



Self-evaluation report of applicant for the higher education institution authorization status<sup>1</sup>

**International Teaching University of Management and  
Communication**

**ALTERBRIDGE**



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<sup>1</sup> **Note:** institution, which wants to implement a vocational educational program or implements vocational education programs, also fills the self-evaluation report of a vocational education institution status applicant.





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## Part I: Introduction

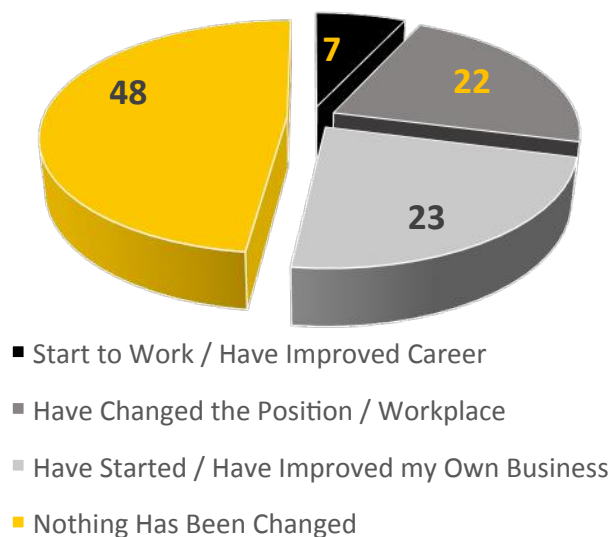
### 1. Description of the institution

This section shall provide brief information about the institution (e.g. historical review, core orientations and indicators)

International Teaching University of Management and Communication “ALTERBRIDGE” was founded in 2018 by educational Center “PR Academy”, which operates since 2012 on the education market providing consultation services, corporate and individual trainings and preparing/supplying educational programs in the field of general management, strategic communications, organizational studies, human resources and other demanded areas.

Within the framework of the educational and consulting services, the PR Academy has been conducting extensive research activity in Georgia in the field of public opinion and organizational management for 6 years, specific business projects are implemented and there are noticeable examples of personal development and career growth. The results of the survey conducted in 2018-2019 showed that the absolute majority of PR Academy graduates achieved substantial changes in personal and career development during learning process or in the short term after graduation. In particular, improvement rate in terms of professional changes is 93%, and the personal self-realization rate become 96%<sup>2</sup>.

Diagram 1 – changes in terms of professional development



<sup>2</sup> Research document of the Alterbridge, p. 53.



Diagram 2 - Changes in personal development



Nowadays, PR Academy's services are used by international and local organizations, small and medium businesses, non-governmental and public sector representatives. Among them are TBC Bank, the Parliament of Georgia, Georgian Post, Georgian Railway, National Center of Manuscripts, Ministry of Agriculture, Civil Service Bureau, International Organizations: GIZ / UNDP / USAID / NDI / UNICEF etc. The PR Academy is the winner of several grants and tender competitions<sup>3</sup>.

Successful experiences of educational process management focused on instantaneous result and the formation of a team of companions led to the idea of creating a higher education institution execution of which has been started since 2016. In particular, in recent years the PR Academy systematically develops its relations with local and international education institutions, strengthens its cooperation with the public sector, participates in projects executed by the donor and non-governmental organizations – in the field of education, democratic development, the government empowerment, gender equality, raising of awareness, supporting the future leader women and other areas. Creates a strong platform for attraction and employment of academic personnel.

In 2017, through electronic auction the organization acquired non-agricultural land plot of 1141 sq.m located at Tskneti Highway in Tbilisi, where in 2018 a modern design building was built which fully satisfies the authorization standards of higher education institution and creates maximum commitment for research, teaching and development.

In 2018, International Teaching University of Management and Communication "ALTERBRIDGE" LLC was founded on the base of the PR Academy, one of the competitive advantages of which is the multi-year experience, reputation, recognition, high rate of employees and loyal personnel; This is the best prerequisite for

<sup>3</sup> [www.pra.ge](http://www.pra.ge)



establishing special educational center oriented on employment and self-realization in Georgia, which will create educational programs tailored to the requirements of the labor market considering gained experience and create the competitive, qualified human resource by using transformational teaching methods.

### **Definition of the name**

The name “ALTERBRIDGE” was selected considering the mission and future vision of the University. It is a juxtaposition of functional meaning. Particularly, by choosing this name, the University takes responsibility to become alternate bridge connecting science and society, education and labor market and it will create new opportunities for self-realization of future generations at national and international levels.

### **Educational Activity**

- Bachelor’s and Master’s programs of higher education;
- Certification programs, trainings, professional courses;
- Research projects, scientific conferences.

### **Values**

- Professionalism
- Mutual trust and teamwork
- Publicity and transparency
- Ethics and justice
- Corporate Social Responsibility and Patriotism
- Academic freedom
- Lifelong development

### **Main focuses:**

- Creation of recognition and trust in society;
- Creation / implementation / development of educational programs tailored to the requirements of local and international labor market;
- Teaching and promotion of students’ self-realization;
- Supporting research activities;
- Quality assurance;
- Promotion of internationalization;
- Organizational management and human resource development;
- Development of material-technical base;
- Financial sustainability.



## 2. General information about the institution

Please indicate the factual information about the institution that is applicable at the time of submitting authorization application

Name	შპს „მართვისა და კომუნიკაციის საერთაშორისო სასწავლო უნივერსიტეტი ალტერბრიჯი“
Name in English	International Teaching University of Management and Communication “ALTERBRIDGE” LLC
Organisational and Legal Form	Limited Liability Company
Type	Teaching University
Identification code	405284473
Primary Address (Street, N, City / Municipality, Postcode, Country)	67, Tskneti Highway, Bagebi, Tbilisi, 0162, Georgia
Web-page	<a href="https://alterbridge.ge">https://alterbridge.ge</a>
Email	contact@alterbridge.ge
Telephone	+995 595 80 80 10
Head	Natia Gotsadze (Rector)
Email of the head	rector@alterbridge.ge
Cell phone of the head	+995 577507150
Head of the administration	Giorgi Chanturia (Chancellor)
Email of the Head of the administration	chancellor@alterbridge.ge
Cell phone of the Head of the administration	+995 599303494
Head of Quality Management Office / Person responsible for quality assurance function	Murtaz Kvikvaia
Email of the person responsible for quality assurance function	quality@alterbridge.ge
Cell phone of the person responsible for quality assurance function	+995 593 362 821
Information about authorization of the institution (if any)	
date and number of the decision	-
Date of authorization expiration	-

## 3. Quantitative Indicators

### 3.1 Programs<sup>4</sup>

<b>The number of higher education programs</b>	<b>3</b>
Bachelor's	2
Master's	1
One-level	-
Doctorate	-
Teacher's training (60 credits)	-
Georgian language education training course	-

Number of Accredited Programs	-
Number of programs accredited by the international organization	-

<sup>4</sup> The detailed information about the programs shall be presented according to the faculties in the form given in annex 1.



Number of Joint Educational Programs	-
Number of exchange programs	-

### 3.2 Students <sup>5</sup>

Required limit number of students	400		
The current limit number of students	-		
	active	suspended	Program completion rate
The actual number of students in total	-	-	-
Bachelor's	-	-	-
Master's	-	-	-
One-level	-	-	-
Doctorate	-	-	-
Teacher's training (60 credits)	-	-	-
Georgian language education training course	-	-	-
Number of foreign students	-	-	-
The number of students with special educational needs	-	-	-

### 3.3 Personnel<sup>6</sup>

<b>Data on staff employed in the HEI</b>	
Number of the staff employed in the HEI (Including academic, scientific, invited, administrative, support staff)	106
<b>Total number of academic personnel</b>	19
- Professor	1
- Associate Professor	16
- Assistant Professor	2
- Assistant	-
<b>number of scientific personnel</b>	
- Scientist	-
- Post doctoral student	-
<b>Total number of affiliated academic personnel</b>	14
- Affiliated Professor	1
- Affiliated Associate Professor	11
- Affiliated Assistant Professor	2
- Affiliated Assistant	-
Number of foreign academic / invited personnel engaged in teaching	1
Number of foreign academic / scientific / invited personnel involved in the research	-
Invited staff involved in the educational process	56
Administrative and support staff	30

### 3.4 Other quantitative indicators

Number of conducted and current researches during the last authorization period	-
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<sup>5</sup> The data on students shall be presented according to the faculties in the form given in annex 2

<sup>6</sup> Data on the academic and invited staff employed in the HEI (by indicating the affiliated personnel) shall be presented according to the faculties in the form given in annex 3.





Number of Scientific-Research Institutes	-
HEI's Total Budget	2019-2020 - 650 000 2020-2021 - 1 400 000 2021-2022 - 1 800 000 2022-2023 - 2 250 000 2023 – 2024 - 2 750 000
Budget allocated for research-scientific activities	2020-2021 - 70 000 2021-2022 - 87 500 2022-2023 - 109 500 2023 – 2024 - 140 500
Budget allocated for functioning and development of library	2020-2021 - 5 500 2021-2022 - 6 600 2022-2023 - 7 800 2023 – 2024 - 9 000
The rate of using international scientific library bases	-
The number of students on which the student accommodation is envisaged	-

#### 4. Total area of premises<sup>7</sup>

The total area of the institution in sq.m.	2058.9	
The total educational area of the institution is located in sq.m.	1025.5	
The total ancillary area of the institution in sq.m.	1033.4	

#### 5. Target benchmarks<sup>8</sup>

	Factual benchmark	Target benchmark	Estimated date of achieving targeted benchmarks <sup>9</sup>
The ratio of academic and scientific personnel number to the total number of administrative and support staff	19/30	19/30	2023
The ratio of academic and scientific personnel with the total number of personnel of the institution	19/106	19/106	2023
The ratio of academic and scientific personnel to the number of invited personnel	19/57	19/57	2023
The ratio of academic, invited personnel number to the number of students	76/120	76/400	2023
The ratio of academic, invited personnel number to the number of higher education programs	76/3	76/3	2023
The ratio of administrative personnel number to the number of students	21/120	23/400	2023
The ratio of affiliated academic personnel number to the academic and invited personnel number	14/62	19/62	2023
The ratio of affiliated academic personnel to the number of students	14/120	19/400	2023
Number of supervisors and doctoral students	-	-	-
Maintenance rate of academic personnel	-	-	-

<sup>7</sup> Detailed information on the areas of the premises situated on separate locations shall be presented in the form given in annex 5.

<sup>8</sup> Information on target benchmarks shall be presented according to the faculties in the form given in annex 4.

<sup>9</sup> The estimated date of achieving the target benchmarks shall not exceed 6 years.



Maintenance rate of invited personnel	-	-	-
Maintenance rate of administrative and support staff	-	-	-
The employment rate of graduates (the last period of the authorization) <sup>10</sup>	-	-	-
The employment rate of graduates according to awarded qualification (the last period of the authorization)	-	-	-
The rate of Doctoral Papers defense since granting Authorization	-	-	-
The ratio of administrative expenses to the entire budget	36%	20%	2023
Ratio of the amount of money allocated for research / art, development and creative activities to the HEI's Total Budget	6%	6%	2023

## 6. Self-evaluation group and description of self-evaluation process

Describe the composition of self-evaluation group, their responsibilities and the overall self-evaluation process (approximately 1200 words)

Quality Management Office performs self-evaluation process in the International Teaching University of Management and Communications ALTERBRIDGE. Every management body and structural unit of HEI, as well as interested parties and employers were involved in different stages of self-evaluation process:

- Rector;
- Vice Rector;
- Chancellor;
- Academic Board;
- Partners' Assembly;
- Dean;
- School Board;
- Program Directors;
- Legal Service;
- Chancellery;
- Human Resource Management Office;
- Librarian;
- Marketing and PR Office;
- International Relations Office;
- Financial Service;
- Entrants and Students' Service Unit;
- Lifelong Learning and Career Development Center;
- Logistics;
- potential employers;
- Field Experts;
- International partners.

<sup>10</sup> Employment rate of graduates shall be presented according to programs in the form given in annex 1



In May 2018, after approval of new standards of authorization, the first working group of self-evaluation was created consisting of the university management team and field experts.

The group meetings were held on a permanent basis and at the initial stage aimed at understanding, in-depth analysis of the new standards of authorization and studying the documents necessary for self-evaluation. The opportunities of conformity of the HEI's activities with the standards was established within the frames of the meetings. Self-evaluation strategy was established, agencies and interested persons participating in the process were determined, consultation meetings were planned and distributed duties and responsibilities took place according to the competences.

The next stage of self-evaluation was devoted to the development of the matters set out in the I and II standards of authorization. On the background of intensive meetings and discussions, the issues of compliance of HEI mission originality with the mission of the action plans were being reviewed. Compliance of the seven-year development orientations with requirements of the standards and strategic goals of education and science was established. The strategic plans of local and international higher education institutions were studied in order to share the best practices and to determine educational activities correctly. Researches in the direction of education and internationalization and the ones carried out by the HEI team were analysed. Recommendation was made on collecting existing materials and creating a single document<sup>11</sup>.

At the next stage, the initial draft of the documents in compliance with the I standard was elaborated. The initial configuration of the organizational structure was created and the functions of structural units were defined. The rules of ethics and conduct, norms of academic integrity were worked out. The possibilities for functioning quality mechanisms and introduction of quality culture were assessed. The internal regulations document of the HEI's was created.

In September 2018, the Self-Evaluation Group launched intensive meetings with regard to elaboration of educational programs. The process was led by the persons planned to occupy positions of managing bodies, Program Directors, Quality Management Service, dean of school, personnel.

At the initial stage the 3 directions in educational activity were identified by the team of the HEI: Public Relations, Business Administration and Cyber Security. Benchmarking was conducted, after which the initial drafts of the bachelor's and master's programs were made and the active negotiations started with potential academic and invited staff. The opportunities of elaboration, planning, development and learning outcomes of educational programs to comply with the authorization standards were determined. The competition was announced and the academic and invited personnel selection was started<sup>12</sup>.

Form of syllabus was elaborated, approved and sent to the staff involved in the programs. Intensive meetings with local and international specialists were held in the field directions. Memorandums were signed with potential employers.

Since the International Teaching University of Management and Communication "ALTERBRIDGE" is not an authorized higher education institution at this stage, the process was conducted by the resources of the founding

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<sup>11</sup> Research document of the Alterbridge

<sup>12</sup> Order on competition announcement



company - PR Academy and the managing team. The process of working on the programs revealed that at the initial stage of educational activities, the position and interest of the HEI is much stronger in two specific educational directions:

1. Public relations and strategic communication (that is due to the activities and recognition of the founding organization).
2. Law (Taking into account the academic experience of HEI staff).

Hence, according to the decision of the group members and managing bodies, it was determined that at the initial stage of higher education activities, the HEI will design and offer to the public bachelor's program of Public Relations and Law, as well as master's program of Strategic Communications that reflected in the HEI's mission.

The following work of self-evaluation team was lead by the Quality Management Service and Legal Service. At this stage the work on the regulatory documents was carried out, which included bringing the documentation in compliance with standards and drafting the documents required by the standards. Representatives of managing bodies and relevant structural units were involved in the process. In the working process the group acted in a regime of joint discussions, as well as individual work. On the background of brainstorming and discussions, the target benchmarks and basic aspects of each regulatory document were determined, and in the next stage they were individually processed and inter-shared for comments and final editing.

In order to implement research activities promotion mechanisms and to comply them with authorization standards, at a later stage of self-evaluation, the new working groups were gathered which involved the HEI's Scientific Research Activity Center and the appropriate managing bodies as well as the Research Activity Centers and organizations that are potential consumers of applied and sectoral studies<sup>13</sup>. The strategy of attracting and involving young staff in research activity was developed at this stage<sup>14</sup>.

At the next stages of self-evaluation, the HEI's organizational development opportunities, material-technical needs and financial sustainability leverages were discussed. There were determined the opportunities to improve conditions necessary student-oriented environment and teaching and research. Together with the Information Technologies Service, the learning process management and communication continuity systems were developed. The Business Continuity Plan, the HEI budget<sup>15</sup> was elaborated. Alternate sources<sup>16</sup> of attracting financial resources of the HEI were identified and approved. A financial audit<sup>17</sup> of the budget was carried out by the initiative of the Partners' Assembly. The detailed requirements of the VII standard of authorization was processed in details and the HEI's material-technical base was brought in conformity with them.

At each stage of self-evaluation, the strengths and weaknesses were identified, the opportunities and threats were revealed. The group members were communicating with each other via e-mail, social network and other electronic means. The narrow and expanded meetings were held during which facts of analyzing the reached agreement, adaptation to changed circumstances and re-formulation took place.

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<sup>13</sup> Memorandums

<sup>14</sup> Order on the strategy approval #b/1-01/07

<sup>15</sup> Order on the budget approval #b/1-01/09

<sup>16</sup> See evidence indicated in 7th standard

<sup>17</sup> Audit Report #29/05/19



At the final stage of self-evaluation, the academic and administrative staff, international partners and interested persons were involved in the process together with the management bodies. The documentation was reviewed and the self-evaluation report was distributed according to standards.

## Part II: Assessment of compliance with authorization standards

Self-evaluation report shall reflect the analysis of the institution activities and evaluation of the results, as well as ways and means of improvement of the activity. Self-evaluation should be stylistically correct, understandable and clearly written. Each statement made by the institution in a self-evaluation report shall be properly reasoned and based on relevant evidence, quantitative and qualitative data. For more clarity of statistical data and other factual information, the institution can use the appropriate graphical images corresponding to the context as the enclosure in the text.

**\*In order to recognize the institution as authorization applicant, it is necessary to fully complete the self-evaluation report presented by the institution. Incomplete filling of self-evaluation report is the basis for identifying the defect to the application. Self-evaluation report is deemed to be complete if:**

- Each field provided by self-evaluation report is filled (in case the institution does not have the specified information regarding particular issue or the information is not relevant at the moment of self-evaluation, an explanation shall be made in the appropriate field);
- Information presented in the self-evaluation report directly responds to the requirements set out in the description of appropriate standard component and the evaluation criteria;
- When confirming the information presented in the report of self-evaluation, a list of documents and information indicated in the field of evidence / indicators of the standards' document shall be considered. All documents, which are referred in the self-evaluation text, should be numbered orderly and presented as annex;
- Taking into account each of the components in relation to each of the standards, there shall be presented a strengths and sides to improve.

### 1. The mission of the HEI and strategic development

The HEI mission defines its role and place in the sphere of higher education and society. The strategic development plan of the higher education institution corresponds to the mission of the Institution, based on the goals of the higher education institution and reflects the means of achieving them.

#### 1.1. The mission of the HEI

- Mission Statement of HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally

##### Description and evaluation

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

The mission of the Teaching University is to give people new opportunities for personal and professional self-realization. In this regard, it creates accessible conditions for research and acquiring knowledge, establishes an international platform for interaction of education and labor market, promotes improvement of public relations in the country.

The mission is the HEI's statement about its role and place, which it should occupy on the Georgian educational market, which reflects the unique characteristics of the Teaching University and is consistent with its capabilities and community needs.



The founders of the HEI, representatives of managing bodies, personnel, graduates of the PR Academy, other interested parties involved in educational activities, employers, local and international partners were involved in the process of elaboration of the Teaching University mission.

At the first stage of the discussion, several possible versions of the mission were developed, which were sent to target groups to check understanding. Further analyzes of remarks and modification of selected options were made at the following stages. Prior to the approval of the mission in current form, the version was revised on the basis of authorisation standards of HEI, European Union priorities in field of higher education, the Strategy of Government of Georgia - "Georgia - 2020", SWOT analysis of the Teaching University, analysis of the researches conducted by the team and "benchmarking"; the final version of the mission was elaborated, which responds and supports the ongoing reforms in educational and scientific fields, shows the HEI's approach to contribute to the development of public relations in the country, emphasizes its readiness to promote interaction of education and labor market, ensuring balance between supply and demand of human resources and most importantly, it emphasizes the HEI's experience and ability to provide social and professional self-realization of the society through acquiring knowledge, research and personal development.

To assess the final edition of the mission, an electronic questionnaire was developed, which was sent to the HEI's personnel. Analysis of the results confirmed that the absolute majority of the personnel unanimously share the identity of the mission and confirm its compliance with the Strategic Development Plan.

Diagram 3 - Does the Teaching University have a clearly defined mission?

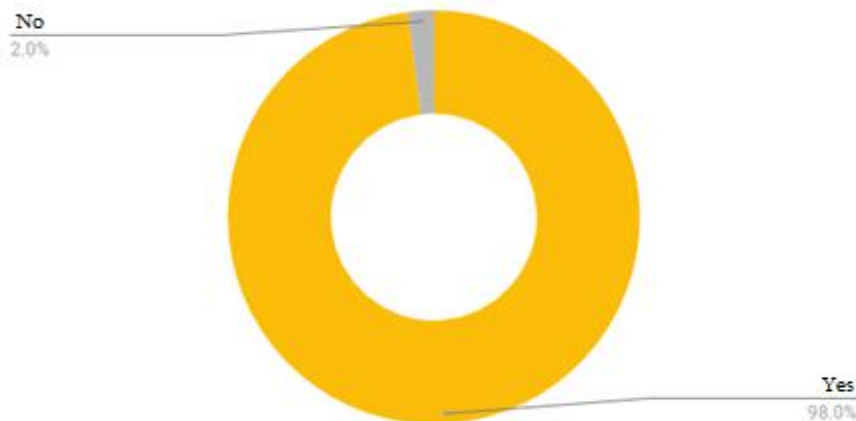


Diagram 4 - Is the mission of the Teaching University related to long-term goals of activity?

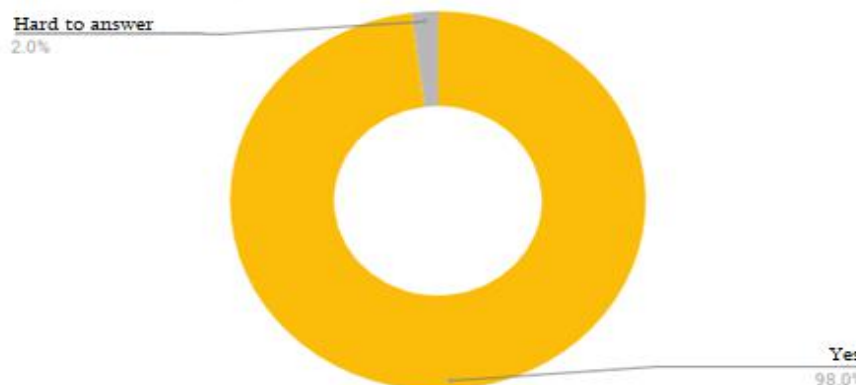
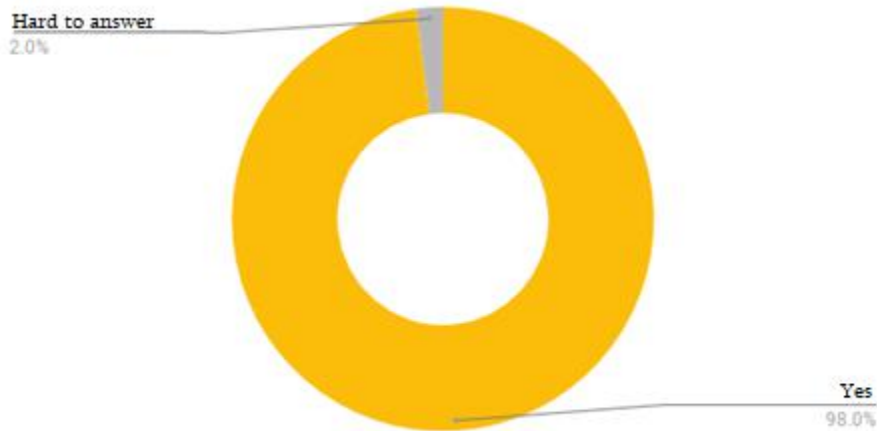




Diagram 5 - Is the university strategy in line with the mission?



In the course of the establishment of the Mission, the vision of the International Teaching University of Management and Communication has been identified, according to which, by 2026, International Teaching University of Management and Communication “ALTERBRIDGE” will be the highly-rated higher education institution, which by a strong team of professionals, the international standards-based programs, an ecological infrastructure, research activities and transformational teaching methods creates competitive, qualified human resources, ensures continuity of education process, promotes the processes of internationalization and commercialization of education and science and contributes to the development of “knowledge economy” in the country.

#### Evidence /Indicators

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Mission of the Alterbridge
- Strategic Development Plan of the Alterbridge;
- Research Document of the Alterbridge
- Benchmarkings
- HEI's Activities and Documents Research Analysis
- [www.alterbridge.ge](http://www.alterbridge.ge)

#### 1.2. Strategic Development

- The HEI has a Strategic Development Plan (Seven-year) and Action Plan (Three-year)
- The HEI contributes to the development of the society, shares the knowledge accumulated in the institution with the public, promotes the implementation of the lifelong learning principle
- The HEI carries out evaluation of performance of Strategic Development and Action Plans, and properly responds to assessment results

#### Description and evaluation

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*





The International Teaching University of Management and Communication has the Strategic Plan (seven-year) and Action Plan (three-year), which is derived from the HEI's mission and is prepared in compliance with authorization standards and the capability of the HEI.

In order to elaborate strategic development plan, a working group was formed in July 2018, that at the initial stage defined the rule of strategic planning methodology<sup>18</sup>, determined mission, vision and orientations of the Teaching University. The primary outline of the organizational structure was developed and the priority areas were identified. For the purpose of evaluating the current situation, the Group has studied knowledge accumulated through the education and labor market researches conducted over the past 5 years, carried out a number of own researches concerning the quality, accessibility, internationalization and other ongoing processes in Georgia, also analyzed the criteria for satisfaction of the labor market requirements, employer's problems and challenges, SWOT and PESTEL analysis were made. All interested parties were involved in planning the strategy, including: staff, participants of lifelong learning programs, employers from private and public sector, international partner universities, local and international experts.

On the basis of the results, the Group determined strategic goals and tactical objectives, elaborated seven-year strategic and three-year action plans that fully reflect the future vision and perspectives of the University and comply with existing challenges and opportunities.

The strategic benchmarks of the HEI are derived from the mission of the University, from the priorities stated in it. They are concrete, achievable, realistic, measurable and arranged in time.

In particular, by 2019-2026 the International Teaching University and of Management Communication "ALTERBRIDGE" focuses on nine major goals, including all the main directions of the university activity; The action plan defines planned activities, responsible persons, deadlines, necessary resources and assessment indicators.

#### **Goal #1 - Raising awareness in society and reputation management:**

In order the Teaching University to obtain rated higher educational institution's status, the establishment of recognition in the public and trust is set as one of the priority tasks, for which in strategy of the HEI reputation management-oriented communication activities are provided, the permanent response on topics actual in the society, initiation of social and public projects, carrying out student-oriented activities and active marketing campaign.

The three-year action plan describes in details the objectives and sub-objectives that serve to this purpose<sup>19</sup>. In order to increase recognition in the educational market, the HEI plans to carry out an active informational-communication campaign, enhances the culture of internal and external corporate relations, cooperates with media, develops social responsibility activities and focuses on contribution to community development for that:

- The HEI implements women's empowerment programs' supporting together with international organizations;

<sup>18</sup> Rule of strategic planning methodology

<sup>19</sup> Three-year Action Plan (Goal 1, objectives 1.1; 1.2; 1.5; 1.6)





- HEI's management team actively cooperates with donor organizations in Georgia within programs of strengthening democracy, the future leader women program, retraining programs of female members of the assembly, training programs of employees of parliamentary factions and staff, it is also involved in professional retraining programs in civil services, creates textbooks and educational materials, by which civil servants retraining should take place;
- The HEI carries out a public-educational project "Altertheme", which helps interested people to raise their qualifications free to, increase their vision and get new opportunities for self-realization;
- The project of supporting entrepreneur women is carried out through joint efforts of HEI and international partners, within the framework of which the master classes of international speakers will be implemented permanently in the field of the development of business idea, startups, social media, marketing plan and other directions;
- The program of personal development and raising self-motivation programs for female prisoners in the penitentiary system is being processed by the HEI's initiative and UN support;
- A new educational space for adolescents - ALTERSCHOOL - was created on the base of the HEI, which implements programs of entrepreneurial and creative thinking development.<sup>20</sup>

## **Goal #2 - Establishment/Development of educational programs tailored to the requirements of local and international labour market**

The adequate linkage of education to employment market is a substantial challenge to the modern educational system. Elaboration of educational programs of any cycle presented by the University implies a close cooperation with employers, participation of students and academic personnel, taking into account market research analysis and internationalization processes requirements.

Within the framework of the mission, an important objective of the HEI is to create a platform for interaction between the education and the labor market. For this purpose, the Teaching University actively cooperates with employers, partner higher education institutions, researches and studies the demand and supply process of education and labor market, organizes thematic meetings, is engaged in sectoral activities, permanently performs applied researches, publishes their results and takes them into consideration in educational programs. The annual International Forum "Transformation Education Perspectives" is conducted within the HEI's space. It aims to review the possibilities of self-realization through acquiring knowledge, to respond to the latest tendencies and to create a dialogue between the public, educational system and employers.<sup>21</sup>

Through these activities, the HEI also ensures engagement of interested parties in the introduction and development of higher educational programs. As a result of that the selected directions and programs will always be tailored to using knowledge, transferring skills in practice by young people, adaptation to the working environment and self-realization development, the latest challenges in education and science, the possibility of internationalization and the domestic and international employment market demands.

At all stages of the action, HEI's activities are transparent and available to interested individuals for which public discussions are and will be arranged, quarterly and annual events are will be held, the presentation of material of the HEI are published in the internet.

<sup>20</sup> Three-year Action Plan (Goal 1, objectives 1.3; 1.4)

<sup>21</sup> Three-year Action Plan (Goal 2)



### **Goal#3 - Teaching students, personal development and supporting self-realization**

International Teaching University of Management and Communication “ALTERBRIDGE” is student-oriented higher education institution and its main priority is to make the student sterling, self-realizable persons. For this purpose, the objective of the HEI is to develop the best practices of transformational teaching –introduce experimental and interdisciplinary teaching methods in the educational process of teaching that are focused on instant understanding of the received knowledge, acquiring of creative and entrepreneurial skills, enhancement of logical thinking and intentional realization of personal potential.

For this purpose, within the framework of the action plan the institution creates the best and affordable environment for students' personal development, research and teaching, conducts informational and consultation meetings, promotes involvement of students in research projects, sectoral and social activities, creates motivation for initiatives, popularizes healthy life style, introduces and develops students' incentives and beneficial systems, support mechanisms for students special educational needs and with disabilities, socially vulnerable students and students with special talents, cares about development of educational resources, continuity and affordability of acquiring knowledge.

Cultural-cognitive activities are organized for deepening creative potential of students. Lifelong Learning and Career Development Center is established in the HEI that provides implementation of students with training programs<sup>22</sup>.

The objective of the HEI is to maximize the role of students in management through the involvement of student representatives in managerial bodies; This gives the opportunity to promote student initiatives and efficient platform for their realization.

The Student learns to comply his/her own capabilities, goals and needs in the space of the International Teaching University of Management and Communications and, in parallel with the satisfaction of the higher education qualification requirements, s/he becomes a fully realized person in real time.

### **Goal #4 - Supporting research activities**

Facilitating research activities is one of the priorities of the Ministry of Education, Science, Culture and Sport of Georgia, that creates new opportunity for the HEI to expand its activities in different directions. Consequently, one of the main landmarks of the Teaching University Development Strategy is related to strengthening of research potential, for which it creates accessible and transparent environment for research and relevant initiatives - supports discovering and raising young researchers; Ensures students / staff engagement in scientific projects, cooperates with donor organizations; Develops research infrastructure; Ascertains public opinion and field competences;

For accomplishing this goal, the Teaching University team, at the initial stage, has identified the matters of introduction and development of research projects funding systems, for which the HEI intends to actively cooperate with local and international scientific funds and donor organizations. Also it is important objective

<sup>22</sup> Three-year Action Plan (Goal 3)



to develop research potential of students and staff, that considers from the HEI to introduce and develop the internal grant system, students and staff awareness, increasing knowledge in direction of drawing up and submitting grant projects, the financial support publishing articles and publications in high “impact factor” journals. The HEI policy regulates the workload schedule of the affiliated academic personnel in a way to create appropriate conditions for effectively conducting research activities<sup>23</sup>.

The targeted and applied research and commercialization is determined as the direction of the research activities of the HEI, which involves making private sector interested and involved in research financing and the interpretation of the results. It is also important to attract young researchers and ensure popularization of research activities for which the HEI organizes annual scientific conference "Challenges of Modern Science"; Conference materials will be published in e-journal and will become available to the public through publishing via the Internet. A strategy for attracting young staff is also created in the HEI where the mechanisms for carrying out this process are determined<sup>24</sup>.

The HEI has established a vision regarding introduction and development of effective mechanisms for ensuring academic integrity. In particular, consultative and informational meetings with students and academic personnel will be held permanently in order to combat the plagiarism. Measures to combat plagiarism are structured according to the following 4 aspects: a) awareness; b) prevention; c) detection and d) response mechanisms.

In as much as the HEI does not carries out educational and research activities at this stage and it is in the pre-authorization regime, it is planned to purchase the plagiarism program at the beginning of 2020 academic year<sup>25</sup>, for which the HEI has been selected the supplier organization and has reached an agreement regarding purchasing.

#### **Goal # 5 - Quality assurance system enhancement**

The activity of the Service for the quality assurance of educational activities relies on (PDCA) plan - do - check - act principle. The Quality Management Internal and External Mechanisms are developed at the Teaching University, the Quality Management Office will make assessment via the tools developed through close cooperation with the appropriate structural units of the Teaching University; the obtained results are taken into account by all branches involved in educational and scientific activities. Quality Management Office is a structural body of the HEI. It is involved in all directions of the institution's activities and monitors the implementation of the activities envisaged by the plan. Implementation of this objective includes introduction / development of internal and external mechanisms of quality assurance, as well as evaluation of educational programs and educational process management mechanisms, improvement of response mechanisms for violation of internal regulation, ethics and conduct norms, studying personnel (academic, invited, administrative) satisfaction/ needs and improvement of response mechanisms, studying students' satisfaction/ needs, achievability control of educational programs' outcomes and refining mechanisms of response to results,

<sup>23</sup> Three-year Action Plan (Goal 4; objectives: 4.1; 4.2; 4.3; 4.4;)

<sup>24</sup> Three-year Action Plan (Goal 4; objective 4.5)

<sup>25</sup> Three-year Action Plan (Goal 4; objective 4.6)



monitoring the efficiency of quality assurance mechanisms. Questionnaires are elaborated as an instrument for each mechanism, assessment systems and quality management procedures are created<sup>26</sup>.

Quality Management Culture is determined by the functions and duties of the Quality Management Office of the International Teaching University of Management and Communication “ALTERBRIDGE”, which are shared and followed by the representatives of the management bodies and structural units, academic staff and subsequently students. The objectives and performance indicators of the Quality Management Office are defined by the Action Plan (2019-2022)<sup>27</sup>.

## **Goal #6 - Organizational management and human resource development**

The key precondition for quality assurance and improvement of results in all stages of education is the development of human resources and continuous professional growth of staff in education institutions. The goal of the Teaching University is to create fair and efficient systems of labor motivation, incentives, activity assessment and career planning and gain the status of one of the best employers in the Georgian educational market, which will facilitate attraction of qualified human resources in the HEI on the one hand, and on the other hand, possibility of providing qualitative education.

The HEI's management and sustainable development process is regulated by the Regulation and Charter created by the Teaching University, as well as the Internal Regulations, Business Continuity Plan, which ensures stability of the HEI and reflects the approaches defined by the HEI values.

The organizational development of the HEI is based on the development of transparent and flexible management, where autonomy, organizational culture, corporate patriotism and human rights are considered and protected at all levels. For this purpose, there is an effective policy for organizational management and personnel management. Effective measures are planned that are aimed at stable development of the Teaching University.

The HEI management system is based on the best practice of Total Quality Management. The use of this system ensures the growth of HEI's competitiveness as it provides for orientation on quality at all stages and levels, for which it creates the necessary resources, implements investments in the preparation of the staff, increases the motivation, develops one-dimensional, matrix structures with powerful horizontal interconnections.

The organizational structure of the HEI is flexible and easy; It is based on strong teamwork, where middle-level managers are process-focused leaders and are acting in accordance with the goals, functions and management instruments.

The structure of the organization ensures TQM process management with the following approaches:

- Optimization of structural units - Each component of the structure works effectively and has a clearly defined responsibility that is focus on effective implementation of the HEI's strategic plan.
- Vertical line - Each member of the HEI understands his/her role and responsibilities in the system and

<sup>26</sup> Quality assurance mechanisms. Annexes

<sup>27</sup> Three-year Action Plan (Goal 5)



acts in accordance with the order of superior level.

- Horizontal line – competition is completely extinguished between the interconnected units in the structure and, at the same time, the collaboration conditions are created for effective solving of interrelated problems.

The organizational structure of the university is the chain of structural units, where three main executive systems are established, effectiveness of which originally envisages the principles of co-operation and orientation on common outcome. The first system consists of HEI's research activity, marketing and public relations, entrants and students' services, Lifelong learning and Career Development Center and international relations office, and provides a strategic plan implementation in compliance with competences. The process is supervised by the Vice Rector, who is accountable to the Rector.

The second system is a school that is headed by the Dean of School and consists of educational programs, educational process management services and school board and provides management of processes related to teaching-learning and educational programs.

The third system incorporates the units implementing human resource, administrative activity, material-technical base enhancement, financial sustainability and institutional development processes of the HEI. The process of proper, efficient and outcome-oriented interaction of this system is ensured by the Chancellor responsible for the monitoring and performance of the units subordinated to him/her. S/he is accountable to the Rector.

According to the organizational structure, all three systems are interconnected with the horizontal layout of the managing units, that enables the implementation of the HEI management democratic model at all initial stage of organizational development<sup>28</sup>.

The objective of the HEI is to attract and maintain competitive and highly qualified personnel. For this purpose, it introduces and develops material and non-material motivation systems, carries out activities to increase the teamwork and corporate loyalty. It conducts initiative meetings. Ensures retraining of the staff and creates continuous conditions for the development of knowledge and skills, improves personnel policy<sup>29</sup>.

### **Goal # 7 - Promoting internationalization process**

The process of internationalization of education and science is one of the priorities of the country and, therefore, the activities of the HEI are directed towards its fulfillment. Teaching University aims to contribute to grow Georgia's educational attractiveness at the international market, as well as to create the new perspectives of receiving international education in the country, for which it is expanding its international relations, strengthening international components in educational programs, together with international partners introduces joint, exchange and double diploma programs, supports international mobility of students, academic personnel and researchers, participates in international events, actively cooperates with international organizations operating in Georgia, introduces and develops mechanisms for attracting international students, ensures publicity of knowledge of internationally<sup>30</sup>.

<sup>28</sup> Organization structure

<sup>29</sup> Three-year Action Plan (Goal 6)

<sup>30</sup> Three-year Action Plan (Goal 7)



### **Goal #8 - Development of material-technical base**

Teaching University lawfully possesses the new, modern design building, according to the latest standards that is completely equipped in accordance with the HEI's activity. Flexible location, ecological environment, healthy food service and comfortable academic / working spaces tailored to students and personnel creates the best conditions for learning and research activities. The building is fully adapted for wheelchair users, and the three-year action plan envisages arrangement of trails for blind, introduction of adapted web-page, information corners and library resources.

In order to improve the ecological environment, the HEI has begun to introduce energy efficient systems, which means transferring electric power systems to solar energy. One of the priorities of strategic development is the constant care of the improvement of the learning environment and creating new perspectives. In this direction in the perspective of seven-year development, the founders will build 3 floors above as it is envisaged by the project and of new educational-research and recreational spaces will be created in the building. It is planned to make a conference hall on 300 people that will facilitate and enlarge the activity of the HEI in direction of international and local educational, scientific, cognitive and creative activities.

### **Goal# 9 - Ensuring financial sustainability**

The activities of the Teaching University are focused on creating a stable environment for students with qualitative education, research and development, for which the financial sustainability mechanisms, business continuity plan and action plan oriented on permanent development have been elaborated.

The financial stability of the HEI will be provided the founders during preauthorization period. They carry out investments by the amount pre-determined in budget and schedule<sup>31</sup>, thus creating a stable financial resource for the implementation of activities under the Strategic Plan at the initial stage. In addition, HEI's financial sustainability is strengthened by cooperation with local and international partner organizations, that envisages attraction of additional financial resources for projects defined by the memorandums of cooperation

Within the framework of the three-year action plan, the HEI develops and expands the relations with scientific foundations, donors and commercial organizations. It ensures maximum use of quota of students and increase of contingent in the future.

The Strategic Plan of the university is a guideline which defines the purpose and perspectives of HEI's activities. The Action Plan describes the means of achieving the set objectives and the responsible units that will ensure effective implementation of HEI's goals. The term and assessment indicators are determined for each purpose.

**By the goals and objectives provided in the strategic plan, the University contributes to:**

- Personal, professional and social self-realization of society;
- Development of entrepreneurial and creative skills of adolescents and young people and extension of

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<sup>31</sup> The budget of the HEI





their vision;

- Enhancing ecological environment;
- Development of public relations;
- Promotion of Lifelong learning;
- Popularization of science and education;
- Creating mutually beneficial relationships between education and labor market;
- Increase of research and creative potential of students and staff;
- processes of internationalization;
- Overcoming problems in the field of gender and other social issues;
- Supporting socially vulnerable groups.

Survey of academic and administrative personnel was conducted to assess the strategic plan's understanding and its compliance with action plan, where it was revealed that the strategic goals and objectives of the HEI are shared by the personnel.

Diagram 6 - Is the Strategy of the Teaching University plainly established?

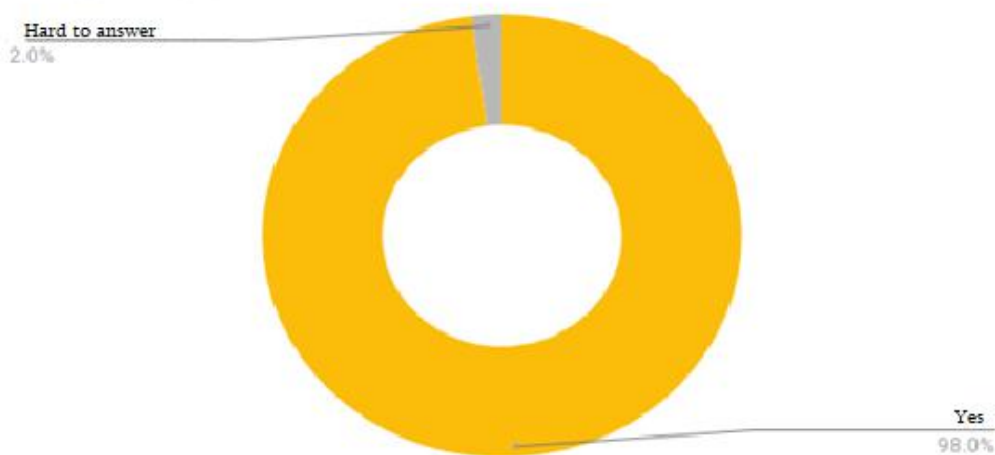


Diagram 7 - Is the university strategy clearly reflected in the three-year action plan?





## **The Teaching University conducts monitoring of the implementation of strategic development and action plans.**

The Quality Management Office shall monitor the fulfillment of strategic development and action plans. Monitoring aims at timely adaptation to environmental changes, avoiding of accumulation of shortcomings and eliminating ongoing organizational problems. Monitoring includes quantitative and qualitative indicators of assessment through which periodically - once a semester or a year, the level of achieving strategic goals is determined by obtaining information about the actual situation from the responsible structural unit. Responsible structural unit submits the information to the Quality Management Service in form of special report. The assessment is done through comparison of the target benchmark to the current situation benchmark, and the margin of error observed in the comparison process is described in percentages. The assessment of achievement of strategic goals is conducted once a year

The monitoring and results response system consists of the following stages:

- Responsible structural units submit a detailed written report to the Quality Management Office within the established terms;
- Quality Management Office converts received information into target benchmarks, carries out the intercomparison analysis of the planned and actual situation and determines the need of identifying the amendment;
- In case of non-performance, partial performance and / or violation of term of the activities undertaken by the Strategic Development and Action Plans, it makes the relevant analysis for the determination of the reasons for the delay and elaborates the combination of the measures to be taken;
- Quality Management Office annually submits to the Rector of the Teaching University a report on performance of activities envisaged by Strategic Development and Action Plans;
- The Rector of the Teaching University together with the relevant structural units determines the response measures and issues the relevant decrees for structural units. Responding is done by an adequate correction of the existing strategic plan with respect to the changing environment<sup>32</sup>.

**For assessment and implementation of the mission, strategic development and action plans, the Quality Management Office has developed** a special questionnaire that will be filled by the entire university community (administrative and support staff, academic and invited staff, students, graduates, employers).

As a result of the research it will be possible to get information on the positive and negative results and tendencies of the Teaching University and ways to eradicate their causes. The last stage of evaluation and monitoring is feedback. This means that the dialogue will be made with the main interested parties to discuss conclusions and recommendations.

### **Evidence /Indicators**

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Strategic Development Plan 2019-2026;
- Three-year Action Plan;

<sup>32</sup> Monitoring Mechanisms for Implementation of Strategic Development and Action Plans





- Research Document of the Alterbridge
- Strategy for attracting and involving young staff
- Internationalization Policy
- Structure of the HEI;
- Regulation of the HEI;
- Internal Regulation;
- Budget of the HEI;
- Monitoring Mechanisms for Implementation of Strategic Development and Action Plans

### Strengths and sides to improve

Please provide HEI's strengths and sides to improve in accordance with the requirements of this standard components

#### Strengths

##### The mission of the HEI

- The Mission clearly declares the role and place of the Teaching University in the society;
- The Mission expresses the objectives and approaches of the Teaching University;
- The mission corresponds to the focuses of educational and social activities of the Teaching University;

##### Strategic Development

- The strategic plan is in line with the mission statement of the Teaching University;
- Action plan is in line with strategic plans;
- The Action Plan reflects the strategic goals' specific, measurable, achievable, result-oriented and activities arranged in time;
- The principle of developing strategic and action plans is bottom-up approach;
- Strategic plan is consistent with capabilities of the university.
- Implementation of Strategic and Action Plan is real in specific terms;
- The Strategic Development Plan reflects the contribution of the Teaching University in the development of society, including the implementation of the lifelong learning principle.

#### Sides to improve

##### The mission of the HEI

Increase awareness of the mission in the broader society

##### Strategic Development

- Involvement of HEI students in the development of a strategic plan;
- Improvement of the financial support mechanism for activities envisaged by the Action Plan;



## 2. Organizational structure and management of the HEI

The organizational structure and management of the HEI considers the best practices in the educational sphere, that implies effective use of mechanisms for management and quality assurance in the management process. This approach ensures the implementation of a strategic plan, integration of the quality assurance function in the management process and facilitates establishment of good faith and ethical principles in the institution.

### 2.1. Organizational structure and management

- The HEI's organizational structure ensures the implementation of activities defined by the goals of the HEI and strategic development plan;
- The procedure for election / appointment of the HEI's management bodies is transparent, fair and complying to the law;
- HEI management / management bodies ensure efficient management of HEI's activities;
- HEI management facilitates international cooperation of educational institutions and the process of internationalization in accordance with HEI's mission and objectives.

#### Description and evaluation

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

The organizational structure of the HEI<sup>33</sup> is in line with the requirements of the Law of Georgia on Entrepreneurs and requirements applicable in sphere of higher education in Georgia. It is in compliance with the Mission of the Teaching University and ensures timely implementation of the goals and objectives provided by the Teaching University Action Plan. Structural bodies and management units are connected to each other according to subordination and coordination principle. The functions and duties assigned to each of them are clearly separated and tailored to the efficient implementation of HEI activities.

According to the Charter of the University, the Partners' Assembly is the highest management body of the university for the purposes of entrepreneurial activities<sup>34</sup>. Its competences are minimal in the management process for the purposes of activity in the field of higher education; Investments (making decisions about increasing capital of the company through new / additional contributions) are made by the Partners' Assembly; Except for aforementioned investments, educational activities of the Teaching University are carried out by the Rector unlimitedly, through the Academic Board (advisory body) and appropriate structural units<sup>35</sup>. The Rector shall be responsible before the Partner's Assembly and the scope of his / her responsibilities is determined according to the standards established by the Charter and the Regulation of the Teaching University.

The Academic Board of the Teaching University is the Rector's advisory, representative collegial body responsible for providing educational, academic and scientific work in the Teaching University and development of the strategy; It includes: the chair of the Academic Board - Rector, members of the Academic Board (academic staff of the Teaching University except assistant) and one student from the main educational structural unit(s) - the school; Other persons may be invited at the Academic Board meeting to make decisions

<sup>33</sup> Structure of the HEI

<sup>34</sup> Charter, article 3.5

<sup>35</sup> Regulation of the HEI, article 8



on particular specific issues. The members of the Academic Board are elected by the transparent procedure of selection of academic personnel, which is regulated by the Regulation for Conducting Competition for Academic Positions<sup>36</sup>.

The competences of the Academic Board of the Teaching University includes to review and present the following to Rector for decision-making: University Mission, Strategic Development and Action Plans, Regulations for Structural Units of the University and other internal normative acts; Educational programs; Coefficients for unified national examinations and volume of student contingent; Quality Assurance System generally and the rule of evaluation of educational and scientific research work; Issue of awarding honorary doctor title; Internationalization policy, main directions of cooperation with partner institutions, mobility mechanisms of academic / invited personnel.

In addition to the aforementioned management bodies, the Teaching University consists of the following structural units: Vice Rector<sup>37</sup>, Chancellor<sup>38</sup>; Quality Management Office<sup>39</sup>; The basic educational structural unit is the School of Strategic Communication and Law<sup>40</sup>.

The Quality Management Office is headed by the head responsible for the proper functioning of the quality system of the university in accordance with detailed policy and procedures set out in quality assurance mechanisms<sup>41</sup>.

The School Board consists of a dean of school, a school academic staff (professors, associate professors, assistant professors and student representatives). The School Board makes decisions about school activities.<sup>42</sup>

For the purpose of effectively conducting educational processes, the School Board meetings are usually held as needed, at least twice a semester, and the Academic Board meetings - periodically, based on ongoing matters.

Other structural units of the HEI are: Center for Research Activities; Lifelong Learning and Career Development Center, Marketing and Public Relations Office; International Relations Office; Entrants and Students' Service Unit; Library; Human Resource Management Office; Chancellery; Legal Service; IT; Financial Service, Logistics; Security; Medical Service.

Functions and responsibilities of structural units are set out in the Regulation of the Teaching University, the regulations of individual structural units and the internal Regulation<sup>43</sup>. The functions of staff employed in structures are defined by appropriate job descriptions, which are an integral part of individual employment agreements. The functions of structural units are complying with effective implementation of the educational process and, in general, the activities of the Teaching University and the goals set out in the strategic plan.

<sup>36</sup> Regulation for Conducting Competition for Academic Positions, article 7

<sup>37</sup> Regulation of the HEI article 9

<sup>38</sup> Regulation of the HEI, article 10

<sup>39</sup> Regulation of the HEI, article 14

<sup>40</sup> Regulation of the HEI, article 15-16

<sup>41</sup> Quality Assurance Mechanisms

<sup>42</sup> Regulation of the HEI, article 17-18

<sup>43</sup> Internal Regulation



Academic, administrative and support, invited staff selection and appointment on positions is carried out in a transparent manner, in accordance with pre-determined qualification requirements<sup>44</sup>. The matters related to appointment of staff, dismissal, leave and disciplinary responsibility, as well as their development and incentives are regulated by the Internal Regulation.

The academic, scientific and administrative activities of the Teaching University are provided by the communication and documentation exchange platform with the following information-electronic technologies:

ELMS, which ensures the functioning of educational processes and student information system;

Website of the HEI: <https://alterbridge.ge> ;

Corporate e-mail ----- @alterbridge.ge;

The rules for the use of these systems are defined by the information technology policy.<sup>45</sup>

There is a rule of record keeping<sup>46</sup> in the university that regulates registration of documents, using the seal and stamp, preparation of documents, archiving and other issues. According to this rule, the incoming and outgoing documentation in the Teaching University is registered in special journals.

The three-year action plan envisages to introduce electronic system / electronic document turnover system for record keeping.<sup>47</sup>

For the administration of ELMS system, the person is appointed who is responsible for providing integrated registry management and communication with the Registry of the Higher Educational Institutions of the LEPL - National Center for Educational Quality Enhancement in accordance with the Georgian legislation and internal rule of the university. The registry contains information about the university, planned educational programs and their implementing staff. The registry will include all the information about students who will be enrolled, and twice a year, the students' mobility will be recorded. Information about changes in status of students and academic / invited personnel shall be reflected in the registry within 5 days after issuing the appropriate order.

The Teaching University has a Business Continuity Plan<sup>48</sup>, the goal of which is in general, uninterrupted performance of the educational process, avoidance of the deviations from normal course of processes and / or minimization of the impeding factors. The document determines the risks according to their probability level; The prevention or further response steps to reduce or neutralize these risks procedures for their implementation are determined. A group of staff or responsible person is allocated for each measure.

The management of the Teaching University, in accordance with its mission and goals, facilitates the international cooperation of the educational institution and the process of internationalization. For this, the Teaching University has elaborated an internationalization policy, the implementation of which the International Relations Office is responsible for. It coordinates international mobility of student and personnel,

<sup>44</sup> Regulation for Conducting Competition for Academic Positions

<sup>45</sup> Information technology policy

<sup>46</sup> Rule for record keeping

<sup>47</sup> Three-year Action Plan (Goal 6, objective 6.7)

<sup>48</sup> Business Continuity plan



exchange programs, international students' enrollment process, university participation in international educational forums, signing memorandums with partner universities, elaborating mechanisms for attracting international students and personnel, etc.

Taking into consideration the requirements of the international employment market, Teaching University develops the appropriate skills in students that are required for the employment. Projects planned within mobility facilitate the implementation of the internationalization policy of the university, increasing recognition on international level, improving capacities. Its functions include facilitating the sharing of international educational and research experiences and best international practices by the universities.

The Teaching University has developed mechanisms for monitoring management efficiency and assessment system<sup>49</sup>, which implies the self-evaluation of the entire institution and introduction of the reporting system and quality culture, submitting the work reports by structural units and services at the end of the calendar year, performance of management efficiency assessment procedures as a result of analyzing reports.

The Memorandums of Cooperation are signed by the Teaching University with several universities in the process of pre-authorization and on the basis of ongoing negotiations, it plans to expand network of the partner universities<sup>50</sup> that will enable students and employees to participate in exchange programs.

#### **Evidence /Indicators**

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Organizational structure;
- Regulation of the HEI
- Regulation of the structural units;
- Internal Regulation;
- Employment agreements and qualification requirements;
- Rule for record keeping;
- Strategic Development Plan;
- Three-year action plan;
- Business Continuity plan;
- Internationalization Policy;
- Quality Assurance Mechanisms
- Regulation for Conducting Competition for Academic Positions
- Information Technology Policy

#### **2.2. Quality Assurance Internal Mechanisms**

- Quality assurance internal mechanisms are implemented effectively in the HEI. The HEI management constantly cares about strengthening the quality assurance function and promotes the establishment of quality culture in the HEI;
- The HEI has planning a student contingent a mechanism, which will give each student opportunity to get qualitative education.

#### **Description and evaluation**

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

<sup>49</sup> Quality Assurance Mechanisms

<sup>50</sup> Three-year Action Plan (Goal 7, objective 7.2.1.)



The Strategic and Action Plans of the Teaching University include the following issues and activities for the introduction / development of internal and external quality assurance mechanisms:

- Refinement of mechanisms for internal and external evaluation
- Launching assessment system of efficiency of quality assurance mechanisms
- Development of international co-operation and internationalization mechanisms and assessment system of their efficiency
- Introduction / development of personnel (academic / invited, administrative / supportive) assessment system
- Establishment / development of students, graduates, employers assessment system
- Establishment / refinement of self-evaluation rules
- Introduction/ improvement of assessment system of the use of material and information resources, e-services
- Quality management methodology development<sup>51</sup>

Quality Management Office coordinates the quality assurance of the Teaching University, functions and obligations of which are defined by the HEI Regulation. The Quality Management Office constantly cares about the refinement/ development of academic and scientific activities - to ensure its compliance with established quality standards, for that it makes the assessment of the academic and scientific process of the Teaching University and analysis of data through internal mechanisms. In accordance with the obtained results, it gives recommendations for carrying out the necessary activities and monitors their performance <sup>52</sup>.

To ensure these processes, Quality Management Office has developed mechanisms in accordance of which quality management is a continuous process based on strengthening quality assurance function and establishing quality culture<sup>53</sup>.

**Quality culture is based on the following values:**

- satisfaction, involvement and authority of all interested parties (student, academic and administrative staff, graduate, employer, etc.);
- The principle of team work;
- Transparency of processes;

In order to effectively implement internal quality assurance mechanisms, the university has an appropriate human, information and material resource:

**Human resources** mean together with the Quality Management Office the heads and representatives of all structural units and services; Academic and invited staff and others.

**Informational resources** include the Teaching University's IT infrastructure (hardware, software, Internet, WIFI, Electronic Learning Management System (ELMS), electronic management systems, which are in line with the Business Continuity Plan of the Teaching University, ensures their effective implementation and it is available for students, academic and administrative staff.

<sup>51</sup> Three-year Action Plan, (Goal 5)

<sup>52</sup> Regulation of the HEI, article 14.

<sup>53</sup> Quality Assurance Mechanisms





**Material resources** include material resources in lawful possession of the Teaching University (immovable and movable property), premises of modern standards, well-equipped auditoriums, conference hall, library, work and student space, medical cabinet, inventory needed for implementation of practical component, adapted environment. All this serves to realize educational goals of the Teaching University and comply with the requirements of educational programs, carrying out research / creative activities and the planned number of students.

Quality assurance mechanisms established in the Teaching University facilitates the continuous assessment and development of the activities of the Teaching University and aforementioned resources; The Teaching University takes decisions for future activities and effective management based on quality assessment results that are used for further development of the HEI's activities.

Quality assurance internal mechanisms are defined in the different directions of the institution by the Teaching University:

**The HEI has been elaborated and approved quality assurance internal mechanisms, including** evaluation of processes and monitoring of strategic and action plans, management effectiveness, international cooperation and internationalization, educational and research processes, material and information resources, human resources management, students, graduates, employers Satisfaction, etc.<sup>54</sup>.

The Quality Management Office activity is based on the plan-do-check-act (**PDCA**) principle of Deming wheel in accordance of which the Quality Management Office plans its activities, determines the aspects of the Teaching University activity to be checked / assessed, checking sequencing, elaborates checking criteria, considering specifics of the inspection to be done determines competences of checker(s), ensures checking to be conducted according to developed plan and criteria, checks itself and / or creates group of checker of appropriate competence for checking, analyzes the results, determines the causes of shortcomings, and elaborates recommendations for their elimination, identifies mechanisms for refining weaknesses revealed and maintaining strengths, controls the implementation of the planned measures and the results achieved. Based on this:

**Planning of the ongoing activity (plan)** – according to the Strategic Development Plan of the Teaching University and this document, Quality Management Office annually plans educational process, determines the principles and criteria of evaluation monitoring; This process includes: identifying short-term and long-term activities by Quality Management Office at the beginning of Academic Year / Semester in accordance with the goals and objectives of educational programs; Consideration of labor market requirements in planning development of programs; Planning support and development of the academic personnel educational-research activities and attracting new personnel; Planning monitoring activities during the course of educational process; planning constant monitoring activities of conformity of the Teaching University and educational programs with

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<sup>54</sup> Quality Assurance Mechanisms



authorization and accreditation standards.

**Do** includes preparation stages:

- Determination of checking sequence, determination of the object to be checked / evaluated;
- Determination and elaboration of criteria for adequate assessment of the object to be checked / evaluated;
- Elaboration of the evaluation procedure, evaluation and results analysis form, determination of competences of assessor(s) according to the assessment object

**Do** means realization of the elaborated plans and management of the processes; Carrying out educational activities set out in the syllabus of the components provided by the program and extracurricular activities;

**Check** includes the inspection / evaluation process, ensuring providing the necessary information from the appropriate structural units of the Teaching University. The Quality Management Office shall be checked to determine the compliance with standards:

- Educational programs;
- courses / program components provided by educational programs;
- The progress and quality of the learning / teaching process;
- Academic / invited personnel;
- Material-technical base that is used in the educational process and so on.

Check/evaluation process implies periodical monitoring, including periodical monitoring of the academic personnel's and student's academic progress, collecting data for SWOT analysis which includes the student's satisfaction research, evaluation of the corresponding human resources, evaluation of the appropriate material-technical base and carrying out the appropriate actions through the instruments defined by this document;

**Develop/act** includes analysis of data obtained from inspection / evaluation, drawing relevant conclusions, elaboration of recommendations and determining measures to be carried out, preparation of conclusions and recommendations and oral submission by the Quality Management Office. Considering the fact that the internal evaluation is aimed at maintaining strengths, elimination of weaknesses and gaps and is carried out to assure, improve, develop learning / teaching quality and bring it in compliance with the set standards, in case of revealing shortcomings and failure to meet standards, it will be necessary to take appropriate action and plan and conduct the necessary measures. **Development** means planning and further implementation of the corresponding activities based on the analysis of the monitoring and checking results, including the modification of syllabi of the educational courses and/or educational programs, improvement of the material-technical bases, implementation of the additional activities, elaboration of recommendations, feedback, etc.

**The Quality Management Office of the Teaching University evaluates educational programs for that it has internal assessment mechanisms:**





The staff involved in the educational program cooperates with the Internal Quality Management Office in the planning, elaboration of evaluation instruments and process of evaluation and uses quality evaluation results to improve the programs. In order to manage this process statistical data related to the program are processed and analyzed: survey of all interested parties engaged in the program with specially designed assessment tools, personnel surveying regarding program, student progress, status suspension and termination rate, student satisfaction survey regarding their program, employment rate of graduates, etc.

**Quality Management Office provides the introduction of external evaluation mechanisms of educational programs:**

External evaluation mechanisms include using of results of an external quality evaluation, in particular, taking into account recommendations made by the National Center for Educational Quality Enhancement during assessing program compliance with accreditation standards as well as recommendations received as result of an international accreditation to improve quality of programs.

**Quality Management Office ensures program monitoring and periodic evaluation:**

Program monitoring and periodic evaluation of the program is similar to internal evaluation, but it is more extensive process, and conducted with active involvement of the academic, invited, administrative staff, students, graduates, employers and other interested parties and it implies the systematic collection, processing and analysis of the relevant information. The evaluation results are used to improve the quality of the program, proper the decision-making and development. As a result of this process, educational program will be the modified and renewed<sup>55</sup>.

During authorization process, the Quality Management Office and the Teaching University conducted a comprehensive research on establishing Compliance of Higher Education Quality in Georgia with the Requirements of Local and International Labour Market and established labour and consumer market research results. The research was carried out in several directions:

- Study of higher education quality;
- Study of satisfaction with higher education quality in Georgia;
- Employment policy and labor market demands in Georgia;
- Conformity of educational activities of the International Teaching University of Management and Communication with the requirements of the employment market<sup>56</sup>

The Teaching University has elaborated **Student and Personnel Contingent Planning Mechanism** that regulates rules for calculating the number of students to be enrolled in the university through the following indicators established by HEI:

- a) Human resources (academic, invited and administrative staff);
- b) the material and technical resources of the University;
- c) Human and material-technical resources available to the Teaching University under the cooperation with international and local partners;

<sup>55</sup> Quality Assurance Mechanisms

<sup>56</sup> Research Document of the Alterbridge



- d) Market research data about the demand on the program, part of which is the graduates employment index;
- e) Dynamics of enrollment (including mobility);
- f) The amount of students who have suspended status.

While determining number of university students the assessment of aforementioned indicators in terms of the target benchmarks is conducted; The total number of university students is calculated by the amount of students in bachelor's and master's educational programs and / or the amount of students to be enrolled in these programs.

**1. The following persons are participating in student contingent planning:**

- a) Rector;
- b) Quality Management Office;
- c) Chancellor;
- d) School Dean;
- e) Program Director / directors.

Students' contingent planning is carried out at the level of educational program taking into account human and material-technical capacities; The unity of the outcomes as a total contingent is discussed at the Academic Board and is approved by the Rector's order. Determination of student contingent is based on the specificity of educational programs and existence of appropriate resources. The indicators set out for determining the number of student to be enrolled can be different from this document and more detailed<sup>57</sup>.

**Evidence /Indicators**

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Strategic and Action Plans of the Teaching University;
- Regulation of the HEI;
- Quality Assurance Mechanisms;
- Student and Personnel Contingent Planning Methodology.;
- Research Document of the Alterbridge.

**2.3. Protection of the principles of ethics and integrity**

- The regulations and mechanisms elaborated in the HEI which ensure protection of the principles of ethics and integrity. These regulations are publicly available;
- The HEI has introduced the mechanisms for detection and prevention of plagiarism;
- The HEI defends the principles of academic freedom.

**Description and evaluation**

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

The Teaching University has a Code of Ethics<sup>58</sup> that was elaborated by the Academic Board with involvement of all interested individuals. The Code of Ethics prescribes the concept of academic honesty and, in general, the concept of

<sup>57</sup> Student and Personnel Contingent Planning Methodology

<sup>58</sup> Code of Ethics



correct ethical conduct, the standards of action for academic, administrative, support personnel and students.<sup>59</sup> The document defines the notion of plagiarism and its manifestations as a type of unethical behavior. The Code of Ethics regulates disciplinary proceedings matters and response mechanisms by special commission on unethical behavior. The Code of Ethics is available on the webpage of the Teaching University.

During the elaboration of the Code of Ethics, the draft of the document was sent to the interested persons to get acquainted with the draft of the document and also the relevant questionnaires were sent the results of which is outlined in the text of the final document.

For the purpose of checking publicity and sharing of the Code of Ethics and the plagiarism rule, the Quality Management Office conducted a survey with the help of current human resources (administrative and academic staff),

Diagram 8 – Did you acquaint with the Code of Ethics?

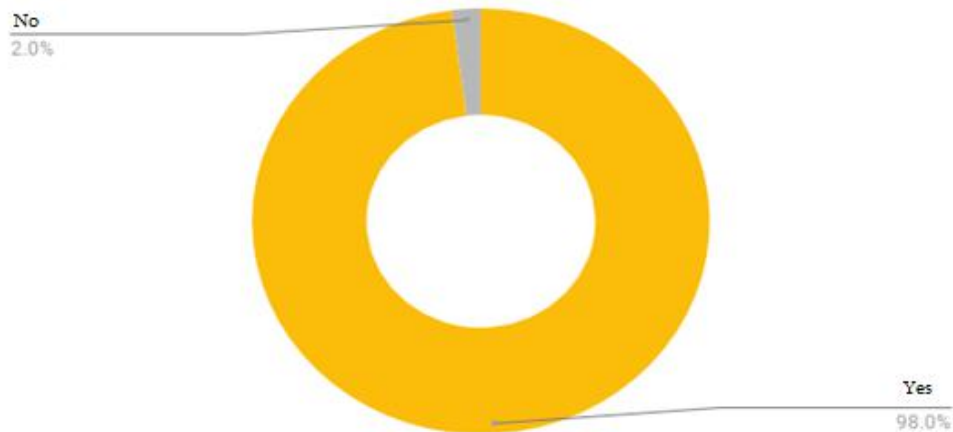
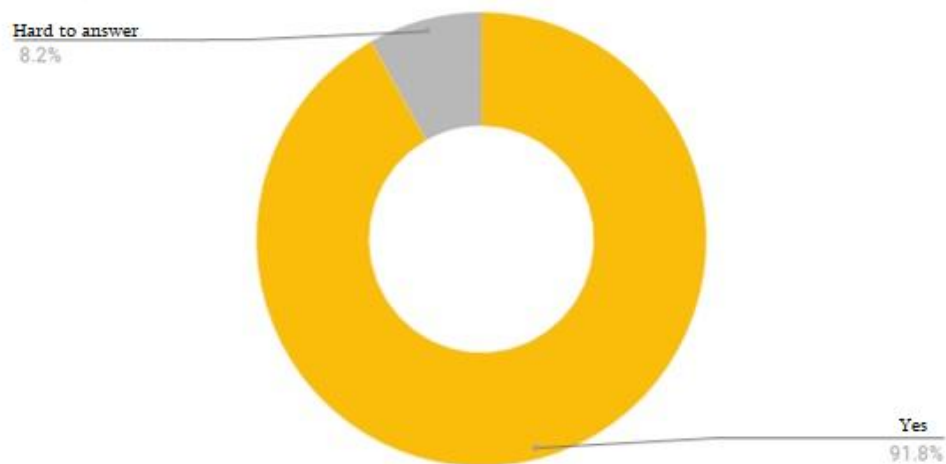


Diagram 9 – Does the goal of the Code of Ethics comply with the mission and goals of the University?



<sup>59</sup> Code of Ethics, article 1

Diagram 10 - Do the rules and principles set out in the Code of Ethics ensure their full protection by all involved parties?

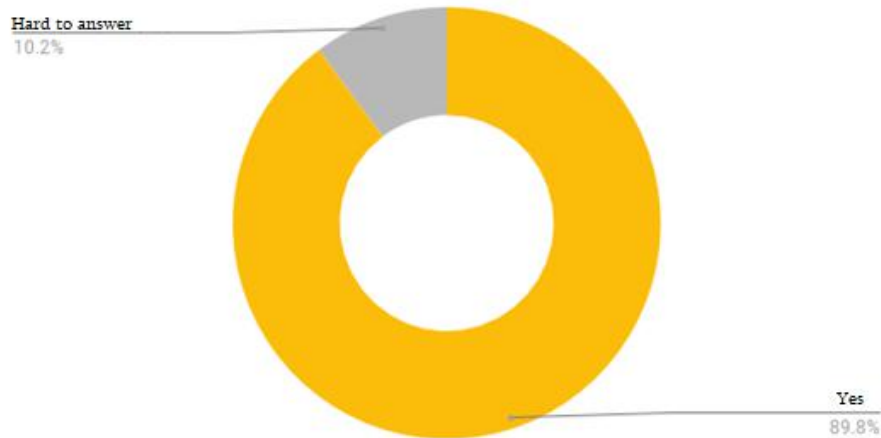
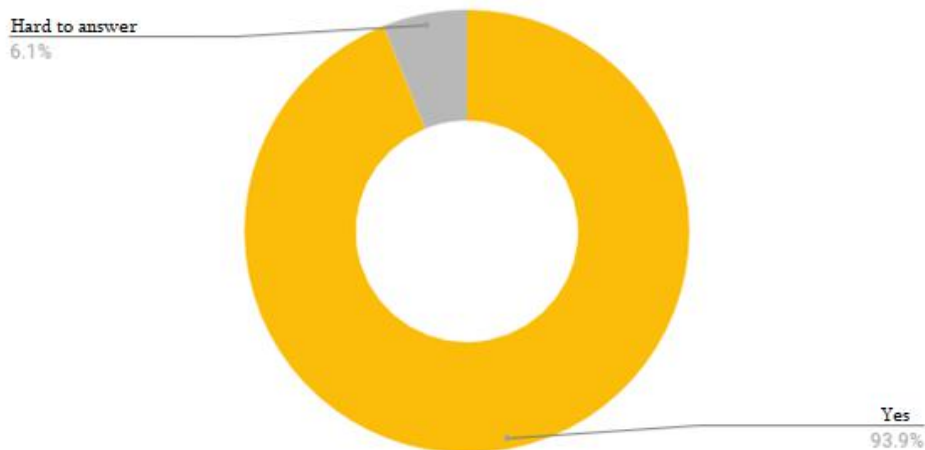


Diagram 11 - Do you agree with the rules of plagiarism, its detection and prevention mechanisms?



Teaching University staff conducts their activities with good faith, honesty and a high sense of responsibility. S/he is guided by the principles of culture, courtesy, dignity, mutual respect, tolerance, trust, impartiality, equality, fairness and objectivity. Teaching University staff understands the appropriate values. The Code of Ethics is part of the individual contracts concluded with them.

Academic honesty is the most important factor in scientific research. During conducting educational process especially in the course of master's researches, the HEI will use a special program for the prevention and detection of plagiarism Turnitin, with which the service contract will be concluded regarding the right to use after obtaining authorization. Any research carried out within the Teaching University will be examined through this program.

Since the educational process is not implemented in the Teaching University yet, the HEI administration and staff will conduct informational meetings and carry out communication-cognitive activities.

The Code of Ethics describes academic integrity violation, prevention, and also mechanisms of its violation detection and response mechanisms. The Teaching University protects the principles of intellectual property and aims at extinguishing illegal use and misappropriation of another's work. The Code describes mechanisms of response to plagiarism, applicable sanctions and appealing mechanisms. In case of violation of the requirements of the Code of Ethics, formal disciplinary proceedings will begin, which may result in imposition of appropriate disciplinary liability .



The protection of academic freedom is one of the basic values of the Teaching University, that is reflected in strategic development plan<sup>60</sup> and programs to be conducted. In the process of elaborating and realizing bachelor's and master's program, as well as creating the educational program components, academic personnel enjoys the maximum level of freedom in determining topics and educational material, as well as in evaluation. Program Directors, within the framework of applicable accreditation standards and legislation, fully support realization of academic freedom.

#### **Evidence /Indicators**

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Code of Ethics;
- Regulation for Master's;
- Internal Regulation;
- Rule for Incentives of Academic Activities;
- HEI's Activities and Documents Research Analysis;
- Rules and Regulations for Educational Process
- Strategic Development Plan
- Three-year Action Plan
- Regulation of the HEI
- Web-page: <https://alterbridge.ge/>
- <https://alterbridge.ge/regulatory-documents/>

#### **Strengths and sides to improve**

Please provide HEI's strengths and sides to improve in accordance with the requirements of this standard components

##### **Strengths**

- Organizational structure effectively provides the activity defined by the strategic plan;
- The main processes of the institution are governed by pre-defined structural units, through a clear distribution of functions;
- The HEI has effective quality assurance internal mechanisms;
- Quality assurance system is established, defined, implemented;
- Educational process management is carried out through the electronic ELMS platform;
- Principles of academic freedom are protected;
- The mechanisms for the protection of academic honesty are created in the HEI;
- Student and Personnel Contingent Planning Methodology ensures availability of quality services for students and envisages the compliance of personnel and infrastructure with the needs of educational and research processes.

##### **Sides to improve**

- Development of structural units, including for improvement of management processes;
- Development of electronic documentary turnover platform;
- Development of student contingent planning methodology (improvement and implementation of indicators);
- Purchasing antiplagiarism program is planned.

<sup>60</sup> Strategic Development Plan of HEI, p.8



### 3. Educational programs

The HEI has a program planning, elaboration, approving, development and cancellation procedures. The learning outcomes of the program are clearly established and they are consistent with the National Qualification Framework. The program provides for achieving set goals and expected learning outcomes.

#### 3.1. Elaboration and Development of Educational programs

- The HEI has policy of planning, elaboration, implementation and development of educational programs.

##### Description and evaluation

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

The Teaching University has a methodology for planning, elaborating and developing an educational program in which procedures for program development, basic principles of the program and educational program structure are detailed.<sup>61</sup> This document regulates procedures of elaborating, developing, modifying and cancelling Educational Programs at International Teaching University of Management and Communication “Alterbridge”. The elaboration/ development of the program, in which all interested parties are involved, is based on the National Qualification Framework, authorization/ educational programs accreditation standards, accreditation guidelines and sectoral documents and it serves the fulfillment of the labor market demands, implementation of the Mission and Strategic Plan of the Teaching University.

The document includes procedures for further development, qualification requirements and criteria for Program Directors, prerequisites for admitting to educational programs, volume and structure of educational program, procedures for the development and modification of educational programs, program cancellation procedures and methodology for elaborating individual educational programs.<sup>62</sup>

The Quality Management Office has developed special forms for elaboration of bachelor's and master's programs, catalogs, syllabi, in accordance with the legislation, in which requirements for the individual component, the sample of the curriculum, map of learning outcomes, etc. are detailed.

On the basis of this document and other normative acts, the Teaching University's educational programs to be submitted for authorization were elaborated. All interested parties, including academic and invited personnel, employers, field specialists, Quality Management Office were involved in the planning / elaboration process. That made it possible to adequately identify results to be achieved and properly realize the processes.

In elaborating educational programs, we took into account the labor market demands, preliminary study (benchmarking)<sup>63</sup>, graduates of similar programs and potential employers' opinions, research results, best local or international practice<sup>64</sup>. In elaboration of the program we relied on upgraded standards of accreditation,

<sup>61</sup> Methodology for planning, elaborating and developing educational programs, article 2,3, 4

<sup>62</sup> Methodology for planning, elaborating and developing educational programs, article 5,6,8

<sup>63</sup> Benchmarking of educational programs

<sup>64</sup> Research Document of the Alterbridge



accreditation guideline, the new national qualification framework and the sectoral standard for regulated bachelor's program (Law).

Program development / modification will be carried out on the basis of legislative changes, market demands, feedbacks with interested persons and field development through coordination with Quality Management Office and full realization of internal and external assessment mechanisms<sup>65</sup>.

The program will be subject to periodic evaluation and monitoring through quality assurance mechanisms, in which the tools of program result evaluation are emphasized. Quality Management Office will monitor the compliance of the program with authorization / accreditation standards, the local and international market requirements and the best recognized practices, in case of modifying or cancelling the program, the university will give students the opportunity to complete the appropriate educational cycle via mobility to another program, for which the Teaching University will collaborate with other higher education institutions in Georgia<sup>66</sup>.

Teaching University plans to implement 3 educational programs:

- Bachelor's Program in Law;
- Bachelor's Program in Public Relations;
- Master's Program in Strategic Communication.

#### **Evidence /Indicators**

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Methodology of Planning, Elaborating and Developing Educational Programs;
- Quality Assurance Mechanisms;
- Rules and Regulations for Educational Process;
- Research document of the Alterbridge;
- Benchmarkings;
- Regulation for Master's;
- Educational Programs and Syllabi.

#### **3.2. Structure and content of the educational program**

The learning outcomes of the program are clearly established and consistent with the level of higher education cycle and the qualifications awarded;

Through individual curriculum, the HEI will ensure consideration of different requirements, needs and academic performance of students with and their uninterrupted engagement in educational process.

#### **Description and evaluation**

<sup>65</sup> Quality Assurance Mechanisms (annex 17,18, 19)

<sup>66</sup> Rules and Regulations for Educational Process. article 3





*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

Bachelor's program in Law, Bachelor's program in Public Relations and Master's program in Strategic Communications are elaborated in accordance with the requirements of the legislation and in compliance with the guidelines of ECTS - European Credit Transfer and Accumulation System<sup>67</sup>. The volume of Bachelor's Degree Programs in Law and Public Relations consists of 240 credits (ECTS), the volume of Master's program in Strategic Communications - 120 ECTS credits (Master's thesis - 30 ECTS).

The structure and content of these educational programs provide logical interconnection of all components with the formulation of the prerequisites and envisages the specificity and demands of all components individually, learning outcomes and goals to be achieved. Consequently, the workload of the student ensures that the student with middle academic achievements will be able to overcome the program within a reasonable time.

In order to deepen basic compulsory competences, each program offers students a wide range of elective courses. The heads of the program and its components are obliged to continuously provide students consultations to make the correct choice. Bachelor's programs allow to accumulate free credits, that ensures students' academic freedom<sup>68</sup>. Methods of teaching and learning used in educational programs are determined by the specifics of the field and serves the effective achievement of the learning outcomes of the program. Learning and teaching methods are described in educational programs and in the syllabus of each component.<sup>69</sup>

The process of determining the learning outcomes of educational programs ensures the compliance of the outcomes with the sectoral features and requirements of the higher education cycle defined by the Georgian legislation and internal regulatory acts of the university.

The learning outcomes of the programs are clearly established and they are consistent with the goals of the program and are also adequate with the appropriate requirements of the Qualifications Framework, the sectoral characteristics. The learning outcomes of the program correspond to the qualification awarded and the cycle of education, learning outcomes are achievable, realistic and measurable and the requirements of the labor market and employers are reflected in it.

It should be specially underlined that the study outcomes of BA Law Program are brought into compliance with the National Qualifications Frame (as adopted by the Order of the Ministers of Education, Culture and Sports No 69/N from 10.04.2019) as well as with the Field Standard in Law in force envisaging six mandatory outcomes. Those six outcomes are rearranged/reallocated into new competences (required by the National Qualifications Frame). In depth intervention in Program and study components' (mandatory courses) outcomes are considered irrelevant as it could cause contradistinction with the Field Standard taking into

<sup>67</sup> Rules and Regulations for Educational Process. article 12, 15;

<sup>68</sup> Methodology of Planning, Elaborating and Developing Educational Programs, article 4;

<sup>69</sup> See Educational Programs and Syllabi;





consideration the ongoing process of changing existing Field Standard in Law.

The map of learning outcomes provided in curriculum reflects by which courses, activities, methods or research components, the learning outcomes of the program will be achieved., The target benchmark is determined for each learning outcome of the program reflecting the level that will be achieved by students in relation to each learning outcome.

Teaching University ensures publicity of the information on educational programs. The catalog contains detailed description of the programs and it is placed on the Teaching University's website.<sup>70</sup> The list of educational activities is available for the interested persons through the catalog. The catalog is subject to renewal for each academic year and all ongoing changes will be reflected in it, by which the recognition of credits shall be conducted.

The HEI has procedures for offering individual curriculum / program to students with special educational needs or students with different academic performance, as well as those enrolled via mobility or exchange programs participant or status-restored students. The student's involvement in these are of special importance<sup>71</sup>.

The individual educational program envisages offering forms and conditions for learning-teaching, evaluation of special educational needs and academic performance, the opportunity of implementation of educational process in adapted environment and, if necessary, providing appropriate human resource. The Quality Management Office shall monitor the elaboration and implementation of the individual educational program, and makes modification recommendations as required. Student's individual curriculum considers different needs of the student and legislative requirements according to which the student's mandatory load for one academic year include 60 credits, although it is possible to obtain no more than 75 credits during the academic year.

#### **Evidence /Indicators**

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Methodology of Planning, Elaborating and Developing Educational Programs;
- Quality Assurance Mechanisms;
- Rules and Regulations for Educational Process;
- Educational Programs and Syllabi;
- Academic calendar;
- Catalogue of the programs.

<sup>70</sup> [www.alterbridge.ge](http://www.alterbridge.ge)

<sup>71</sup> Methodology of Planning, Elaborating and Developing Educational Programs, article 8;



### 3.3. Evaluation of learning outcomes

- The HEI operates a system of adequate, transparent and fair assessment of learning outcomes that contributes to improve academic achievements of students.

#### Description and evaluation

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

The Teaching University has an adequate system of assessing learning outcomes at 2 levels:

I. Within the framework of any implemented program, for the specific component academic personnel shall develop assessment system individually tailored to this component according to the principle of academic freedom that is set out in the syllabi. At the same time, all programs have a single assessment scheme:

Maximum assessment of the course / component is 100 points, which provides midterm and final assessment and it is performed in oral and / or written form.

The grading system shall allow:

a) For five positive grades:

- 1) (A) Excellent –91-100 points;
- 2) (B) Very good –81-90 points of maximum grade;
- 3) (C) Good – 71-80 points of maximum grade;
- 4) (D) Satisfactory – 61-70 points of maximum grade;
- 5) (E) Acceptable –51-60 points of maximum grade:

b) Two types of negative grades:

- 1) (FX) Fail – 41-50 points of maximum grade, or at least 51 points without crossing the minimum competency limit of the final exam, meaning that a student requires some more work for passing and s/he is given a chance to sit an additional examination after independent work;
- 2) (F) Fail – 40 points and less of maximum grade, meaning that the work of a student is not acceptable and s/he has to study the subject a new.

Obtaining ECTS Credits is possible only after the student has achieved the learning outcomes established by the syllabus, taking into consideration the following mandatory requirements:

- a) in case of passing the minimum competency limit of midterm and final assessments;
- b) in the case of obtaining minimum 51 points out of 100 points of final grade

The student will be admitted to the make-up exam if s/he obtained 41-50 points out of a maximum of 100 points, but fails to overcome the minimum competency limit for final assessment.

Format of components and assessment criteria for midterm and final assessment, as well as the minimum competence limits are specified in syllabus of each course/research component/practice considering their specificities<sup>72</sup>.

<sup>72</sup> Rules and Regulations for Educational Process, article 15.



Lecturers are given recommendations and are trained to get acquainted with the general requirements of the evaluation format, components and methods. The syllabusi are reflect transparent criteria used in assessing students' knowledge.

II. Based on the new standard of accreditation, each program is accompanied by an individual mechanism for assessing the results that cnsiders the corresponding educational program specificity. The assessment of the outcmess is grounded on the average values of results of the program compulsory components the that is determined on basis of cyclic form. <sup>73</sup>

The Teaching University has elaborated as a separate document for the procedure for the planning, implementation and evaluation of the practical component and the instruction for preparation of the Bachelor's thesis, which aims to facilitate the student to acquire the practical component and perform the Bachelor's thesis, to introduce assessment methods and criteria.

Practical component is evaluated by a 100-point system at pre-selected practice object.

Practice is evaluated in two stages: midterm and final evaluation.

In the midterm assessment of the practice, the student must collect a maximum of 60 points and it envisage 2 stages and components

A) activity - maximum of 40 points

B) daily reporting practice - maximum 20 points

Activity meanas:

The final assessment / examination / (maximum 40 points), demonstrates the competence acquired during the practice, includes the public defense of the practice report and consists of the following components:

Practice report assessment - maximum 20 points;

Practice report presentation - maximum 20 points.

Student shall be admitted at the presentation stage if the s/he has crossed minimum competency limit<sup>74</sup>.

Bachelor's thesis is evaluated in two stages: midterm and final evaluation. Maximum point of midterm assessment of bachelor's thesis is - 60 points; The minimal limit is 20 points (50%). It implies public defense / presentation of the bachelor's thesis before the Commission. Student shall be admitted at the presentation stage if the s/he has crossed minimum competency limit <sup>75</sup>.

In case of master's program, similar procedures are regulated by the Regulation for Master's<sup>76</sup>. The master's thesis is evaluated by a single assessment, within 100 points at the defense. The master's thesis is positively evaluated if it gets at least 51 points from 100 points. If a student fails to get at least 51 points by master's thesis and its public defense, however his/her assessment will be within 41-50 points, the master's student will be entitled to revise the scientific-research component and present it in the next semester, and if the student's

<sup>73</sup> See annexes of educational programs.

<sup>74</sup> Rule for the planning, implementation and evaluation of the practical component

<sup>75</sup> Instruction for preparation of the Bachelor's thesis.

<sup>76</sup> Regulation for Master's, articles 8, 15.



assessment is within 0-40 points "F", the master's student shall lose right to present the same paper. In this case, s/he is obliged to undertake this component again according to the established rule.

2. The Teaching University has elaborated mechanisms for assessing the learning outcomes of the educational program. Assessment process of learning outcomes of the educational program includes determination, collection and analysis of data necessary to measure learning outcomes. Learning outcomes are important for recognition. The principal question asked to student and graduate is not the question - "what did s/he do to get degree?" But will be "what s/he can do after getting degree?" This approach is relevant to the labor market and is much more flexible when we take into consideration "lifetime learning" and other forms of informal education.

The learning outcomes are evaluated consistently and transparently with the periodicity of the field specificity characteristic. Analysis of the evaluation of the program learning outcomes is used to improve the program, which means modifying the program content and / or learning outcomes and / or assessment systems.

One of the assessments instruments of the course learning outcomes is the student's academic performance assessment, that considers the specificity of the course, the number of students in the group, the student's individual skills and the dynamics of the results, the obtained assessments, the average arithmetic indexes (GPA). As a result of analysis of student academic performance, the quality and level of difficulty of the educational program and individual subjects are determined; How well are the selected topics to be studied; Adequacy of teaching / learning / evaluation methods used in evaluation; Pedagogical and scientific-research skills of the personnel; Level of preparation of students, etc.

For academic performance analysis Normal Distribution (same as Gaussian Distribution) is applied, that is a type of continuous distribution. It describes the distribution of random quantities that are concentrated around one value. The normal distribution is one of the most commonly used and widely spread distribution. It can also be used in the educational process and means the distribution of academic performance on which many similar factors affect. It can be considered to be standard normal distribution. These are standard normal distribution ranges based on above-mentioned:

10-10 % is distributed among A - excellent (91-100) and E-acceptable evaluation (51-60);

25-25 % is distributed among B -very good -(81-90) D-satisfactory evaluation (61-70);

30 % dedicated C-good evaluation -(71-80).

#### **Evidence /Indicators**

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Methodology of Planning, Elaborating and Developing Educational Programs;
- Quality Assurance Mechanisms;
- Rules and Regulations for Educational Process;



- Educational programs and syllabi;
- Instruction for Bachelor's thesis;
- Procedure for planning, implementation and evaluation of the practical component;
- learning outcomes assessment system;
- Regulation for Master's;
- Electronic Platform - ELMS.

#### **Strengths and sides to improve**

Please provide HEI's strengths and sides to improve in accordance with the requirements of this standard components

##### **Strengths**

- Programs have been developed considering the best practices and market requirements, with involvement of all interested parties;
- The structure and content of educational programs is adequately related to the learning outcomes provided by the program;
- Learning outcomes of educational programs respond to the modern requirements of the field;
- Assessment criteria of learning outcomes are transparent and adequate;
- Assessment components are detailed in the syllabi;
- Teaching methodology is based on nearest approaches including: methods of coaching in learning, hands-on learning, and learning by sharing experience.

##### **Sides to improve**

- involvement of students;
- Increase of employers' involvement;
- Increase of the affiliated and invited staff number;
- Increase of foreign experts' involvement in development of programs;

#### **4. Personnel of the HEI**

The HEI ensures that the personnel (academic / scientific / invited / administrative / support) employed in the institution are highly qualified in order to be able to effectively conduct educational, research / scientific / creative / performing and administrative processes and achieve the results defined by the institution's strategic plan. In turn, the administration constantly cares about the professional development of the staff and the improvement of working conditions.

##### **4.1. Staff management**

- The HEI has defined personnel management policy and procedures that will ensure the implementation of educational process and activities specified in the strategic plan;
- The HEI ensures the employment of personnel with appropriate qualifications for academic / scientific / invited / administrative / support staff positions.

##### **Description and evaluation**

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*



The Teaching University has an arranged policy of personnel management, which is reflected in internal normative documents (Internal regulations<sup>77</sup>, Regulation for Conducting Competition for Academic Positions<sup>78</sup>, Rules for affiliation<sup>79</sup>, Mechanisms for assessing research / creative activities of the Teaching University<sup>80</sup>, Quality Assurance Mechanisms<sup>81</sup>).

The rules, terms and relations with the academic personnel are defined by the Regulation for Conducting Competition for Academic Positions. It is based on open, transparent, fair and development-oriented processes. The Competition Commission consists of local or invited members from other HEIs.

The Teaching University has the rule for academic staff affiliation. The affiliation implies written agreement between the Teaching University and academic persons, in which an academic person determines his/her affiliation with the Teaching University, participation on its behalf in other processes related to academic, scientific research and educational field. Alterbridge provides the appropriate workload of academic staff and their involvement in decision-making processes.

Maximum weekly lecture load of academic staff of the Teaching University is 15 hours. Lecture load shall not exceed 12 hours a week if the employee holds an administrative position. The decision on affiliation as a condition for appointment of the personnel to the academic position shall be made by the Rector independently and / or on basis of the Dean's application.

The rules, terms and relations with the invited personnel are based on transparent, fair and development-oriented principles. The assessment of applicant requesting employment as invited personnel is conducted by the Internal Commission, which includes: Head of University Quality Management Office, Head of Human Resources Management Service, Dean, Program Director<sup>82</sup>.

At the first stage the Commission examines the documents submitted by the applicant and establishes its compliance with the qualification requirements and conducts interviews on the second stage. After the interview, the applicant may be required to conduct a trial lecture based on which the skills required for the teaching are checked and, if necessary, language competence, too.

The process of recruitment in administrative staff implies interview with candidates, the chancellery and the head of human resources management service and the head of the relevant structural unit are involved in the process of their employment.

The rules governing personnel management policies are available for interested parties at the stage of concluding contract as well as during contractual relationship. General university regulatory documents and rules governing individual rights and obligations are a part of a employment agreement signed with the staff. These rules are provided to the selected candidates before the contract is concluded, and after the recruitment, the personnel are

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<sup>77</sup> Internal Regulations

<sup>78</sup> Regulation for Conducting Competition for Academic Positions

<sup>79</sup> Rules for affiliation

<sup>80</sup> Mechanisms for assessing research / creative activities of the Teaching University

<sup>81</sup> Quality Assurance Mechanisms

<sup>82</sup> Regulation for Conducting Competition for Academic Positions, Article 12



consulted on the specificity of the occupied position by their immediate supervisor.

Assessment of academic and administrative staff activities, raising qualification and improvement of the process is carried out according to the rules set out in the quality assurance mechanisms<sup>83</sup>. In order to increase research and creative potential, the Teaching University has developed an assessment mechanism of educational-research and administrative activities, criteria and indicators of qualitative and quantitative research.

The academic and invited staff of the Teaching University are evaluated semesterly and annually. The attendance of the lecturers is conducted by the random system in the course of the educational process. Academic staff will be evaluated with the established periodicity by students through the ELMS system; The academic personnel assessment will also be done according to their pedagogical and scientific-research activities. The academic staff of the university shall fill the form of the appropriate report annually and submit to the Quality Management Office. In accordance with the criteria set out in the research / creative activity assessment mechanisms of the Teaching University, the assessment results will be taken into account in assessing academic personnel and further decision-making processes. Monitoring of the activities of administrative personnel is carried out in the university through the relevant questionnaires developed for this purpose.

Teaching University has elaborated rule<sup>84</sup> for promoting academic activities aimed at encouraging scientific activities of the affiliated academic staff of the Teaching University, facilitating their professional development and improving the general level of research in the university. The amount of incentives is granted for the scientific work (article / conference material, book / book chapter), patent and editorial work done on behalf of the university. The principal amount of incentives for the academic person is defined by the university budget at the beginning of each academic year and is approved by the Rector's order.

For the purposes of the employees' satisfaction survey, the Teaching University has developed forms of survey for academic, invited and administrative personnel designed to reveal employees' satisfaction. The structural units of the HEI are obliged to submit annual reports of the activity that will be reviewed by the highest management team of the Teaching University. The Chancellery and Human Resources Management Service together with the heads of the relevant structural units will carry out the evaluation and monitoring of the structural unit's activities, organize consultations in accordance with the activities set out in strategic plan.

The diagrams below show statistical data in different contexts

<sup>83</sup> Quality Assurance Mechanisms, annexes

<sup>84</sup> The Rule for Promoting the Academic Activity





Diagram 12 - **Ratio of academic and invited staff according to gender - quantitative division**

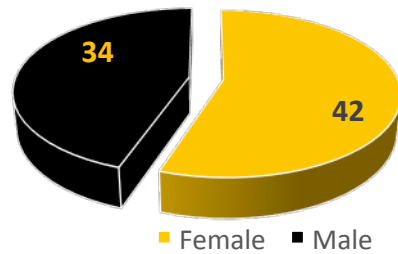


Diagram 13 - **Number of male academic and invited personnel according to ages**

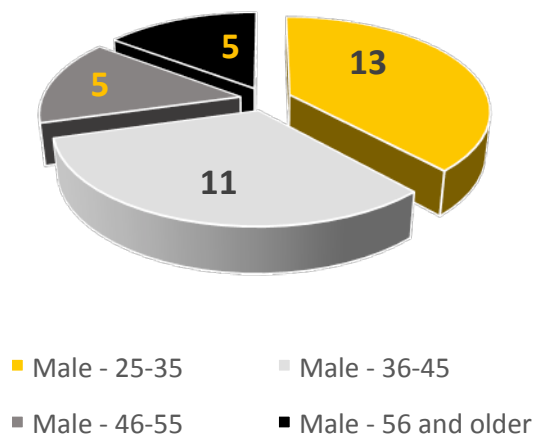


Diagram 14 - **Number of female academic and invited personnel according to ages**

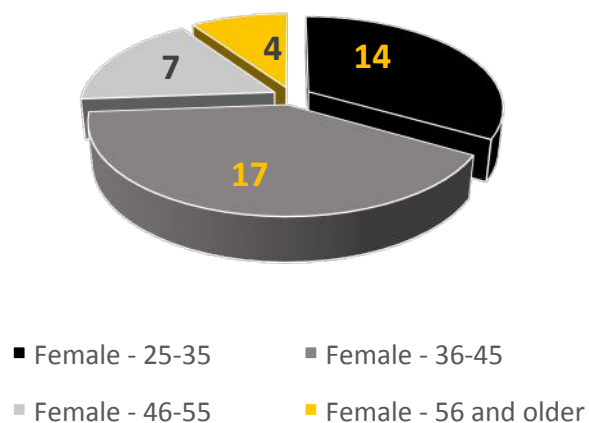
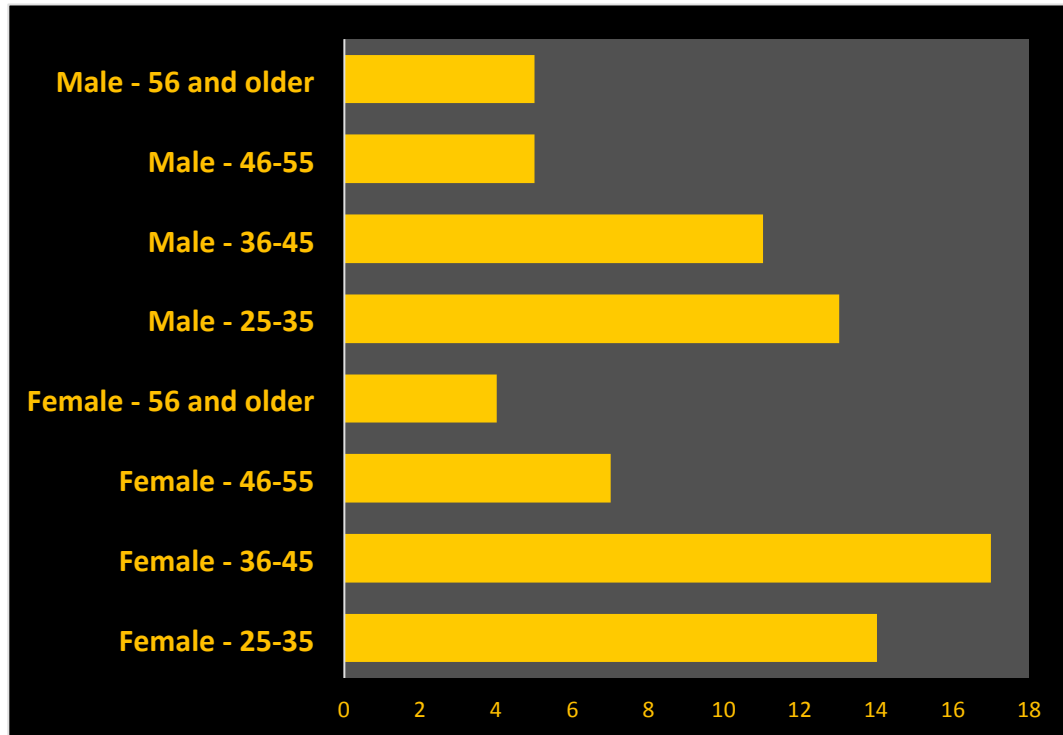




Diagram 15 - Age categories of academic and invited personnel



The Quality Management Office has planned to take into consideration the reports of the heads of appropriate structural units, annual assessments and results of permanent monitoring of the work performance in decision-making processes with regard to employees.

Various types of surveys, reports on implementation of the activities provided by the Strategic and Action Plans and their monitoring will be actively used in the personnel management process, that will help to develop the strategy of achieving and developing administrative resource target benchmark. Assessment results are the basis for elaborating personnel development policies

#### Evidence / indicators

*Describe the relevant evidence / indicators of the component, by indicating the relevant documents or other appropriate evidence.*

- Internal Regulations;
- Regulation for Conducting Competition for Academic Positions;
- Rule for promoting academic activities;
- The HEI regulation;
- Graphical data;
- Personal histories of staff;
- Competition documentation;
- Samples of contracts concluded with personnel and annexes.



#### 4.2. Workload of academic, scientific and invited personnel

- The number and workload of the academic / scientific and invited staff of the HEI is adequate for educational programs, scientific-research / creative / performing activities and other functions imposed on them.

##### Description and evaluation

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

The number of academic and invited personnel in the Teaching University is adequate for the educational programs to be implemented, scientific research activities and other functions imposed on them that are reflected in several documents elaborated by the Teaching University:

Regulation for Student Contingent Planning Methodology and Ratio to Personnel is approved by the Rector's order that regulates the amount of academic and invited staff and target benchmarks:<sup>85</sup>

- The specific indicator of determining the overall maximum quota of students is the number of academic staff, depending on the specificities of the individual program;
- In determining the amount of academic personnel, the focus is mainly made on affiliated personnel, in order to ensure growth of their number in the perspective;
- It is mandatory at least one affiliated academic staff of the field to participate in implementation of educational program (professor / associate professor);
- The ratio of the staff involved in the educational program to the maximum quota of students shall be at least one professor / associate professor for 45 students;
- Maximum weekly limit of academic (including affiliated) personnel lecture load is adjusted to their workload on administrative position in the Teaching University and extent of involvement in research activities;
- During student contingent planning, the number of invited staff is considered within the program according to the educational program Curriculum for each academic year.

The HEI has determined the target benchmarks and indicators of academic and invited personnel<sup>86</sup>:

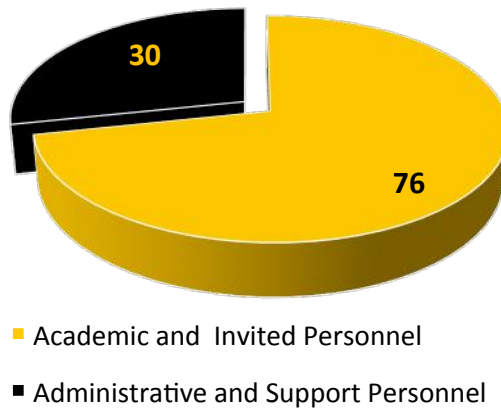
- The ratio of academic and invited personnel number to the total number of administrative and support personnel;
- The ratio of academic and invited personnel to the total number of the institution staff;
- The ratio of the academic staff to the number of invited staff;
- The ratio of the academic personnel number to the affiliated personnel number;
- The ratio of academic, invited personnel number to the number of students;
- Ratio of affiliated academic personnel to the number of students;
- Number of academic and invited personnel with regard to educational programs;
- Number of affiliated personnel with regard to educational programs;
- Academic and invited staff maintenance rate.

<sup>85</sup> Regulation for Student Contingent Planning Methodology and Ratio to Personnel. Article 4.

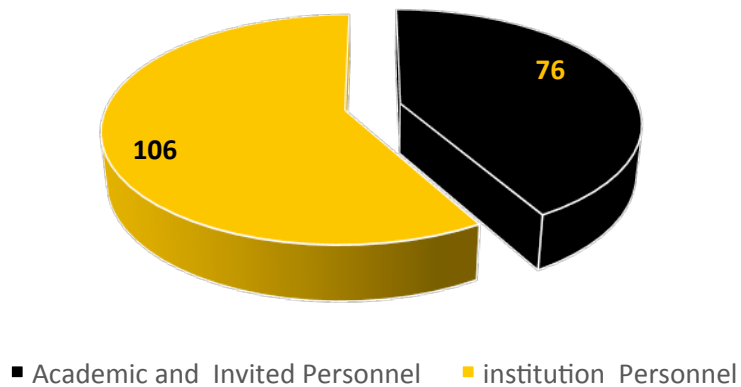
<sup>86</sup> Regulation for Student Contingent Planning Methodology and Ratio to Personnel. Article 5



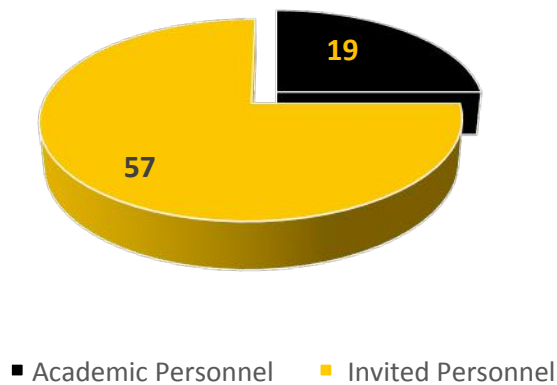
**Diagram 16. The ratio of academic and invited personnel number to the total number of administrative and support personnel**



**Diagram 17. The ratio of academic and invited personnel to the total number of the institution staff**

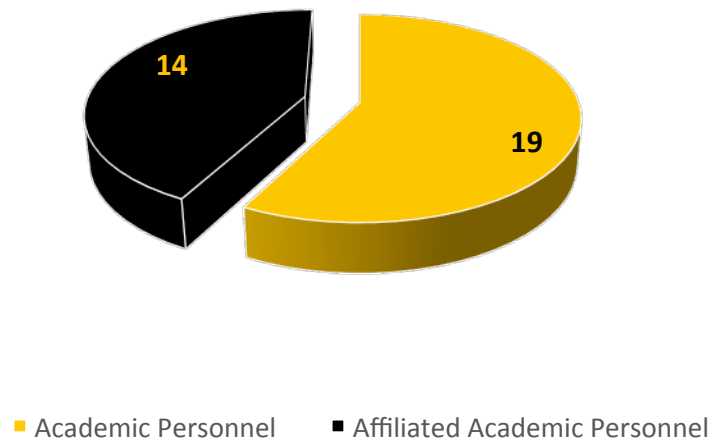


**Diagram 18. The ratio of the academic staff to the number of invited staff**

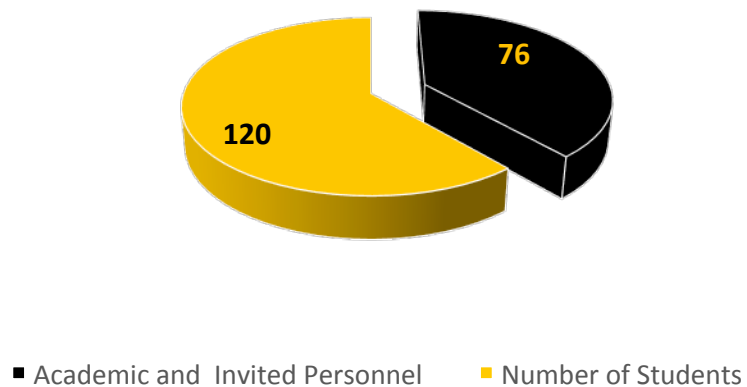




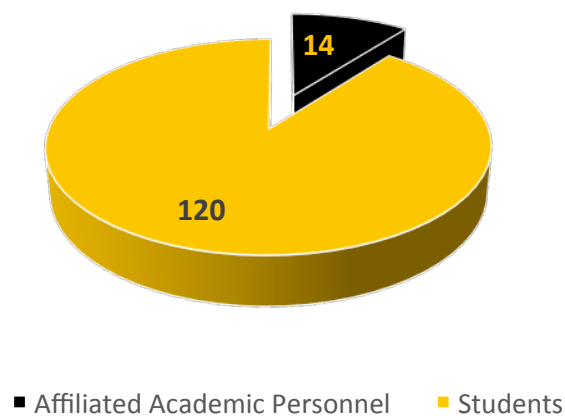
**Diagram 19. The ratio of the academic personnel number to the number of affiliated personnel**



**Diagram 20. The ratio of academic, invited personnel to the number of students**

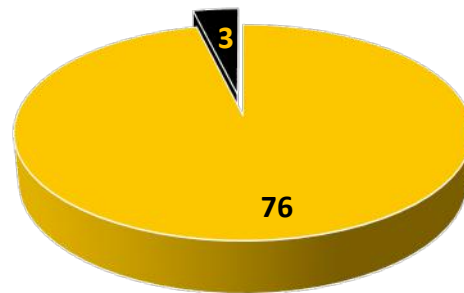


**Diagram 21. Ratio of affiliated academic personnel to the number of students**



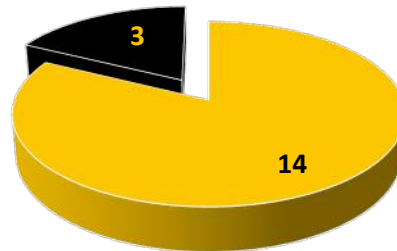


**Diagram 22. Number of academic and invited personnel with regard to educational programs**



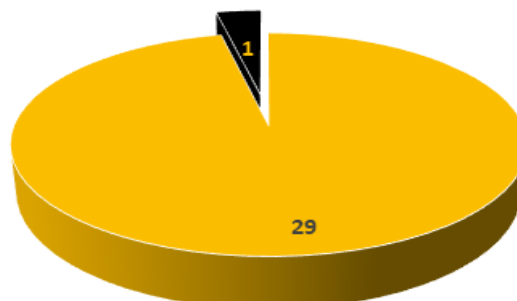
- Academic and Invited Personnel
- Number of Educational Programs

**Diagram 23 – The ratio of the affiliated academic personnel number to the number of students**



- Affiliated Academic Personnel
- Number of Educational Programs

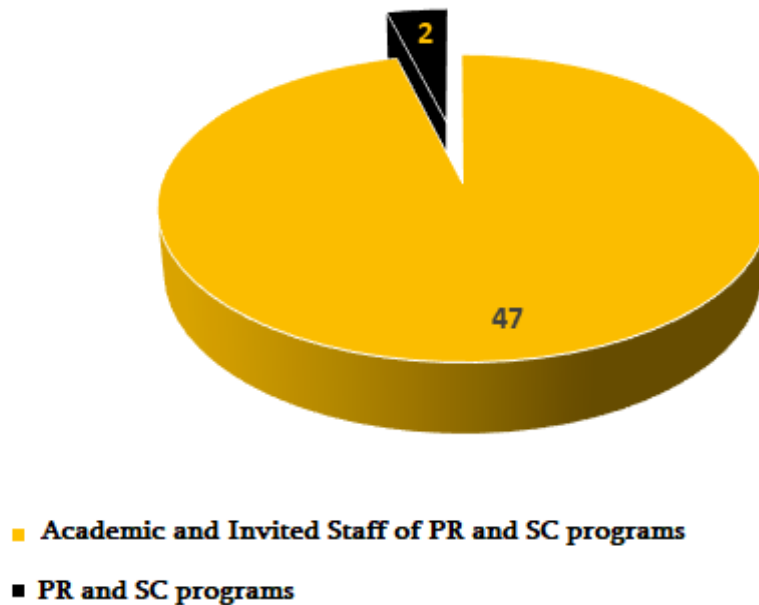
**Diagram 24 - Number of academic and invited staff in Law related to the Bachelor's Degree Program**



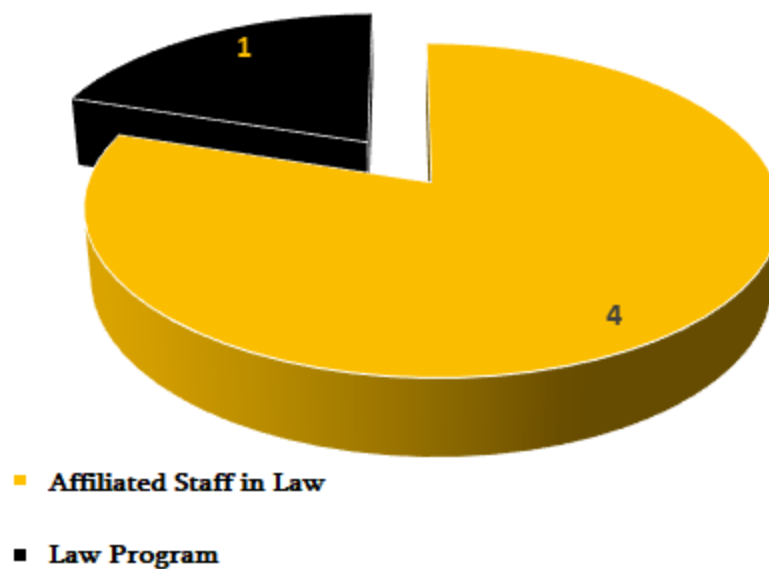
- Academic and Invited staff in the field of Law
- Law Program



**Diagram 25 – The number of academic and invited staff in Public Relations compared to the Bachelor and Strategic Communications Educational Programs of Public Relations.**



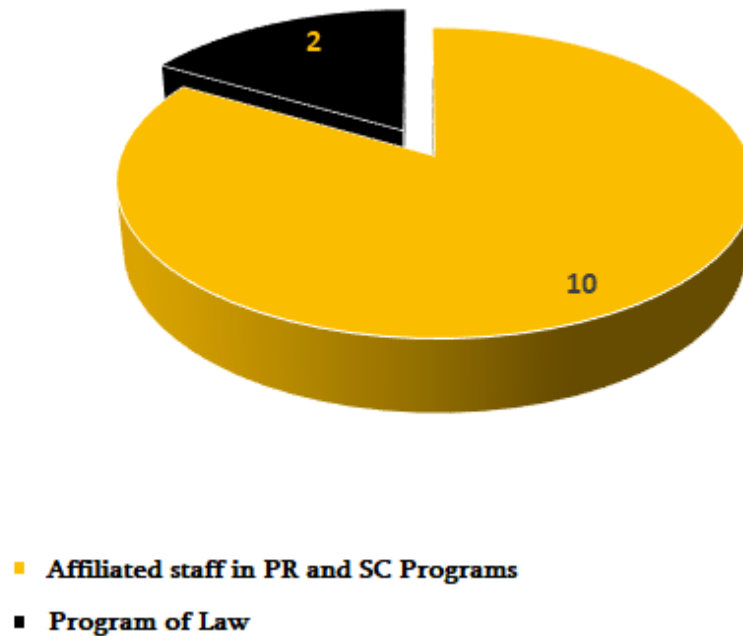
**Diagram 26 – Number of Affiliated Staff in Law compared to the Bachelor program of Law.**



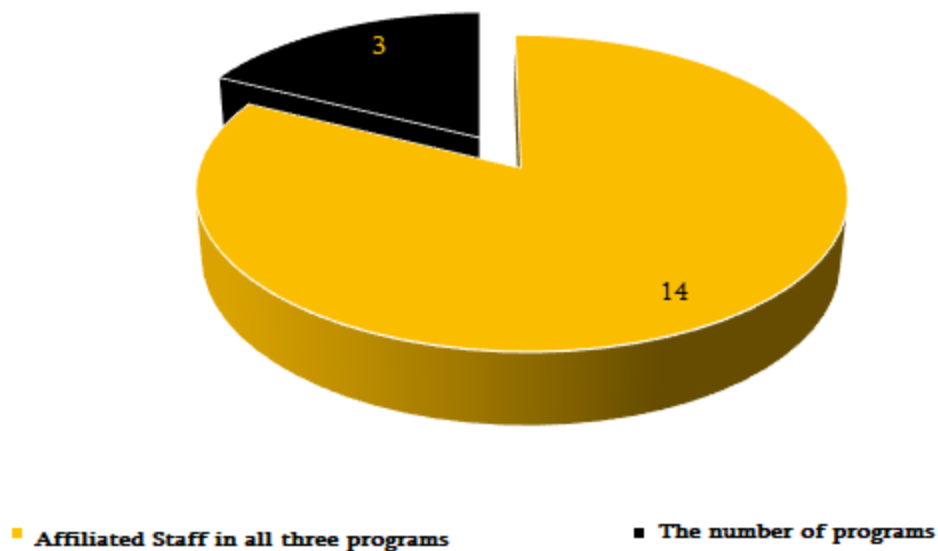




**Diagram 27 - The number of affiliated staff in Public Relations compared to the Bachelor and Strategic Communications Educational Programs of Public Relations.**



**Diagram 28 – The number of all of the academic staff compared to all three educational programs.**





Workload of academic and invited staff at the Teaching University is adequate for the educational programs, scientific research activities and other functions implemented. The rule of determining the academic workload and remuneration is determined by the order of the Rector, which regulates the length of staff load in the administrative position, hourly load, and the amount and conditions of the wage for the academic staff, professors, associate professors, assistant professors, assistants in the management and communication employee at "Alterbridge".

- The maximum number of work load for academic staff of Teaching University is 15 hours.
- For affiliated academic staff lectures work load should not be more than 12 hours a week if the employee holds the administrative position.
- The work load of the academic staff also involves 2 hours a week for consulting to preparedness mode for each training component.
- The university is obliged to take into consideration the work loads of academic staff in other universities so that the whole weekly work load should not be more than 40 hours a week.

A separate document has been developed which is semester load scheme and individual occupancy rate of academic staff, which is filled in every semester individually by the personnel who has above noted function. Also scientific/research work load is filled every year individually by the same staff who has this defined duty.

**Training / academic activities by academic staff includes:**

- Study / Auditor Overdraft (Lecture / Working Group, Practical, Laboratory Study);
- Consulting Students, Individual work.
- Preparing lectures, workgroups, practical/laboratory studies
- Preparing midterm and final exam questions
- Students' assessment at midterm and final exams
- Mastering the Bachelor Program – if co-lead -halving
- Mastering the Master Program – if co-lead – halving
- Participation in development of educational programs / curriculums, training courses / module syllabi, development processes;
- Mastering the BA's Thesis
- Mastering the MA's Thesis
- Supervising production/professional practice.

**Scientific-research activities include:**

- Publishing / translating textbook, scientific work or monograph on behalf of the Teaching University;
- Organizing scientific conference;
- Publication of scientific paper and / or speech / participation in the conference;



- Preparation / implementation of the scientific grant project and / or participation in scientific research project;
- Editing scientific journal / article;
- Review of Master Papers and / or Management / Reviewing and Membership of Qualification Commissions.

**The administrative activities implemented by the staff include:**

- Combination of administrative functions;
- Other activities taken into consideration for HEI purposes

**Evidence / indicators**

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Procedure for promoting academic activities;
- Student Contingency Planning Methodology and Rule of Compensation with Staff
- Approval procedure;
- Regulations;
- Academic staff semester loading scheme and individual loading indicator of academic staff;
- Rules for loading and remuneration of academic staff.

**Strong sides and sides which need to be improved:**

Please provide HEI's strengths and improvements in accordance with the requirements of the standard components of this standard

**Strenghts**

- Existence of human resources management policy;
- Establishment of methodology for determining contingent of academic personnel;
- Encouraging academic activities;
- Involvement of academic staff in HEI educational activities and management;
- High corporate culture and teamwork;
- Promoting staff in personal and professional development;
- HEI's commitment to systematic consultations, meetings and cooperation.

**Needs to be Improved**

- Ensuring the efficiency of human resource management;
- Development of systems of attraction, loyalty and involvement in processes;
- Attracting financial resources for staff development;

**5. Students and Their Support Activities**

HEI Provides the creation of a student-oriented environment and protecting their rights; Providing students with relevant services, including employment support mechanisms, provides students with the highest awareness, provides diverse activities and promotes students' engagement in these events. In order to improve student support activities, it envisages the results of student survey.



### 5.1. Rule of recognition, modification and education of student status and student rights

- The rules for recognition, suspension and termination of student status, granting mobility, qualification, issuing educational documents, and recognition of education received during the study period are developed for each educational level of HEI;
- HEI provides the protection of students' rights and legitimate interests.

#### Description and Evaluation

*Describe, analyze and evaluate the implemented, current and planned activities of the HEI regarding the requirements of the standard component.*

The academic activities of the university are defined by regulation of the learning process, which establishes the legal status of the student, its rights and obligations, the procedure for recognition of the status of student acquisition, suspension and termination, mobility, and education in the course of study; Determines the procedural issues related to the implementation of the learning process, including the organization of the programs<sup>87</sup>.

#### Obtaining Student's Status

A person is entitled to undergraduate program at the Bachelor (first) level of higher academic education if it has full general education or document equal to it, has successfully passed unified national exams and obtained the right to study according to „The Law of Georgia on Higher Education.”

Foreign country citizens are interviewed to determine the language competence in accordance with specific program requirements; The prerequisite for access to the program may be the necessity of recognizing the language of the competence of the language<sup>88</sup>.

Applicant shall be admitted to the Master Program if he/she has a Bachelor's Degree or equivalent degree with a Bachelor's degree, with successful pass of Master Degree Exams and Internal Qualification Exams / Exams of the Teaching University. The status of the first and second cycle of educational programs can be obtained in accordance with the applicable legislation in Georgia without the national exams and unified master's exams;

In order to obtain a Master's Degree, the candidate shall pass the general examination conducted by the National Examination Center and the internal examination, envisaged by the Teaching University, which includes a motivational essay and a resume presentation.<sup>89</sup>

Candidate shall pass Unified Master's Examination conducted by The National Examinations Center and internal exams specified by the Teaching University<sup>90</sup>.

In case of submitting the incomplete document the statement of the Master candidate is considered abolished.

<sup>87</sup> The Rule for regulating the learning process

<sup>88</sup> The Rule for regulating the learning process, article II

<sup>89</sup> Master's program (evaluation criteria)

<sup>90</sup> Master's Regulation, article 3



The enrollment in the master's degree is confirmed by the individual administrative-legal act of the Rector of the University, which will be posted on the webpage of the Teaching University.<sup>91</sup>

External mobility is carried out in the Teaching University according to the normative acts established by the Legal Acts of the National Center for Educational Quality Enhancement and the normative acts of the Teaching University.

The student has the right to change the educational program in internal mobility during the study period. Internal mobility is announced on the basis of the rector's order and the process is administered by the Teaching University. The right to participate in internal mobility is provided by the student in accordance with the Georgian legislation.<sup>92</sup>

The Teaching University has a procedure to stop student status according to following grounds: a) personal statement (without reason); B) Study in a higher education institution of international country except for study within the Exchange Educational Program; C) pregnancy, childbirth, child care or health worsening; D) violation of financial liabilities (non-payment of tuition fees) envisaged by the educational services agreement between the student and the institution; E) Assassination of academic registration; F) Other instances established by the normative acts of the Teaching University.

The termination of the status of a student is considered to be exempt from performing the rights and obligations of the institution and student without termination of student status; During the suspension of student status, the institution and student are exempt from fulfillment of mutual rights and duties, except for the rights and obligations that have arisen before the status quo; The person who has stopped the student status shall not be considered within the total number of students of the institution.<sup>93</sup>

The Teaching University has defined the procedure for termination of student status, based on the grounds for termination of the status:

- A) Completion of the educational program at the given level
- B) Personal statement
- C) Withdrawal of a 5-year term from student suspension, except for the case envisaged by the legislation
- D) The death or recognition of death by the court;
- E) Other grounds envisaged by the applicable legislation and normative acts of the institution.

Legal consequences of the termination of the status of a student shall be held twelve months after the date of the decree. The student status in this period of time is considered suspended and the student is entitled to enjoy the right of mobility. In case of termination of student status, its re-acquisition is permissible under the rule established by law; The termination of the status of a student shall be issued by the Rector's Order, which does not relieve the parties from fulfilling the obligations arising before.

The Teaching University has defined procedures of status restoration. Namely: In case of elimination of the

<sup>91</sup> Master's Regulation, article 1-3

<sup>92</sup> The regulating rule for learning process, article 3-4

<sup>93</sup> The regulating rule for learning process, article 5



cause of the suspension of the status, the student is entitled to request the restoration of the status based on his own application. The Teaching University is obliged to provide student status restoration in the registry of educational institutions. Restoration of student status is permissible by exceeding the total number of students. In this case, the number of students enrolled above the total number of students will be deducted from the number of students admitted by the university for the next academic year; The status of the student is allowed to be restored within 4 weeks after the beginning of the semester, in case of removal of the status after the expiry of this term, the status shall be restored from the next semester; In case of restoration of student status after the commencement of the lecture period, the university is not obliged to reimburse the student's failed lectures and / or evaluation activities; The school's dean, along with the head of the relevant educational program, determines the credits collected by the student, and in which semester should the student continue studying; If necessary, individual curriculum is drawn.

The Teaching University has prepared a guidebook for entrants and students to provide comprehensive information on UID-CIDO, which describes the basic rules and procedures related to the university's educational process, important issues related to educational programs and other student life<sup>94</sup>.

The Teaching University has drawn samples of contracts in Georgian and English languages. The agreement defines the rights and obligations of the parties, the payment policy, the rule of dispute settlement and the grounds for termination of the contract. The rule of regulation of the curriculum, the procedure for regulating the learning process, the rule of use of the library, the Code of Ethics and the other internal regulatory documents of the HEI are part of the contract.<sup>95</sup> The student agrees with the signature for the purpose of conducting the educational process, the University's processing of its personal data in accordance with the applicable legislation

The process of concluding agreements is administered by the Learning Process Administrative Service, which responds to students' additional questions regarding the contract.<sup>96</sup>

For the protection of students' rights and legitimate interests in the Teaching University there is a transparent and fair principle of evaluation . In the programs and syllabi, the 100-point assessment system describes how the student is examined / surveyed and the criteria evaluated by the student.

The University Code of Ethics regulates the student's obligations and responsibilities. Any action or behavior that the student may violate the rights and obligations defined by the regulatory documents may be subject to disciplinary commission consideration. Any stage of the proceedings concerning the student's rights and legitimate interests is fair, transparent and consistent with the legislation of Georgia.<sup>97</sup>

In order to protect students' rights and legitimate interests, a student of the university is entitled to apply to any structural unit of the university administration and receive responses from a particular subject. In case of request, it will provide the student with the necessary documentation, processing and distribution of documents

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<sup>94</sup> Student's guidebook

<sup>95</sup> Contract between the student and HEI

<sup>96</sup> HEI Regulation, article 19

<sup>97</sup> Code of Ethics, article 4



required in accordance with the legislation, in compliance with the general rules and procedures of the applicant<sup>98</sup>.

As for the students with special educational needs the University creates and provides the opportunity to fully integrate into the society and provide professional or academic education. Rules of regulating the learning process determine the rules and conditions for students with special educational needs.<sup>99</sup>

Providing quality and comprehensive education at the Teaching University facilitates the library, which is a closed educational institution (for only students and staff) at the University Balance, where the print and electronic editions are protected.<sup>100</sup>

Any information about HEI activities is public for students and is available at the university website.

#### **Evidence / indicators**

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Rules for regulating the learning process;
- Master's program of Strategic Communications;
- Master Studies Regulation;
- Student's guideline;
- A sample of agreements signed between the university and the student;
- HEI regulations;
- Rule of proceedings;
- The library's Regulation;
- Code of Ethics.

#### **5.2. Students' Support Activities**

- Consulting services in the HEI to improve educational process planning and academic achievements;
- The HEI is a career support service where students receive appropriate consultation and support for employment and career development;
- Provides students' awareness and involvement in various university, local and international projects and activities, and promotes student initiatives;
- The HEI has support for socially invasive students, including financial support mechanisms.

#### **Description and Evaluation**

*Describe, analyze and evaluate the implemented, current and planned activities of the HEI regarding the requirements of the standard component.*

#### **Students' studying, personal development and self-realization**

The Teaching University's work is a student-oriented process and is aimed at establishing a full-fledged, self-realistic person. It develops the best practices of transformational learning and introduces experimental and interdisciplinary education methods in the learning process; The continuing education center of the HEI is the career and personal growth programs that are focused on establishing creative and entrepreneurial skills, deepening logical thinking and realization of personal potential; Students are involved in sectoral projects; Have an opportunity to have active communication with employers; Are engaged in research projects, creative, social

<sup>98</sup> The rule of proceedings

<sup>99</sup> The rule and regulations the educational process

<sup>100</sup> The library Regulation, article 1





and social activities; Disabled and SSG students will provide the relevant conditions; Encourage mechanisms for students' promotion; The students are trained in continuous mode of learning.

Consulting services in the HEI are to improve educational process planning and academic achievements. The student can apply for the teaching process and will assist him in obtaining the content, prerequisites, credit accumulation and other required information.

The Training Process Management Service provides students with information about assessment, training tables, other issues related to learning process, providing information to the relevant personnel regarding the restoration / suspension / termination of student status and organizational and technical support of the process; Technical support for the preparation of an individual curriculum for students within the program in agreement with the program manager.

The lecturer of each academic course of the Teaching University has allocated additional time for the consultation of students, which is so formulated:

Consultation: Lecture-seminar days, 2 hours, University academic auditorium. This entry is available in all syllabi. Introducing syllabus for students in the first week of the study.

**Students support activities are provided by the Entrepreneurs and Students Services and Career Management Service**

Career management services and educational services to will consult students professional orientation, future employment and career advancement, for which it will coordinate the civil, private and public sector cooperation with graduates and students employee content; Creates employers' databases and informs students and graduates; Facilitate the implementation of student projects and innovative initiatives; Help international students to integrate into the learning environment; Provide information to the Teaching University to ensure successful students' employment.<sup>101</sup>

Teaching University promotes students to engage in international mobility, projects and programs. To this end, the University will provide students with information about planned international conferences and forums. Students have access to planned and implemented projects / events through the University website and social network.

E-Learning system is provided by ELMS which ensures the transparency of the content of the educational programs and their implementation process, maximizing the students' awareness about the teaching or other university changes.

Teaching University is focused on offering the students and academic staff the mobility, participation in researches, receiving education abroad and other matters associated with internationalization.

Employment and career development in the university developed internships aim at promoting professional development for students and graduates with the prospect of further employment.

Teaching University allows young specialists to work independently and show creative initiatives in order to ensure high quality staff training, their professional development, development and improvement of practical

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<sup>101</sup> HEI's Regulation, article 19



skills.

The procedures and internships of interns are coordinated by the entrants and students' services and career management services. For the purpose of realizing the practical component in the individual program, the program manager will provide students' distribution in partner organizations<sup>102</sup>. Under the Bachelor's Degree Program, the Law Clinic is envisaged by the Practitioner Advocate, who will conduct the professional skills of the students at the undergraduate level at the teaching process.<sup>103</sup>

**For the students' professional development and future career, the university has signed Memorandums of Cooperation with the local and International organizations, among them:**

- Georgian Centre for Strategic Research and Development
- Centre for International legal studies
- National Parliamentary Library of Georgia
- School of Management- University College in Warsaw;
- VIAMODA College in Warsaw;
- Found Trends Creative Management;
- NNLE "National Youth Palace";
- Publicity Group
- NNLE "Georgian Employers Group"
- JMG & PARTNERS
- Training Center of Georgian Bar Association;
- Journal "BusinessPost"

The university education center is the center of Lifelong learning that aims to meet the needs of the individual's lifestyle through various training, summer school, masterclasses, professional programs, qualification raising activities; Lifelong learning and qualification for different social and age groups of society through providing opportunities for professional development.<sup>104</sup>

The university has a continuing education and career development center. The purpose of the Center is to deliver the person's continuing educational product.

The Continuity Education Center aims to:

- Providing adequate conditions for satisfying the educational needs of a person for the lifetime;
- Implementing various training, summer school, master class, professional program, qualification raising measures;
- Involvement in the employment field by ensuring sustainable education, qualification enhancement and professional development for different social and age groups of society.

The International Scientific Conference "Challenges of Contemporary Science" will be conducted in order to develop students and graduates in scientific direction. A scientific electronic journal will be published in which paragraphs of students and graduate students will be published, both from Georgia and abroad. The journal

<sup>102</sup> Regulation of Internship, article 1,3

<sup>103</sup> Bachelor's program in Law

<sup>104</sup> HEI's Regulation



contributes to the internationalization of scientific potential of Georgian students and the policy of mutual cooperation.<sup>105</sup>

University Quality Management Office has developed a special evaluation questionnaires, according to which it will be possible to determine the students' awareness, activism, participation of and level of involvement and satisfaction in a variety of university, local and international projects and activities, as well as initiatives to support students.<sup>106</sup>

The HEI clearly defined mechanisms of financial remuneration, and the rule of issuing scholarships, as well as the rule of monetary incentives in the framework of which the Teaching University establishes various benefits for students of such categories including socially vulnerable students, s as socially vulnerable families; Student family; Representatives of national minorities; Persons living in IDP and occupied territories; Members of many families; Persons with Disabilities; Persons living in high mountainous regions;

Children of the deceased persons for the protection of territorial integrity; Young orphans and parental care.. Also, in some special cases by the order of the Rector.

The procedure and conditions for the getting the rights for benefits are defined in the the Teaching University's regulating rules for learning processes. <sup>107</sup>

According to the rule of granting scholarship: the main criterion for the scholarship is the student's rating (the semester's high academic performance score). Scholarship is the basis for the student's accumulation of at least 30 credits in the semester and "A" (91 - 100 points) in all training components. Establishment of high academic achievements of the student and granting of scholarship at the University of Teaching is based on the calculation of the average student's assessment (GPA). The scholarships will be established on the basis of the results of the third and every semester exams of the program. After examining the academic scores of students, a top rated student (who has the highest academic performance rate) will be selected and their data will be submitted to the rector who will be awarded the scholarships for the students. The procedure for the appointment, amount and termination of the scholarship is regulated by the document regulating the HEI course.

The Rector of the Teaching University is entitled to take various initiatives to improve student life and increase student motivation on the basis of its initiative and / or student's request. One-time monetary encouragement can be transferred to the student who took part in the university, international or national conference, sports and intellectual competitions and bestowed himself and the university.

#### **Evidence / indicators**

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Memoranda of mutual cooperation with partner organizations / institutions;
- HEI regulation;
- Internship procedure;
- Strategic Development Plan 2019-2026;

<sup>105</sup> Concept of the e-journal "Challenges of Contemporary Science"

<sup>106</sup> Quality Assurance Mechanisms, annexes 12. 20,21

<sup>107</sup> Rules and Regulation for Educational Program, article 11



- Educational programs;
- Three-year action plan;
- Students' Guidebook;
- Quality improvement mechanisms;
- Rules for regulating the learning process.

### Strong and Improvement Sides

Please provide HEI's strengths and improvements in accordance with the requirements of the standard components of this standard

#### Strengths

- Adapted ecological training space tailored to students;
- Facilitate students' career and personal development;
- Students' internships;
- Transparent and fair assessment system;
- Students' involvement in university education processes;
- Students' involvement in HEI management processes;
- Effective mechanisms for granting financial benefits to students;
- Rule of scholarship and one-time monetary incentives.

#### Weaknesses

- Increasing the university grants;
- Improvement of infrastructure for Disabled and Graduate Students;
- Offer more space for entertaining and creative activities for students;
- Ensure students' sports infrastructure.

## 6. Research, development and / or other creative activities

Having regard to the specificity and nature of the field, HEI cares about strengthening its own research function, ensures the development of research provisions and raising the quality of research activities.

### 6.1. Research Activities

- Due to the specificity of the field, HEI carries out research / creative activities;
- Ensures efficiency of Doctoral Studies Management;
- The HEI has public, transparent and fair procedures to evaluate and protect the relevant dissertation thesis specifications.

#### Description and Evaluation

*Describe, analyze and evaluate the implemented, ongoing and planned activities of the HEI with regard to the given component requirements of the standard.*

The main focus of the University's strategic development is to enhance research potential, for which the available and transparent environment for research and relevant initiatives has been created.

In turn, it helps to reveal and increase motivated young researchers and provide students / staff engagement in scientific projects. Long-term relationship with donor organizations will develop research infrastructure. The Teaching University constantly collects data from public opinion and field competences; Examines the needs of local and international markets and develops the most demanded master's programs in mind.



Strategic Development Plan and three-year Action Plan (2019-2022) have been approved and promoted by HEI Research.<sup>108</sup>

Among the planned tasks are:

- System improvement of research projects financing;
- Cooperation with scientific funds and donors;
- Expanding research potential of academic personnel;
- Provide academic honesty in the HEI.

Center for research activities at the university, which aims to:

- Facilitate development of scientific researches at the university and generation of technological and service innovations;
- Assist the faculty-lecturers and students of the university to effectively implement the research results in the teaching process.

**The source of financing of the center is:**

- Budget allocated by the Teaching University;
- Scientific-research grants derived from different funds;
- Financial resources allocated by partner organizations;
- Sums received from realization of scientific-analytical products and publishing activities;

The academic staff of the Teaching University can be involved in the work of the Center. In individual cases, the decision of the head of the Center and the recommendation of the academic staff involved in the research project may involve the invited staff.<sup>109</sup>

The most important component of university education is research work in both educational programs and independently of them. In research activity, young researchers, invited specialists, motivated students and research implementing structural units are joined together with academic staff of the Teaching University.<sup>110</sup>

In scientific-research and creative activities the Teaching University provides the preservation of academic freedom. By attracting and preserving young researchers to mobilize resources and research on priority areas of research it promotes effective performance of research activities. Costs for scientific research activities in the overall budget are in themselves to serve highly qualified specialists and provide financing of targeted projects.

The main purpose of the activity is to ensure continuous professional growth and development of scientific-pedagogic personnel and practical experience; Promote high involvement of young staff in scientific-research activities; Introduction of the latest information-technological and scientific methodology and large-scale use.<sup>111</sup>

### **Research Direction**

Within the scope of scientific-research and creative activities, an effective system will be able to select grant-

<sup>108</sup> Three- Year Action Plan, (goal 4)

<sup>109</sup> HEI's Regulation, article 20

<sup>110</sup> The Strategy of Scientific Research and Creative Activities

<sup>111</sup> The Concept of Scientific Research and Creative Activities



competition projects. Priority is given to research on oriented research, improvement of communication skills and management skills, as well as research on topical issues and organizing discussion format meetings.

In order to develop research potential in the short term, e-magazine's publication<sup>112</sup> is planned. Also it's very important to attract the young researchers to take part in scientific Olympiads and conferences.

The achievement of multilateral engagement is based on the activities of internationalization policies, joint projects of the international community, as well as the selection of prioritized research topics, preparation of the master's papers and improving the research component.

**The rule of planning, implementation and evaluation of scientific-research component** is regulated by the Master's Regulations of the Teaching University<sup>113</sup>, which implies the selection and management of the Master's Thesis, submitting, reviewing, reviewing, public security, evaluation and other procedures. Master's thesis is an independent study whose results are reflected in the actuality of the specific topic. With the consent of the Master's Program, the selected topic and the head of the program may be a Doctor of relevant direction or relevant field or academic person with equal academic degree / academic staff of the Teaching University, except for doctorate. Coordination is permitted during interdisciplinary research.

#### Evidences/Indicators

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Concept of research activities;
- Three-year action plan;
- The concept of e-magazine «Challenges of Modern Science»;
- Magistrate's Regulations
- HEI regulations

#### 6.2. Support research and internationalization

- The HEI has an effective system of research, development and artistic-creative activities;
- Attract and involve new staff in research / artistic activities;
- HEI cares about internationalization of research / development / creative activities.

#### Description and Evaluation

*Describe, analyze and evaluate the implemented, current and planned activities of the HEI regarding the requirements of the standard component.*

University research activities in support of creating a system, which formed the trials of those responsible for the functions of research, evaluation, grant projects for participation in the research activity, sources of funding, university research, information support, academic and intellectual honesty resort including the use of protection.

#### Support Research

The research activities are coordinated by the Vice-Rector responsible for conducting high quality scientific researches at the University, further development of the Research Activity Center, promotion of publication of

<sup>112</sup> The concept of e-magazine «Challenges of Modern Science»

<sup>113</sup> Magistrate's Regulations, article 9-16



scientific journals. The Vice-Rector analyzes research funding opportunities and provides information on relevant structural units. The Vice-Rector will coordinate the implementation of the scientific-research component and plan-evaluation processes within the educational programs, and monitor the organizational and information support of academic personnel implementation of scientific activities.<sup>114</sup>

The information about the activities undertaken by research activities is available through the website of the Teaching University and other Internet resources, as well as auxiliary means of communication, including print media.

### Research Activity Center

One of the structural units of the Teaching University is the Research Activity Center, which has the following objectives:

- Organization of university research activities
- Analysis of reports prepared by persons responsible for research
- Mobilize relevant staff for review and review of research papers
- Administration of university research grants
- To ensure academic honesty<sup>115</sup>

The Teaching University is focused on both local and international students to offer the best opportunities through which university graduates will be able to self-actualize under globalization. For this purpose, the internationalization policy<sup>116</sup> has been introduced in this academic university, the main directions of which are: mobility of students and academic personnel, participation in joint research, involvement of international experts, best international practice.

The main aspects of internationalization policy are developed in the HEI:

- Inviting Partner University Professors at Teaching University and Academic Activity;
- Promoting the development and implementation of English-language educational programs;
- Implementation of joint research projects, publications, scientific forums.

The Teaching University has a systemic approach, based on which the teaching, research and development processes are transparent and objective.

The approach envisages maximum involvement of the parties involved in research activities and is concerned about the following activities:

Activity	Involved Parties
Effective system of research and development support and constant monitoring	Employers, Students, Academic Council, Staff
Planning research and creative activities based on the specifications of the field	Employers, Students, Staff
Internationalization of research and creative activities	Partner Organizations, Students,

<sup>114</sup> The Strategy of the Scientific-research Activities

<sup>115</sup> HEI's Regulation, article 20

<sup>116</sup> Internationalization Policy





and improvement of quality	Staff
Assessment system of scientific productivity of academic personnel	Quality Management Service, Research Activity Center
Academic personnel scientific productivity assessment-analysis system implementation of joint master's programs jointly with international and local professors	Employers, academic staff, students, Partner organizations

The future plans of scientific-research and creative activities are as follows:

- Involvement of international researchers in the editorial board of the journal;
- Organizing international conferences;
- Expansion of cooperation with higher education institutions abroad

The Quality Management Service of the Teaching University has developed special assessment form / questionnaires<sup>117</sup> for the promotion of international cooperation and internationalization and their effectiveness.

One of the topical aspects of the Teaching University is involvement of young scientists and students in the process of continuing education and professional qualification and ongoing research on topical issues for the public.

Teaching University is an effective support system for young staff, which, first of all, involves them to participate in the development of new undergraduate or graduate programs, research and creative activities through the principles of internationalization, student initiatives and other joint activities. The strategy<sup>118</sup> developed for attracting young people in scientific-research activities includes:

- Establishing relationships with target groups;
- Conducting thematic meetings in different formats;
- Providing information on international exchange programs;
- Participating in new initiatives and interesting challenges,

In order to attract young researchers, the Teaching University will conduct periodic research to identify the requirements to assist qualified staff in conducting scientific and applied research.

Indicators of the implementation of the strategy of attracting and involving young staff are:

- Transfer system of students enrolled at the Teaching University;
- Access and mastering modern multinational technologies by students;
- Students' involvement programs in scientific-research activities;
- Integration of studies with the teaching process.

The Teaching University constantly studies the educational market requirements and training platforms for

<sup>117</sup> Quality Assurance Mechanisms

<sup>118</sup> The Strategy of attracting and involving young staff in scientific-research and creative activities



partnership worldwide. It will facilitate the implementation of international scale activities in the form of training, symposia or conferences within the existing school(s).

#### Evidences/Indicators

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Concept of research activities;
- Memorandums with international higher education institutions;
- University Budget;
- Strategy of attracting and involving young staff in scientific, research and creative activities;
- Internationalization Policy;
- Quality assurance mechanisms.

#### 6.3. Assessment of research activities

- The HEI has a system of evaluation and analysis of research / creative activities, scientific-research units and academic / scientific personnel scientific productivity.

#### Description and Evaluation

*Describe, analyze and evaluate the implemented, current and planned activities of the HEI regarding the requirements of the standard component.*

The Teaching University has a system of evaluation and analysis of scientific product quality, scientific-research units and academic/affiliated staff. Quality Management Office has elaborated the quality assessment mechanisms and self-evaluation system of staff productivity, which will evaluate the results of the academic staff annually. At the end of each year, academic personnel will have scientific-research activities and research results will be used to develop future research activities. Evaluation of scientific-research activities will result in quantitative and qualitative analysis of results, their public disclosure and recommendations and feedback with staff. On the basis of the analysis of the report, the Quality Management Service will present recommendations to the Academic Council and, if necessary, changes are made, announcing new competitions, conducting different activities for professional development of the staff.

As far as the university is just based, it has not granted authorization status. Therefore, there is not yet performed the research activities. Though, the academic staff of the Teach University has accumulated practical experience in the direction of the field and they independently carry out various scientific research activities in different universities as the leadership of the Graduate Studies, as well as participation in conferences or papers.

The assessment of the research and creative activities of academic staff by the university is based on the following basic principles:

**Orientation on Standards** - One of the most important tasks of the assessment system is to increase the level of quality according to educational standards;

**Equal opportunities** - Discrimination based on age, sex, national or ethnic identity, religion and other factors is not excluded from the establishment of goals and objectives, realization and implementation. Employee assessment is transparent and fair, confidentiality and privacy is protected;

**Fair attitude** - provides objective and impartial evaluation;

**Personal and Professional Development** - The Teaching University constantly exercises its activities for professional development and self-development;



The Teaching University has a special form designed to evaluate research activities: scientific research activities, manuals / articles publications, participation in scientific and other activities<sup>119</sup>. At the end of each academic year, the professor / associate professor / assistant professor shall submit the form to the Quality Management Service on his / her academic / scientific pursuits. The minimum number of points awarded for each reporting period is: 15 for Assistant Professors, 30 for Associate Professors and 50 for Professors.

This assessment will be taken into account when assessing the need for distribution of responsibility for academic staff and the necessity of professional development.

The efficiency of scientific-research and creative-innovative activities of the university is based on the study of the academic staff's research potential, intellectual property and copyright protection. Successful implementation of research activities plays a role in the private and state structures of the relevant profile, cooperation with multi-profile scientific institutions, and most importantly, transparency and credibility of research results by the parties involved in the research (academic or invited staff, students, alumni).<sup>120</sup>

The level of international level qualification requirements is determined by:

- Participation in large-scale scientific-educational projects;
- Selection of priority directions of curriculum programs;
- Increase the competence of scientific-pedagogic personnel;
- High quality of university scientific researches;

Continuous improvement of research and creative activities is due to improving quality of teaching processes and updating topics, as well as putting forward relevant issues for specific field or socio-economic situation in general. Teaching University has an important priority for its development, organizing forums, conferences and symposiums at local and international level, discussions and business meetings with public and business sectors. Naturally, it contributes to the development of our country in the direction of science, economic development or business management.

#### **Evidences/Indicators**

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- University Research Strategy
- RFAP form evaluation form of academic personnel scientific-pedagogical activity
- Concept of Scientific Research Activities;
- Quality Assurance Mechanisms
- HEI Regulations.

#### **Powerful and Improvement Sides**

Please provide HEI's strengths and improvements in accordance with the requirements of the standard components.

<sup>119</sup> Quality Assurance Mechanisms

<sup>120</sup> Concept of scientific research activity



### Strengths

- Existence of Research Activity Center;
- Existence of public, transparent and fair procedures for evaluation and protection of master thesis;
- The quality of research activities, scientific-research units and academic scientific productivity assessment and analysis system;
- Existence of an effective system of research and development activities;
- The existence of the electronic magazine "Challenges of Modern Science";
- The existence of the scientific-research and creative concept of the university of the university;
- Strategy of attracting and involving young staff in scientific-research and creative activities;
- Introduction of scientific-research and creative activities strategy;
- The existence of funds allocated for research in the university budget.
- Existing mechanisms for promoting internationalization of research / development activities.

### Weaknesses

- Students' involvement in practical research activities;
- Encouraging publication of articles by affiliated professors;
- Finding additional funds for promoting research activities;
- Involving international researchers in master programs;
- Implementation of Joint Educational Programs;
- Attracting local and foreign researchers

## 7. Material, information and financial resources

The HEI's material, financial and financial resources provide sustainable, stable, effective and efficient functioning of the institution and achieving the goals set out in the Strategic Development Plan.

### 7.1. Material Resources

- The property resource (real and movable property) of the HEI, which is used to achieve the goals set by the institution, properly responds to the requirements of educational programs and research activities and corresponds to the number of existing and / or planned students;
- There is a necessary environment for carrying out educational activities: sanitary nodes, natural lighting and central heating system;
- Safety and health of staff and students;
- The institution has an adaptive environment for people with special needs.

### Description and Evaluation

*Describe, analyze and evaluate the implemented, current and planned activities of the HEI regarding the requirements of the standard component.*

The university has legitimate ownership of material resources: building / construction and inventory, which fully comply with the quota service of students defined by the academic university and provides effective and effective management of administrative and administrative processes. Teaching University is located in the new, modern design building, built by the latest standards. The address of the building is: 67 Tskneti highway, Bagebi, Tbilisi, Georgia (s / y 01.14.06.007.082)

The building is equipped with modern kind of equipment: computers, projectors, boards, desks, chairs and so forth. Availability for staff and students: Educational Auditors and Conference Hall equipped with proper inventory;



Computer Lab (Internet access free); Computer technology involved in the Internet and internal network and adequate computer programs for learning and learning process; Library equipped with computer equipment and information-communication technologies; Various technical devices, etc.

The legitimate possession of material resources shall arise in written form of lease agreement and is confirmed by the extract of public registry.<sup>121</sup>

Study and auxiliary area is separated by the internal measurement of the building<sup>122</sup>. The university has academic auditors, working rooms of administrative and academic personnel, computer laboratory, mediatek, library, archive, doctor's office, cafe, foyers.

The area of the university is arranged in recreational spaces, which are fenced and protected from automobiles. Charges of electric vehicles are installed on the territory adjacent to the building.

On the roof of the building there is an energy efficient system that generates solar energy.

There are arranged sanitary nodes located in the building, where the sanitary-hygienic norms are protected, there are continuous lighting and ventilation systems and are constantly supplied with water.

Once in a month at the Teaching University, disinfection and dearization (protection from drones) are performed.<sup>123</sup>

The central heating system, ventilation-conditioning systems are installed in the university<sup>124</sup>, and the rooms can be individualized for ventilation and conditioning. Monitoring of systems is constantly being implemented.

The university is equipped with an adaptive, advanced technology lift.<sup>125</sup>

The security university is provided with a safe environment<sup>126</sup>. For the purpose of security, the university is equipped with all necessary equipment, fire-alarm systems are installed, in particular the smoke detectors, handheld buttons and signaling devices are located in the building. Also on the floor of the building there is a fire extinguishing inventory, use instruction and evacuation plans. The evacuation plan is drawn up in accordance with Georgian legislation and approved by the Rector of the Teaching University<sup>127</sup>. The building university has an additional evacuation exit, with a door made of a special material and is pulled out of the inside.

The security staff will ensure the protection of the order at the Teaching University. Security cameras are installed in the building.<sup>128</sup>

<sup>121</sup> Extract of Public Registry

<sup>122</sup> Internal Measurements of the Building

<sup>123</sup> Contract on performing the disinfection and dearization processes

<sup>124</sup> Contract on Guarantee Service for Heating and Conditioning

<sup>125</sup> Certificate for Lift Inspection

<sup>126</sup> Conclusion on the Security of the Building

<sup>127</sup> Evacuation Plan

<sup>128</sup> Document on Purchasing of Security Cameras



The Teaching University has a medical room to provide primary care with equipments needed for the first aid.<sup>129</sup> Medical service is provided by a doctor with an appropriate qualification.

The building university is fully adapted for people with disabilities, there is toilet adapted for people with disabilities. The entrance of the building has a radius. The lift placed in the building allows people with disabilities to move between floors. All doors installed in the building are adapted for people with disabilities.

#### Evidences/Indicators

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Document certifying ownership of property, extract from public registry;
- The lease agreement;
- Lease registration, extract from public registry;
- Internal measuring drawing of the building;
- Receipts confirming the payment of electricity, water and natural gas;
- Document confirming the proper operation of heating and ventilation system and the term of exploitation;
- Document certifying protection of sanitary norms;
- Evacuation plans;
- Documentation of fire protection and medical inventory, possession of security cameras;
- Conclusion on the security of the building;
- Conclusion on fire safety;
- University statute;
- Business plan

#### 7.2. Library Resources

- Environment, resources and services in the library facilitate effective implementation of research and research activities and continuously cares about its development.

#### Description and Evaluation

*Describe, analyze and evaluate the implemented, current and planned activities of the HEI regarding the requirements of the standard component.*

Environment, resources and services in the library facilitate effective implementation of research and research activities and the University of Teaching covers its development.

This process is managed by the Regulation<sup>130</sup> of the HEI library and the Rule for the Library Usage.<sup>131</sup>

Whose goals are:

- Providing fast access to library users with relevant information and library documents;
- Planning and implementation of relevant actions for ensuring Library and Information Requirements of Library users;
- Promoting educational and research-research process at the Teaching University, collecting, preserving and providing effective library service for the library of documents (books, scientific publications, magazines, newspapers, digital, electronic and written information);
- Development of library work based on the formation of a library and information system using modern

<sup>129</sup> Document on Purchasing Medical Inventory

<sup>130</sup> Regulation of Library

<sup>131</sup> <https://library.alterbridge.ge/regulation>





technologies and electronic resources;

E) Creating conditions for creative development of a person.

**The objectives of the library include:**

A) Ensure educational process with library documents;

B) Rationally formulate and organize the library funds, protect them, regulate, process, create reference material and organize their use in accordance with the library standards;

C) Creation of conditions for the protection of library documentation;

D) Periodic inspection, update and cleaning of the book (according to the secondary selection) in accordance with the applicable standards;

E) Organize library services using modern information technology and communication means;

F) Formulate and organize the book and non-recording foundation of the requirements of the educational programs as a digital train of information;

G) Organize the use of the inventory book, registration journal and reader cards for the cataloged (printed or electronic train) sorted by the library principle;

H) Developing the activities for the creation of an exchange fund with other libraries (libraries) of other higher education institutions and creation of the necessary conditions for its protection;

I) Facilitate the involvement of the Teaching University Library in National and International Library Networks;

J) continuously taking care of the qualification of library staff, participation in trainings related to library activities, conferences and other activities;

K) introduction of the use of the library and enforcement of this rule;

M) Other objectives related to the library activities, in accordance with the Georgian legislation and the internal legal acts of the Teaching University.

**The University Library includes the following spaces:**

A) Bookstore in which the temperature and moisture conditions are protected and has a ventilation facility; (Which will be loaded with the growth of the foundation);

B) Reading Hall, where there is an individual working space, a group work space and a space working with computers. In the reading hall there are 4 working tables, chairs, appropriate software and 4 computers equipped with continuous internet, 1 printer, 1 xerox scanner device, new bookshelf and reference booklet. In the library there is a rule of use of the library in Georgian and English languages.

C) The working space of the staff working in the library, which is separated from the reading hall. There is a shelf located in a staff place staff space, where compulsory literature, inventory journal, registration magazines, copies of acceptance and delivery documents, and other library documentation and necessary inventory according to syllabus. Two libraries, one personal computer, one copying machine, one large printer, one office combin and so forth. The library has its own ring and label. There is also a unit with the necessary inventory (book-powered equipment, books springs, covers, etc.)

Library functions, structure and rules of procedure, library resources development mechanisms, rules for use of the library are defined by the provisions of the library which are displayed in a visible location.

The library has a new system of ventilation with mechanical flow. The air is filtered by the EU4 class filter and is distributed with 150 mm diameter with 3 diffusers. The number of air is calculated according to the ASHRAE





norms and is 30 m<sup>3</sup> / h per student, the total air is 600 m<sup>3</sup> / h.

The library contains a diverse book fund and electronic resources needed for the implementation of educational programs, which are constantly updated to ensure the learning outcomes of educational programs in the university. The main literature mentioned in the Syllabus is available for students and professors for 6 days a week, 60 hours (from 10:00 am to 20:00 pm).

Books in the library are processed according to the library rules. The books are printed in a special registration journal, and each e-book contains an individual identification number, with a seal of the library, electronic version of the foundation is available on the electronic portal and is available for any student, staff and other authorized persons of the university. The registration of the portal<sup>132</sup> provides an administration that gives each user a personal password. The library staff has undergone special trainings and have appropriate competence, including consultation with the use of international electronic library bases.

The library will periodically conduct benchmarking meetings with students and staff to provide information on library resources and services. Librarians will assist students and staff in finding and exploring literature and other resources. There is an electronic catalog of library and electronic search engine of literature, which is located on the website<sup>133</sup> and is available for personnel and students.

"Alterbridge" Library, and therefore all its customers, are allowed to use "Electronic Information Libraries - eIFL", based on a contract concluded between Alterbridge and the Integrated Information Network Consortium of Georgian Libraries, International School of Management and Communication Resource University Email From the library's page, "Electronic Information Libraries - eIFL" is the largest collection of magazines and reference publications from virtually all fields of science and business, covering virtually all fields of science, and offers a variety of indexed and full versions of the resources available with effective search engine. The Library Foundation and Databases are available for all students and staff.

The Libraries of the onstitution will be able to engage in the activities of the Association on the basis of a contract concluded between „Alterbridge“ and the Georgian Library Association of International School of Management and Communication, which provides the creation of equal and convenient conditions for Georgian citizens and establish democratic principles of universal access to knowledge; Facilitate the establishment of unified information policy and library system in Georgia, its effective work and integration into the same international systems; To coordinate the work plans of the Association members and participate in the elaboration of joint projects, retraining staff of university library in accordance with modern standards.

The library of the HEI library contains useful links<sup>134</sup> where various electronic resources can be accessed and used (electronic libraries, electronic libraries, dictionaries, and reference books). The International University of Management and Communication will be able to receive an international e-mail at the end of each month based

<sup>132</sup> <https://library.alterbridge.ge/books>

<sup>133</sup> <http://www.library.alterbridge.ge/>

<sup>134</sup> <http://www.library.alterbridge.ge/>



on the agreement signed by “Alterbridge” Library. Statistical data for use of resource. All the activities carried out by the HEI library are confirmed and confirmed by the relevant protocols.<sup>135</sup>

The International University of Management and Communication "Alterbridge" has prepared 3 educational programs for authorization:

- BA Program in Law
- BA Program in Public Relations
- MA Program in Strategic Communication

In order to ensure that the programs are fully implemented, the university is required to have all the books and educational materials provided by the Syllabus. The library of the Teaching University was given a list of the books needed for all three programs that were drawn up by the programmers and academic / invited staff based on the drawn curriculums.

As the Teaching University just starts functioning, it is necessary to plan the way to fill the fund and conduct quick actions. It was planned and implemented in contact with publishers, bookstores, booksellers and online sales agents, sent a list of their books and purchased those units that existed in their network.<sup>136</sup>

The library has e-books. Books that are involved in training programs. According to the provision, these digital carriers are printed versions, binded, processed according to the library standard and placed on the shelves, recorded individually on CD-discs and uploaded to the library's electronic catalog. The readers will be able to use these units as well as from the computer's compilers and home.

All the books are printed (alphabetical and thematic) catalogs, with the cardholder's entries filled with the relevant order and e-catalogue. Catalogue is placed on web-page and is available for searches for all readers' personalized code.

The Library Subscriber allows us to purchase the book physically in order to use the National Library Funds entities and to dig up these units and engage in the Teaching University Foundation.

Library staff and service quality management will jointly hold a research with a specially designed questionnaire, to know the efficiency of the establishment and development of library. The results will be used for better planning and developing of the library in the future.

### **Evidences/Indicators**

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Regulation of the library and the use of it;
- Website <http://www.library.alterbridge.ge/>
- Library Action Plan;
- Quality assurance mechanisms;

<sup>135</sup> The Library protocols

<sup>136</sup> Purchasing Acts



- Agreements and Memorandums;
- Protocols confirming library activities;
- The rule of use of the library

Evidence proofs for purchase / purchase of Library Library (book and digital) and library inventory / equipment, receipt-delivery cards.

### 7.3. Informational Resource

- The IT infrastructure is developed in the HEI and its administration and availability is provided;
- Electronic services and management electronic systems are implemented and there are mechanisms to support its permanent development;
- The HEI is provided by the web site in Georgian and English languages.

#### Description and Evaluation

*Describe, analyze and evaluate the implemented, current and planned activities of the HEI regarding the requirements of the standard component.*

IT Infrastructure is administered by the Information Technologies Service, developed by the Teaching University, which is a structural unit of the Teaching University, which consists of software, technical support and electronic database management, which aims to provide training and administrative Implementation of information technology, computer and internet systems, informative security, efficiency, continuity and development of the CES for conducting properly.

IT:

- Eliminates technical problems related to the work of computer technology at the Teaching University;
- Provides technical support for the web site;
- Ensures the accessibility of internet services;
- Promotes the development of the Teaching Network Network Infrastructure;
- Provides technical support for e-management systems;
- Encourages maximization of the share of information technology in the daily activities of the Teaching University;
- Participates in the business continuity process of the institution.

In addition, the Teaching University has implemented the Information Technologies Policy, which regulates the rules and procedures for general security of information technologies developed by the IT at the International University of Management and Communications. The Information Technologies procedure is a collection of norms established by the Teaching University, which aims to establish the uniform behavior of conducting, using computer means and communications technologies on the balance sheet of the Teaching University. The rule of protection of information technologies has been approved by authorized persons of the university and the rules in it are mandatory for the employee who has direct communication with the existing information and telecommunication technologies, regardless of location and work place of the employee. Information Technology



infrastructure of the Teaching University meets the ongoing processes and ensures their effective implementation. The area is equipped with wireless (6 point) continuous internet. The University actively uses information and communication technologies in educational and research activities, as well as in the management of the institution. The University's balance sheet includes 29 digital cameras, 2 servers, 20 computers, 6 projectors, printers and other tools distributed in the auditoriums, library, administration and meetings rooms, software is compatible with educational programs. Information communications, internet, internal network, e-mail, web (Alterbridge.ge) student database (ELMS) will be used intensively in educational activities. The database will exchange information, communicate between lecturers and students, to exchange information on educational programs. The institution operates on an electronic platform, where there are university's regulatory documents and samples of documents used in the work process.

The official web site serves as a communication and informational function, in Georgian and English languages, it provides contact information, including University's mission, activity, structure, programs catalogue, criteria for selections, administrative / academic / scientific staff, strategic development plans . The information is regularly updated, and the interest in receiving information within a reasonable time is maintained.

#### **Evidences/Indicators**

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Information Technology Policy
- Business plan
- Strategic Development Plan
- University Charter and Regulation
- Web site:
- Domain Name Registration Agreement
- Student's Guide
- The library's provision
- Quality assurance mechanisms
- Regulations
- Rules of the proceedings

#### **7.4 Financial Resources**

- Allocation of financial resources envisaged by the HEI budget is economically achievable;
- The financial condition of the HEI provides fulfillment of activities in strategic development and action plans;
- Financial Resources of HEIs oriented on effective implementation of the basic activities of the institution;
- The budget of the HEI includes the financing of the development and development of scientific research and library;
- There is an effective system of accountability, financial management and control in the HEI.

#### **Description and Evaluation**

*Describe, analyze and evaluate the implemented, current and planned activities of the HEI regarding the requirements of the standard component.*

##### **Budget**

The Budget of the Teaching University is oriented on the efficient implementation of the work. The budget is drawn up based on the strategic and medium-term action plans of the institution.



The Budget of the Teaching University is planned to facilitate the solution of the tasks and strategic plans in the Strategic Plan of the Teaching University.

The financial stability and sustainability of the University is ensured by the budget, which is confirmed by the audit of the international standards (IAS).

The source of income is divided into the following parts:

- Income received from payment of tuition fees;
- Grants received from international and local funds;
- Income derived from the activities of the Continuing Education Center;
- Investement made by the founder to the authorized capital.

In 2019-2020 academic year, the main sources of income for the university are:

- Funds raised from international funds and donor organizations;
- Income derived from the activities of the Continuing Education Center;
- Investement made by the founder to the authorized capital.

In 2021-2022, 2022-2023, 2023-2024 academic years it is planned to receive students. Accordingly, in the revenue section, the share of income from tuition fees in increasing every academic year and in 2023-2024 academic year it will be 91% of all income.

Number of students admitted in the first academic year (2020-2021) is 120 students, which according to the programs are distributed as follows:

- Bachelor's Program for Public Relations - 48;
- Bachelor's Program for Law- 48;
- Strategic Communications Master Program - 24.

In 2021-2022, 2022-2023, 2023-2024 years the number of students varies:

- Number of freshmen is 120 each year;
- 90% of first-year graduates will pass the second course of bachelor's and master's degree;
- The third course of bachelor's degree is 95% of the second course students;
- The third course of bachelor's degree is 95% of the third course students.

According to the scheme, the university's student contingent, according to years, will be distributed as follows:

2020-2021 Academic Year - 120 students;  
2021-2022 Academic Year - 228 students;  
2022-2023 Academic Year - 310 students;  
2023-2024 Academic Year - 388 students;

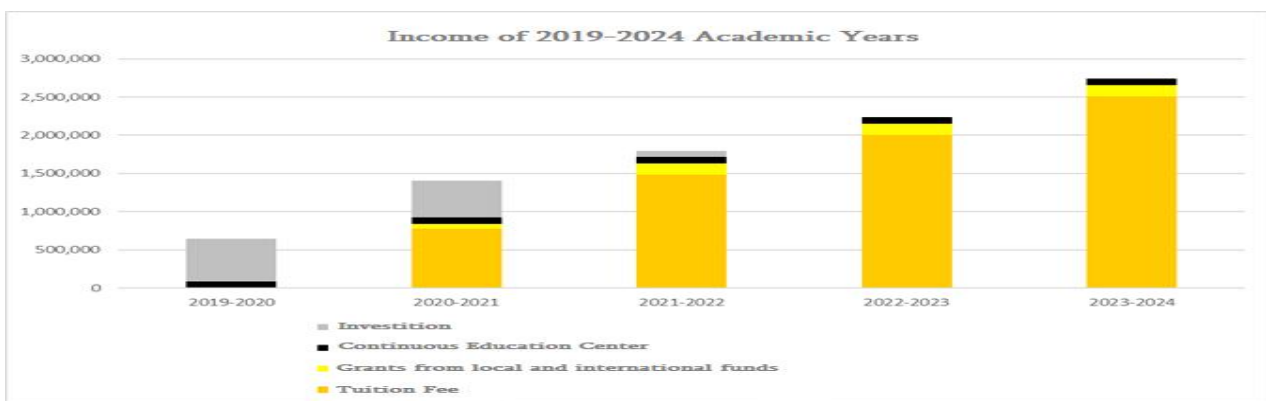
Tuition fee for each program:

- Bachelor's Program of Public Relations - 6,900 GEL;
- Bachelor's Program of Law - 5,900 GEL;
- Strategic Communications Master's Program - 6,900 GEL.



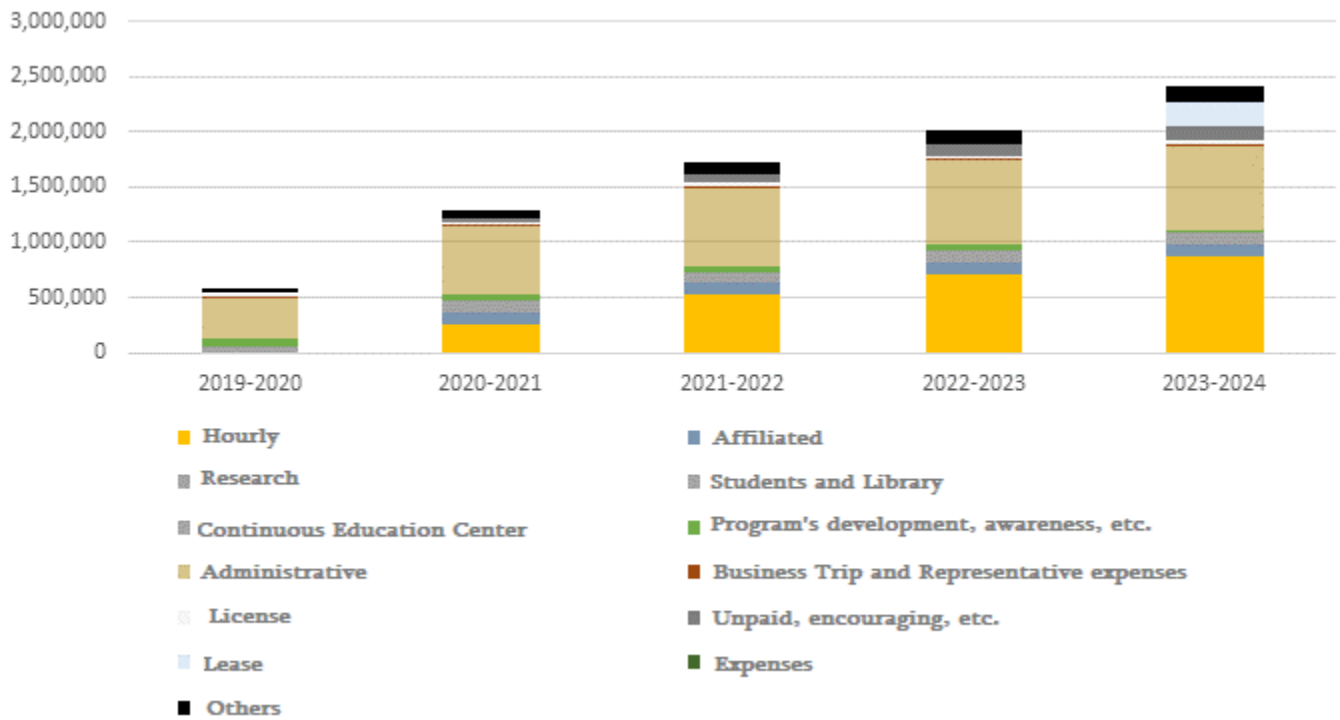
Distribution of financial incomes during the five years (academic year) looks as follows: (05.2019 – 08.2024)

	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
<b>All the Income</b>	<b>646,400</b>		<b>1,407,454</b>		<b>1,794,929</b>		<b>2,240,241</b>		<b>2,739,287</b>	
Tuition Fee	0	0%	780,000	55%	1,482,000	83%	2,007,312	90%	2,506,358	91%
Grants received from local and international funds	0	0%	61,054	4%	146,529	8%	146,529	7%	146,529	5%
Lifelong learning and Career Development Center	86,400	13%	86,400	6%	86,400	5%	86,400	4%	86,400	3%
Investition	560,000	87%	480,000	34%	80,000	4%	0	0%	0	0%



The structure of expenses for 2019-2024 is the following:

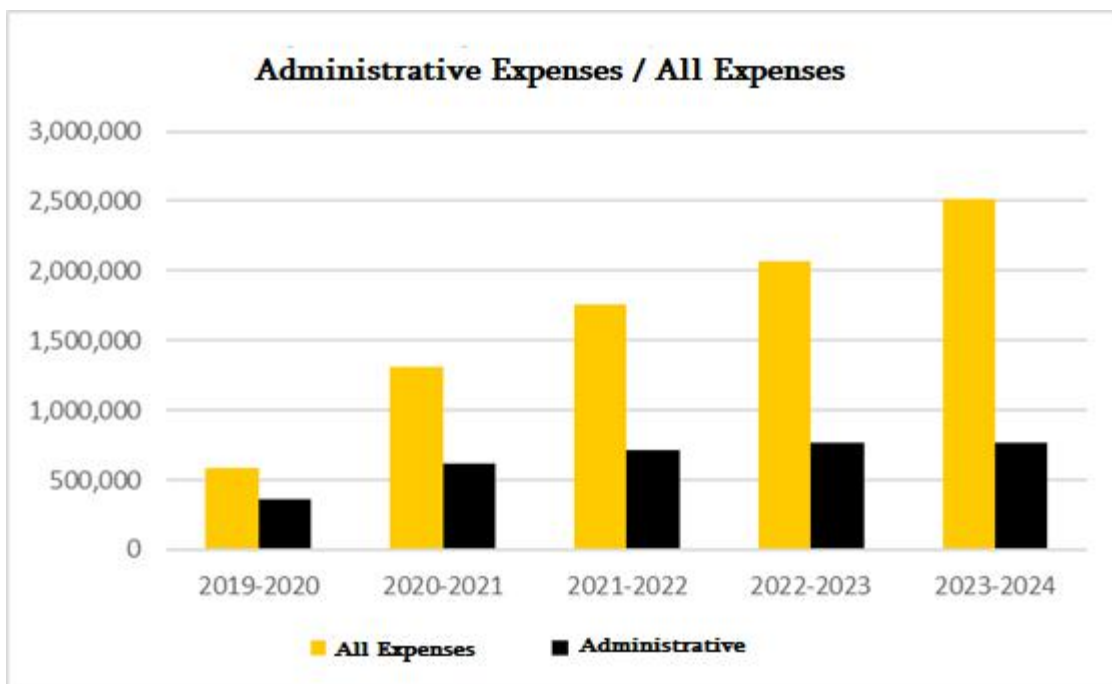
	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
<b>All Expenses</b>	<b>574,830</b>		<b>1,342,326</b>		<b>1,675,691</b>		<b>2,000,447</b>		<b>2,413,588</b>	
Hourly	0	0%	260,934	20%	526,899	30%	705,645	34%	873,199	35%
Affiliated	0	0%	108,000	8%	108,000	6%	108,000	5%	108,000	4%
Research and Library Development	2,221	0%	74,200	6%	91,700	5%	113,848	6%	145,040	6%
Lifelong learning Center	43,891	8%	43,891	3%	43,891	2%	43,891	2%	43,891	2%
Program development, awareness etc.	87,500	15%	54,000	4%	54,000	3%	54,000	3%	35,000	1%
Administrative	357,136	61%	612,900	47%	708,000	40%	767,000	37%	767,000	31%
Business trip and representative expenses	7,000	1%	7,000	1%	7,000	0%	7,000	0%	7,000	0%
Licenses	41,187	7%	29,960	2%	36,790	2%	38,449	2%	39,963	2%
Unpaid, encouraging, etc.	0	0%	39,000	3%	74,100	4%	100,366	5%	125,318	5%
Lease	0	0%	0	0%	0	0%	0	0%	216,000	9%
Taxes	6,599	1%	6,000	0%	6,000	0%	6,000	0%	6,000	0%
Others	35,656	6%	76,775	6%	102,071	6%	119,412	6%	144,817	6%



## Budget Indicators

The share of administrative expenses in the overall budget:

	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
<b>All Expenses</b>	<b>581,190</b>		<b>1,313,960</b>		<b>1,760,851</b>		<b>2,067,210</b>		<b>2,516,028</b>	
Administrative	357,136	61%	612,900	47%	708,000	40%	767,000	37%	767,000	31%

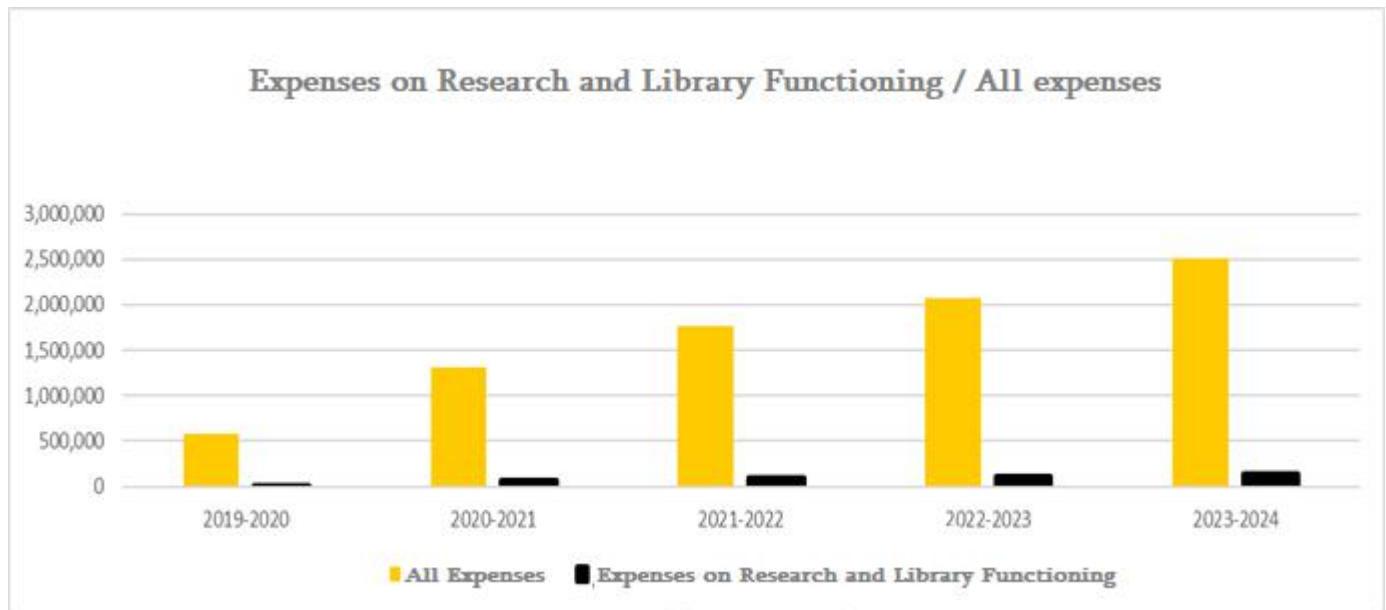






Expenses on research and library functioning:

	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
<b>All Expenses</b>	<b>574,830</b>		<b>1,342,326</b>		<b>1,675,691</b>		<b>2,000,447</b>		<b>2,413,588</b>	
Research and Library	2,221	0%	75,500	6%	94,100	6%	117,448	6%	149,840	6%



## Planning Stage

The financial activities of the HEIs are planned with a 4-year cycle.

Planning stages are defined in the following sequence:

- Goals;
- List of necessary works for achieving goals;
- Requirements for the completion of works;
- Resources required for the works;
- Persons responsible for the execution of works.

These stages are considered by the Rector, the Chancellor and the Academic Council.

The following steps are:

- Drafting a budget project;
- Discussion with relevant entities;
- Amendments (if required);
- The final review and approval of the budget.

The draft budget is made by the Financial Service under the Chancellor's guidance.

The rector, chancellor and academic council takes part in the review of the draft budget and finally approves the



rector.

During four years of cycle, 4-5 months before the start of each academic year, the next year's budget will be reviewed and the changes need to be made.

The Rector, Chancellor and Academic Council shall take part in the discussion. Finally, the revision is undertaken by the Financial Service Chancellor and approved by the Rector, according to the rule established by HEI. During the 2019-2022 years existing negative balance will be filled by the funds brought by the founders of the HEI and the attracted international grant. This ensures that HEI's smooth functioning and execution of scheduled tasks. This means that the funds required for the completion of the budgetary liabilities, salaries, communal taxes, research activities, full-fledged functioning of library resources and other expenses by the university are being completed on time.

Tuition fees paid by students, international and local grants and deposits in the equity of the founder allow the student to increase the number of students as well as the number of academic and administrative staff which is a precondition for maintaining high quality of service.

The budget provides timely purchase of all necessary goods and services related to the necessary basic facilities and learning process.

The Universal Institute produces annual financial statements. The legitimacy of the amount and resource mobilization in the reporting is controlled by the financial department and invited financial audit company, which will make the financial audit of the university once a year. Presentation of financial reports is made into the Revenue Service as Declarations.

The stable financial state of the university provides the opportunity to facilitate research and development of professional academic staff, as well as publication of articles, participation in conferences, and financial assistance of the university staff. In the budget, the funds are also envisaged for the preparation of conferences and seminars by the Teaching University (local and international).

The budget of the Teaching University is annually allocated for the purpose of facilitating the functioning of the Library at the desired level. In addition to the inventory necessary for the full functioning of the library, new textbooks, scientific literature, periodicals are available. The budget envisages funds, membership fees and other taxes for cooperation with various electronic libraries.

Financial analysis found that the NGG's zero profit point - 250 students, will be reached in 2022 -2023 academic year. Maximum number of students requested is 400. The number of administrative staff of the HEI and the relevant expenditure is planned to be taken into consideration that the same administrative staff will serve a significant increase in student contribution to a seven-year plan.

The budget of the first four academic years is planned to be reinvestment of the entire amount.

**The financial management and control mechanisms** are defined by the implementation of the HEI regulations and the functioning of the financial management and control system in which the financial management and control components are detailed, which implies the following:

- Duties are distributed among managerial rings so that the same person is not responsible for granting authority, performance and control.
- In the management of finance there is a dual system of signature, according to which the chancellor and the head of the structural has to sign both together, otherwise no spending is carried out.
- The HEI provides timely documentation of all financial transactions and is accurately reflected in financial statements.



In the course of the authorization period it is planned:

Implementation of activities to maximize student quota of university plans;

Introduction of internal and external audit system;

Establishing an effective system of accountability, financial management and control.

#### Evidences/Indicators

*Describe the relevant evidence / indicators of the component, with the relevant documents or other relevant evidence.*

- Budget of the HEI
- HEI regulations
- Audit report # 29/05/19
- Business Continuity Plan

#### Strengths and Improvements

Please provide HEI's strengths and improvements in accordance with the requirements of the standard components of this standard

#### Strengths

Material Resources:

- Protected, ecologically clean, adapted environment and modern design infrastructure;
- Heating, conditioning and ventilation equipment, air filtering mechanism (air in the air is filtered by EU4 class filter and distributed with 150 mm diameter 3 diffuser) The number of air is calculated according to the ASHRAE norms);
- Providing continuous material-technical means: (electricity, water, heating, and construction);
- Energy efficient supply system (solar power station);
- 24 hour Security;
- Healthy Food, Open Cafe;
- Convenient parking;
- Favorable location in terms of public transportation;
- Ability to fully utilize the building for expansion.

Library Resources:

- • Established library infrastructure;
- • Adequate bookstore and unlimited access to electronical resources;
- • Recreational space tailored to meetings and consultations;

Informational Resources:

- • Continuous Internet supply and adequate modern technical equipment;
- • Infrastructure available for information technology;
- • Auditors and computer labs equipped with modern projectors and computers;
- • Electronic Procedure System of Learning.

Financial Resources:

- Effective mechanisms for financial planning, management and control;
- Real sources of financing;



- Adequate resource for funding scientific activities at the initial stage;
- Adequate resources for permanent professional development of staff and to attract highly qualified staff.

**Weaknesses:**

**Material Resources:**

- Arrange new social spaces;
- Providing sports infrastructure;
- Adapting the environment for CSM entities;
- Periodic update of material - technical base.

**Library Resources:**

- Filling the Georgian-language book fund;
- Translation of textbooks;
- Development of library infrastructure and resources according to the request.

**Information Resources:**

- Expand electronic and technical resources in terms of increasing number of students;
- Improve the technical side of the servers according to the increase in demand;
- Development of databases and web-pages.

**Financial Resources:**

- Increase revenues from local and international funds;
- Increase financing by involvement in research and grant projects;
- Increase revenue from the Lifelong learning and Career Development Center;
- Maximize student quota

### Part III: List of information / documents to be submitted

**Information that should be included in the form of self-evaluation forms, documents attached to the record, graphic tabs and / or form<sup>137</sup>**

**HEI mission and strategic development related attachments**

- ☒ HEI mission; (Folder N1 - Regulation)
- ☒ Strategic Development Plan (Years) and Action Plan (Three Years); (Folder N1 -Three-year Action Plan of the HEI)
- ☒ Strategic planning methodology; (Folder N1 - Strategic Planning Methodology)
- ☐ Planned and implemented activities for contribution of public development (Folder N1 - Strategic Development Plan 2019-2026; Three-year Action Plan )
- ☒ Monitoring mechanisms for implementation of strategic development and action plans; (Folder N1 - Monitoring Mechanisms for Implementation of Strategic Development and Action Plans)
- ☒ HEI Annual Reports (in accordance with the Action Plan) ; (Folder N1 - Annual Report Form)

**Organizational structure and management of HEI**

- ☒ HEI structure; (Folder N2 - Organizational Structure)
- ☒ Functions of structural units of HEI; (Folder N2 - Regulation);
- ☒ Rule and procedure of selection / appointment in management bodies; (Folder N2 - Regulation);
- ☐ Rule of Recording of HEI;

<sup>137</sup> **Note:** Along with the self-assessment report it is compulsory to present the documents selected with sign - ☒ in English;



- ☒ Business Continuity Plan; (Folder N2 -Business Continuity Plan);
- ☒ Management Efficiency Monitoring Mechanisms and Evaluation System; (Folder N2 - Quality Assurance Mechanisms);
- ☒ Internationalization policy (Folder N2 - Internationalization Policy);
- ☐ Mechanisms of international cooperation and internationalization and analysis of their efficiency assessment;
- ☐ Mechanisms for attracting university students and personnel (if any);
- ☐ Study and Student Survey Results for International Cooperation and Internationalization by HEI;
- ☒ Description of quality assurance mechanisms and evaluation of their efficiency; (Folder N2 - Quality Assurance Mechanisms);
- ☒ Analysis of the results of polls (eg students, staff etc.) and relevant reports; (Folder N2 –Research document of Alterbridge);
- ☒ The procedure of applying the quality assessment results and the use of the results; (Folder N2 – Quality Assurance Mechanisms);
- ☒ Mechanism for planning of student contingent, methodology and target marks; (Folder N2 - Student Contingent Planning Methodology and Rule for Ratio to Personnel);
- ☐ The rules of ethics and behavior and the procedures for responding to their violations;
- ☐ Plagiarism discovery, prevention, response procedures and mechanisms for plagiarism;
- ☐ HEI regulations.

#### **Attachments related to educational programs**

- ☒ Methodology of planning and development of educational programs; (Folder N3 - Methodology of Planning, Elaborating and Developing Educational Programs);
- ☒ Educational programs and syllabi<sup>138</sup>; (Folder N3 - Bachelor's Program in Public Relations, Bachelor's Program in Law, Master's Program in Strategic Communications);
- ☐ Analysis of labor market and employer requirements;
- ☐ Analysis of results of student, graduates, employers survey results for development of the programs and the use of the results report;
- ☐ Graduates study results in their career (among them, the employment rate in accordance with the qualifications received) and academic development;
- ☐ Results of the student academic performance monitoring;
- ☐ Procedure for approval, modification and revocation of the program ;
- ☐ In the case of changing / abolishing the educational program, the mechanisms for providing students with the appropriate education of the relevant program;
- ☒ Rule of planning, implementation and assessment of scientific-research component; (Folder N3 - Quality Assurance Mechanisms; The concept of scientific research and creative activities of Teaching University; The Strategy of Scientific Research and Creative Activities of The Teaching University);
- ☐ Academic Calendar;
- ☐ Methodology for individual curriculum development;

#### **Management of HEI staff**

- ☒ Personnel management policy, relevant regulations (including the staff attraction, selection, employment, assessment and professional development mechanisms); (Folder N4 - Quality Assurance Mechanisms);
- ☒ Personal affairs of staff<sup>139</sup>; (Folder N4 - Personal CV);
- ☐ Distribution of academic and scientific staff according to age and gender;

<sup>138</sup> It is compulsory to present only brief description of educational programs, structure, aims, study results and study plan in English;

<sup>139</sup> Updated CV of staff and document confirming their qualification should be presented, and it is compulsory to present only CV of staff in English



- ☐ Distribution of academic and scientific staff according to age and gender;
- ☒ Results of assessment and satisfaction survey of the staff and their use of staff management and development; (Folder N4 - Quality Assurance Mechanisms Appendix);
- ☐ Job descriptions and qualification requirements;
- ☐ Samples of contracts signed with staff;
- ☒ Academic / scientific / invited staff workload scheme (semester loading circuits) and individual loading indicator of academic position (which envisages a person's load in other HEIs);
- ☒ Rule and conditions of the academic staff affiliation; (Folder N4 - Affiliation Rule);
- ☐ Methodology for determining the number of academic, scientific and invited staff according to the programs;

#### **Students and their supportive mechanisms**

- ☒ Samples of the contract signed between HEI and student; (Folder N5, Contract Sample);
- ☐ The mechanism of protection of students' rights and legitimate interests;

#### **Career support services**

- ☒ Graduates study results in their career (among them, the employment rate in accordance with the qualifications received) and academic development;
- ☐ Implemented and planned student initiatives / projects;
- ☐ Socially vulnerable students' support tools and results;

#### **Research/Development or other academic work**

- ☒ Information on scientific / creative / recruiting activities of HEI academic and scientific staff; (Folder 6 - Information on scientific recruiting activities of HEI academic staff)
- ☐ Memorandum of cooperation (s) with economic agents and collaborative, planned and ongoing research projects;
- ☒ Development Strategy of the University as a fundamental and / or applied research / creative / performing activity institution; (Folder N6 - Three-year Action Plan, Strategic Development plan 2019-2016; The concept of scientific research and creative activities of Teaching University; The Strategy of Scientific Research and Creative Activities of The Teaching University);
- ☐ Brief descriptions of current and / or planned scientific-research / creative activities (according to departments / faculties);
- ☐ Results of Student Survey on effectiveness of Doctoral Studies and use of the results;
- ☐ The list of masters' postgraduate and doctors' postgraduate works published and defended during the last 5 years;
- ☒ For the University - Abstracts of doctoral papers, defended during the last 2 years, and for the Teaching University abstracts of master's papers defended in the last two years;
- ☒ Rules for regulating and protection of doctoral papers;
- ☐ Public, transparent and fair procedures for research financing;
- ☐ Mechanisms for supporting researches and creative activities;
- ☐ Strategy of attracting and involving young staff in scientific research / art-creative activities;  
Study Survey Results on Their Research / Artistic Activities and Support of Appropriate Initiatives  
Joint research / artistic / creative activities and cooperation with international partners;
- ☒ Quality Assessment Mechanism of Research / Creative Activity and Results of Evaluation; (Folder N6 - Quality Assurance Mechanisms);
- ☒ Staff's productivity assessment system; (Folder N6 - Quality Assurance Mechanisms);
- ☒ Report on the studies carried out by the faculties / departments (taking into consideration the academic personnel affiliation); (Folder N6 - Information on scientific recruiting activities of HEI academic staff).

#### **Material, information and financial resources**

- ☐ Documentation confirming ownership of property, extract from public registry;
- ☐ Documentation / inventory materials confirming ownership of movables;



- ☐ Treaty with Practice / Research-Scientific Object;
- ☒ Student and personnel survey results on material resources; (Folder N7 – Assessment of material resources; Quality Assurance Mechanisms);
- ☐ Document certifying the proper operation of the heating and ventilation system;
- ☐ Document certifying sanitary norms;
- ☐ Fire protection, medical assistance and order protection mechanisms;
- ☐ Document confirming the safety of the building and the safety of fire safety.
- ☐ Documentation / inventory materials confirming ownership of the book;
- ☐ Documentation confirming the involvement of the international electronic library network;
- ☐ Statistics of the use of electronic library bases;
- ☒ Mechanisms for development and renewal of library resources and services; (Folder N7 - Regulation for library; Action Plan of library for 2019 year);
- ☐ Rules, instructions, conducted meetings, consultations and other activities;
- ☒ Results of Student Survey on the Environment, Resources and Services in the Library;
- ☒ Information Technology Management Policy and Procedures, Information Technology Infrastructure; (Folder N7 - The Policy of Informational Technologies)
- ☐ Information on Electronic Services and Management Systems
- ☐ Mechanisms for the development of electronic services and management electronic systems;
- ☐ Document certifying ownership of domain and hosting;
- ☐ Information about sources of financing;
- ☒ HEI Budget; ( Folder N7 - Budget );
- ☒ Dynamics of the last 5 years of financing; ( Folder N7 - Budget );
- ☒ Financial Reports of Current and / or Pre-Period Period;
- ☐ Rule and form of distribution, delegation and accountability of responsibilities;
- ☐ Document of introduction of financial management and control system;





განათლების ხარისხის განვითარების ეროვნული ცენტრი  
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

**Annex 1. List of Higher Educational Programs by Faculties/Departments/Schools Present the following table**

#	Name of the program	The language of teaching	Qualification of language teaching (With the qualification code)	ECTS	Program status (authorized / accredited)	Date and number of relevant decision <sup>140</sup>	The place of implementation of the program	•Indicator of students employment	• Indicator of students employment according to qualification	• Indicator of graduates' employment
<b>Faculty Name: School of Strategic Communications and Law</b>										
1	Bachelor's Program in Public Relations	Georgian	Bachelor of social sciences in mass communication 0321.1.2 Mass Communication	240	Requires accreditation	Academic Council Protocol # 4, 28.03.19 Rector's Order B / 1-01 / 10 29.03.19.	Tbilisi, Georgia	–	–	–
2	Bachelor's Degree Program in Law	Georgian, partly with English components	Bachelor of Law 0421 Law	240	Requires accreditation	Academic Council Protocol # 4, 28.03.19 Rector's Order B / 1-01 / 10 29.03.19.	Tbilisi, Georgia		–	–
3	Master Program in Strategic Communications	Georgian	Master of Public Relations 0414.2.1 Public Relations	120	Requires accreditation	Academic Council Protocol # 4, 28.03.19 Rector's Order B / 1-01 / 10 29.03.19.	Tbilisi, Georgia	–	–	–

**Annex 2. Information about students in the form of faculties / departments / schools and programs**

<b>Faculty Name: Strategic Communications and Law School</b>						
	Program Name	Stage	Number of students		Number of international Students	Indicator of Program graduation
			Active	Suspended		
1	Public Relations	Bachelor	-	-	-	-
2	Law	Bachelor	-	-	-	-
3	Strategic Communications	Master	-	-	-	-



**Annex 3. Data on academic, scientific and invited personnel by the faculties / departments / schools as presented in the following table:**

<b>Faculty Name:</b> Strategic Communications and Law School	
Number of Staff (including academic, scientific, invited)	76
<b>Total academic staff</b>	19
- Professor	1
- Assoc. Professor	16
- Assist. Professor	2
- Assistant	-
<b>Scientific Staff</b>	-
- Scientist	-
- Postdoctorant	-
<b>Total Number of Affiliated Academic Staff</b>	14
- Affiliated Professor	1
- Affiliated Asoc. Professor	11
- Affiliated Asoc. Professor	2
- Affiliated Assistant	-
Number of foreign academic / invited staff engaged in teaching	1
Number of foreign academic / scientific / invited staff involved in the research	-
Invited staff involved in the study process	57

**Annex 4. Target marks by faculties / departments / schools**

<b>Faculty Name:</b>	Actual indicator	Target	Expected date of achieving the target <sup>141</sup>
The ratio of academic and scientific staff to the number of invited staff	19/57	19/57	2023
The ratio of academic, scientific, invited staff to the number of students	76/120	76/400	2023
The ratio of academic, scientific, invited staff to the number of HEI's programs	76/3	76/3	2023
The ratio of affiliated academic staff to the number of academic and invited staff	14/62	19/62	2023

<sup>141</sup> The expected date of achieving the target should not exceed 6 years



The ratio of affiliated academic staff to the number of students	14/120	19/400	2023
The ratio of heads and doctorates	-	-	-
Preservation of academic staff	-	-	-
Graduates employment index received in accordance with qualifications (during last authentication period)	-	-	-
Doctoral papers protection indicator from authorization	-	-	-

#### Annex 5. The area of the institution according to the address

The amount of training space for the institution according to the address	
Actual address (1)	67, Tskneti Highway, Bagebi, Tbilisi, 0162, Georgia
Cadastral code of land (real estate)	01.14.06.007/082
Area in sq/m.	1025.5
Actual address (2)	-
Cadastral code of land (real estate)	-
Area in sq/m.	-

The amount of space of auxiliary area for the institution according to the address	
Actual address (1)	67, Tskneti Highway, Bagebi, Tbilisi, 0162, Georgia
Cadastral code of land (real estate)	01.14.06.007/082
Area in sq/m.	1033.4
Actual address (2)	-
Cadastral code of land (real estate)	-
Area in sq/m.	-