

Caucasus International University

Quality Assurance Policy

The Quality Assurance Policy of Caucasus International University is based on the standards and primary vectors/tendencies developed by European and national agencies for quality in higher education.

The following document is derived from and aligns with the university's goals and mission.

The university's Quality Assurance Policy encompasses seven main directions:

1. Development of the university's Quality Assurance Service;
2. Enhancement of the quality of educational programs and the learning process at the university;
3. Improvement of the quality of scientific-research activities at the university;
4. Development of the quality of Lifelong Learning programs;
5. Development of the quality of international programs and internationalization;
6. Elevation of the university's involvement in societal development;
7. Increasing the quality of student support mechanisms at the university.

1. The Development of the University's Quality Assurance Service encompasses:

- a.) The recruitment and selection of qualified personnel in accordance with established requirements and criteria;
- b.) Training existing quality assurance service staff with the aim of enhancing their professional competencies.

The quality assurance policy of Caucasus International University, with respect to the recruitment and selection of qualified personnel, entails the appointment of coordinators to the quality assurance service on the faculties through an open competitive process. The professional development of quality assurance service coordinators should be implemented in the following key areas: quality procedures, program monitoring and periodic evaluation, assessment of lecture quality, evaluation of learning resources and the academic environment for students and academic staff, application of information systems in quality management and ensuring transparency of information regarding academic programs and educational processes.

To further enhance the quality assurance service, it is imperative to conduct comprehensive training sessions and seminars within the higher education institution, featuring participation from both domestic and international colleagues. Additionally, there is a need to update and publish new manuals and instructional materials tailored for quality assurance service coordinator, program supervisors, faculty members and administrative staff.

For the forthcoming three years, the university's quality assurance service has delineated a comprehensive plan to conduct work sessions and professional development trainings for quality assurance coordinators. These initiatives will address the following key areas:

- Exploration of international best practices in European higher education quality assurance and development;
- Implementation of European higher education quality assurance and development methodologies within the process of national higher education quality assurance and development;
- Enhancement of competencies in organizational management, strategic planning and project management;
- Advancement of proficiency in information technology and database administration skills;
- Enhancement of problem-solving, analytical skills and lifelong learning abilities pertinent to the planning and management skills;
- Developing skills in diplomacy and sensitivity to institutional policies, encompassing effective communication with academic personnel, conflict resolution strategies, auditing procedures and reporting, collegial respect and maintaining confidentiality maintenance, sensitive information management, crisis handling and interpersonal relationship development;
- Improvement of effective communication skills, with emphasis on the preparation of comprehensive reports, analytical documents and recommendations;
- Enhancement of professional attitudes and dispositions, focusing on a thorough understanding of the rights and responsibilities of quality coordinators about professional ethics and organizational culture;
- Fostering of team-work skills, including inclusive decision-making processes and adaptability in diverse scenarios;
- Development of personal resilience and objectivity, encompassing effective crisis management, adaptability and the capacity for independent and impartial decision-making;
- Fostering autonomy and proactive approaches.

For the forthcoming three years, the university's quality assurance policy encompasses a comprehensive strategy to enhance the competencies mentioned above through the engagement of international and domestic experts with the objective of knowledge dissemination and refinement of existing quality assurance mechanisms. It is planned to establish dedicated program development groups within faculties, to facilitate collaborative engagements with both local and international experts aimed at sharing best practices and innovative methodologies for enhancing the quality of instruction and scientific research endeavors, to implement state-of-the-art technologies and quality management manuals.

2. The Enhancement of the Quality of Educational Programs and the Learning Process at the University encompasses:

- a.) The creation of new educational programs and modification of existing ones in alignment with contemporary requirements;
- b.) The periodic review and update of syllabi (prior to the commencement of each semester) at established intervals;
- c.) Conducting external program audits/evaluations at least once every two years;
- d.) The recruitment of new academic and scientific personnel to the university;
- e.) The supplement of academic staff with emerging scholars;
- f.) The development of university's affiliated staff through participation in international scientific research projects;
- g.) The assessment of learning process progression and resource utilization (including lecture attendance and survey administration throughout the semester, encompassing student satisfaction studies, program evaluations, analyses of students academic performance and appraisals of academic, invited and administrative personnel);
- h.) The initiation of academic workloads tailored to student requirements;
- i.) The enhancement of examination test quality (creating and updating test databases) and the refinement of examination processes (taking into account complaints and suggestions related to assessment and recommendations developed by the examination center);
- j.) The facilitation of effective utilization of the "Goni" system within the learning process and the formulation of recommendations for the software improvement.

The aforementioned activities are planned and executed bases on the agreement with program supervisors and other responsible structural units.

3. The Improvement of the Quality of Scientific-Research Activities at the University encompasses:

- a.) The facilitation of working sessions with scientific and research-engaged structural units;
- b.) The acquisition and application of knowledge pertaining to scientific work evaluation indicators and the subsequent review of the consistency and objectivity in the assessment of works utilizing these indicators;
- c.) Active participation and engagement in the review processes for grant applications, project proposals and the conferment of awards; the involvement of the Quality Assurance Service in the examination of project proposals submitted by faculties and the review processes of the Scientific Research Department reports.

The University's Quality Assurance Service, in coordination with the Scientific Research Department, executes the aforementioned activities throughout the annual cycle, in alignment with their respective work plans.

4. Development of the quality of Lifelong Learning programs encompasses the engagement of Quality Assurance Service in the assessment, quality determination and development of planned certificate programs in alignment with the strategic plans of the Lifelong learning and Career Development Service and respective faculties. **The Quality Development Framework for Lifelong Learning Programs incorporates the following elements:**
 - a.) Active participation in the review process of the submitted certificate programs from the perspective of quality assurance;
 - b.) Systematic evaluation of the aforementioned programs by the Quality Assurance Service, employing standardized assessment forms;
 - c.) Appraisal of program content and operational processes by program participants;
 - d.) Analysis of the participant satisfaction survey outcomes and formulation of the recommendations.

5. **The Development of the Quality of International Programs and Internationalization encompasses:**
 - a.) The engagement of the Quality Assurance Service in collaborative initiatives with international academic institutions and donor organizations, with the objective of developing joint academic programs;
 - b.) The intensification of the internationalization processes of the academic programs;
 - c.) Active participation in the review of candidates (both students and faculty) aspiring to engage in international mobility opportunities.

6. **The Quality Assurance Framework for the University's Societal Engagement (Third Mission) encompasses:**
 - a.) Enhancing the quality of engagement of the university's academic, administrative staff and students in educational-cognitive, intellectual, cultural and sport events. For each such activity, the Quality Assurance Service, in collaboration with the Public Relations Department, will conduct an analysis of audience satisfaction survey and develop recommendations.

7. **The Quality Assurance Policy regarding the Enhancement of Student Support Mechanisms within the University includes:**
 - a.) The improvement of the quality of existing advisory services aimed at enhancing academic planning and achievements;

- b.) The development of recommendations aimed at enhancing the efficacy of student communication with administrative bodies, academic staff and invited specialists;
- c.) Enhancing the quality of career support services;
- d.) Supporting student initiatives.