a result of the abovementioned studies: the majority of surveyed students (38%) assess the e-learning process as neutral in the current semester. However, there is a high percentage of dissatisfaction (51%) with students who value the technical side of involvement in the learning process. As for the e-learning process, the Faculty of Economics and Business have a high rate of positive evaluations (48.4%), and the highest negative data fall under the Faculty of Psychology and Educational Sciences (43.2%).

The analysis of the survey of academic and invited personnel, with a response rate of 11%, clarified that e-distance learning in lecture (63%) and seminar (59.7%) formats is running smoothly on ZOOM electronic platform, which also confirms the improvement of the organizational infrastructure of the educational process within the University (500 ZOOM electronic platform accounts had been purchased by the University in 2020). However, a survey of academic and invited personnel revealed a decrease in student involvement in the learning process (24.5%); they also noted the improvement of e-learning technologies (45.8%);

Surveying of administrative and support personnel was so important that under these circumstances, the service provision to students and academic staff was radically changing. Their synchronous work has largely conditioned the smooth running of the training, research and service. The research tools, mechanisms, methodology and results are presented in Table 1:

The present survey has clarified, that the administrative personnel was mostly trained to meet the distance communication and case management process, since the University has been operating electronic case management system for several years; and if there were still specific areas for improvement, it was mainly related to the technical and technological smoothness of the present processes.

Studies related to academic and invited personnel was timely and important, as the present focus group, unlike administrative staff, had a lower degree of workflow management via remote communication. The results of the analysis of the given surveys are also presented schematically (see Table 2).

Surveys have revealed, that ZOOM has been named as the most relevant electronic platform in the distance learning process. However, e-learning (Moodle) module took the second place at the Faculty of Exact and Natural Sciences, Psychology and Educational Sciences and Medicine; and in case of the Faculties of Law, Economics and Business, Humanitarian Sciences and Social and Political Sciences – the Learning Management System (LMS).

As it is known, a number of faculties later joined the synchronous form of distance learning (e.g. Psychology and Educational Sciences); therefore, 79% of the lecturers mentioned that more than 70% of their lectures / seminars / working groups / internships were conducted synchronously; including, in 52% of cases, 100% of the lectures are synchronous. As for the data according to the faculty, the highest rates of synchronization (70-69%) with 100% of lectures / seminars / working groups / practicums were revealed in the Faculties of Exact and Natural Sciences and Economics and Business.

In the case of most of the faculties, more than 50% of professors report more than 75% of students attending. The largest possible number of academic and invited personnel of the University managed to adapt to distance learning. However, there were also areas for improvement, mainly related to the improvement of the University infrastructure. There was also a demand for academic staff to be highly supported in the process of mastering new technologies.

Today, the most important starting point of the University is the student, towards whom all processes and procedures are focused, especially the teaching and research processes. In the current situation, when the global pandemic has challenged the financial and material well-being of students, only about 10% of the current students decided to discontinue the study process at the University. However, prior to the ongoing changes in the learning process, faculty administrations immediately took action, identified problematic issues, and took decisive action. The Quality Assurance Service conducted an additional detailed survey on the issues raised in order to study the issue in depth. A description of the survey is given in Table 3.

The analysis in terms of the faculties, has clarified that similar to overall indicators ZOOM and LMS platforms take the first and the second place at the Faculties of Economics and Business, Law, Social and Political and Humanitarian Sciences, and as for e-learning (Moodle) module, it takes the second place in the Faculties of Medicine, Exact and Natural Sciences, Psychology and Educational Sciences. Students rated the effectiveness of the e-learning format on a 5-point scale. 24% find e-learning difficult and ineffective; 10% think that e-learning is very effective, while the majority (26%) rate it as average. The negative rating scores on the scale are slightly higher than the positive rating scores, which is presented in the graph below:

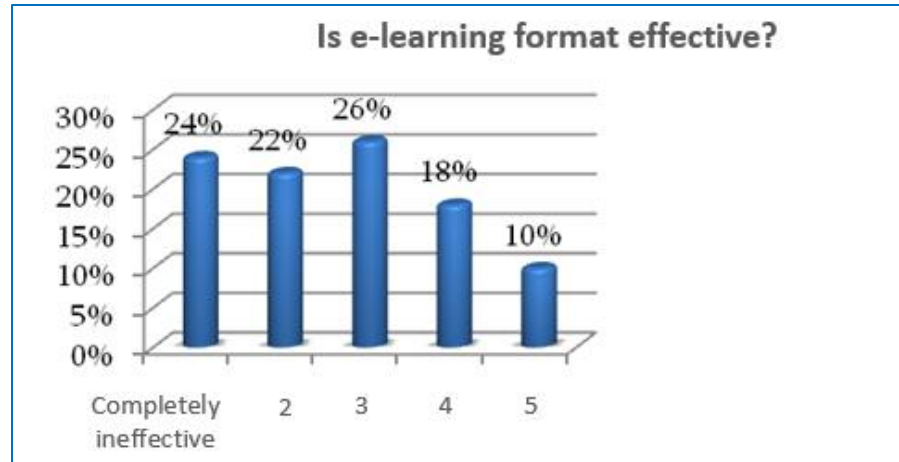


Figure 1: on the effectiveness of e-learning

Students (19%) also express dissatisfaction with the quality of e-learning. Several variables were processed to interpret the present data, including the attendance, which has a low lecture attendance rate, that is primarily derived from a technical problem, i.e. with flawed access to the electronic platform. The lecture process led by the professors by the students and their professionalism are positively evaluated. Students openly identified specific problems and also suggested ways to solve these problems.

In fact, the same methodology was used in July 2020 to *evaluate the training courses* by the students, where the following topics were analyzed:⁵

- ✓ Relevance of the evaluation system;
- ✓ Access to training materials;
- ✓ Creating a student-centered developmental environment in the learning process;
- ✓ Effectiveness of the quality of distance learning in relation to auditory teaching;
- ✓ Relevance of training courses (number, novelty);
- ✓ Effective management of the learning process by the lead teacher of the training course;
- ✓ Satisfaction to conduct the training course remotely.

The present survey showed in practice (the annex presents some important diagrams), that the University academic team tries to manage the learning process as effectively as possible in the distance learning process, which in turn implies an effective evaluation scheme, relevant learning materials and timely communication with the student regarding any issue in the learning process. Student involvement and effectiveness in the learning process is much higher, however, students of the Faculty of Exact and Natural Sciences are dissatisfied with the distance learning format, whereas the format of some of their training courses involves laboratory and practical work, for

⁵ The Annex presents the most important issues of the survey in the form of graphs.

which distance learning is less effective. The fact that the use of electronic platforms has previously been effectively carried out in the Faculties of Exact and Natural Sciences and Psychology and Educational Sciences is also evident from certain points, such as the timely delivery of material, and the introduction of updated and up-to-date study materials.

In the fall semester of 2020, studies were also repeated to show the dynamics of the learning process. Moreover, the University administration has done a lot of important work (details below) to streamline the distance learning process and address all of the improvement issues that the spring semester survey results showed. In December 2020, two large-scale surveys were conducted, from which the first focus group was academic and invited personnel (see Table 4), and the second focus group was comprised of students (see Table 5).

If we compare the data with the academic and invited personnel surveys, the response rate is reduced by 4%, however, comparison of data by faculties showed that participation rate in the survey has increased at the Faculties of Social and Political Sciences (5%), Psychology and Educational Sciences (7%) and Law (6%).

The problems of managing the learning process, technical maintenance and continuity were more or less overcome (which was due to the acquisition of ZOOM electronic platform accounts); teaching methodology has been refined; a high percentage of academic and invited personnel is involved in the learning process. However, the possibility of uploading large volumes of study materials to the electronic learning process management system and e-learning platform and fully digitizing the library book fund remains somewhat problematic.

Furthermore, important was the student survey in the fall semester of 2020, the results of which are also presented in the Annex.

It is true that the response rate in the case of students is still 14%, but the most substantial change has been well demonstrated in this regard when looking at the data of individual faculties. The response rate has decreased dramatically for most faculties, even where it was high in the previous semester, 6 faculties have decreased by an average of 4%; The only faculty where the response rate rose by 8% is the Faculty of Medicine.

Student requirements have improved compared to the previous survey, but students believe that teaching and assessment methods are still inflexible with the existing learning process and need to be adapted. Furthermore, communication with various units of the administration is also considered to be a topic requiring substantial improvement. It is also desirable to adapt student support services to existing situation.⁶

⁶ Surveys are available on the following website: <https://tsu.ge/ka/quality-assurance/page/s5sc09bo>

2.1.4. Regarding the updated format of the work of the educational programme development committees

Educational programme does not represent a static University segment. It is constantly changing, evolving and developing. In order the development of the educational programmes to be fruitful and modern-oriented, the ongoing processes in this regard are available to all the interested persons, who is the implementer and participant of the educational program. Therefore, the development of educational programmes at the University is constantly monitored by the committees supporting the planning and development of the educational programme, which operates since 2018 and is engaged in the process of the development of educational programmes. Existence of these committees is so important for the effectiveness of educational programmes that its functional description is included in the form of Annex (3) in the procedure for planning, evaluating and developing educational programmes (Resolution N:100/2019, updated on February 24, 2020, see, Resolution of the Academic Council).⁷

In order to prove the effectiveness of the committee, we should consider the active involvement of the committee in the process of re-accreditation of the educational programme. The Committee has intensified its scope in 2020. Currently, its involvement in internal evaluation processes is frequent, where the novelties and findings suggested by the committee members and are often reflected in an updated version of the programme.

In 2020, 17 programme committees were involved in the internal evaluation process of educational programmes (including: Faculty of Psychology and Education Sciences – 1, Faculty of Social and Political Sciences – 3, Faculty of Economics and Business – 2, Faculty of Exact and Natural Sciences – 11 committees). The activities of the committee facilitate and lay the foundation for programme renewal. The issues developed by the committee are an important guiding document in the process of preparing an external evaluation for the self-assessment group of the educational programme.

The thematic group working within the European University Association 2020, got acquainted with the work practice of the programme development support committee, where the Georgian side briefed the working group on the principles of the committee and the positive results of their action, and subsequently, the collaborative approach of curriculum planning by the thematic group was considered as the best and shared practice to raise the quality culture in academic processes.

In view of the above circumstances, the Quality Assurance Service considers it appropriate ***to sign an action protocol in line with the updated format of the work of the programme development committees.***

⁷ Is available on the following website: <https://tsu.ge/ka/legalakad/15843>

2.1.5. Student participation in programme quality assurance mechanisms

Student participation in University policy making is an important thesis today for the development of the higher educational system. The abovementioned process enables University processes to be conducted in a transparent manner, in accordance with the academic standards and the teaching-learning, research, services and higher education management processes focused on development and success. The object of policy focus of higher education institutions is the student, the citizen, who is responsible for further prosperity of the country.

Student Self-Government at Tbilisi State University actively participates in the development of certain issues of University policy, but this is only a part of the students delegated from the faculties. Since 2018, the University Quality Assurance Service has been actively cooperating with student self-government representatives. However, in order to expand student communities, from May of the same year, there operates the special meeting hour (weekly meetings on Fridays), where the Service is additionally informed about student problems. In the context of the global pandemic, the present activity is somewhat limited; however, contact with students is constant through the learning management system (lms.tsu.ge). Following such meetings, separate topics were identified that are directly related to the teaching and research processes and the involvement of students in these processes. Therefore, the area of student participation in the quality assurance mechanisms, has been expanded, in particular, students:

- Participate in the working process of educational programme planning and development support committees (51 programme committees are involved in the work of 238 educational programmes within the University); including 150 students of all three levels;
- Are interested in the internal evaluation processes of educational programmes as well. Namely, in 2020, within the frames of the internal assessment process, 71 students as a member of programme support committee and 11 students as the participants were engaged in the process. Given the great interest of students in participating in quality assurance processes, since 2020, the University has been involved in the event “*Improving Student’s Capacity to Ensure Their Involvement in Quality Assurance Process at Ivane Javakishvili Tbilisi State University*”, which was initiated by the Quality Assurance Service of the University, organized by the student self-government and financially supported by the International Education Center Alumni Association through the assistance of Scottish organization - Student Partnerships in Quality Scotland (Sparqs), which helps universities implement quality assurance processes in collaboration with students. The project aims to actively involve students in the development of educational programmes and quality of teaching and learning; as a result, the students’ opinions are presented to the programme implementers as well as the administrative personnel, which implies constant care to improve students’ learning experience. The main objective of the

project is to support the increased participation of students in the quality assurance process at the University, on the one hand; and on the other hand, strengthen student self-government as an independent institution and promote the implementation of governance practices based on democratic principles.

The Scottish organization provided training for project students (35) and personnel (7) to introduce a "programme representative" internship at the University. Students and academic personnel were selected from the Faculty of Exact and Natural Sciences. 5 preparatory meetings were held for them (where the methodology of selection of students participating in the project and, accordingly, the criteria were discussed) and 4 trainings for students in December 2020. The training envisaged consideration of the following significant topics:

- ✓ Basic experiences and challenges of the learning process of pandemic era;
- ✓ Collaboration of academic personnel and students.

Within the frames of the trainings, the trainers were introduced to the functions and role of a student-representative by the trainers of the Scottish organization. Students were also introduced to strategies that will assist them in terms of the following:

- ✓ Identify areas for improvement;
- ✓ Develop effective ways and strategies to gain feedback from students;
- ✓ Receiving feedback and analysis;
- ✓ Communicating with student academic and / or administrative personnel;
- ✓ Commenting on the results of their work to students.

For the purpose of the development of this project the University Quality Assurance Service, as well as the academic personnel and students already trained in the first stage, plan to develop a draft application for the new phase.

- Since 2019 students undergo internships in both University and faculty quality assurance services. In 2020, the number of interns reached 44, including 4 students, who undergo internship at University Quality Assurance Service. The essence of this internship is that the present activity is directly related to the implementation of the built-in internship component of a separate curriculum. Students participating in the internship undergo the relevant study discipline and starting from the second week of the training course, the practical part of the training course is observed in both central and hierarchically lower levels of the University Quality Assurance Service. Furthermore, interns participating in the 2020 winter semester are actively involved in the process of (re)accreditation of educational programmes and directly assess the individual component of the accreditation package. 26 interns took part in the internal evaluation and review process.

Based on a combination of all the activities listed above, within 2021 the University Quality Assurance Service plans the following: *expanding student participation in quality assurance*

mechanisms, introduction of appropriate tools for this activity and engagement of groups of students from each faculty through trainings.

2.1.6. Covid-19: crisis management - process and outcome

Due to the situation caused by the global pandemic in the reporting year, the University had appeared in crisis management mode, which required special efforts. The basic principles of crisis management are generally known: valid resources, exact time and exact place, which was used well and effectively by both the institution and the service. Practically in the very first days, at the time when the University announced a 2-week timeout for reconciling positions and adapting to the situation, the Quality Assurance Service actively conducted a number of important and key processes for the normalization of the academic year. Previously, the service, in cooperation with the University-administrative departments, started to find the resources available at the University, which should be gradually redistributed and shared between specific services. Setting up a crisis management system is a difficult process, which in itself covers the following: crisis management team, management process and additional devices.

In accordance with the decision of the Ministry of Education and Science and taking into consideration the recommendations of the Interagency Coordination Council under the Prime Minister as well as the Ministry of Health, the administration of LEPL – Ivane Javakhishvili Tbilisi State University has created crisis management groups within the frames of the main educational units and central administration, planned and organized events in several directions, in particular:

- ✓ Information technology;
- ✓ Information-communication;
- ✓ Learning Process Management;
- ✓ Quality Assurance;
- ✓ Internationalization;
- ✓ Student support.

Development of separate normative documents was especially important for the smooth functioning of the teaching and research process. First of all, the rule of administration of e-learning has been developed (approved by the Order of the Rector N67 / 01-01 dated 25.03.2020: *on the Approval of the Rule of Administration of E-learning at the LEPL – Ivane Javakhishvili Tbilisi State University*⁸), according to which separate stage of the learning process has been modified. Subject to the new rule, the rights and responsibilities of students and academic personnel are supplemented by separate mandatory provisions; the learning process monitoring system was further clarified. Under the abovementioned Order of the Rector, the current

⁸ Available at the following link: <https://old.tsu.ge/ge/juridical/orders/pCSzRNgsDZU18ED/?p=2>

learning process should be monitored synchronously, during which *confidentiality and personal data protection would be ensured*. Based on this rule, all seven faculties of the University have developed a concept of e-learning, which is more detailed and takes into account the specifics of each faculty (Resolution N31 / 2020 of the Academic Council dated April 6, 2020: *on Approval of the Concept and Rule of Administration of Distance Learning in Electronic Regions for Educational Programmes of LEPL – Ivane Javakhishvili Tbilisi State University*)⁹.

Recommendations for quality assurance were prepared and activities were implemented:

- ✓ In order to achieve the goals set in the teaching-learning and educational programmes and the corresponding learning outcomes, based on international experiences and guidance documents, including the guidelines for internal quality assurance of e-learning developed in 2018 by the European Association for Quality Assurance in Higher Education (ENQA), relevant recommendations have been developed, which are relevant for managing the learning process through electronic systems;
- ✓ An e-learning guide has been prepared which covers the important terms, concepts and methodology;
- ✓ Tutorials have been developed (both for students as well as the academic personnel) for selected learning platforms;
- ✓ Trainings have been scheduled and carried out (up to 30 trainings for up to 650 academic personnel, and 22 trainings were held for the students on 15 different topics where 573 students took part) and individual consultations have been issued for academic personnel at both University and faculty level. Within the frames of the trainings following issues have been discussed by Georgian and international trainers:
 - Development of learning outcomes for educational programmes;
 - E-learning;
 - Creation of tests on Moodle platform;
 - Methodology for test development.
- ✓ Modified learning support groups were set up at the faculties with the involvement of students and PhD students;
- ✓ The quality of the uploaded study materials was evaluated taking into consideration the specifics of the faculty;
- ✓ Recommended and guided materials for overcoming the crisis were developed and prepared:
 - a) Rubrics;
 - b) Assessment methods;
 - c) Questionnaire (Poll) function in ZOOM meetings;

⁹ Available at the following link: https://old.tsu.ge/ge/juridical/axad_council_resolutions/-rclvbw2leoho4whd/312020//

- d) Working group on the ZOOM electronic platform;
- e) Creation of tests on the Moodle platform (a guide for teachers);
- f) Creation of assignments on the Moodle platform (a guide for teachers);
- g) E-Learning - guide;
- h) Electronic voting instruction.

The abovementioned materials are available on the official website of the Service.¹⁰

2.1.7. Adaptation of normative documents

University Quality Assurance Service constantly monitors and keeps track of changes and innovations in the country's educational system, is involved in reviewing the announced news and in the process of implementing pilot projects, shares and introduces new directions, research and innovative methods from the European space into the university space and culture, which is facilitated by active cooperation of the Quality Assurance Service with the LEPL National Center for Educational Quality Enhancement.

In 2020, the Quality Assurance Service has not stopped working on updated local normative documents, as well as documents developed by external quality actors and submitted by international institutions. These materials were studied within the frames of the service and developed during the reporting period:

- ✓ Guidelines:
 - Formulation and evaluation of the learning outcomes of the educational programme.
 - How to write self-assessment for the educational programme.
- ✓ Analyzes of international reports have been prepared:
 - Internal Quality Assessment (IQA);
 - External Quality Assessment (EQA).
- ✓ Updated documentation has been processed:
 - Preparation of self-assessment report;
 - Development of evaluation maps.

Some documents and recommendation guides, as well as normative documents were reviewed and discussed with the involvement of external quality assurance actors, publicly. The discussion is largely ensured within the framework of a quality thematic group, that has not been suspended its activities even under the conditions of pandemic.

¹⁰ Available at the following link: https://old.tsu.ge/ge/juridical/axad_council_resolutions/-rclvnrw2leoho4whd/312020//

2.2. External Quality Assurance (EQA)

External quality assurance, which in turn involves the periodic evaluation and promotion of ongoing teaching-learning, research, the University's third mission and institutional effectiveness, is a complex and concluding activity. Its perfect management is largely due to the creation of a complete and effective internal quality assurance mechanism in the higher educational institution. The activities of the University in these processes largely depend on transparency and accountability to internal and external stakeholders. The external quality assurance process at Tbilisi State University is developing in two directions:

- ✚ External development assessment cycle at the University;
- ✚ Preparation for the (re)accreditation process of the educational programmes.

2.2.1. External development assessment cycle at the University

The University Quality Assurance Service had planned an external development evaluation cycle in the 2020 reporting period, where education and field experts would participate. They should have carried out a cluster evaluation of educational programmes. Within the frames of the mandate of the Service, educational programmes were selected, which are scheduled for accreditation in 2020. The University Quality Assurance Service planned to process a number of programmes for accreditation during the reporting period, a number of which would be submitted:

- In the format of individual accreditation (in case of individual submission of new or modified educational programmes);
- In the format of cluster accreditation (in case of all three levels, or at least two levels of educational programmes, which will be discussed within the same code of the qualification framework);
- To evaluate in Peer Review format.

Due to the fact that the proposal initiated within the framework of the quality thematic group meetings for cluster accreditation was supported by the LEPL-National Center for Educational Quality Enhancement, the University prioritized the submission of educational programmes in cluster format within the external evaluation process.

In the context of the global pandemic, there existed the threat of cancelling the activity. However, on the basis of regular communication with foreign partners, University administration and international financial support funds, it has become possible to maintain and implement certain external evaluation processes.

The traditional developmental assessment planned within the frames of the Service prior to the (re)accreditation process was supported by the Francophone University Agency (AUF) (Director - Mohamed Ketata, coordinator - Claudia Wiesan). Within the joint project *“Strengthening Quality Culture at Tbilisi State University”* evaluation of 3 educational programmes to be accredited in 2021 was ensured:

- Psychology (BA, expert Lauren Beg)
- Ecology (BSc, expert Vincent Florence)
- Economics (BA, MA, PhD, expert Bruno Defense)

Within the frames of this project, for the purpose of evaluation, the abovementioned educational programmes were submitted to international experts in spring semester 2020, who have provided expert opinions in writing to the administrations of the respective faculties. The findings were reviewed by the field committees of the educational programme as well as the self-assessment groups, who discussed the assessments given in the findings in detail at the extended meeting. further phase of improvement of educational programmes has been planned.

Recommendations have also been shared by the programme implementing staff, which is further reflected in detail in the package submitted for the accreditation of the educational programme.

2.2.2. Internal development assessment cycle at the University

The evaluation of the educational programme combines internal and external evaluation, which is the basis for ensuring the external quality of educational programmes. The present process at the University is not a one-time procedure, in particular:

- The educational programme is changing due to the challenges and demands of the modern market, in the development of which stakeholders are constantly involved in the form of a programme committee;
- The educational programme, based on the methodology of the internal quality assessment procedure established in recent years, may be evaluated collegially;
- In the preparatory period before the accreditation process, the educational programme gradually goes through practically all phases of internal evaluation, in which a self-assessment group is involved together with the programme committee.

The Accreditation, Evaluation and Analysis Division of the University Quality Assurance Service, faculty quality assurance services, programme accreditation experts employed in different structural units of the University, educational programme implementers, students and other stakeholders participate in the process management.

The enactment of the new accreditation standards in the Georgian educational space was accompanied by updated and modified documentation forms, which in turn required the study of the mentioned documentation. Among them should be highlighted the following:

- Updated forms of self-assessment of educational programmes;
- Self-assessment report forms on compliance with the National Qualifications Framework and the Learning Classifier system;
- Report forms on the implementation of the recommendations of the Accreditation Council for Educational Programmes;
- Forms of conclusion on the report submitted by the higher education institution;
- Updated accreditation portfolio.

Following the review of the updated materials, the University Quality Assurance Service conducted three trainings for educational programme personnel and other stakeholders in several sessions in May-December 2020, which were primarily attended by academic staff implementing accredited educational programmes. Furthermore, 2 manuals were prepared, in particular: Formulation and Assessment the Learning Outcomes of the Educational Programme and How to Write an Educational Programme Self-assessment.

In the context of the global pandemic, the (re)accreditation process has been modified to some extent, namely:

- The service has switched to fully electronic case management system (communication channels: e-mail and eDocument);
- Communication coverage areas: Faculty Quality Assurance Service, Programme Committee, Internal Evaluation Group, University Finance Department, Rector's Office, Academic Council, University Chancellery, relevant services of the LEPL - National Center for Educational Quality Enhancement, Accreditation Council for Educational Programmes;
- Meeting format - remote, synchronous;
- Meeting communication platform: ZOOM;
- Procedures for remote communication for the process related to accreditation experts:
 - Virtual inspection of the material-technical base with the participation of the moderator responsible for the field (e.g., electronic learning management system, library databases, laboratory and partly clinical databases);
 - Familiarization with qualification papers and research products on a random basis (delivery of relevant materials in electronic format).

Despite a number of modified documents required by the updated standards and a number of new communication procedures, in the last reporting period the University has prepared and submitted 50 educational programmes to go through the relevant procedures in stages:

- For the purposes of accreditation - 1 new English language one-step educational programme (Dentistry (English)); 1 Joint doctoral educational programme (educational Sciences);
- For the purposes of reaccreditation - 3 one-step educational programmes (medicine, dentistry (in Georgian), medicine (in English)); 11 undergraduate educational programmes (Occupational Therapy, Law, International Law, Economics (International School of Economics - ISET), Mathematics, Geology, Chemistry, Biology, Applied Biology and Biotechnology, Physics, Geography); 21 Master's Degree Programmes (Public Health, Teacher Education, Law, International Law, Economics (International School of Economics - ISET), Public Administration, Computer Science, Biology, Information Systems, Information Technology, Electronic and Electrical Engineering, Mathematics, Applied Mathematics, Geology, Chemistry, Chemical Expertise, Applied Biology and Biotechnology, Fundamental Physics, Applied Physics, Physical Geography and Sustainable Development, Geomorphology, Cartography and Landscape Planning); 14 educational programmes for PhD students (Public Health and Epidemiology, Clinical and Translational Medicine, Applied Social Psychology, Sociology of Culture and Media, Law, Computer Science, Electronic and Electrical Engineering, Mathematics, Geology, Chemistry, Physics, Biology, Geography);
- For the purpose of monitoring – 2 educational programmes (Bachelor's and Master's Degree Program in Business Administration);
- For the purpose of submission of report on the recommendations of the Accreditation Council – 3 educational programmes (2 masters: multilingual education - integrated undergraduate-graduate programme in primary teacher education, Educational Sciences and 1 PhD: Business Administration);

From the educational programmes of the Faculty of Exact and Natural Sciences – 36, Medicine – 7, Law – 5, Social and Political Sciences – 3, Psychology and Educational Sciences – 4, to be submitted in the planned (re)accreditation process in 2020, during the reporting period:

- Accredited: 2 new educational programmes – 1 new English-language one-step educational programme (dentistry) and 1 joint doctoral educational programme (education sciences);
- Re-accredited: 1 one-step educational programme (dentistry); 2 undergraduate educational programmes (Occupational Therapy, Law); 5 master's degree programmes (Public Health, Teacher Education, Information Systems, Information Technologies, Law); 5 PhD educational programmes (Public Health and Epidemiology, Clinical and Translational Medicine, Educational Sciences, Sociology of Culture and Media, Sociology, Law);

- Waiting for the visit of accreditation experts: 2 one-step (Georgian and English) educational programme (Medicine); 2 master's educational programme (Computer Science and Electronic and Electrical Engineering); 3 PhD educational programmes (Applied Social Psychology, Computer Science, Electronic and Electrical Engineering);
- Awaiting Notice of Accreditation Seeker: 9 Bachelor's degree programme (International Law, Economics (International School of Economics - ISET), Mathematics, Geology, Chemistry, Biology, Applied Biology and Biotechnology, Physics, Geography); 14 Master's degree programme (International Law, Economics (International School of Economics - ISET), Public Administration, Biology, Mathematics, Applied Mathematics, Geology, Chemistry, Chemical Expertise, Applied Biology and Biotechnology, Fundamental Physics, Applied Physics, Physical Geography and Sustainable Development, Geomorphology, Cartography and Landscape Planning); 6 PhD educational programmes (Mathematics, Geology, Chemistry, Physics, Biology, Geography);
- 4 educational programmes are submitted for international accreditation (FIBAA) and certification (ACS): 2 bachelor's (Economics (ISET) and Chemistry) and master's degree programmes (Economics (ISET) and Public Administration);
- 2 bachelor's degree educational programmes were submitted to the LEPL - National Center for Educational Quality Enhancement for International Accreditation (ABET): Computer Science and Electronic and Electrical Engineering, which received international accreditation in September 2020;
- 3 new educational (foreign language) programmes have been developed:
 - Faculty of Medicine (one-step educational programme: Dentistry);
 - Faculty of Economics (International School of Economics (ISET) - bachelor's and master's degree programme: Economics);
- In connection with the decision of the Accreditation Council, a report was submitted for 3 educational programmes:
 - PhD degree educational programme in Business Administration;
 - Master's degree programme in educational sciences;
 - Integrated undergraduate-graduate educational programme multilingual education - primary school teacher training;

The academic personnel implementing the programmes reviewed the recommendations of the accreditation experts and presented justified report on the basis of which the Accreditation Council made a decision, that all three of the abovementioned programmes fully comply with the standards set for the relevant level educational programmes;

- 2 educational programmes, i.e. Business Administration (bachelor's and master's degree programmes) were subject to the process of monitoring. According to the findings of the

post-monitoring experts, all legislative and in-university regulations are strictly observed in the development and submission of the curriculum.

The work performed by the Quality Assurance Service is presented in the form of an independent matrix (see Table 6).

For the new reporting period, the University Quality Assurance Service gradually plans the following:

- Development of the new educational programme:
 - 1 master's degree programme – *Psychology of Influence and Communication* (Faculty of Psychology and Educational Sciences);
 - 3 educational programmes for PhD students: *Dentistry* (Faculty of Medicine), *Legal Psychology* (Faculty of Psychology and Educational Sciences), *Urbanism* (English-language; Faculty of Social and Political Sciences);
- Compliance with the new qualification framework:
 - 4 bachelor's degree educational programmes: *History of Art, Fine Arts, Television and Film Arts* (Faculty of Humanitarian Sciences), *Social Work* (English-language, Faculty of Social and Political Sciences);
 - 5 master's degree programmes: *Public Health* (English-language, Faculty of Medicine), *Cultural Heritage and Modernity, Medieval Studies, Fine Arts* (Faculty of Humanitarian Sciences), *Social Work* (English-language, Faculty of Social and Political Sciences);
 - 2 PhD degree educational programmes: *Social Work* (English-language, Faculty of Social and Political Sciences), *History of Art* (Faculty of Humanitarian Sciences);
- Preparation of educational programme for the re-accreditation process:
 - 9 bachelor's degree educational programmes: *Economics*, International School of Economics (ISET), *Economics* (Faculty of Economics and Business), *Computer Science* (French-Georgian, Faculty of Exact and Natural Sciences), *Journalism and Mass Communication*, Political Science, Sociology, Social Geography, *International Relations* (Faculty of Social and Political Sciences), *Psychology* (Faculty of Psychology and Educational Sciences);
 - 23 master's degree educational programmes: *Economics* (International School of Economics - ISET), *Economics* (Faculty of Economics and Business), *Applied Biosciences and Biotechnologies, Biophysics* (Faculty of Exact and Natural Sciences), *European Studies* (Faculty of Law), *Gender Studies, Conflict Analysis and Management, Media and New Technologies, Sociology, Social Geography, Political Science, Nationalism and Ethnicity Studies, Eurasian and Caucasus Studies (English-language), Mass Communication and Media Studies, Diplomacy and International Politics, International Relations* (Faculty of Social and Political Sciences), *Child and*

Adolescent Psychological Assessment and Counseling, Educational Psychology and Research, Mood Psychology, Research and Counseling, Social, Political and Cultural Psychology, Labor and Organizational Psychology, Clinical Neuropsychology, Applied Social Psychology, Psychological Assessment / Diagnosis and Counseling (Faculty of Psychology and Educational Sciences);

- 10 PhD degree educational programmes: *Economics* (Faculty of Economics and Business), *Sociology, Social Geography, Political Science, Conflict Analysis and Management, Mass Communication* (Faculty of Social and Political Sciences), *Organizational Development and Consulting, Clinical Neuropsychology, Labor and Organization Psychology, Social, Political and Cultural Psychology* (Faculty of Psychology and Educational Sciences).

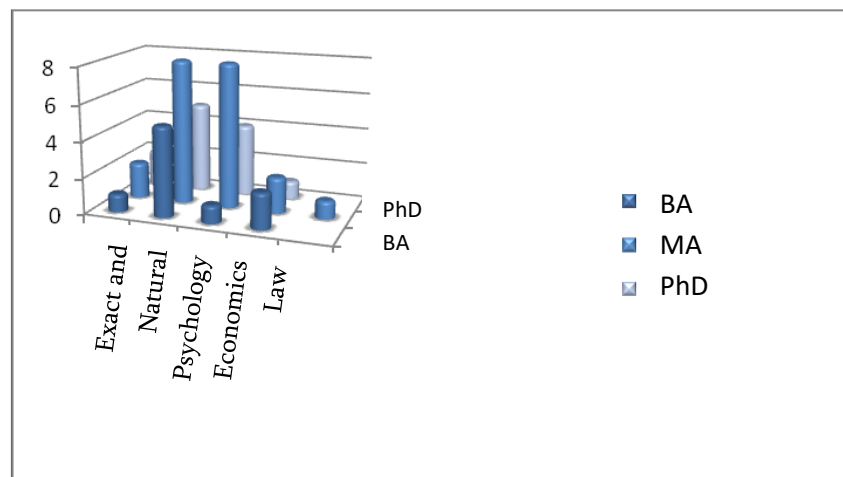


Figure 2: Reaccreditation processes

- Within the frames of international cooperation and inter-institutional partnership, cooperation shall be enhanced for the development of foreign-language educational programmes:
 - 3 bachelor's degree educational programmes (Economics with l'Université de Rennes 1 – English-language, Business Administration with l'Université de Rennes 1 – English-language, Computer Science - with L'Université Paris-Saclay - Georgian-French languages);
 - 3 master's degree educational programmes (International Management, Enterprise Management and Entrepreneurship with l'Université de Rennes 1, Vocational Education and Human Resource Management through the support of the German

Society for International Cooperation (GIZ) with Otto von Guericke University of Magdeburg);

- Visits of international accreditation and certification experts for 2 bachelor's (Chemistry, International School of Economics (ISET) - *Economics*) and 2 master's degree (International School of Economics (ISET) - *Economics, Public Administration*) educational programmes;
- Submission of the report on the recommendations of the Accreditation Council to the Joint PhD degree educational programme in *Educational Sciences*;
- Submission of 3 educational programmes of the Faculty of Humanitarian Sciences in the pilot project with cluster accreditation:
 - 1 bachelor's degree educational programme (Philosophy);
 - 1 master's degree educational programme (Philosophy);
 - 1 PhD degree educational programme (Philosophy).

2.2.3. Educational Programmes Database

The development of educational programmes and their phased accreditation calls for periodic adjustments to the Educational Programmes Database, which, for its part, should be synchronized with the databases of LEPL Education Management Information System and LEPL National Center for Educational Quality Enhancement. This database reflects all important details of the educational programmes, on the basis of which the Quality Assurance Service will gradually:

- Prepare and include changes into the educational programmes;
- Submit educational programmes in the (re)accreditation process;
- Prepare and submit a report, in compliance with the resolution of the Educational Programme Accreditation Council;
- Prepare an interim report on educational programmes for submission to the National Center for Educational Quality Enhancement.

Since 2018, the Service has been guiding itself by the educational programmes internal database, according to which the catalogue of educational programmes is regularly updated on the Service webpage¹¹. This database serves as the basis for verifying accreditation time limits, as well as for determining a reasonable period for preparing educational programmes

¹¹ catalogue of educational programmes, last updated: August, 2020, available at:

https://tsu.ge/assets/media/files/65/Quality_Assurance/TSU_programebis_catalogi_2019-2020.pdf

for accreditation. The University's Quality Assurance Service made fully accessible for the senior officers and executive staff of the educational programme accredited during the past reporting period all documents pertaining to the past accreditation process, namely, accreditation experts' opinions, Accreditation Council's decisions and protocols, on which the self-assessment team bases its analyses while carrying out pre-accreditation works.

In the 2020 reporting period, educational programmes reaccreditation process was planned in line with the present database. Accredited Programmes' expert opinions, Higher Education Programme Accreditation Council's decisions and minutes or meetings were systematized, the e-archive of the University's Quality Assurance Service was replenished.

3. On Institutional Development

As centres of teaching and learning, research and society development, universities play an important role in the development of the country and take an active part in public life. In this view, the University is a leading institution, which is considered in formulating the national as well as international profile of the country. The institutional profile of the university is clearly reflected in its strategic development plan. However, the ongoing developments both within the modern education system and across the world, not rarely call for the revision of fundamental principles of institutional development and step-by-step changes. In order for the university to assume a clearly defined institutional profile, to create inter-institution cluster vision and network connection between teaching and learning, research, services and management activities, to develop high institutional quality culture, to expand the internationalization and mobility network for gaining and sharing experience, and to bring teaching-learning and research processes closer to the modern high-tech academic processes, the Quality Assurance Service, based on the applicable European methods and systemic experience, and within the scope of its competence, coordinates various processes ongoing at the University, focusing attention on important topics and collecting and analyzing various data. An important role, in this process, is played by the regular institutional assessment, which can be complemented by concrete topical issues and general overview findings.

During the reporting period, the Service, within the framework of institutional development, attached priority importance to such issues as:

- Statement on increasing the maximum number of students;

- Assessment of the University’s Strategic Development Plan for 2020;
- Projects administered by the University’s Quality Assurance Service:
 - Assessment of Institutional Effectiveness;
 - SPARQS: Student Participation in Quality Assurance Mechanisms;
 - Cooperation with the Times Higher Education Group;
 - Supporting the University’s Participation in Local Student Competitions and International Grants Competitions;
 - INTEGRITY: Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia;
 - SQUARE: Strengthening the Role of Universities in Society Development;
 - Cooperation of the University with the Learning and Teaching Thematic Peer Group of the European University Association (EUA);
 - Cooperation with Foreign Foundations and Organizations.
- Support for Staff Development;
- Novelties at the Centre of Vocational Education;
- Cooperation with the Quality Assurance Services of the Faculty;
- Updating the University Website.

3.1 Statement on increasing the maximum number of students

Students’ interest in university education and research has risen over the past few years. This led to increasing the maximum student enrolment numbers for the academic year 2020. Enrollment trends and forecasts over the past few years have shown that university enrollment will increase up to 25 489 in 2023, i.e. by 980 compared to 2019, due to the following factors:

- Rise in the number of students enrolling with the University as a result of Unified National Exams and Master’s Exams;
- Rise in the number of students enrolling with the University through mobility;
- Rise in the number of foreign students;
- State-initiated programmes to support young people living in the occupied territories;
- The University’s high share in the projects funded under the Erasmus+ Programme (of higher education institutions of Georgia, 248 grant projects were awarded to the University) and participation of foreign students enrolled under the same programme in educational programmes at all the three levels;
- High level of research cooperation with foreign universities and research institutes and active participation in international science experiments;

- The University's position in international rankings (Times Higher Education World University Rankings; U.S. News and World Report Best Global Universities Rankings; U-Multiranks; Scimago).

Based on the aforesaid factors and future prospects, and providing the existing funding model is kept in place, the University made a plan to increase the maximum number of students by 4920, including an additional number of 2850 students to be enrolled over the four years (to achieve enrollment-graduation balance), up to 500 places for applicants from the occupied territories, about 400 additional places for foreign nationals, 164 places for mobility students and 1000 places for readmitting students. In parallel, the University set forth the plans to improve the existing services.

By decision N1 (dated 14 February 2020) of the Authorization Board of the Higher Education Institutions, the maximum number of students of LEPL Ivane Javakhishvili Tbilisi State University (Identification Code: 204864548) was determined to be 26 633.

In line with the new reality, the University's administrative units adjusted some components in their plans during the 2020 reporting period.

3.2 Assessment of the University's Strategic Development Plan for 2020

Changes in the education sector have posed the necessity of renewing the University's Development Strategy. Developments caused by the global pandemic have accelerated this process even further. Representatives of the Quality Assurance Service joined the working group on LEPL Ivane Javakhishvili Tbilisi State University's Strategy (2018-2024) approved by order of the Rector (№184/01-01; 22.07.2019). the aim of the group was to amend/improve the 2018-2024 Strategic Development Plan, to monitor the implementation of the Action Plan and to submit recommendations to the Academic and Representative Councils.

To work out recommendations for upgrading the Strategic Development Plan and the Action Plan during the reporting period, the University's Quality Assurance Service conducted monitoring over the work performed by the University's administrative units. Based on the 2020 performance reports of 17 administrative structural units, a table of strategic tasks was prepared. Recommendations were developed and submitted to the monitoring group for consideration.

3.3 Projects administered by the University's Quality Assurance Service

In modern education system, the Quality Assurance Service's scope of competence cannot be limited to supporting, assessing and monitoring of only University activities or developing recommendations thereon. Research, data analysis, interpretation of results of data analysis and development of updated instructions and recommendations by consolidating research findings should become key competences of the Service. The present research makes it possible to improve academic quality and to enhance quality culture at the University. This increases the competitiveness of University graduates and University research papers in the labour and employment markets, and consequently, improves the University visibility in international rankings. Of the projects and activities administered by the University's Quality Assurance Service, special note should be taken of:

- ✓ Assessment of Institutional Effectiveness;
- ✓ SPARQS: Student Participation in Quality Assurance Mechanisms;
- ✓ Cooperation with the Times Higher Education World University Rankings Group;
- ✓ Supporting the University's Participation in Local Student Competitions and International Grants Competitions;
- ✓ INTEGRITY: Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia;
- ✓ SQUARE: Strengthening the Role of Universities in the Development of Society;
- ✓ Cooperation of the University with the Learning and Teaching Thematic Peer Group of the European University Association (EUA);
- ✓ Cooperation with Foreign Foundations – projects: *Quality Assurance and University Administration* (Trainings, seminars, workshops)

3.3.1 Assessment of Institutional Effectiveness

While reviewing the statement on increasing the maximum number of students, the Authorization Board's experts, in their opinions submitted both during and at the end of the visit, referred to the post-authorization important processes ongoing at the university as one of the best practices within the Georgian educational system. The special reference, in this light, was made to the *development of institutional effectiveness indicators*.

Within the framework of the Institutional Effectiveness Assessment Project, work continued during the reporting period as well, and was aimed at:

- Working out rules/methods for developing and calculating indicators needed for assessing all areas of the Institution's activities;
- Working on the data collection and analysis electronic system;
- Processing the analytical module of the programme, data collection and analysis;
- Determining the assessment of University activities at three levels: educational programme, faculty, University (all areas of University activities are covered);
- Identifying 8 big indicators for assessing the institutional effectiveness, comprising all areas by which to assess the development of the University: learning and teaching, programme attractiveness, research, internationalization, infrastructure, university services, finances and the third mission*
- Determining the share of each indicator in the overall assessment, singling out sub-indicators and developing rules for their calculation (more specifically, each indicator is assessed by summing up its sub-indicators; for their part, sub-indicators are based on the list of data and there is a specific measuring method for each sub-indicator: *e.g. ratio between various data, annual difference index, etc. A list of sub-indicators, along with quantitative data, includes the interested parties' satisfaction index in various areas, which will assist the University to provide multifaceted analysis and assessment of results. An example in point is the teaching-learning indicator – being one of the biggest indicators – for the assessment of which 20 sub-indicators were singled out, including: academic staff-to-student ratio; index of programme completion in due time; index of students transferred via mobility; academic staff turnover index; index of programme satisfaction among students; student satisfaction index, staff satisfaction index. As for the research assessment, use is made of 26 sub-indicators, including: quotation index; total number of publications vs the total number of academic staff; the ratio between the number of articles published in top impact-factor journals of science and the number of academic staff; reports in local conferences (change of index); reports in international conferences (change of index); supervisor-to-doctoral student ratio; scientific staff-to-student ratio; doctoral thesis defence index. As for the service assessment, its share of the overall assessment is less than research and teaching and learning assessment. However, it assesses student and staff support measures, student and staff involvement in various events, possibility of trainings and additional courses. Along with quantitative data, index of student and staff satisfaction towards additional services still remains important.*
- At the end of the project, launching an electronic data collection system at the University, which will annually collect over 200 quantitative data by educational programme, faculty and university (a total of over 40 000 data, considering the number of educational programmes and other data-related specifics).

The data analysis module of the present project will allow us:

- ✓ To assess University activities in various areas;
- ✓ To create a clear picture of the ongoing processes, their strengths and weaknesses or future needs.

Such assessment methods, which are already practiced at various European and U.S. universities, will be launched for the first time in Georgia. They are fully adapted to University needs. By the end of the project, ***the methods will be registered at the National Centre of Intellectual Property.***

3.3.2 SPARQS: Student Participation in Quality Assurance Mechanisms

While discussing the quality culture enhancement at the University, a key focus should be put on students as their activeness and support serve as an essential factor for the development of the modern university. They are the medium by which University-related ideas are communicated to the public. They can make public and turn into reality the “third mission” of the University, as well as its role and place in the development and formation of society.

From 2019, University students’ close contacts and cooperation with the Quality Assurance Service of the University, launch of the student hour and sharing of student-related problems have showed it clearly that not a small number of students are ready to engage in improving and modifying the Quality Assurance Mechanisms. Students show close interest in undergoing training at the Quality Assurance Service. Besides, students actively participate in the work of the educational programme support committees or self-assessment groups, as well as in the simulation of the re-accreditation or collegiate assessment processes.

Under the aegis of the TSU Quality Assurance Service and the student self-government, and with the financial support of the Alumni Association of the International Center for Education, the first workshop of the Project: ***"Increasing Students' Capacity for Their Involvement in Ivane Javakhishvili Tbilisi State University Quality Assurance"*** was held on 31 July. The project is supported by the Scottish organization SPARQS (Student Partnerships in Quality Scotland), which helps universities conduct a quality assurance process by involving students in it. Within the framework of the project, the Scottish side provides trainings for students and employees participating in the project. The University will put into place the institute of Programme Representative.

The key tasks of the Project are as follows:

- Supporting the students' increased co-participation in the quality assurance process;
- strengthening the student self-government as an independent institution and promoting the establishment of governance that is based on democratic principles.

At the meeting held under the second phase of the Project (05.11.2020), project participants spoke about the selection of "Programme Representative" and retraining of students and staff (assigned by SPARQS representatives). Trainings under the Project were scheduled for December.

The first training within the framework of the Project was held on 30.11.2020. It attracted 35 students from all three levels of the Faculty of Exact and Natural Sciences and 7 persons from the academic and administrative staff. Four trainings were offered to students in December. The students were trained on:

Identifying the educational programme weaknesses to be addressed; effective ways of getting student feedback and developing strategies; collecting feedback materials and methods of analysis; communication and academic and administrative staff feedback; effective engagement in the educational programme improvement process.

Students and representatives of the University's Quality Assurance Service are planning their workshop for 2021. Students retrained under the second phase of the Project will help the University's student groups incorporate the themes and activities of the aforesaid meeting. At the final stage, findings and action points will be transferred to the University system.

3.3.3 Cooperation with the Times Higher Education

The Times Higher Education is among the world's top five ranking institutions. Participation in the Times Higher Education rankings is the great responsibility for each higher education institution. Ranking is a common practice in the international academic communication and a kind of determinant of the Institution's position within the international academic network, which builds the image of the higher education institution in the course of years. Ideally, the ranking format can become a kind of reference marker helping students choose the right academic space. Besides, good positioning can, to a large extent, be considered as a "quality mark". High ranking serves as a visiting card for the University in terms of its cooperation with other universities. It puts the University in the lead of other peer universities. The reputation gained by being ranked high solidifies the University's position in the employment market as well.

The issue of university rankings has taken on an increasingly greater importance over the past 10 years. Ranking is a novelty to post-Soviet countries whose education system, after gaining independence, came face-to-face with the multifaceted and polythematic educational reforms. Naturally, universities appear to shoulder the weight of myriad issues, which need to be addressed, to be explored anew or experimented with. The ranking system and its multifaceted scope of activities are among such outstanding issues.

The Tbilisi State University has cooperated with the Times Higher Education Ranking Group since 2019. In 2020, the Quality Assurance Service arranged for the participation of the University in the Times Higher Education World University Rankings; U-Multiranks – rankings by institution and activity sector; QS World University Rankings; QS Regional Rankings; Clarivate Analytics (which cooperates with RUR Rankings and U.S. News and World Report Global University Rankings). Besides, within the framework of cooperation with the Times Higher Education World University Rankings, during the reporting period:

- Four online trainings were conducted for representatives of the Tbilisi State University;
- Two reports were prepared on the basis of the Times Databank, which will be used in taking governance-related decisions;
- The profile of Ivane Javakhishvili Tbilisi State University was updated on the TIMES official website¹²;
- Artwork about TSU was published in the 2021 flipbook of the World University Rankings¹³.

The interpretation of university rankings annually forms the basis for critical assessment of university-related data by ranking instruments, which are analyzed by specialists knowing the specifics of analysis. The results of such analysis and related recommendations are communicated to the parties concerned.

3.3.4 Supporting the University participation in Local Student Competitions and International Grants Competitions

Identifying and supporting student initiatives is a widely accepted practice at the University. The Quality Assurance Service of the University has been participating in this activity since 2020 given that the Service attaches great importance to exploring the student-initiated

¹² For University profile, visit the link at:

<https://www.timeshighereducation.com/search?e=404&search=world%20university%20rankings%20ivane%20javakhishvili%20tbilisi%20state%20university>

¹³ For Artwork about TSU in the 2021 flipbook of the World University Rankings, visit the link at:

<https://flipbooks.timeshighereducation.com/19712/39365/index.html?49547>

topics. The Quality Assurance Service owes this approach to regular communication with various groups of students, businesslike meetings with students and interesting opinions formulated in their dialogue with them.

Since 2020, the Representative of the Quality Assurance Service has been involved in the work of the Council determining funding levels for the University's student projects approved by joint Order №:18/04 (dated: 23.12.2016) of the TSU Rector and the Head of Administration.

During the reporting period, the Commission received over 150 student projects for consideration. The Commission met 10 times to discuss the projects or issues relating to student project competitions.

Created to review the international grants projects of Ivane Javakhishvili Tbilisi State University and to assess their purposefulness, the Commission held 6 meetings attended by representatives of the Service. A total of 25 applications were reviewed, including 2 Jean Monnet project proposals, and 23 Erasmus+ (KA2 – Capacity Building in Higher Education) project proposals.

Of the 25 projects reviewed, 11 projects were approved on condition of fulfilling recommendations. Preparations for 1 project were suspended (by decision of the project applicant); 12 projects were approved without recommendations

Of the aforesaid projects, four were awarded funding in 2020 ERASMUS+ competition. Of the four projects, one was prepared in coordination with the University's Quality Assurance Service.

In 2020, an amendment was made to the rule of submitting international grant applications on behalf of LEPL Ivane Javakhishvili Tbilisi State University, within the framework of ERASMUS+ (Key Action 2; Key Action 3; Jean Monnet), and the International Grant Projects Commission undertook yet another function to hold periodic meetings with coordinators of the projects involving the University, in order to support the persons participating in the international grant project, to carry out the activities under the Tbilisi State University project and ensure the achievement of the project objectives.

3.3.5 INTEGRITY: Activities carried out under the Project "Academic Integrity for Quality Teaching and Learning in Georgian Higher Education Institutions"

During the reporting period, the University continued cooperation with the Consortium Universities within the framework of the Erasmus Institutional Development Program

project "Academic Integrity for Quality Teaching and Learning in Georgian Higher Education Institutions (INTEGRITY). The project was completed in 2020.

The University carried out the following activities during 2017-2020 within the framework of the project:

- **The TSU launched the Plagiarism Detection/Prevention Feedback instrument "Turnitin":**
 - ✓ Turnitin integrated with Moodle system on 6 July 2018;
 - ✓ Over 1500 training courses up and running on Moodle learning platform;
 - ✓ Turnitin is enabled for 918 training courses on Moodle learning platform; all assignments under the training courses are checked for plagiarism;
 - ✓ 21 660 student joined Moodle over the past 2 years;
 - ✓ 79047 assignments/BA/MA/PhD papers were checked for plagiarism. All papers are constantly checked to detect plagiarized content
- **To raise awareness of academic integrity, a PR campaign was designed and launched for students and academic and administrative staff from 2018 to 2020. Within the scope of this campaign:**
 - ✓ An action plan was developed;
 - ✓ Notebooks and pens were made with inscription “No plagiarism”;
 - ✓ Posters, placards and flyers were created. The promotional materials were placed in all the eleven buildings of the university and in the central library building where examination sessions usually take place;
 - ✓ Flyers were provided to the Faculty Administration, Student Services Centres and University Libraries Reading Rooms;
 - ✓ Student project “Campaign Against Plagiarism” was planned and carried out;
 - ✓ An animated video “Academic Integrity” was prepared;
 - ✓ Information was continuously provided to the relevant target groups through the University's communication channels: website, e-learning portal, e-mail, Facebook and YouTube.
- **For developing and providing effective learning-teaching and assessment modules for the academic staff**
 - ✓ Meetings were held with lecturers of the academic writing training course;
 - ✓ Online trainings on innovative learning-teaching and assessment methods were conducted with the support of foreign partners;
 - ✓ 390 academic staff were retrained in the use of Turnitin software;
 - ✓ 68 administrative staff were retrained in the use of Turnitin software;

- ✓ Trainings, workshops and seminars continue to be conducted for the target audience.
- **For creating and developing academic support services for students:**
 - ✓ Tutoring system at the faculties was enhanced;
 - ✓ Open spaces for doctoral students were created;
 - ✓ 15 academic writing and integrity video lectures were created and placed on Youtube;
 - ✓ In-person meetings and online trainings were held – 1416 students were retrained;
 - ✓ Academic writing resources (manuals) were developed;
 - ✓ Project webpage in Georgian and English was launched;
 - ✓ A training centre at the TSU National Scientific Library was set up.
- **Academic writing training courses were resumed:**
 - ✓ Analysis of academic writing training courses at all three levels was done by Professor Miles Berry of Roehampton University;
 - ✓ Academic writing syllabuses will be approved at the Academic Council (resolutions 43/2019; 44/2019);
 - ✓ Continuous internal monitoring of programmes was conducted – 32 programmes;
 - ✓ Academic integrity themes are highlighted in the “responsibility and autonomy in learning outcome”;
 - ✓ Entry regarding protection of academic integrity was added to the training courses.
- **For modifying the University’s academic integrity policy document and intra-university regulations:**
 - ✓ A working group was set up by the Rector’s order in 2019-2020;
 - ✓ The working group was made up by representatives of departments and faculties, academic staff and students;
 - ✓ The group held 8 workshops;
 - ✓ Academic integrity policy document was approved on 16 May 2020;
 - ✓ Amendments were made to Resolution N153/2018, based on which a new Resolution N100/2019 on the Procedures to Plan, Develop, Evaluate and Improve Educational Programmes of LEPL Ivane Javakhishvili Tbilisi State University was developed; this Resolution was last modified by resolution N16 of 24 February 2020;
 - ✓ Minimum Doctoral Standards N245/2019 were updated;
 - ✓ The Ethics Code was updated;
 - ✓ Guidelines for Bachelor’s and Master’s theses were updated.

In the course of 2020, the following educational resources were developed for various target groups under the project:

Resources for Students:

- ✓ Turnitin – Vedeo Tutorial
- ✓ Mendeley - Introduction Lecture
- ✓ Mendeley – Organizing Library
- ✓ Mendeley – Adding Document to Library
- ✓ Mendeley - MS Word and OpenOffice Using Plugins
- ✓ Mendeley Searching - Desktop and Web Versions
- ✓ Mendeley – How to Create Profile
- ✓ Mendeley – How to Create and Use Groups
- ✓ Video lecture - Research Project for Medical Students
- ✓ Video lecture - Academic Writing
- ✓ Video lecture – How to Create a High-quality Scientific Product
- ✓ Video lecture – How to Create a Scientific Paper, Characteristics of a Scientific Paper
- ✓ Video lecture – Effective Search Technologies for Scientific Literature
- ✓ Video lecture – Academic Writing for Law Students
- ✓ Video lecture – Research Report in Social Sciences

Resources for Academics:

- ✓ Creating Assignments (Turnitin Assignment 2)
- ✓ Assessing Assignments
- ✓ Use of Assessment Rubrics and Feedback Mechanisms
- ✓ Online Evaluation
- ✓ Creating Moodle Assignment on e-learning.tsu.ge, guideline

Other Resources:

- ✓ E-learning Guideline for Teachers
- ✓ Moodle Instructions for Teachers
- ✓ Moodle Instructions for Students
- ✓ Moodle - Create a Test

In 2020 the academic and administrative staff underwent trainings on creation of tests and on use of Moodle and Turnitin software (see Table 7). Various trainings were provided by Georgian and foreign experts during the reporting period (See Tables 9 and 10).

Based on one of the Project objectives envisaging the creation of student support services, a training centre was set up in 2020, within the Customer Service Department at the National Scientific Library of the University to fulfil the following functions:

- ✓ Library staff trainings;
- ✓ Academic writing trainings comprising information literacy, database searching, academic paper writing, anti-plagiarism and academic integrity, academic quotation styles, others;
- ✓ Trainings in modern library management and technologies;
- ✓ Other trainings for customers by activity sector.

Acquiring Turnitin's 27000 licences with 300000 file upload capacity is one of the achievements of 2020 aimed at ensuring the project sustainability.

Each Georgian higher education institution (including the University) involved in INTEGRITY Project had to confront many obstacles, most notably, the academic or administrative staff's resistance to changes and novelties.

Despite the intra-institutional problems and confrontations that arose within the framework of the Project, the Tbilisi State University managed to fully implement the project objectives and outcomes within its own space, at every level of education, in each structural and educational entity. For example, TURNITIN plagiarism software checking similarities in texts, which was a novelty to the University, was fully put into practice and is still actively used in the learning-teaching process. The University's academic staff and students have checked up to 100000 documents to date.

At the given stage, one of the key challenges is maintaining project results, i.e. regularly conducting trainings, working and informational meetings and, at the same time, providing continuous financial support to buy Turnitin licences on a constant basis.

3.3.6 SQUARE: Strengthening the Role of Universities in the Development of society

Every university is today facing the rapidly changing social, economic and societal challenges. The task before them is, therefore, to use their experience in the field of teaching and research to contribute to the further development of society. This issue is currently high on the agenda of the European universities.

The Project “Strengthening the QUALity and RElevance of the 3rd Mission in Georgian Universities (SQUARE) prepared in coordination with the Ivane Javakhishvili Tbilisi State University’s Quality Assurance Service won the competition of the Erasmus+ Capacity Building in Higher Education (CBHE) projects in 2020. Within the framework of the Project, Georgian universities in cooperation with international partners will develop methods and guidelines on planning, launching, implementing and assessing the third mission and will develop a third mission strategy. The Ministry and Education and Science and the National Centre for Educational Quality Enhancement, for their part, will renew the quality assurance system and will ensure the greater integration of the assessment of third mission activities into quality assurance standards.

The Project “Strengthening the QUALity and RElevance of the 3rd Mission in Georgian Universities (SQUARE) will help raise awareness about the third mission of universities and will enhance the ability of the university community to duly plan third mission activities and assess their results. It is also important that all member-universities of the project consortium will develop a third mission strategic plan and will pilot one of the projects of the third project. This will ensure the implementation and development of the third mission at institutional level.

The Consortium held its first meeting on 17 and 18 February of 2020. The meeting was attended by representatives of eight Georgian and three European universities and members of the EFMD International Accreditation Board (Belgium). Among the participants of the meeting were: Rector Giorgi Shavashidze, Minister of Education and Science Mikheil Chkhenkeli, Minister of Economy and Sustainable Development Natia Turnava, Head of the Center for Educational Quality Enhancement Tamar Makharashvili, Head of Erasmus + Office in Georgia Lika Glonti.

Plans are also made to conduct trainings and researches within the framework of the Project. Results of various activities and researches will be regularly posted on the website of the University's Quality Assurance Service¹⁴.

3.3.7 On the University's Cooperation with Thematic Peer Groups of the European University Association (EUA)

As an institution protecting the interests of higher education institutions, the European University Association (EUA) consolidates the dynamic changes ongoing within the higher education system, shares the best practices, develops principles of the higher education policy and communicates them to the Association actors.

Ivane Javakhishvili Tbilisi State University became a member of the thematic peer group of the European University Association (EUA) - "Meeting the skills and employability demands". The thematic peer group held its first meeting on 23 March and the final meeting - on 3 and 4 November. The thematic peer group was comprised of seven European universities. For one year it held its meetings in an online format and was engaged in analyzing needs, discussing institutional examples, identifying best practices and working out recommendations. Members of the thematic peer group prepared a joint report to be submitted to the EUA's European Learning & Teaching Forum scheduled for 2021. Representatives of the Tbilisi State University will play the role of facilitators during the forum. It needs to be highlighted that the Tbilisi State University's cooperative approach to the educational programmes is recognized as one of the best practices.

In 2020, the Thematic Peer Group of the European University Association (EUA) published Student Assessment, which was prepared through the Quality Assurance Service representative's involvement in the Group. The Thematic Peer Group discussed modern and inclusive approaches to student assessment. The results of the work performed by the Thematic Peer Group and the recommendations developed were published on the Service's website¹⁵.

On 18 June 2020, the Ivane Javakhishvili Tbilisi State University's Quality Assurance Service (represented by the Head of the Service) participated in the work of the European University

¹⁴ For project details see the link at: <https://tsu.ge/ka/quality-assurance/page/მესამე-მისიის-ხარისხის-დამესაბამისობის-გაძლიერება-საქართველოს-უნივერსიტეტებში--SQUARE>

¹⁵ For detailed information see the link at: <https://www.tsu.ge/ka/quality-assurance/page/ევროპული-უნივერსიტეტების-ასოციაციის--EUA--თემატური-ჯგუფი--Meeting-the-Skills-and-Employability-Demands-333>

Association (EUA)'s Focus Group, which was held in the format of roundtable and was dedicated to the development of student entrepreneurship skills (“STUDENT ENTREPRENEURSHIP: LEARNING FOR IMPACT”). Leaders of the European Universities also participated in the work of the Focus Group. Participants of the aforesaid Focus Group and of the Thematic Peer Group of the European University Association (EUA) are selected on the basis of their applications.

An application on participation of the Head of the University's Quality Assurance Service in the online focus group, which was prepared and submitted for consideration in 2020, was approved. Having acquainted themselves with the University's diverse experiences, the working groups showed particular interest in the University's approaches towards educational process quality assurance amid the COVID-19 pandemic crisis.

3.3.8 Cooperation with the Foreign Foundations and International Organizations

Since 2019, the University's Quality Assurance Service has been actively cooperating with the Francophone University Agency (AUF) of Central and Eastern Europe. With the support of AUF, several thematic workshops, seminars and trainings were planned in stages for the Autumn semester of 2020. Current themes in quality assurance were the main focus of the meetings. Experts involved formed a diverse group. Many of them are well-known to the Georgian educational sector. The meetings were initiated by the University's Quality Assurance Service. The Service showed due regard for all novelties and the challenges, which the Tbilisi State University was confronted with during the global pandemic. Within the framework of the Project “**Quality Assurance and University Administration**”, the Agency funded two projects “Internal Quality Assurance” and “Collegiate Assessment of Educational Programs” presented by the Quality Assurance Service, and the following activities were carried out:

- ✓ 28-30 September 2020 - Training on **Internal Quality Assurance** (expert: Anca Greece, Professor of Romania's Babeş-Bolyai University (UBB), Deputy Director of UK Quality Assurance Agency for Higher Education (QAA) in 2012-2019, UK representative at the 2nd supervisory meeting of the Bologna Follow-up Group (BFUG), expert in higher education quality assurance). 62 persons, including employees of TSU Quality Assurance Service, academic staff and students attended the training. Within the framework of the project “Collegiate Assessment of Educational Programs”, foreign experts provided assessment for the educational programs: Economics, Psychology and Ecology.

- ✓ 2-4 November 2020 – Training on: **Quality Assurance of Doctoral Programmes** (expert: Anca Greece). Key focus of the training was on doctoral programme design; teaching and learning at doctoral level; doctoral student services; academic and administrative resources, etc.). Target audience of the training: employees of the TSU Quality Assurance Service, science and education departments, faculty staff, doctoral students, doctoral programme supervisors, scientific supervisors and other persons concerned;
- ✓ 15-16 December, 2020 – Training on: **Research Productivity Quality Assurance** (expert: Anca Greece). Key focus of the training was on: scientific research assessment, role of quality assurance in research assessment and other issues related to research. Target audience of the training: employees of the TSU Quality Assurance Service, science and education departments, faculty staff, doctoral students, doctoral programme supervisors, scientific supervisors and other persons concerned.

Projects initiated under the mandate of the Quality Assurance Service are designed to continue support for novelties at doctoral level, which are recommended in line with international requirements and are gradually incorporated into Doctoral Programmes submitted for re-accreditation. Launching the joint doctoral programme “Education Sciences” by four Georgian universities in 2020 can be considered as the outcome of the first stage of European experience-sharing and as a kind of precursor to a doctoral school. High benchmark set for internationalization can also be regarded as the best practice of this educational programme. Beside general thematic workshops, several workshops were planned and implemented for students and academic staff, including:

- ✓ 7 May 2020 - subject of the workshops: e-learning: specifics of using ZOOM e-portal (expert: Micheal Sanders). The meeting was supported by San Diego University. It was attended by over 90 persons. The training focused on technical details of the e-portal and on its use in the learning process.
- ✓ 22-26 May 2020 – subject of the workshop: **Online Teaching Pedagogy, Assessment Methods and Strategies**. (expert: George Defoulas, Middlesex University, (London, Great Britain). The workshop focused on strategies for conducting online learning interactively, practical examples, strategies for delivering effective feedback during online learning, selection of evaluation components, ensuring academic integrity is observed by students during the assessment, online learning etiquette protection issues. During the training, the staff was introduced to various electronic platforms or assistive devices that will simplify the teaching and assessment process and help improve the quality of the learning process. The training course was supported by the

- Volkswagen Foundation (Germany). The course was attended by academic and invited staff – a total of 20 persons.
- ✓ 3-7 October 2020 – Training on **Publishing Issues in Education**. (expert: Milan Pol, Professor at the Department of Educational Sciences, Masaryk University, Dean of the Faculty of Arts and Editor-in-chief of *Studia Pedagogika*). The meeting focused on such issues as: *the opportunities and requirements for publishing a paper in an international journal; preparation of the paper (including structure, review of research results, etc.) for publication in the relevant journal; Credible and highly reputed international journals in the field of education; What stages does the paper go through before its publication - what are the editing procedures, etc.* The meeting was attended by science students and staff of Akaki Tsereteli State University, Batumi Shota Rustaveli State University and Iakob Gogebashvili Telavi State University - a total of 25 persons.
 - ✓ 10 October, 10-11 November – Workshop on: **Research Ethics in Education** and Data Interpretation in Education Research. (expert: Associate Professor at the University of Arkansas, John Pijanowski). The workshop's target audience were master's and doctoral students and staff of Education Sciences. It was also attended by representatives of Akaki Tsereteli State University, Batumi Shota Rustaveli State University and Iakob Gogebashvili Telavi State University. The workshop bringing together 20 participants focused on such issues as *conflict of interest, joint research, ethical issues related to data acquisition and sharing, researcher responsibility, avoiding bias in data analysis, frequent errors in data processing, others.*

It needs to be highlighted that both academic and administrative staff has recently been showing increasing interest in similar trainings, workshop and seminars. They often choose workshop topics.

In 2020, yet another international project was completed within the framework of the University's Quality Assurance Service. Reference here is to the British Council's project - **Higher Education for Employability** dedicated to the learning and teaching process. Participation in the international project improved the level of internationalization of the higher education institution as the aim of the aforesaid project was to ensure access to quality higher education and professional development. The project envisages support for the development of English-language educational programmes, which will contribute to attracting not only Georgian but also foreign students. In 2020, the University prepared for (re)accreditation 6 English-language educational programmes, including 1 new integrated programme. Of these programmes, 3 are submitted to foreign agencies for international accreditation. New activities were also outlined during the reporting period, with the

support of the British Council. More specifically, before the launch of a new project, the project management is planning a meeting with heads of educational programmes.

3.4 Staff Development

The aim of supporting the professional development of academic staff is to develop the higher education institution. The University, in this light, is considered as a single whole, which means:

- Highly qualified academic staff to which the number of scientifically qualified graduates is directly proportional;
- Covering areas that are of strategical and societal importance and highly demandable.

To ensure the professional development of academic staff, the Quality Assurance Service annually conducts surveys to determine in advance activities in need of support. Field of needs is also determined through the participation of the focus group. This means that the academic staff itself prioritizes the fields (management, social work or self-development) in which to deepen its own competences. The Quality Assurance Service organizes support for the professional development of three target groups: students, academic and administrative staff. There are, however, issues that are discussed and dealt with in mixed groups in order to collate the opinions of all parties involved in the academic processes on a number of important problems. Support for the university staff is provided by various instruments:

- Advisory guidelines are developed, latest learning and teaching manuals and researches are translated, a list of recommended literature to be purchased by the University library is drawn up, and presentations and videos are produced to help get acquainted with various technological novelties;
- Thematic seminars, trainings and workshops are planned both for thematic and mixed groups;
- University staff and students are regularly provided with information for their involvement in local as well as international grant projects.

In 2020, guidelines and manuals were prepared under the mandate of the Quality Assurance Service and shared with the academic staff:

- How to write an educational programme self-assessment;
- E-learning – guideline;
- Developing and assessing learning outcomes of the educational programme;
- Creating assignments in Moodle (manual);
- Developing tests in Moodle (manual);

- Working groups on Zoom electronic platform;
- Surveys on Zoom electronic platform;
- Research methods in business and social sciences (Part one);
- Research methods in business and social sciences (Part two);
- Supervising doctoral students;
- Using Turnitin software for thesis check (guidelines for doctoral students and persons responsible for checks);
- Using ElectionBuddy's online voting software to ensure anonymous voting (for thesis commission members).

In 2020, **33 trainings** were conducted for the University **academic staff** by 4 foreign and 4 Georgian trainers for **715 participants**, as well as **for students – 13 trainings** by 11 Georgian trainers for **573 participants**¹⁶. Calendar of trainings¹⁷ is available to all interested parties.

A cycle of trainings was prepared by the Quality Assurance Service:

- **Developing a self-assessment report.** The aim of the training course was to acquaint the audience with the stages of preparing an educational programme self-assessment report, as well as possibilities of creating a group, collecting data and doing an analysis, identifying the strengths and weaknesses of the Programme and highlighting Programme compliance with accreditation standards. The course was of practical character and its participants, once completing the course, would be able to develop an educational programme self-assessment report (trainer: Irma Grdzeldze);
- **Methods to create tests.** Assessment by testing is a method, which is currently used in many areas. In any case, when testing becomes the basis for making an important decision, the development of reliable and high-quality tests acquires decisive importance. To achieve this goal, a training course was conducted to outline those important aspects of test creation, which ensures the high quality of testing procedure. Training participants got acquainted with test creation theory, methods of creating various types of test assignments and possibilities of monitoring the test quality (trainer: Iva Mindadze);
- **Developing and assessing learning outcomes of the educational programme.** The aim of the training course was to acquaint the participants with mechanisms of developing and assessing learning outcomes of the educational programme and help them develop skills for programme implementation and improvement (trainer: Maia Gelashvili);

¹⁶ Annex: Tables 10,11

¹⁷ Calendar of trainings is available at: <https://www.tsu.ge/ka/quality-assurance/page/ტრენინგების-კალენდარი>

- **Creating assessment rubrics.** Assessment rubric is a very useful way to grade student's performance. It speeds up and simplifies the assessment process and reduces the likelihood of a student appealing test scores. Another positive aspect of the rubric is transparency of assessment criteria, which helps students achieve better learning outcomes. The aim of this training course was to get its participants acquainted with the types of assessment rubrics (holistic, analytical) and the ways they are created (trainer: Maia Gelashvili);
- **Creating an assignment in MOODLE.** The aim of the training course was to get its participants acquainted with various types of assignment in MOODLE, the ways and methods to create and assess them and the possibilities to see and download results. Two types of assignment were analyzed: Assignment and Turnitin Assignment 2 (trainer: Tinatin Davitashvili);
- **Creating tests in MOODLE.** The aim of the training course was to get its participants acquainted with types of testing in MOODLE, explain how some types of tests are created, choose assessment parameters, see results and download them in a desirable format. Several types of tests were analyzed: open-ended questions, true/false questions, short questions, essay, compliance. Other types of tests were also reviewed (trainer: Tinatin Davitashvili).

3.5 Innovations at the Vocational Education Center

Since 2020, the Vocational Education Center (hereinafter referred to as the Center) has been operating independently at LEPL Ivane Javakhishvili Tbilisi State University at two locations (Tbilisi and Kutaisi). The Center carries out independent management; however, it coordinates its activities with the Quality Assurance Service of the university, gets recommendations, and makes use of innovations introduced by the Service.

Currently, the Center administers 21 educational programs in Tbilisi and Kutaisi (see Table 11). In 2020, 10 new authorized vocational education programs were added to the portfolio of the Center:

- Tbilisi: accounting, financial services, event management, preschool education, office work;
- Kutaisi: accounting, financial services, event management, preschool education, library work.

After the renewal of the Center and the addition of the new and required professional programs, the number of students enrolled in educational programs increased. According to recent statistics, 225 students were enrolled (98 in Tbilisi and 127 in Kutaisi) in vocational education programs in 2020. In the same year, qualifications were awarded to 53 vocational students. Today, in all, 450 students are studying at the Vocational Education Center (193 in Tbilisi and 257 in Kutaisi).

Based on Decree N820672 by the minister of education and science of Georgia, dated September 11, 2020, a learning process at vocational education programs of LEPL Tbilisi Ivane Javakhishvili State

University includes the elements of distance learning since September 14, 2020.

For the efficient organization and coordination of distance learning, the Vocational Education Center shares the experience accumulated during the 2020 spring semester by the academic education programs of TSU and carries out the following activities:

- Adaptation of educational programs employing e-learning elements;
- Intense use of modern technologies in a synchronous/asynchronous form (ZOOM, Moodle, LMS, etc);
- Development and enforcement of relevant e-learning regulatory documentation;
- Provision of e-services to vocational students;
- Internationalization of learning process - sharing experience of international colleagues about the specifics of distance learning;
- Training of staff implementing vocational education programs in respect of utilization of modern technologies.

➤ **Adaptation of educational programs employing e-learning elements**

Based on Decree N08/127-01 (11.09.2020) by the Head of the TSU Vocational Education Center, a working group was set up on September 11, 2020. The members of this group had to ensure support for the administration and use of e-learning elements in the learning process. Working group members were assigned particular tasks in the following areas:

- technical support to the students and teachers of vocational education programs in the learning process
- monitoring of lessons;
- development of recommendations on assessment, in consideration of the specifics of each vocational education program and the place of its implementation;
- formulation of a rule for the use and management of e-learning elements at vocational education programs, etc.

Since September 14, the calendar plans of all modules were changed to reflect e-learning elements. The teachers of vocational education programs have been trained permanently to ensure efficient e-learning. Assessments have been made through a special schedule in A and B environments, where recommendations for the prevention of the spread of COVID-19 have been followed.

➤ **Intense use of modern technologies in a synchronous/asynchronous form (ZOOM, Moodle, LMS, etc)**

The Vocational Education Center uses synchronous form and in particular ZOOM program for basic lecturing. Based on collaboration between the TSU and the Bank of Georgia, the licenses of ZOOM were acquired for lecturing, training, and meetings with the students and teachers of vocational programs.

For introducing an asynchronous form of learning, the Center started the use of the Moodle e-

learning portal. Email addresses were created for each vocational program student at the following domain: cve.tsu.ge. The staff members of vocational education programs also use TSU email addresses. Through these electronic addresses, the vocational program students and personnel can register on the said platform to get access to learning materials envisioned by the modules of vocational education programs.

➤ **Development and enforcement of relevant e-learning regulatory documentation**

As mentioned above, on September 11 of 2020, the head of the Vocational Education Center issued a decree on the use and management of e-learning elements in vocational education programs of the university. Based on this decree, the plan for observation of the lecturing was designed, in compliance with which the representatives of the Center carried out active monitoring for ensuring an uninterrupted and unimpeded learning process.

By Decree N230/01-01 of November 19, 2020, the rector approved “The Rule for E-learning at Vocational Education Programs of Tbilisi Ivane Javakhishvili State University”. This document aims at establishing learning procedures with electronic elements at vocational education programs of the university, based on modern information and communication technologies.

➤ **Provision of e-services to the students of vocational education programs**

The Vocational Education Center makes effective use of modern technologies for communication with its students and the provision of different services. Students can contact the Center via hotline, telephone, mail, and an official page on social media. Students get advice on integration into a learning process remotely; certificates or other similar documents are sent to them via email.

As stated above, individual email addresses were created for the students of vocational education programs (on the domain @cve.tsu.ge) through which they could register at electronic platforms designed for both synchronous and asynchronous learning. At the same time, students receive the literature and other materials used in the learning process through these emails.

In addition, within the scope of vocational education programs, special groups are set up in social media, where students can interact with other students, teachers, and administrative personnel.

➤ **Internationalization of learning process - sharing experience of international colleagues about the specifics of distance learning**

One of the key priorities of the Vocational Education Center is sharing international experience and best practices for assuring the quality of the teaching/learning process. Even in the light of the pandemic, the Center actively worked to this end. On June 22 of 2020, at the initiative of the TSU Quality Assurance Service and Vocational Education Center, a webinar was held together with Ida-Virumaakutsehariduskeskus Vocational Education Center (Estonia). During the webinar, which dealt with distance learning opportunities and challenges in vocational education, Estonian colleagues shared their experience. The webinar aimed at supporting distance learning in Georgia in

the field of vocational education.

The representatives of the National Center for Educational Quality Enhancement and institutions implementing vocational education programs attended the webinar.

➤ **Training of staff implementing vocational education programs in respect of utilization of modern technologies**

The Vocational Education Center attempts to support the skill building of personnel implementing educational education programs in both Tbilisi and Kutaisi for ensuring a smooth e-learning process. The Center designed instruction on how to use ZOOM for both students and teachers. The TSU Quality Assurance Service provided training for certain members of staff in the utilization of Moodle. The Center intensely employs the guides and manuals concerning e-learning, which are developed by the TSU Quality Assurance Service. The Center permanently trains teachers about procedures envisioned by “The Rule for E-learning at Vocational Education Programs of Tbilisi Ivane Javakhishvili State University”.

3.6 Cooperation with the quality assurance services of the faculties

A faculty is one of the key components of the quality assurance system of universities in the context of harmonious management of teaching/learning and research. In today's educational area, it is hard to find a homogenous faculty system. Respectively, faculties are governed in a polysystemic way, taking into account specifics and features of individual programs, based on the harmonization principle within the faculty. Thus, 7 pluricentric faculties coexist at the university within the constantly reformed structure of Georgian education space.

Thus, the TSU Quality Assurance Service has to accomplish tasks that are even more difficult. This Service should work on not only permanent accreditation, assessment, and development of educational programs, but also on many important and often urgent processes, which are vital for institutional development. This justifies the university's decision to decentralize its quality assurance system, which is another distinction of academic freedom at the university. Consequently, the quality assurance services of faculties can form their specific systems and through such a system make the profile of the faculty more visible, enrich the university's academic image, while the strength of the higher educational institution relies on academic diversity.

Despite the global pandemic, the TSU Quality Assurance Service was in constant communication and dialogue with faculty units. Topical and urgent issues were discussed jointly in a regular working format via the ZOOM electronic platform. Based on recordings, working topics and decisions were protocolized and shared with relevant services of faculties and central administration.

The transformation of teaching/learning and research processes, as well as administration and service provision into an electronic format, was a priority in the reporting period. Before starting

distance learning, the quality assurance services of the university and faculties, in collaboration with administrative units, developed regulations on learning and research in an electronic format. In particular:

- ✓ The Rule for Administering E-learning (Decree N67/01-01, dated March 25, 2020, issued by the TSU rector). Based on this rule – faculty concepts for e-learning (Resolution N31/2020, 06.04.2020, by the TSU Academic Council);
- ✓ Based on regular monitoring, the synchronous and asynchronous learning regimes were gradually adjusted;
- ✓ Quality assurance services of the university and faculties, in the involvement of the IT Department of TSU, adjusted the education programs' assessment system to the state of affairs in compliance with applicable regulations;
- ✓ Guides, tutorials, and other documents were developed for the proper implementation of the particular stages of e-learning. Quality assurance services of faculties were actively involved in this process and made respective recommendations. The experience of European partner universities was also shared;
- ✓ Learning Management System and e-learning program (Moodle) were adjusted in the active involvement of the quality assurance services of faculties and the department of learning process management;
- ✓ For the proper implementation of the transformation process at the university, the questionnaires were renewed and supplemented with relevant issues. The quality assurance services of faculties and experts took an active part in this work. The results were evaluated and shared with the administrations of faculties for planning a new phase and addressing the weaknesses revealed in the e-learning.

It was important to collaborate with the quality assurance services of faculties in the development of educational programs, (re)accreditation, and internal collegial evaluation. These processes were also adjusted to the state of affairs. In the given conditions, an even higher degree of involvement of the administrative units of faculties was observed. Accordingly, preparation works for accreditation were also transformed. While the collegial assessment of educational programs for accreditation purposes was important for the Service, group meetings for internal collegial assessment were organized in an electronic format. The system of infrastructure monitoring in the course of (re)accreditation was also changed. The administrative personnel of faculties, coordinated by quality assurance services, became capable to take part in this process.

Within the competence of the Service, the following issues were intensely reviewed in 2020:

- ✓ Regulation of e-learning rules applicable in the university, in terms of both research and services;
- ✓ Adjustment of educational programs for (re)accreditation;
- ✓ Integration of reaccredited educational programs into the internal database and catalog of educational programs, in compliance with a newly accredited and updated qualification framework;
- ✓ Modification of research questionnaires;
- ✓ Work on joint educational programs;

- ✓ Posting English- and Georgian-language information on the webpage of the Quality Assurance Service of TSU;
- ✓ Selection of topics for special training;
- ✓ Within the frame of the academic integrity project: the verification of training materials and qualification papers in the academic integrity supporting software;
- ✓ Collecting and processing data based on university efficiency indicators;
- ✓ Study of normative documents developed for the preparation of cluster accreditation;
- ✓ Planning and implementation of international projects; among them, the university's third mission enhancement project was important;
- ✓ Updating international ranking data and renew communication with the Times group;
- ✓ Enhancement of students' inclusion in the process of quality assurance.

The TSU Quality Assurance Service worked on the above topics based on the good teamwork principle, along with the quality assurance services of the faculties. Academic personnel and students were also involved in discussing the said questions and innovations.

3.7 Updating the webpage of the TSU Quality Assurance Service

The Quality Assurance Service is one of the main bodies for the management of the university. Its goal is to create a quality culture within the university space. The Quality Assurance Service ensures the quality of teaching/learning, research, the third mission of the university (contribution to the development of society), and institutional efficiency at the level of university and faculties. These activities are fully reflected on the new webpage of TSU, in particular, on respective pages of the Service¹⁸.

News about the Service or its actions does not reflect only statistics of works carried out. The main function of the webpage is to contact and communicate with the university communities and to support them in academic and administrative processes. The webpage aims at providing news about innovations within the modern educational area, ensure contact with local and international experts of education, support academic personnel from a professional point of view, share university research results with stakeholders, organize international and local seminars, webinars, working meetings and forums, publicize the manuals and recommendations with relevant explanations.

In fact, in 2020 Georgian and English-language versions of the webpage were accomplished.

Information about the work of the TSU Quality Assurance Service is divided into 10 basic parts and is deposited in respective sections of the menu¹⁹:

¹⁸ Webpage of the Quality Assurance Service is available at <https://tsu.ge/ka/quality-assurance>

¹⁹ Site map is available at <https://www.tsu.ge/ka/quality-assurance/page/საიტის-რუკა>

- ✓ **About us**²⁰:
 - [Regulation of the Quality Assurance Service](#)
 - [Structure and Personnel](#)
 - [Action Plan and Reports](#)
 - [Internship, Employment, Vacancies](#)
 - [Archive](#)
- ✓ **Internal Quality Assurance**²¹
 - [Design and Development of Educational Programs](#)
 - [Collegial Assessment of Educational Programs](#)
 - [Ratings](#)
 - [Ranking Systems Methodology](#)
 - [Annual Reports on Rankings](#)
 - [Research and Survey](#)
 - [Questionnaires](#)
 - [Analyses](#)
 - [E-learning](#)
 - [Materials and Guides](#)
- ✓ **External Quality Assurance**²²:
 - [Authorization](#)
 - [Accreditation](#)
- ✓ **Professional Development**²³:
 - [Guides and Manuals](#)
 - [Training Calendar](#)
- ✓ **Ongoing and Accomplished Projects**²⁴
 - [Ongoing Projects](#)
 - [Assessment of Institutional Infrastructure](#)
 - [Cooperation with Times Higher Education \(THE\)](#)
 - [Supporting University's Participation in International Grants Competitions](#)
 - [SPARQS: Students' Engagement in Quality Assurance](#)
 - [Enhancement of Quality Culture at TSU \(funded by AUF\)](#)
 - [The European University Association \(EUA\) Thematic Group "Meeting the Skills and Employability Demands"](#)
 - [Accomplished Projects](#)
 - [Academic Integrity at Georgia's Higher Education Institutions for Quality](#)

²⁰ About Us is available at <https://tsu.ge/ka/quality-assurance/page/ჩვენს-შესახებ-ხარისხი>

²¹ Internal Quality Assurance is available at <https://tsu.ge/ka/quality-assurance/page/ხარისხის-შიდა-უზრუნველყოფა>

²² External Quality Assurance is available at <https://tsu.ge/ka/quality-assurance/page/ხარისხის-გარე-უზრუნველყოფა>

²³ Professional Development is available at <https://tsu.ge/ka/quality-assurance/page/პროფესიული-განვითარება>

²⁴ Ongoing and Accomplished Projects is available at <https://tsu.ge/ka/quality-assurance/page/მიმდინარე-და-დასრულებული-პროექტები>

Learning

- [Awareness-raising](#)
- [Resources](#)
- [Regulatory Documents](#)
- [Training Schedule for Students](#)
- [Sectoral Projects](#)
- ✓ **Enhancing the Third Mission and Compatibility at Georgian Universities (SQUARE)²⁵**
 - [Project Meetings](#)
 - [Training SQUARE](#)
 - [Resources](#)
- ✓ **Quality Assurance Thematic Group²⁶**
 - [Thematic Group Structure](#)
 - [Thematic Group Meetings](#)
 - [Thematic Group Materials](#)
- ✓ **International Cooperation²⁷**
 - [Ongoing Events](#)
 - [Accomplished Events](#)
- ✓ **Quantitative Indicators²⁸**
 - [Catalog of Educational Programs](#)
 - [Statistical Data](#)

The Vocational Education Center²⁹: this section of the menu is linked to the webpage of the TSU Vocational Education Center.

The webpage of the Vocational Education Center is constantly updated. The Institutional Development and Authorization Department manages and edits the webpage, in cooperation with the Accreditation Assessment and Analyses Department and quality assurance services of faculties.

By constant updating of the information section of the website, the Quality Assurance Service facilitates the transparent work of the university. The information posted on the site is available to any interested person.

²⁵ Information about the project is available at: <https://tsu.ge/ka/quality-assurance/page/მესამე-მისიის-ხარისხის-და-შესაბამისობის-გამოღობვა-საქართველოს-უნივერსიტეტში--SQUARE->

²⁶ Quality Assurance Thematic Group is available at <https://tsu.ge/ka/quality-assurance/page/ხარისხის-უზრუნველყოფის-თემატური-ჯგუფი>

²⁷ International Cooperation is available at <https://tsu.ge/ka/quality-assurance/page/საერთაშორისო-თანამშრომლობა>

²⁸ Quantitative indicators are available at <https://tsu.ge/ka/quality-assurance/page/რაოდენობრივი-მაჩვენებლები>

²⁹ The Vocational Education Center is available at <https://tsu.ge/ka/quality-assurance/page/პროფესიული-განათლების-ცენტრი>

4. Communication with External Bodies and Quality Assurance Institutions

Quality assurance at a higher education institution and respectively its successful management directly relies on each member of such an institution and the quality assurance services of faculties. As to external stakeholders, external evaluators and the National Center for Educational Quality Enhancement can be considered to be external actors. The Quality Assurance Service, within the frame of its competence, is in contact with both internal and external actors and acts as a mediator. External stakeholders also include relevant international institutions.

Recently, TSU played an important role in the Georgian educational area, interacted with other higher education institutions and agencies, and initiated particular innovations.

In the 2020 reporting period, the Quality Assurance Service interacted with relevant external stakeholders:

- ✓ Working meetings within the competence of the quality assurance thematic group;
- ✓ Communication with the Ministry of Education and Science of Georgia and the LEPL National Center for Educational Quality Enhancement;
- ✓ Communication with the European University Association (EUA).

4.1 Working meetings within the competence of the quality assurance thematic group

The quality assurance thematic group, set up in 2019 at the initiative of the Quality Assurance Service and under the aegis of the board of representatives, did not stop its work even during the global pandemic. In 2020, while the spread of COVID 19 posed numerous challenges in the educational area, the thematic group held working meetings on an electronic platform to make urgent, flexible, and vital decisions.

The quality assurance thematic group was set up on September 6, 2019, at the second session of the permanent conference of rectors. The group engages 85 members representing 44 higher educational institutions. The quality assurance thematic group is a platform for discussing quality assurance topics. It enhances cooperation between the higher educational institutions and collaborates with external stakeholders at the national and international levels. Within the short period since its establishment, the thematic group's functions, goals, and tasks during the reporting period were defined. In particular:

➤ **The mission of the thematic group**

The mission of the quality assurance thematic group of the higher educational institutions is to support the enhancement of quality culture at higher educational institutions, through sharing accumulated experience and the best practices, discussing challenges, and building capacities for professional development.

➤ **Goals of the thematic group**

- Enhancing cooperation between the quality assurance services of higher educational institutions;
- Capacity building of higher educational institutions in the field of quality assurance;
- Creating a platform for discussing the quality assurance issues;
- Promoting the introduction of part I of European higher education quality assurance standards and guiding principles (ESG 2015) at Georgian higher education institutions;
- Reviewing the innovations introduced within the European educational area and sharing the best practices and experience;
- Cooperating with the National Center for Educational Quality Enhancement;
- Cooperating with the European Association for Quality Assurance in Higher Education (ENQA), the European Quality Assurance Register for Education Area's Official Register for Higher Education (EQAR), the European University Association (EUA), and other international organizations and universities;
- Collegial assessment of educational programs;
- Collaborating with international experts for evaluating educational programs and planning the measures for professional development;
- Planning and implementing joint research;
- Drafting quarterly reports to be referred to the council of rectors;
- Publishing a quarterly magazine;
- Organizing an annual conference to discuss the quality assurance issues.

➤ **Structure of the thematic group**

The worker of a quality assurance service, any person employed by a higher educational institution and interested in quality assurance, as well as a student can be a member of the quality assurance thematic group.

Since the establishment of the quality assurance thematic group of higher educational institutions, it has organized eight (8) working meetings until today³⁰. Among them:

- December 19, 2019 – the first working meeting of the thematic group (TSU);
Theme: the format and principles of the work of the group; issues to be discussed;
- February 7, 2020 - the second working meeting of the thematic group (Georgian National University);
Theme: quality assurance of doctoral programs in Georgia; appendix to a self-assessment report of authentication; reports on self-assessment of undergraduate/graduate educational programs; student's satisfaction questionnaire;
Result: a package of recommendations was prepared and referred to the National Center for

³⁰ Meetings of the thematic groups are available at <https://www.tsu.ge/ka/quality-assurance/page/თემატური-ჯგუფის-შეხვედრები>

Materials of the thematic group are available at <https://www.tsu.ge/ka/quality-assurance/page/თემატური-ჯგუფის-მასალები>

Educational Quality Enhancement. Most of the recommendations were followed while working out an appendix to the self-assessment report of authentication;

- March of 2020 - the third working meeting of the thematic group was planned at Vano Sarajishvili Tbilisi State Conservatoire. Given the global pandemic, the meeting was postponed and replaced by email consultations.

Theme: needs for online learning, difficulties, and possible solutions; needs for legislative changes applicable to distance learning;

Result: the package of recommendations was referred to the National Center for Educational Quality Enhancement;

- April 15, 2020 - the third working meeting of the thematic group (via ZOOM electronic portal). The representatives of 40 state and private higher educational institutions took part in the meeting.

Theme: sharing experience about e-learning challenges, prospects, and common ways for problem solution; establishment of smaller groups in particular areas (medicine) for in-depth discussions; needs for modification of assessment system and relevant regulatory documents; difficulties in practical work and research; specific difficulties in the implementation of medical, arts, and maritime educational programs in an electronic format; personal data protection in e-learning; opportunities for cooperation with international experts for the professional development of academic personnel; creating internal quality assurance mechanisms for e-learning; a questionnaire on e-learning to reflect a specific picture of distance learning at universities;

Result: participants shared the documents on e-learning developed at different universities; certain studies were planned;

- May 19, 2020 - the fourth working meeting of the thematic group (via ZOOM electronic portal). 65 representatives of state and private higher educational institutions took part in the meeting. Lasha Margishvili, Head of Higher Education Quality Assurance Service of the National Center for Educational Quality Enhancement, Liia Lauri, representative of the Estonian Quality Agency for Vocational and Higher Education, and Anka Greece, expert of higher education quality assurance and professor of Babes-Bolyai University also attended the meeting.

Theme: cluster accreditation.

Result: assessment of cluster accreditation; international experience in cluster accreditation; recommendations for the National Center for the Educational Quality Enhancement on the development and implementation of cluster accreditation;

- September 22, 2020 - the fifth working meeting of the thematic group (via ZOOM). 50 members of the group representing both state and private higher educational institutions participated in the meeting.

Theme: review the working version of the self-assessment report of the educational program submitted by the National Center for Educational Quality Enhancement and look over accreditation conditions.

Result: questions, comments, and remarks on the report were referred to the National Center for Educational Quality Enhancement;

- October 16, 2020 - the sixth working meeting of the thematic group (via ZOOM). 34 members from both state and private higher educational institutions took part in the

meeting. Lasha Margishvili, Deputy Head of the National Center for Educational Quality Enhancement, Anka Greece, an expert in higher education quality assurance, professor of Babes-Bolyai University, and

Fiona Crozier, independent consultant (former head of international department, quality assurance agency of the UK) also were among participants.

Theme: difficulties in online learning in the light of global pandemic, terms for accreditation and required amendments to the third decree of the minister of education.

Result: basic questions and comments on the reviewed report were sent to the National Center for Educational Quality enhancement;

- December 16, 2020 - the seventh working meeting of the thematic group (via ZOOM). 46 members of the thematic group from state and private higher educational institutions took part in the meeting.

Theme: amendments to the accreditation regulation referred by the National Center for Educational Quality Enhancement to universities.

Result: recommendations made at the meeting were forwarded to the National Center for Educational Quality Enhancement.

4.2 Communication with the Ministry of Education and Science of Georgia and LEPL National Center for Educational Quality Enhancement

In 2020, closer cooperation was established with the National Center for Educational Quality Enhancement, as well as with the Ministry of Education and Science of Georgia, while the need for legislative amendments was put on the agenda. The expansion of communication was the result of the increased transparency and publicity of the work of the above agencies. In recent times, executive agencies have been working based on the "open door" principle leading to timely and efficient solutions to different problems.

Through the mediation of the Ministry of Education and Science of Georgia, within the 2020 reporting period the following actions were planned and implemented:

- A project for higher education and employment with the support of the British Council; a new phase of the project is planned for 2021;
- Issuance of a permit for the implementation of educational programs in a foreign language (English) - two (2) one-level integrated educational programs: medicine, stomatology;
- Analyses of e-learning;
- Legislative changes shared with relevant higher educational institutions:
 - ✓ Amendments to the Law of Georgia on Education Quality Enhancement (6284-IIb);
 - ✓ Amendments to the Law of Georgia on Higher Education (6287-IIb);
 - ✓ Amendments to the Law of Georgia on Higher Education and the Law on Vocational Education to reflect the needs for distance learning;
 - ✓ Amendments to the Law of Georgia on Education Quality Enhancement;
- Joint studies along with the Public Defender's Office concerning the important social issues (for example, a national report on the violence against women and domestic violence; the

actions of the Council of Europe to address these problems). The university was engaged in the implementation of the study. The findings of the analyses were shared with the university.

Cooperation with the National Center for Educational Quality Enhancement became closer and more intensive due to subordination and the diversity of issues to be dealt with together. In 2020, within the competence of the Service, numerous communications were made in respect of the Center's work; different type papers were studied and up to 50 educational programs were referred to the relevant services of the Center. The working topics included:

- Preparations for (re)accreditation of educational programs;
- Visit of consultants for authorization and accreditation;
- Submission of the report in respect of the decision by the accreditation council;
- Presentation of educational programs within the framework of monitoring;
- Preparation of a reasoned response to the conclusion of accreditation experts;
- Review of updated documents (for example, on reducing the number of documents to be submitted for accreditation by a higher educational institution, self-assessment and three-year mid-term evaluation documents); provision of feedback to the National Center for Educational Quality Enhancement;
- Organization of working meetings, seminars, and trainings; discussion of topical issues (27.02.2020 – a working meeting in respect of updated self-assessment forms and the discussion of feedback from higher educational institutions);
- Adjustment of accreditation terms (for educational programs delivered by the faculties of exact, natural and human sciences);
- Nomination of the academic staff of the university to the council identifying sectoral attributes (medicine, social work, educational sciences, philology, archaeology, history, language study, philosophy – 35 experts);
- Recommending and nominating candidates to educational programs' accreditation, authorization, and appellate councils and a group of medical experts;
- Analyses of documents developed for cluster accreditation; exchange of recommendations and viewpoints;
- Presentation of educational programs accredited by foreign accreditation agencies for recognition;
- Nomination of accreditation experts and expert students;
- Evaluation of the involvement level of the National Center for Educational Quality Enhancement in accreditation and above processes.

The mentioned work and actions were carried out in compliance with a plan, in a consistent, smooth, and result-oriented manner, based on responsibility and high professionalisms of actors.

4.3 Communication with the European University Association (EUA)

Given the challenges posed in the Georgian educational area, the European University Association (EUA) is the most important European policy-maker for Georgian universities and the National Center for Educational Quality Enhancement. This organization takes an active part in the Bologna Process and makes recommendations for the network of European universities. Accordingly, the EUA

is a foremost external actor for any educational institution.

On January 22, 2020, a round table was organized at Tbilisi State University. The representatives of the EUA and rectors and heads of quality assurance services of 20 Georgian universities attended the event. The meeting was dedicated to the findings of the studies concerning doctoral programs at European universities and plans for the future. Martin Raye, Vice President and Chairman of the Board of Doctoral Studies led the dialogue on behalf of the EUA. He informed in detail the representative of Georgian universities about the policies of European universities towards doctoral studies.

Irma Grdzeldze, Associated Professor, Head of the TSU Quality Assurance Service, spoke about the university's approach to the quality assurance of doctoral programs.

The said round table meeting held under the aegis of EUA-CDE was considered to be the biggest annual meeting in Europe dedicated to doctoral studies, where the trends in doctoral education and prospects for practical cooperation were identified.

The official part of the event was followed by a working meeting for discussing the important topics of doctoral education, with the participation of more than 120 representatives of European universities. For the first time in the history of the EUA, a meeting of the representatives of the organization was held in a non-EU country. The working process lasted for three days³¹.

5. Other Activities of the Quality Assurance Service

The TSU Quality Assurance Service leads its activities based on institutional cooperation. Its work covers the actions of different administrative units of the university and follows clearly defined internal procedures. Any administrative unit of the university is an internal actor for the Quality Assurance Service. In 2020, the Service closely cooperated with internal actors and carried out the following work:

- ✚ Analyzed external and internal correspondence circulation; prepared correspondence;
- ✚ Archived documented materials of the Service;
- ✚ Initiated and drafted resolutions for academic and representative councils.

5.1 Study of circulation of internal and external correspondence and preparation of responses

Within the reporting period, TSU Quality Assurance Service received up to 1054 official letters and 1457 of them were responded back. The main themes of the correspondence were as follow:

- accreditation of educational programs;

³¹ Materials are available at https://tsu.ge/ka/quality-assurance/page/Completed-Events?fbclid=IwAR0jr1wN2KfP7LwdIALie4wV7GzL41g3btf-kAPWB_o0xgt3rKXgFa2RwUs

- regulation of learning process by central and faculty administrations;
- mobility of students and recognition of credits;
- cooperation between universities;
- issues related to grants and projects;
- communication with foreign colleagues, experts, and institutions.

A large part of incoming and outgoing internal and external correspondence (approximately 853) dealt with accreditation of educational programs; 17 of them – with a questionnaire for accreditation process assessment. The amount of correspondence related to the recognition of credits significantly reduced due to the limitation of external mobility in the conditions of the global pandemic. However, the Service drafted up to 140 documents on credit recognition.

In light of the state of affairs in the country, correspondence with both central and faculty administrations about the regulation of the learning process increased and the number of mails accounted to 4337.

While the Service was carrying out several projects being in the initial, mid-term and final phase within the reporting period, the quantity of incoming and outgoing mail was quite high (outgoing mail – approximately 1772, ingoing mail – approximately 3563).

Within the reporting period, 18 documents were prepared for obtaining an apostille.

As mentioned above, the number of written communications was high, which was the result of the global pandemic.

5.2 Archiving documented working materials

Within the competence of the Quality Assurance Service, authorization documents of 2018 were processed for archiving in both electronic and material form; however, due to the emergency, these materials will be transferred to the university in 2021, following the improvement of the epidemiological situation.

5.3 Initiating and drafting regulatory documents of the university

Based on initiatives offered within the competence of the Quality Assurance Service, the below listed regulatory documents were issued during the reporting period:

- 3 decrees by the rector (including: on determining the duration of the pre-reform educational program; on approving the rule regulating e-learning in the university's space; on approving a working group for modifying regulatory documents on the enhancement of academic integrity culture in the university);
- 1 decree by the head of the administration (on the approval of the forms of action plan and report for TSU administrative structural units and the approval of the rule for compilation);
- 20 resolutions by the academic council (themes: the presentation of educational programs prepared for accreditation, development of university's regulatory rules and other documents,

drafting amendments to regulatory documents, changes to academic programs, etc.);

The above documents (24 in all) were drawn up by the Quality Assurance Service itself and on its initiative, as well as in close cooperation with the structural units of the university (see Table 12).

6. Self-assessment of the Quality Assurance Service and Development Prospects

The result-oriented quality assurance system of the university facilitated the harmonious coexistence and implementation of the quality assurance objectives and general goals defined by the higher educational institution's development plan and ensured unconditional support. The regulation of 3 (three) most important levels plays an important role in these processes:

1. Societal level (how the results are perceived by the society; how these results affect it and whether they are acceptable);
2. Institutional level (formulation of common goals and general principles for interaction; communication within the institution);
3. Service level (communication between employees and the coordination of their actions within their competencies).

Under the mandate of the Quality Assurance Service, self-assessment is usually carried out after the accomplishment of certain stages of the work, while the Service takes responsibility for assuring the quality of the processes at the organization, on the one hand, and for sharing the results beyond the institution, on the other. The assessment applies to various areas, such as competencies, qualification, the development of the organization (workplace), and accomplished work. In its turn, self-assessment relies on:

- understanding the scope of action and its systemic analyses;
- analyses of the consequences of need-based actions;
- identifying a new result-oriented area of action;
- identifying strengths and weaknesses of action areas;
- constant monitoring of actions as defined by the plan; risk identification, analyses of the results;
- analyses of shortcomings reflected on the results, sharing the best practices;
- analyses of the involvement degree and performance of the persons engaged in the work, their support and encouragement.

Based on the analyses of the finalized results of self-assessment, the Service updates its goals and objectives.

6.1 Self-assessment by the TSU Quality Assurance Service

The TSU Quality Assurance Service plans its activities based on the assessment of annual work,

which is an inseparable part of the strategic plan of the university. The Quality Assurance Service prepares an annual action plan and annual report, like other structural units of the university. This is the best practice for the formulation of a new action plan and creates the background for institutional development in general. This intense assessment process has been underway in the university during the last year. The Quality Assurance Service usually studies reports drawn up systematically by administrative units and shares respective results; consequently, a new result-oriented action plan is developed. The working themes of the Service are selected based on the holistic approach and such work is carried out in consideration of the hierarchy of difficulties; within the competence of staff.

The analyses of the work carried out in the 2020 reporting period showed:

- Opportunities for crisis management during the global pandemic and support to the institution in adaptation to the rapidly changing environment;
- Improved competence of the academic and administrative staff of the university, facilitated by the constant support of the Service for their professional development;
- Improved experience of the Service in crisis management, which was also considered by the external evaluators to be the best practice;
- Growing demand by the staff of the Service, the quality assurance services of faculties, administrative and academic personnel of the university and their readiness for sharing the best experience in higher education quality enhancement and for employing such an experience in practice;
- Attempts of the Service to introduce innovations, take actions, and work on critical issues to address the contemporary challenges;
- Attempt to introduce an integrated holistic approach to the specific problems of the university, based on institutional cooperation;
- In the context of the enhancement of quality culture, endeavors to introduce new approaches and to work on topical questions based not only on institutional cooperation but also on collaboration with external actors;
- Extensive support to the discussion of actors participating in teaching/learning processes and research;
- Promotion and support to the internationalization of teaching/learning, research, and administration processes;
- Use of quality assurance instruments at a maximum level and their adjustment to crisis management for enhancing a quality culture at the institutional level.

Accordingly, in 2020, the Quality Assurance Service modified key goals and objectives set by the action plan and fulfilled them at a maximum level.

6.2 Development prospects of the TSU Quality Assurance System

In 2020, particular actions to be taken within the competence of the Quality Assurance Service set by the action plan were modified to some extent and supplemented with specific activities. Such changes were essential for making adjustments in the critical situation caused by the global pandemic and for ensuring the proper management of rapidly changing processes. The Service

planned and transformed its basic work in an unusual format, trained its staff and university's academic and administrative personnel, developed and modified certain normative documents and specific regulations. Thus, in the working process, the Service had to make quick changes to already scheduled actions and implement a corrected plan.

In crisis management, the work of the quality assurance thematic group acquired an important function. This group tried to lead the working processes facing new challenges in a discussion format and develop an integrated approach to the resolution of particular problems.

Within the reporting period, the Quality Assurance Service focused on another significant topic, so called “the third mission” of the university, which was one of the important goals not only of Georgian but also of foreign universities. In particular, the Service worked to research its essence and role in the development of society.

Based on the analyses of the work planned and implemented in 2020, external evaluation, recommendations, university reviews and consultations, the following priorities were identified for 2021:

- ✓ Enhancement of quality culture at the university, the increased inclusion of internal actors and especially students in the assessment of particular education programs, university’s work and services; awareness raising of quality assurance. Establishment of the students’ corps within the university space;
- ✓ Continuous improvement/development of educational programs and learning process; testing relevant procedures and detailing a protocol for the work of program development committee aimed at elaborating university standards;
- ✓ Preparations for external evaluation of programs to ensure national and international accreditation; stage-by-stage support to cluster accreditation;
- ✓ Intensification of international cooperation for improving quality assurance processes at the university, sharing international best practices, and introducing innovations in the educational area;
- ✓ Improvement of teaching/learning instruments (collegial assessment, assessment of a new worker by a supervisor, attendance at lectures, etc.) and inclusion in the development of educational programs;
- ✓ Regular analyses of the satisfaction of students, academic and administrative staff for enhancing the efficiency of quality culture in the university space; the determination of the prospects of the services provided by the university;
- ✓ Introduction of research assessment mechanisms; support the development of scientific research assessment instrument based on the HERD project (Raising Research Capacity of Georgian Higher Education Institutions) implemented within the scope of the EU funded Erasmus+ KA2 Program;
- ✓ Facilitation to the academic integrity at the university;
- ✓ Capacity development within the frame of different international projects, for the improvement of learning and research at the doctoral level;
- ✓ Selection of thematic topics for introducing quality assurance mechanisms and supporting

the Bologna Process, in cooperation with international organizations and foundations, including DAAD, Volkswagen-Stiftung, AUF Tbilisi Office, the British Council;

- ✓ Development of crisis management strategic document and university regulations in consideration of particular conditions;
- ✓ Introduction of institutional efficiency assessment system; the evaluation of action plans and reports drawn up by the structural units of the university in the context of a strategic plan; creation of the software for comparative analyses of research results.

7. Annexes

Analysis of surveys and results of research in the charts

Purpose	Proceeding quality; Support provided by the university; Identification of the additional need	
Terms	03.04-09.04.2020	
Cover	Central and faculty administrations	
Communication channel	Electronic mail	
Approach of the research	(Population-based/Census-based ³²)	
Quantity of the participants	260	
Initiator/Implementer	Quality assurance service of the university	
Data processing	SPSS21 for quantity data processing: Frequency and Cross-tabulation, for processing of the qualitative data: - Thematic analysis method.	
Quantitative analyze		
Frequently used platforms for the remote work	Electronic mail (209) Social network (174) Zoom (151) eDocument (133)	
Ability of remotely implementing the official duties	Positive grading 98%	Negative grading 2%
Technical maintenance work In the process	Positive grading 89%	Negative grading 1%
Positive grading	<ul style="list-style-type: none"> ✓ Remote work is ongoing effectively; ✓ Maximal support from the university ; 	
Areas to be improved	<ul style="list-style-type: none"> ✓ Increasing of the communication; ✓ Employees motivation and control; ✓ Functions transparent distribution; ✓ Improvement of the computer abilities; ✓ Processes technical maintenance; ✓ Proper functioning of the Electronic Learning System (LMS); ✓ Regular conduction of the survey in order to improve the processes; 	

Table 1: Description of the research: Survey of the administrative and additional personnel about the remote proceeding

³² Saturation Sampling-Sue· V. M., & Ritter, L. A. (2012):Conducting online surveys· Sage;

Purpose	Learning-teaching quality; Support provided by the university; Identification of the additional need
Terms	04.04-10.04.2020
Cover	Academic and invited personnel of all seven faculties of TSU
Communication channel	Electronic mail
Approach of the research	(Population-based/Census-based)
Quantity of the participants/response level 265//15%	
Exact and natural sciences faculty	56//20%
Humanitarian sciences faculty	70//15%
Social and political sciences faculty	17//8%
Psychological and education sciences faculty	10//5%
Economics and business faculty	42//19%
Faculty of medicine	39//17%
Faculty of law	31//14%
Initiator/implementer data processing	Quality assurance service of the university SPSS21 for quantity data processing: Frequency and Cross-tabulation, for processing of the qualitative data: - Thematic analysis method.
Qualitative analysis	
Frequently used platforms for the remote work	Zoom (215) Electronic mail (131) LMS(117) Social networks (97) e-learning (95)
Qualitative analysis	
Positive grading	<ul style="list-style-type: none"> ✓ Support of the remote learning process from the administration; ✓ Effectiveness of online consultations;
Areas to be improved	<ul style="list-style-type: none"> ✓ In the case of Zoom, necessity of purchase the valuable accounts; ✓ In the case of E-learning (Moodle) platform: problem of restriction of the material volume to be uploaded; ✓ In the case of learning process management system (LMS): Platform inflexibility, frequent technical failure, delays of sending the messages and coming of the authorization codes on the mobile phone and restriction of the material volume to be uploaded; ✓ Necessity of providing the students and academic personnel by internet and electronic devices; ✓ Technical maintenance of the electronic devices; ✓ In the case of the technical and technological problems, necessity of planning the individual approach; ✓ Necessity of digitize of the book fund; ✓ Additional support of the academic personnel in the purpose to adopt the new technics and technologies;

Table 2: Description of the research: Survey of the academic and invited personnel regarding the remote learning

Purpose	Learning-teaching quality; Support provided by the university; Identification of the additional need
Terms	04.04-10.04.2020
Cover	Students of TSU all seven faculties, all three level educational programs
Communication channel	on the electronic management system LMS)
Approach of the research	Population-based/Census-based) (For instance: National Survey of Student Engagement (NSSE); Student Experience in the Research Universities (SERU); the National Student Survey in the UK(NSS) and the Dutch National Student Survey in the Netherlands (NSE) ³³)
Quantity of the participants/response level 2488//14%	
Exact and natural sciences faculty	557//20%
Humanitarian sciences faculty	421//14%
Social and political sciences faculty	206//9%
Psychological and education sciences faculty	164//12%
Economics and business faculty	514//13%
Faculty of medicine	32//3%
Faculty of law	594//18%
Initiator/implementer data processing	Quality assurance service of the university SPSS21 for quantity data processing: Frequency and Cross-tabulation, for processing of the qualitative data: - Thematic analysis method.
Qualitative analysis	
Frequently used platforms for the remote work	Zoom (2380) LMS(903) e-learning (632) Social networks (611) Electronic mail (499)
Qualitative analysis	
Positive grading	<ul style="list-style-type: none"> ✓ Support of the remote learning process from the administration; ✓ Effectiveness of online consultations;
Areas to be improved	<ul style="list-style-type: none"> ✓ Intermediary exam grading by alternative forms (Assignment, presentation, essay, casus, etc.) Replacement; ✓ Reduction of the access limit/barrier on the final exam; ✓ Cancellation of attendance score; ✓ Ineffectiveness of polling in multiple groups; ✓ Replacing the oral survey with homework / home assignment/ online quizzes; ✓ In the case of home assignment delivery dates ineffective planning, delayed feedback; ✓ Faulty methodology of the specific academic courses remote learning and related complications;

Table 3: Description of the research: Polling of the students about the remote learning

³³ Curaj, A., Matei, L., Pricopie, R., Salmi, J., & Scott, P. (Eds.). (2015):The European higher education area: Between critical reflections and future policies- Springer;

Polling of students June, 2020

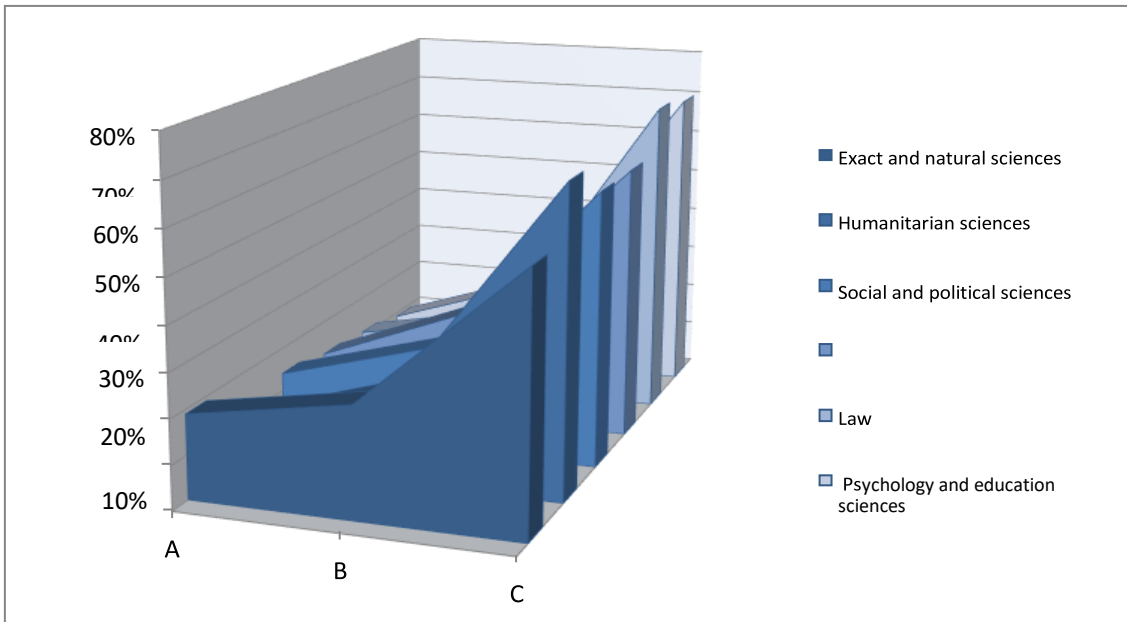


Diagram 1: How would you rate the grading methods used within the academic course in the remote learning mode? (1 mentions "Negative", but 3 -„Positive“)

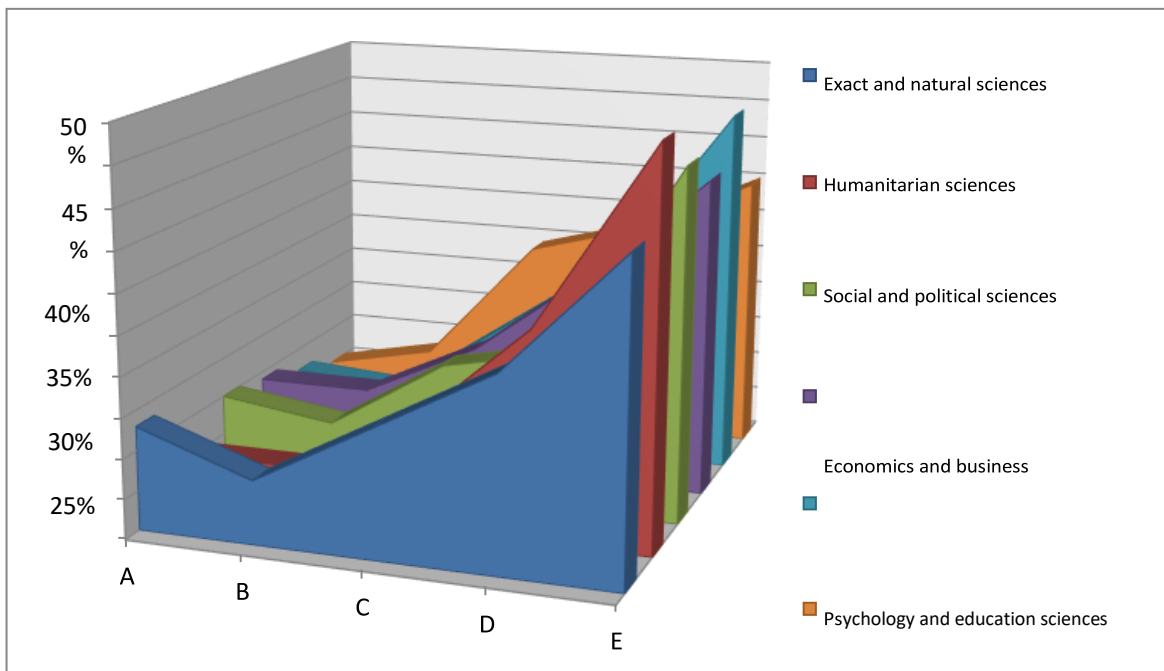


Diagram 2: The education level received in the academic course through the remote learning comparing with the auditory learning was: (1 mentions "low level", but 5 -"higher level")

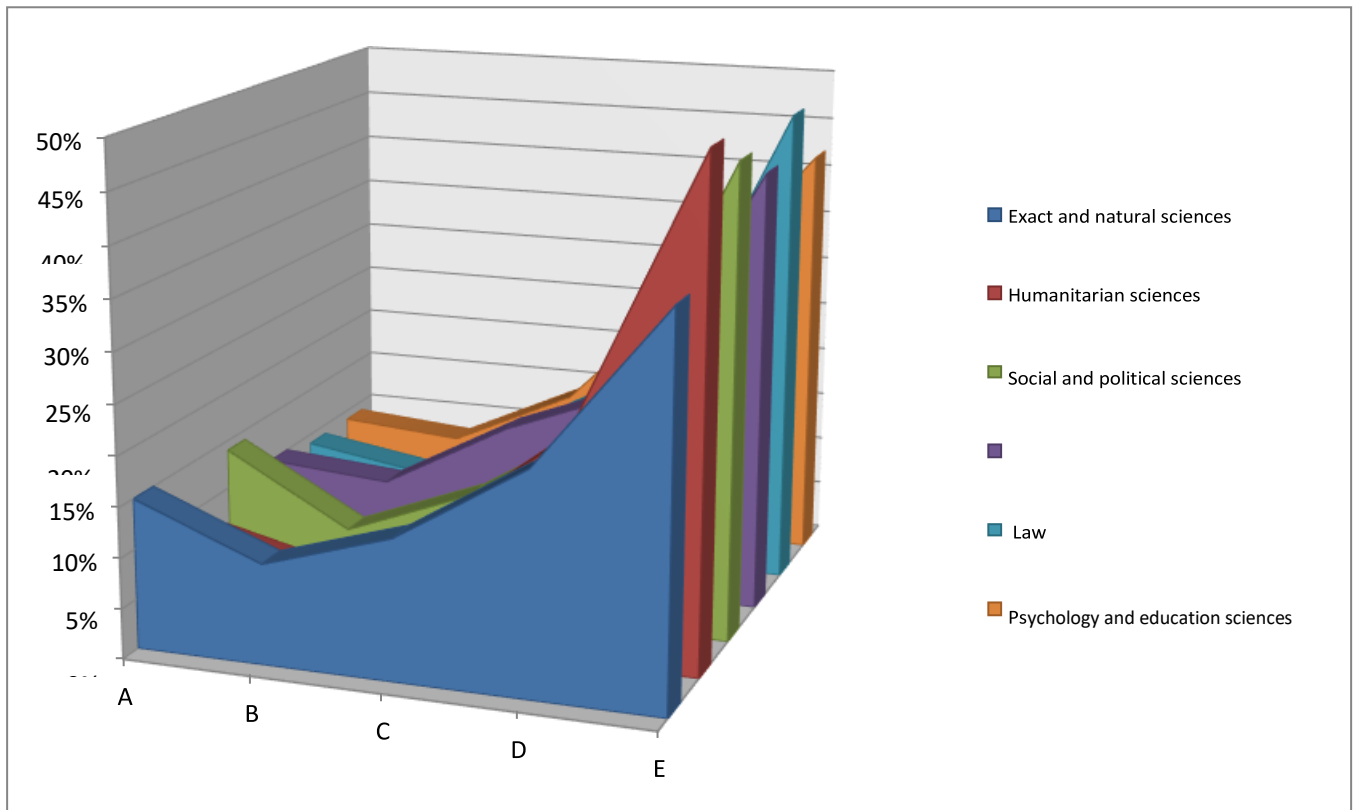


Diagram 3: How satisfied are you by the remote learning format? (1 mentions "Too unsatisfied" but 5 - "Too satisfied")

Purpose	Learning-teaching level; Grading of the remote learning process; Provided support by the university; Identification of the additional need
Terms	19.11-01.12.2020
Cover	Academic and invited personnel of TSU all seven faculties
Communication channel	Electronic mail
Approach of the research	(Population-based/Census-based)
Quantity of the participants/response level 216//11%	
Exact and natural sciences faculty	33//11%
Humanitarian sciences faculty	28//6%
Social and political sciences faculty	27//13%
Psychology and education sciences	22//12%
Economics and business faculty	35//16%
Faculty of medicine	24//10%
Faculty of law	45//20%
Initiator/implementer	Quality assurance service of the university
Data processor	SPSS21 for quantity data processing: Frequency and Cross-tabulation, for processing of the qualitative data: - Thematic analysis method.
Quantitative analysis	
Frequently used platforms for the remote work	<ul style="list-style-type: none"> ✓ Zoom (215) ✓ Electronic mail (131) ✓ LMS(117) ✓ Social networks (97)
Accompanying topics of the learning process	<ul style="list-style-type: none"> ✓ e-learning (95) ➤ 99.1% of the respondents are fully involved in e-learning; ➤ The learning process was assessed positively (64%); ➤ Learning process technical maintenance (≈62%); ➤ Improved operating of the electronic portals; ➤ High level of access on the learning material;

	<ul style="list-style-type: none"> ➤ More properness of the learning process (Tables, examination process); ➤ Methods are properly improved and adapted to remote learning (40,3%); ➤ Attendance of the students - good (24,5%); ➤ Technology performance (≈50%); ➤ Improving the computer skills for the professors (35%);
Qualitative analysis	
Positive grading	<ul style="list-style-type: none"> ✓ Arranging of the learning process; ✓ Upload the learning material on the electronic portals; ✓ Operating of the electronic portal; ✓ Improving the methodology of teaching process;
Areas to be improved	<ul style="list-style-type: none"> ✓ In the case of E-learning (Moodle) platform: problem of restriction of the material volume to be uploaded; ✓ In the case of learning process management system (LMS): Platform inflexibility, frequent technical failure, delays of sending the messages and coming of the authorization codes on the mobile phone and restriction of the material volume to be uploaded; ✓ In the case of the technical and technological problems, necessity of planning the individual approach; ✓ Necessity of digitize of the book fund;

Table 4: Description of research: academic and invited personnel survey regarding the electronic learning

Purpose	Learning-teaching level; Grading of the remote learning process; Provided support by the university; Identification of the additional need
Terms	17.11-01.12.2020
Cover	Students of TSU all seven faculties, all three level educational programs
Communication channel	On the electronic management system (LMS)
Approach of the research	(Population-based/Census-based) (For instance: National Survey of Student Engagement (NSSE); Student Experience in the Research Universities (SERU); the National Student Survey in the UK(NSS) and the Dutch National Student Survey in the Netherlands (NSE) ³⁴)
Quantity of the participants/response level	
2104//14%	
Exact and natural sciences faculty	229//9%
Humanitarian sciences faculty	454//10%
Social and political sciences faculty	145//6%
Psychology and education sciences	139//9%
Economics and business faculty	448//9%
Faculty of medicine	203//11%
Faculty of law	486//14%
Initiator/implementer	Quality assurance service of the university
Data processor	SPSS21 for quantity data processing: Frequency and Cross-tabulation, for processing of the qualitative data: - Thematic analysis method.
Quantitative analysis	
Frequently used platforms for the remote work	<ul style="list-style-type: none"> ✓ Zoom (2380) ✓ LMS(903) ✓ e-learning (632) ✓ Social networks (611)

³⁴ Curaj, A., Matei, L., Pricopie, R., Salmi, J., & Scott, P. (Eds.). (2015):The European higher education area: Between critical reflections and future policies· Springer

Accompanying topics of the learning process	<ul style="list-style-type: none"> ✓ Electronic mail (499) ➤ The most part of the students neutrally evaluates the e-learning process (38%);
	<ul style="list-style-type: none"> ➤ The most part of the students was partially engaged in the remote learning process (52%); ➤ The learning process is smooth on the electronic platform (51%); ➤ LMS and E-learning.tsu.ge portal is fitted on the needs of the electronic learning (49.2% და 46.7%); ➤ The learning material is available (43%); ➤ Grading system is adapted with the remote learning process (≈ 50%); ➤ Engagement of the students is increased in the learning process (48%);
Qualitative analysis	
Positive grading	<ul style="list-style-type: none"> ✓ Effectiveness of online consultations;
Areas to be improved	<ul style="list-style-type: none"> ✓ Adapt of the grading methods to the learning process; ✓ Improving the learning process and adapt on the existing learning process; ✓ Improving of the communication with the administrative units; ✓ Improving of the supportive services for the students.

Table 5: Description of the research: Research of the students satisfaction about the remote learning, December 2020

External Quality Assurance – in Facts and Digits

External Assessment Phases	Quantitative Indicator											
	Educational degree					Faculty						
	Bachelor	Master	Single level	Doctoral	Sum	Exact and natural sciences faculty	Humanitarian sciences faculty	Social and political sciences faculty	Psychology and education sciences	Economics and business	Medicine	Law
Accreditation	-	-	1	1	2				1		1	
Including foreign language	-	-	1	-	1						1	
Re-accreditation	11	21	3	14	48	30	-	1	3	2	6	6
Including foreign language	1	1	1	-	3					2	1	
	Totally was prepared: 50 educational programs											
Accredited	-	-	1	1	2	-	-	-	1	-	1	-
(re) accredited	2	5	1	5	13	2	-	1	3	-	4	3
Pending the accreditation experts visit	-	2	2	3	7	4	-	-	1	-	2	-
Pending the recognition as a searcher of accreditation	9	14	-	6	29	24	-	-	-	2	-	3
Presented on the international accreditation (FIBAA) and certification (ACS)	2	2	-	-	4	1	-	-	-	2	-	1
Presented in the purpose of recognition the international accreditation	2	-	-	-	2	2	-	-	-	-	-	-
Presented report regarding the decision of the accreditation council	-	2	-	1	3	-	-	-	2	1	-	-
Monitoring	1	1	-	-	2	-	-	-	-	2	-	-
	Results: 62 on the educational program											

Table 6 : on 2020 (re) accredited educational programs


On 2020, within the project implemented trainings for the academic and administrative personnel

N	Name of trainings	Date	Quantity of the participants
1	Creation of tests in MOODLE	8 May	23
2	Creation of tests in MOODLE	13 May	16
3	Creation of tests in MOODLE	15 May	41
4	Creation of assignments in MOODLE	20 May	30
5	Creation of assignments in MOODLE	22 May	21
6	Creation of assignments in MOODLE	25 May	19
7	Creation of online course on MOODLE platform	4 September	45
8	Creation of online course on MOODLE platform	11 September	35
9	Upload of learning material and other recourses on Moodle course (Institute of Irina Darchia)	23 September	16
10	Training of Moodle for administrators (for support of academic personnel)	30 September	8
11	Turnitin	22 July	4
12	Creation of the learning course in MOODLE (TSU professional education center)	2 December	10
13	Creation of tests in MOODLE (TSU professional education center)	4 December	10
14-17	ElectionBuddy (4 individual trainings - with historians, philologists, economists and the Faculty of Psychology and Education)	1-12 December	7
18	ElectionBuddy	14 December	14
19	ElectionBuddy	21 December	9
20	Training, methodology of test creation for TSU academic and invited personnel	18-20 May	30
Total			334

Table 7

Calendar of trainings

← → ↻ tsu.ge/ka/quality-assurance/page/ტრენინგების-კალენდარი



ივანე ჯავახიშვილის
 სახელმწიფო უნივერსიტეტის
 ხარისხობის უზრუნველყოფის
 სამსახურის
 სერვისების განყოფილება

ტრენინგების კალენდარი

დღეს: **პარასკევი, 26 თებერვალი**

- პარასკევი, 4 სექტემბერი 2020**
10:00AM ონლაინ კურსის შექმნა MOODLE-ის პლატფორმაზე
- პარასკევი, 11 სექტემბერი 2020**
12:00PM ონლაინ კურსის შექმნა MOODLE-ის პლატფორმაზე
- ოთხშაბათი, 23 სექტემბერი 2020**
5:00PM Moodle-ის კურსზე სასწავლო მასალისა და სხვა რესურსების ატვირთვა
- ორშაბათი, 28 სექტემბერი 2020**
12:30PM Anca Greece Training "Internal Quality Assurance"
- სამშაბათი, 29 სექტემბერი 2020**
12:30PM Anca Greece Training "Internal Quality Assurance"
- ოთხშაბათი, 30 სექტემბერი 2020**
10:30AM Moodle-ის ტრენინგი (აკადემიური პერსონალის ხელშეწყობისთვის)
12:30PM Anca Greece Training "Internal Quality Assurance"
- პარასკევი, 9 ოქტომბერი 2020**
10:30AM Aspects of online education
- ორშაბათი, 12 ოქტომბერი 2020**
10:30AM Aspects of online education
- პარასკევი, 16 ოქტომბერი 2020**
10:30AM Aspects of online education
- პარასკევი, 23 ოქტომბერი 2020**
10:30AM Aspects of online education
- სამშაბათი, 27 ოქტომბერი 2020**

დონისმიგები, ნაჩვენები სასაათო სარტყელში: საქართველოს სტანდარტული დრო

მაისი 2020

ორშ	სამ	ოთხ	ხუთ	პარ	შაბ	კვი
27	28	29	30	1 მაი	2	3
4	5	6	7	8	9	10
			12PM ტრენინგი 5PM SDSU ტრ	12PM ტრენინგი 5PM ტრენინგი		
11	12	13	14	15	16	17
10AM ტრენინგი	10AM ტრენინგი	10AM ტრენინგი 11AM ტრენინგი 5PM ტრენინგი	12PM ტრენინგი	12PM ტრენინგი 5PM ტრენინგი		
18	19	20	21	22	23	24
10AM ტრენინგი	10AM ტრენინგი	10AM ტრენინგი 11AM ტრენინგი 5PM ტრენინგი	12PM ტრენინგი	12PM ტრენინგი 5PM ტრენინგი		
25	26	27	28	29	30	31
5PM ტრენინგი 6PM Webinar 1	6PM Webinar 2	6PM Webinar 3	12PM ტრენინგი	12PM ტრენინგი		

დონისმიგები, ნაჩვენები სასაათო სარტყელში: საქართველოს სტანდარტული დრო

Table 8

Implemented Trainings by the Foreign Experts on 2020

#	Topic of training	Date of training carrying out 2020	Trainer	Target group (Faculty, etc.)	Quantity of registered persons	Sponsorship (if any)
1	Seminar "Quality assurance for research productivity"	15.12-16.12	Anca Greece (Higher education degree proving expert, Professor of Babeş-Bolyai University)	TSU academic and invited personnel, students, (PhD students)	15	
2	Assessment of the doctoral programs	2.11 – 4.11	Anca Greece (Higher education degree proving expert, Professor of Babeş-Bolyai University)	Employees of the central and faculties quality assurance services, heads of the programs, TSU academic and invited personnel, students (PhD students)	66	University Agency of Francophone (AUF)
3	Publishing of the international publication in the education direction	27.10, 5.11	Milal Pol (Professor of the Masaryk University)	Academic personnel of the education direction, masters, PhD students	25	
4	Data analysis in the education research	15.10, 16.10	John Pizhanovski (Professor of Arkansas University)	Academic personnel of the education direction, masters, PhD students	20	
5	Online learning aspects	9.10, 12.10, 16.10, 23.10	Jorj Dapholas (Professor of Middlesex University)	Academic personnel	51	
6	Ethics in Educational Research	1.10	John Pizhanovski (Professor of Arkansas University)	Academic personnel of the education direction, masters, PhD students	35	
7	Internal quality assurance	28.09 – 30.09	Anca Greece (Higher education degree proving expert, Professor of Babeş-Bolyai University)	Employees of the central and faculties quality assurance services, heads of the programs, TSU academic and invited personnel, students (PhD students)	62	University Agency of Francophone (AUF)

Table 9

Table 2. Trainings for Academic personnel (Georgian Trainers)

#	Topic of training	Date of training carrying out 2020	Trainer	Target group (Faculty, etc.)	Quantity of registered persons	Sponsorship (if any)
1	Creation of tests in MOODLE (TSU Professional Education Center)	4.12	Tinatin Davitashvili	Teachers of TSU professional education center	10	
2	Creation of the course in MOODLE	2.12	Tinatin Davitashvili	Teachers of TSU professional education center	10	
3	ElectionBuddy-online voting system for online maintain a thesis.	1-12.12, 14.12, 21.12	Tinatin Davitashvili	For the members of the various faculties dissertation committee	30	
4	Training of Moodle for administrators (for support of the academic personnel)	30.09	Tinatin Davitashvili	Academic personnel, who simultaneously are the administrators of Moodle.	8	
5	Upload the learning material and the other resources on Moodle course	23.09	Tinatin Davitashvili	Academic and invited personnel of the humanitarian sciences faculty	16	
6	Creation of online course on MOODLE platform	4.09, 11.09	Tinatin Davitashvili	TSU academic and invited personnel	80	
7	Verification on the qualification work plagiarism by using Turnitin	22.07	Tinatin Davitashvili	For the academic personnel of the faculty of law	5	
8	About learning results	24.06	Maya Gelashvili	Exact and natural sciences faculty, Mathematics department	7	
9	About development of the program	17.06	Irma Grdzeldze	Exact and natural sciences faculty, Mathematics department	13	

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10	Methodology for test creation	18.05 –20.05	Iva Mindadze	TSU academic and invited personnel	30	
11	Preparing the report about self-assessment	20.05	Irma Grdzelidze	Employees of the central and faculties quality assurance services, heads of programs, TSU academic and invited personnel	7	
12	Creation of tests in MOODLE	8.05, 13.05 15.05	Tinatin Davitashvili	TSU academic and invited personnel	80	
13	Creation of assignments in MOODLE	20.05 22.05 25.05	Tinatin Davitashvili	TSU academic and invited personnel	70	
14	Establishing of the learning results for the educational program	15.05	Maya Gelashvili	Employees of the central and faculties quality assurance services, heads of programs, TSU academic and invited personnel	15	
15	Establishing of the learning results for the educational program	14.05	Maya Gelashvili	Employees of the central and faculties quality assurance services, heads of programs, TSU academic and invited personnel	16	
16	Preparing the report about self-assessment	13.05	Irma Grdzelidze	Employees of the central and faculties quality assurance services, heads of programs, TSU academic and invited personnel	25	
17	Establishing of the learning results for the educational program	8.05	Maya Gelashvili	Employees of the central and faculties quality assurance services, heads of programs, TSU academic and invited personnel	14	
18	Establishing of the learning results for the educational program	7 May	Maya Gelashvili	Employees of the central and faculties quality assurance services, heads of programs, TSU academic and invited personnel	10	

Table 10

Professional Education Center
(Educational Programs Register)

N	Name of the professional education program	Implementing place of the professional education program	Status
1.	Library activity	Tbilisi	Active
2.	Library activity	Kutaisi	Active
3.	Custom activity	Tbilisi	Active
4.	Custom activity	Kutaisi	Active
5.	Office activity	Tbilisi	Active
6.	Office activity	Kutaisi	Active
7.	Goods transportation logistics	Kutaisi	Active
8.	Accounting	Tbilisi	Active
9.	Accounting	Kutaisi	Active
10.	Finance services	Tbilisi	Active
11.	Finance services	Kutaisi	Active
12.	Events arrangement	Tbilisi	Active
13.	Events arrangement	Kutaisi	Active
14.	Preschool education	Tbilisi	Active
15.	Preschool education	Kutaisi	Active
16.	Tour operator	Tbilisi	Ending
17.	Guide of the cultural heritage of Georgia	Tbilisi	Ending
18.	Appraiser	Tbilisi	Ending
19.	Appraiser	Kutaisi	Ending
20.	Nursery educator	Tbilisi	Ending
21.	Nursery educator	Kutaisi	Ending

Table 11

Author	Name	Date, N
Decreases of rector	Implemented registration, control, audit specialty of 3-years education program in LEPL Ivane Javakhishvili Tbilisi State University about considering as identical to 5 – years education program.	N116/2020, 24/06/2020
	Approval of the administration rule for the electronic learning in LEPL – Ivane Javakhishvili Tbilisi State University	N67/2020, 25/03/2020
	Amendment of the decree N58 / 01-01 dated by February 28, 2019 of the Rector of LEPL – Ivane Javakhishvili Tbilisi State University on the approval of the working group for the modification of the regulatory documents related to the promotion of the academic conscientiousness culture of academic integrity at LEPL-Ivane Javakhishvili Tbilisi State University.	N37/2020, 18/02/2020
Decree of the head of administration	Amendment to the Decree N121 / 02-01 dated by May 14, 2018 of the Head of the Administration on the Approval of the Action Plan form of the Structural Units of the Administration and the Report form of the Structural Units of the Administrative Structures of LEPL – Ivane Javakhishvili Tbilisi State University Administration, their compiling and presentation rule	Nº117/2020, 21/12/2020
Resolutions of the academic council	Approval of the special questionnaire for enrollment of applicants in the Teacher Training Educational Program at LEPL - Ivane Javakhishvili Tbilisi State University in 2020	Nº94/2020, 18/09/2020
	About determination of the learning price for the Autumn semester of 2020/2021 on English language Master’s program of LEPL - Ivane Javakhishvili Tbilisi State University “Public Government”	Nº93/2020, 11/09/2020
	About amendment in the Resolution Nº57/2011 of academic council dated by June 29, 2011 “about approval of the education program”	Nº90/2020, 11/09/2020
	About amendment to the Resolution N15/2020 dated by February 24, 2020, of the academic council about approval of the questionnaire of general Master’s examination for academic year 2020-2021 of LEPL - Ivane Javakhishvili Tbilisi State University	Nº89/2020, 11/09/2020
	About approval of the planning, execution and evaluation rule of Law Master’s educational program scientific-research components of LEPL - Ivane Javakhishvili Tbilisi State University	Nº78/2020, 30/07/2020
	About amendment to the Decree N 57/2011 dated by June 29, 2011 of the academic council “about approval of the education program”	Nº76/2020, 30/07/2020
	About amendment to the Decree N 57/2011 dated by June 29, 2011 of the academic council “about approval of the education program”	Nº71/2020, 21/07/2020
	About amendment to the Decree N 96/2019 dated by July 22, 2019 “About planning, developing, evaluation and improvement and development rule” of the professional education program of LEPL – Ivane Javakhishvili Tbilisi State University	Nº70/2020, 21/07/2020

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	About approval of the doctoral education program for the Psychology and education sciences faculty – education sciences of LEPL - Ivane Javakhishvili Tbilisi State University	Nº67/2020, 09/07/2020
	About amendment to the Decree N 57/2011 dated by June 29, 2011 of the academic council “about approval of the education program”	Nº66/2020, 09/07/2020
	About amendment to the Decree N91/2011 dated by September 13, 2011 of the academic council “about approval of the Doctoral academic courses syllabuses” of LEPL - Ivane Javakhishvili Tbilisi State University	Nº58/2020, 22/06/2020
	About amendment to the Decree N 57/2011 dated by June 29, 2011 of the academic council “about approval of the education program”	Nº57/2020, 22/06/2020
	About adoption of the document on the academic conscientiousness policy of LEPL - Ivane Javakhishvili Tbilisi State University	Nº37/2020, 13/05/2020
	About amendment to the Decree N 57/2011 dated by June 29, 2011 of the academic council “about approval of the education program”	Nº36/2020, 13/05/2020
	About amendment to the Decree N31/2020 dated by April 6, 2020 of the academic council “about approval of the implementation concept and administration rule by the electronic form on the education program in the remote mode of “LEPL – Ivane Javakhishvili Tbilisi State University“	Nº35/2020, 13/05/2020
	“about approval of the implementation concept and administration rule by the electronic form on the education program in the remote mode of “LEPL – Ivane Javakhishvili Tbilisi State University“	Nº31/2020, 06/04/2020
	About amendment to the Decree N 57/2011 dated by June 29, 2011 of the academic council “about approval of the education program”	Nº20/2020, 24/02/2020
	About amendment to the Resolution N 100/2019 dated by July 22, 2019 “About planning, developing, evaluation and improvement rule” of the education programs of LEPL – Ivane Javakhishvili Tbilisi State University	Nº16/2020, 24/02/2020
	About approval of the questionnaire for the general Master’s exams of 2020-2021 academic year of LEPL – Ivane Javakhishvili Tbilisi State University	Nº15/2020, 24/02/2020
	LEPL - Ivane Javakhishvili Tbilisi State University Auxiliary Educational Unit – on Professional Education Center Establishment and Approval of the regulation" on the amendments to academic Council Resolution Nº64 / 2019 of 7 June 2019	Nº10/2020, 24/02/2020

Table 12. Legislative acts initiated by the quality assurance service