



**European University**

**Annual Quality Development Report**

Analysis of the Outcomes of the Activities of the Quality Assurance Service,  
the Scientific Research Support Center,  
and the Innovative Teaching Training Center Methods

**2024-2025 Academic Year**

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## Chapter 1. Regulation and Principles of Quality Assurance

The core values, approaches, and principles of quality assurance at European University are defined by the "Quality Assurance Policy" (approved by the decision of the Governing Board on March 17, 2020, Minutes No. 6). According to the Policy, quality management is an integral part of the daily operations of European University and is the responsibility of every person involved in the process. The quality of university activities derives from the competence, responsibility, and ethical conduct of the members of the university community.

The primary values and approaches of quality assurance activities at European University are: transparency, openness, objectivity, reliability, continuity, and validity.

The quality assurance system operates on the principle: Plan, Do, Check, Act. Adherence to this principle is ensured through the quality assurance mechanisms developed at European University.

The quality assurance mechanisms developed at the University entail the continuous assessment and development of the University's activities and resources with the aim of maintaining and improving quality.

In order to achieve its objectives, the Quality Assurance Service collaborates with all structural units of the University, academic and invited staff, students, employers, and other stakeholders.

The Quality Assurance Service is guided in its operations by the document "Quality Assurance Mechanisms and Procedures for the Use of Assessment Results" (approved by Order No. 96 of the University Rector dated March 23, 2020), which summarizes the internal and external quality assessment processes, describes the additional documentation relied upon within the framework of quality assurance mechanisms, and outlines the instruments used to carry out the assessment process, as well as how assessment results are utilized for the purpose of refining and improving processes and outcomes.

In the course of its activities, the Quality Assurance Service additionally relies on the following legal acts in force at the University:

- Procedures for Planning, Development, Approval, Enhancement, Amendment, and Cancellation of Educational Programs (approved by Order No. 65 of the University Rector dated March 16, 2020);
- Methodology for Assessment Learning Outcomes of Educational Programs (approved by Order No. 92 of the University Rector dated March 21, 2020);
- Methodology for Determining the Number of Academic and Invited Staff (approved by Order No. 84 of the University Rector dated March 20, 2020);
- The Rule for the Evaluation of Academic and Invited Staff (approved by Order No. 83 of the University Rector dated March 20, 2020);
- Staff Recruitment Regulations (approved by Order No. 86 of the University Rector dated March 20, 2020);
- Procedures for Evaluating Classroom Work (approved by Order No. 85 of the University Rector dated March 20, 2020);
- Regulations Governing the Academic Process (approved by Order No. 94 of the University Rector dated March 23, 2020);
- Methodology for Developing Individual Study Plans (approved by Order No. 89 of the University Rector dated March 21, 2020);
- Methodology for Planning Student Enrollment (approved by Order No. 82 of the University Rector dated March 20, 2020);
- Procedures for Monitoring Student Enrollment (approved by Order No. 91 of the University Rector dated March 21, 2020);
- Guidelines for Conducting Satisfaction Surveys (approved by Order No. 95 of the University Rector dated March 23, 2020);
- Regulations for the Administration of Examination Processes (approved by Order No. 62 of the University Rector dated March 13, 2020);
- Regulations for the Completion of Bachelor's Theses (approved by Order No. 308 of the University Rector dated October 27, 2020);
- Regulations for the Completion of the Practical Component of Educational Programs (approved by Order No. 309 of the University Rector dated October 27, 2020);

- Rules and Conditions for the Affiliation of Academic Staff (approved by Order No. 105 of the University Rector dated March 28, 2020);
- Research Funding Regulations (approved by Order No. 90 of the University Rector dated March 21, 2020);
- Procedures and Mechanisms for the Detection, Prevention, and Response to Plagiarism (approved by Order No. 63 of the University Rector dated March 13, 2020);
- Regulations for the Completion of Master's Theses (approved by Order No. 61 of the University Rector dated March 13, 2020);
- Charter of European University (approved by Order No. P/2 of the University President dated March 11, 2020).

## Chapter 2. Internal and External Mechanisms of Quality Assurance

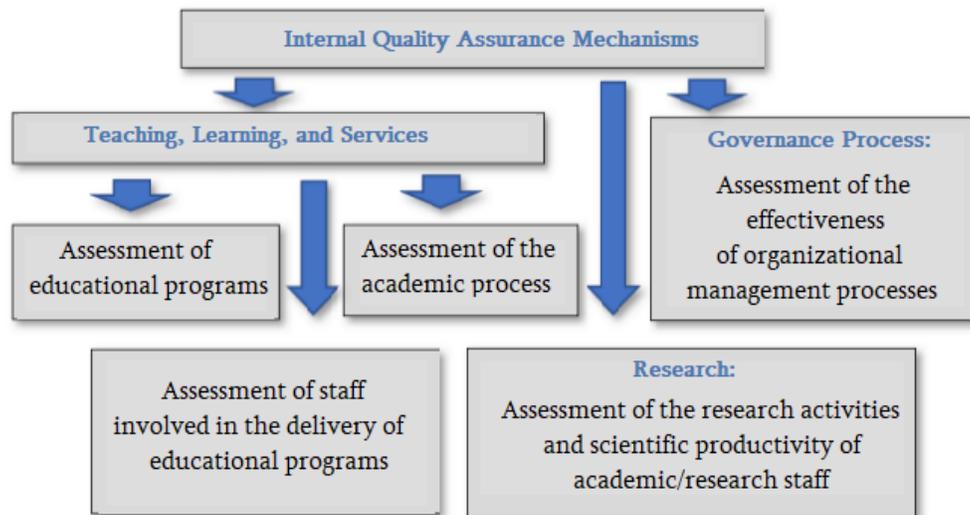
Quality assurance mechanisms encompass both internal and external quality assessment.

External quality assurance mechanisms include:

- a) Assessment conducted through authorization, accreditation, and monitoring organized by the National Center for Educational Quality Enhancement;
- b) Assessment conducted through international institutional and programmatic accreditation;
- c) Assessment carried out by locally or internationally invited experts.

The internal quality assurance mechanisms of the University cover all key aspects of University operations and are divided into three main areas:

- a) Teaching, Learning, and Services - assessment, analysis, and response in relation to educational programs, staff involved in the delivery of educational programs, and the academic process;
- b) Research - assessment, analysis, and response in relation to research activities and the scientific productivity of academic/research staff;
- c) Governance Processes - assessment, analysis, and response in relation to the organizational management processes.



## Chapter 3. Teaching, Learning, and Services

One of the directions of the internal quality assurance mechanisms, Teaching, Learning, and Services encompasses three main aspects:

- a) Assessment of educational programs
- b) Assessment of staff involved in the delivery of educational programs
- c) Assessment of the academic process

### 3.1. Assessment of Educational Programs

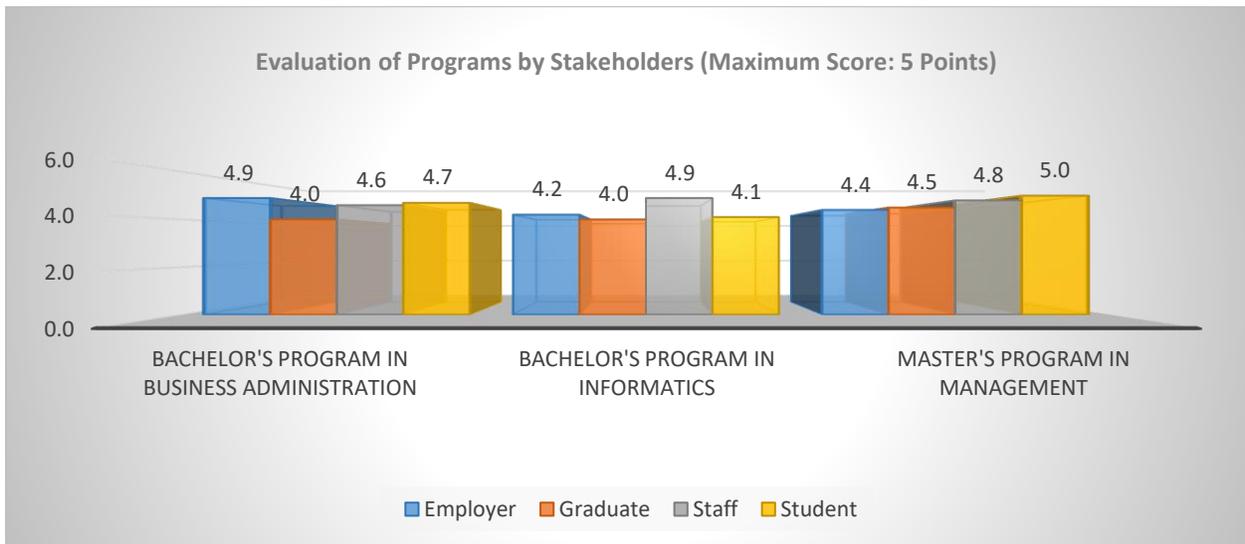
The assessment of educational programs is carried out in several directions, with the involvement of all stakeholders and through the use of various assessment instruments, specifically:

**3.1.1. Assessment of Educational Programs by Program Directors.** In the 2024–2025 academic year, educational programs were assessed by program directors in accordance with the internal quality assurance mechanisms, covering various areas such as the direct and indirect assessment of the achievement of program learning outcomes (analysis of student academic performance, assessment based on Program Appendix 4, survey results), investigation and assessment of graduate employment rates, assessment of student participation in exchange programs and extracurricular activities, and assessment of the material–technical base and library resources required for program delivery. The results obtained were submitted to the Quality Assurance Service in the form of a report developed in advance within the framework of the mechanisms. The same report includes descriptions, provided by program directors, of the activities carried out on the basis of the assessment results with the aim of developing the program and better achieving the learning outcomes defined by the program, such as introducing changes to the program curriculum, supporting the professional development of staff,

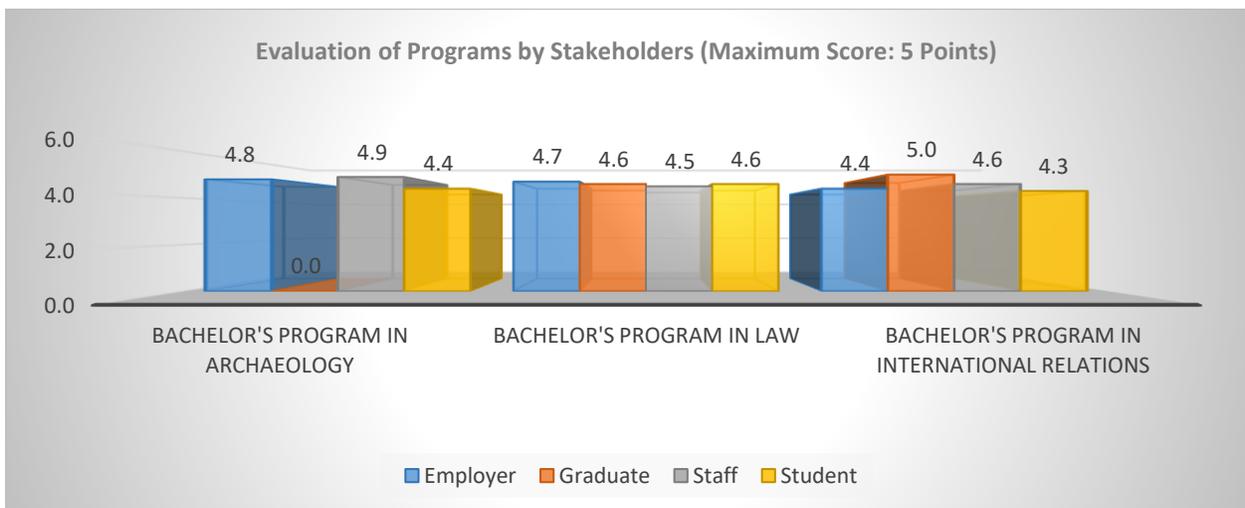
updating library resources, and so on. In the 2024–2025 academic year, the aforementioned assessment was conducted by program directors at European University for all active educational programs. Assessments were not carried out only for those educational programs in which no students were enrolled during the 2024–2025 academic year, and consequently no academic process was taking place and no data were available for analysis and assessment. The assessment results obtained were used for the purpose of updating and developing the programs. Information on the use of the results is described in the annual program assessment reports, which were submitted to the Quality Assurance Service for reporting and evaluation purposes (for details, see Appendix 1 — Annual Evaluation Reports of Educational Programs).

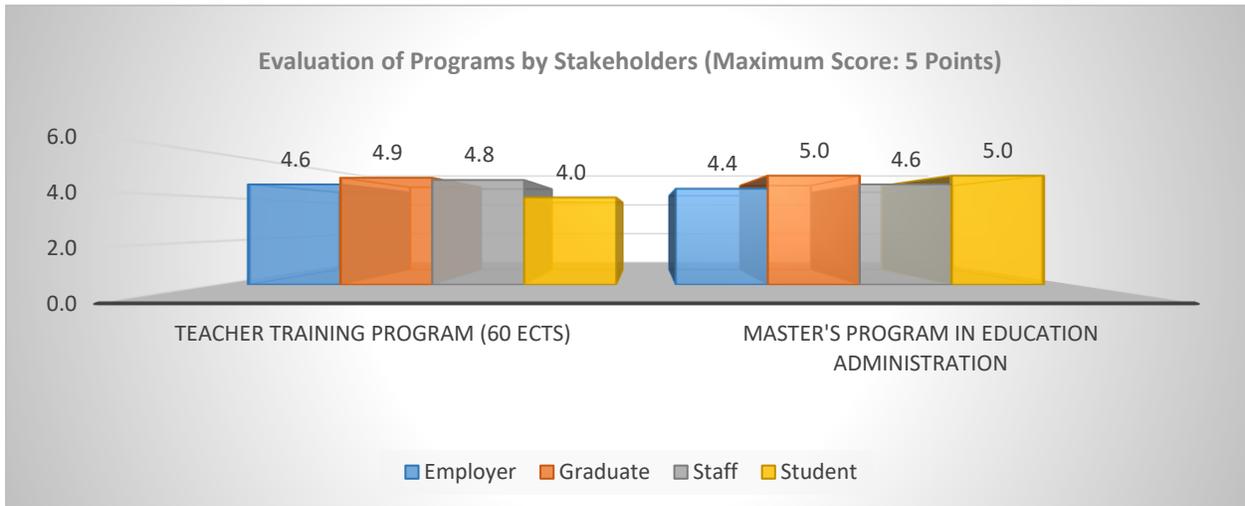
**3.1.2. Assessment of Educational Programs by Stakeholders.** The assessment of educational programs by stakeholders, in accordance with the internal quality assurance mechanisms, is conducted once every two years. The assessment was fully carried out during the 2023–2024 academic year for all active educational programs at the University; accordingly, no stakeholder survey was conducted during the 2024–2025 academic year pursuant to the aforementioned approach. Regarding the assessment results of the 2023–2024 academic year, educational programs were comprehensively assessed by stakeholders — specifically by program implementing staff, students, graduates, and employers — using questionnaires developed in advance within the framework of the quality assurance mechanisms. The survey process (as with all surveys conducted within the framework of European University's internal quality assurance mechanisms) is governed by the Guidelines for Conducting Satisfaction Surveys (approved by Order No. 95 of the University Rector dated March 23, 2020). Stakeholders assess the aims of the educational program, the learning outcomes defined by the program, the program curriculum, the courses offered within the program, as well as the volume of working hours allocated to each course. The Quality Assurance Service of European University uses the following electronic platform to administer the survey process: <https://www.surveymonkey.com/>. The results of the stakeholder assessment were forwarded to program directors for analysis and response, and for use in developing and improving the programs. Program directors, together with program committees, review the survey results, analyze the findings, deliberate, and make decisions regarding the need for changes aimed at developing the educational program. An analysis of the assessment results, information on the notable issues identified through the analysis, as well as information on the changes implemented on the basis of the analysis for the purpose of program development, are submitted by program directors in the form of a report to the University's Quality Assurance Service. The results of the survey conducted during the 2023–2024 academic year are positive; all educational programs received high scores from all stakeholders: in response to the question "Please rate the curriculum of the educational program," the average score given by respondents across all educational programs is predominantly above 4 out of a maximum of 5:

**Faculty of Business and Technology**

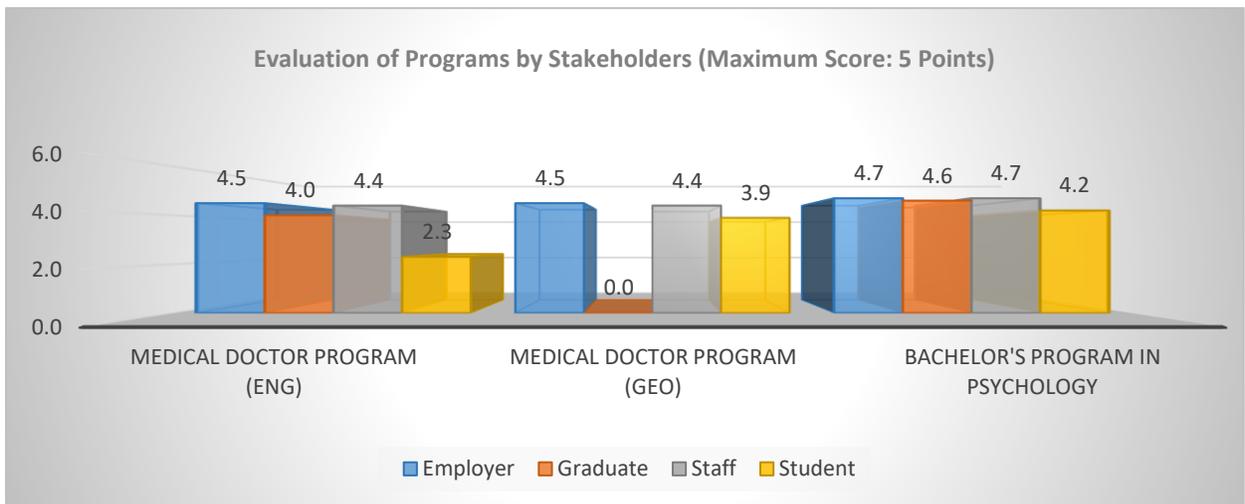


**Faculty of Law, Humanities, and Social Sciences**

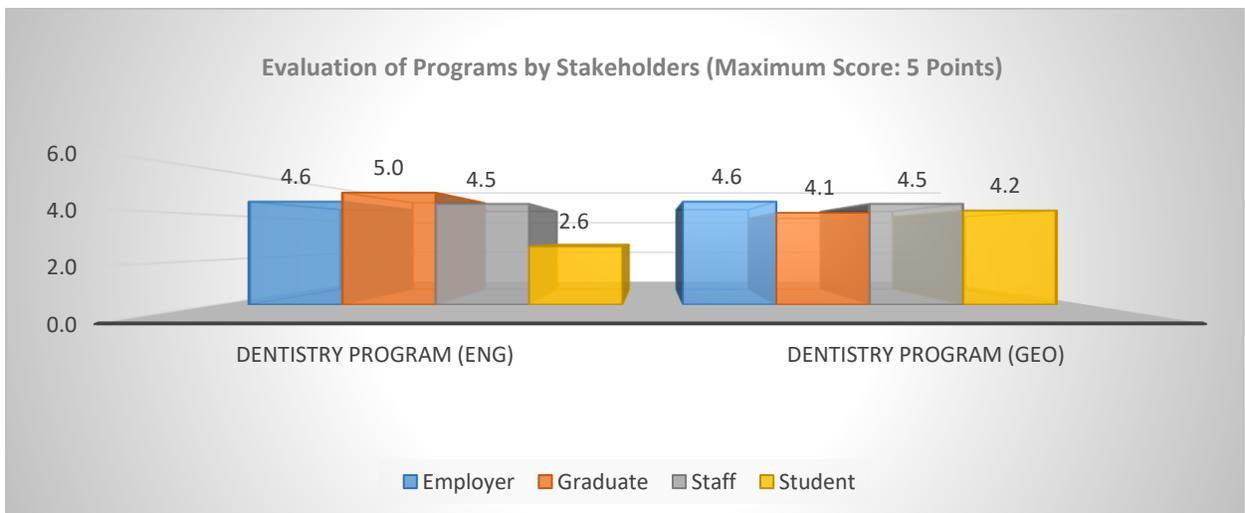




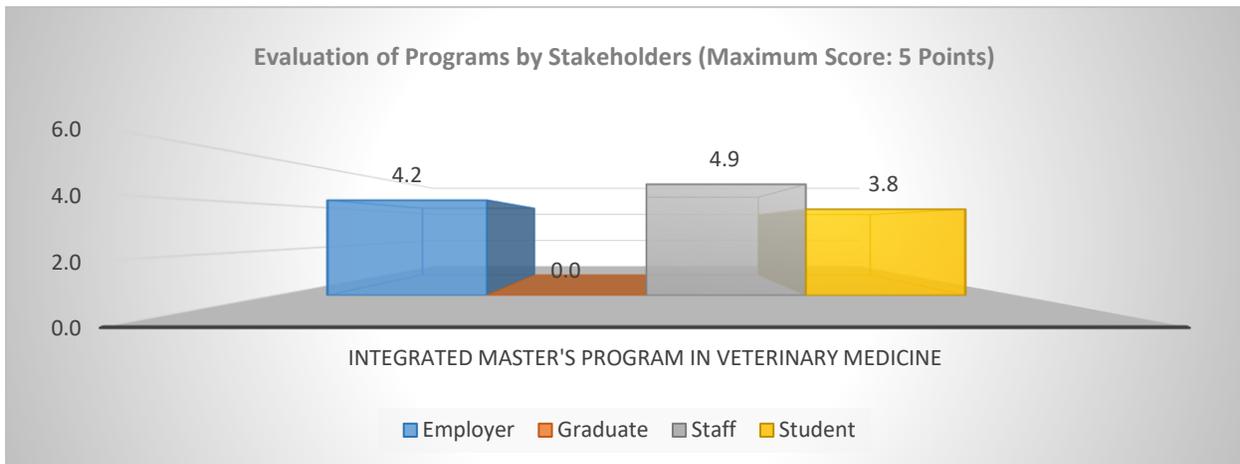
### Faculty of Medicine



### Faculty of Dentistry



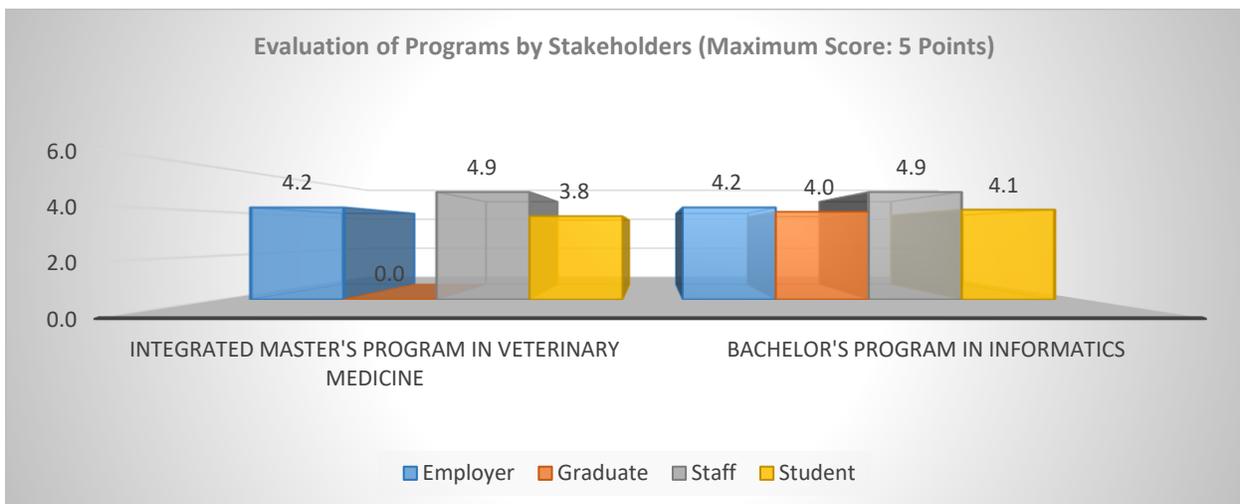
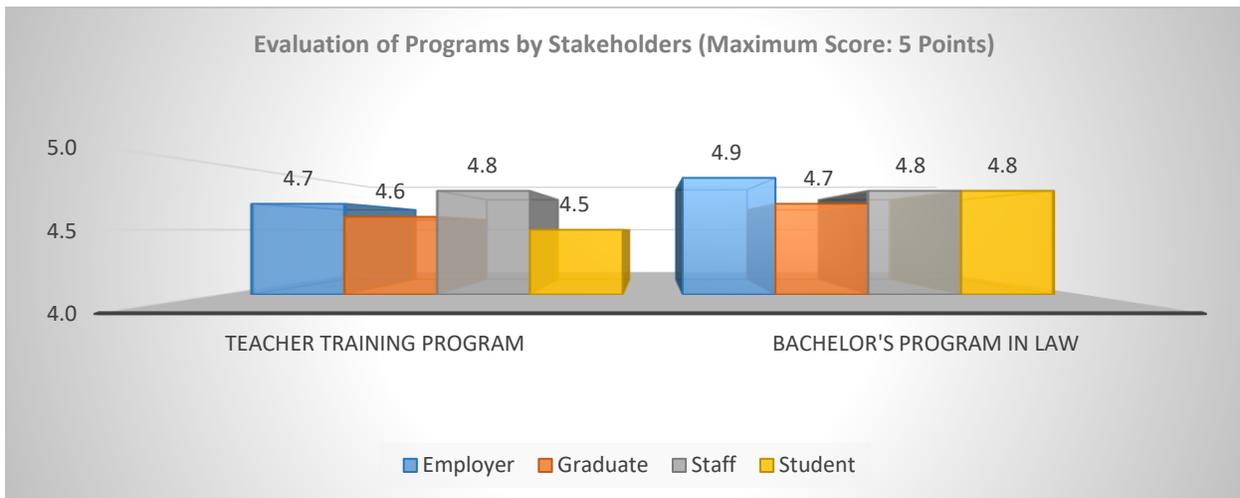
## Faculty of Veterinary Medicine



**Note:** Stakeholder evaluations were not conducted for educational programs in which no students were enrolled during the 2023–2024 academic year. In such cases, no teaching activity took place and therefore no basis existed for conducting evaluations. Evaluations were similarly not carried out for programs that are not planned for future delivery, are not open for admission, and for which a substantive content review would serve no practical purpose.

Survey results were analysed and used by program directors and committees for program development purposes. Program directors submitted response reports to the Quality Assurance Service, describing how the findings had been used and what corrective or developmental measures had been taken. These response reports demonstrate that logical and well-grounded changes were implemented in educational programs on the basis of stakeholder evaluation results.

During the 2024–2025 academic year, stakeholder evaluations were carried out for educational programs undergoing significant content revision. In these cases, it was considered necessary and valuable to gather the views, advice, and recommendations of all relevant stakeholders — including employers, graduates, students, and program implementing staff — in order to refine the content of the programs, strengthen their quality, and better align them with labour market demands. In the above-mentioned context, evaluations were carried out for 4 educational programs. The results were again positive: across all programs and for the question "Please evaluate the curriculum of the educational programme," respondent ratings averaged above 4 out of a maximum of 5 points:



For detailed information on the results of the evaluation, as well as on the recommendations and advice received as a result of the evaluation, and on the implementation of the suggestions, see Appendix 2 - Stakeholder Survey Results, Analysis of Results and Results Implementation Reports).

**3.1.3. Evaluation of Newly Developed / Amended Educational Programs by the Quality Assurance Service.** Educational programs are also evaluated by the Quality Assurance Service for the purpose of assessing compliance with accreditation standards and with other external and internal regulatory documents, as well as for evaluating changes introduced into programs and tracking overall program development. This process is governed by the Procedures for Planning, Developing, Approving, Amending, and Cancelling Educational Programs (approved by Rector's Order No. 65, 16 March 2020). Under this document, program directors and committees — drawing on results from learning outcome assessments, stakeholder evaluations, resource assessments, and other quality assurance mechanisms — submit updated or newly developed program versions to the Faculty Council for review, after which they are forwarded to the Quality Assurance Service for examination and evaluation. The Quality Assurance Service prepares a conclusion assessing each updated or newly developed programme's

compliance with accreditation standards and with the requirements established in the University's internal legal acts. The conclusion is subsequently presented to the Governing Board for approval of the changes or the newly developed program. During the 2024–2025 academic year, changes were introduced into existing educational programs at European University for the purpose of program development, and new educational programs were also developed. The Quality Assurance Service prepared the requisite conclusions in all cases — covering the initiation and approval of any changes to existing programs, as well as the evaluation and approval of newly developed programs.

It is important to note that during the 2024–2025 academic year, 9 educational programs underwent external evaluation (accreditation), including both re-accreditation processes and accreditation of newly developed programs. The Quality Assurance Service conducted the above-mentioned evaluation and prepared conclusions in every instance, with the aim of assessing compliance of program changes and newly developed programs with external and internal regulatory documents, and evaluating the overall soundness of program development. Notably, all 9 educational programs received unconditional accreditation for the full term — a result that may be regarded as a strong indicator that program development and evaluation processes are being conducted appropriately.

#### **3.1.4. Evaluation of Educational Programs Through Assessment of Program-Defined Learning Outcomes.**

Educational programs are also evaluated through assessment of the achievement of learning outcomes defined within each program. Both direct and indirect assessment methods are employed in this process.

a) **For direct assessment of learning outcomes** an analysis of students' academic performance is conducted. In accordance with the target benchmarks set out in the Learning Outcome Assessment Methodology in force at European University (approved by Rector's Order No. 92, 21 March 2020), the analysis identifies noteworthy issues where they exist. The defined target benchmarks are: more than 10% of students in a group consistently receiving the highest grade (Grade A), or more than 10% of students failing. Academic performance data are monitored longitudinally — specifically, data from the most recent three academic years are examined. This approach facilitates the identification of genuinely noteworthy issues and eliminates incidental results caused by strong or weak cohort effects or other situational factors. The data are sent to program directors for in-depth review and analysis, and — where necessary — for implementing specific changes within the programme. Possible responses may include changes to the curriculum, revision of course prerequisites, modifications to teaching methodology, updating of required reading materials, and so on. Program directors submit response and application reports to the Quality Assurance Service. Academic performance analysis in accordance with this methodology was carried out at European University during the 2024–2025 academic year across all active educational programs. Observation and data analysis revealed certain noteworthy issues requiring responses, which were duly implemented within the relevant educational programs. Positive results were also recorded — cases where target benchmarks were met and no



One-Cycle Program in Dentistry (Georgian-language)	√	√	√	√	√	√	√	√
Teacher Training Program (60 ECTS)	√	√	√	√			√	√
Bachelor's Program in International Relations	√	√	√	√		√	√	√
Bachelor's Program in Tourism	√	√	√	√	√	√	√	√
Bachelor's Program in Law	√	√	√	√			√	√
Bachelor's Program in Psychology	√	√	√	√	√	√	√	√
Integrated Master's Program in Veterinary Medicine	√	√	√	√		√	√	√

**Note:** Academic performance analysis was not carried out for educational programs in which no students were enrolled during the 2024–2025 academic year, as no teaching activity took place and no data were available for analysis.

For details, see Appendix 4 – Direct Assessment of Learning Outcomes: Academic Performance Analysis and Response Reports on the Use of Analysis Results.

As a direct method of learning outcome assessment, the University's Learning Outcome Assessment Methodology also defines a more complex assessment method, which involves disaggregating learning outcomes into assessment indicators and evaluating those indicators individually. This method facilitates deeper investigation of noteworthy cases identified in relation to the attainment of learning outcomes and supports root cause analysis. Indicator-based learning outcome assessment plans have been developed within each educational program (Program Appendix 4 – Learning Outcome Assessment) and, in order to ensure the validity of results (valid results can only be obtained after a certain period has elapsed following program revision), their implementation has been scheduled from the corresponding academic years, taking into account program development timelines. In accordance with the relevant appendices of the educational programs, this direct method of learning outcome assessment was planned and carried out during the 2024–2025 academic year in 6 educational programs: the Bachelor's Program in International Relations, the Bachelor's Program in Tourism, the Integrated Master's Program in Veterinary Medicine, the Bachelor's Program in Psychology, and the One-cycle Program in Dentistry (Georgian-language and English-language). Based on the assessment results, no noteworthy issues were identified within these programs that would require changes to the educational programs or to specific courses in order to better achieve learning outcomes. Based on the

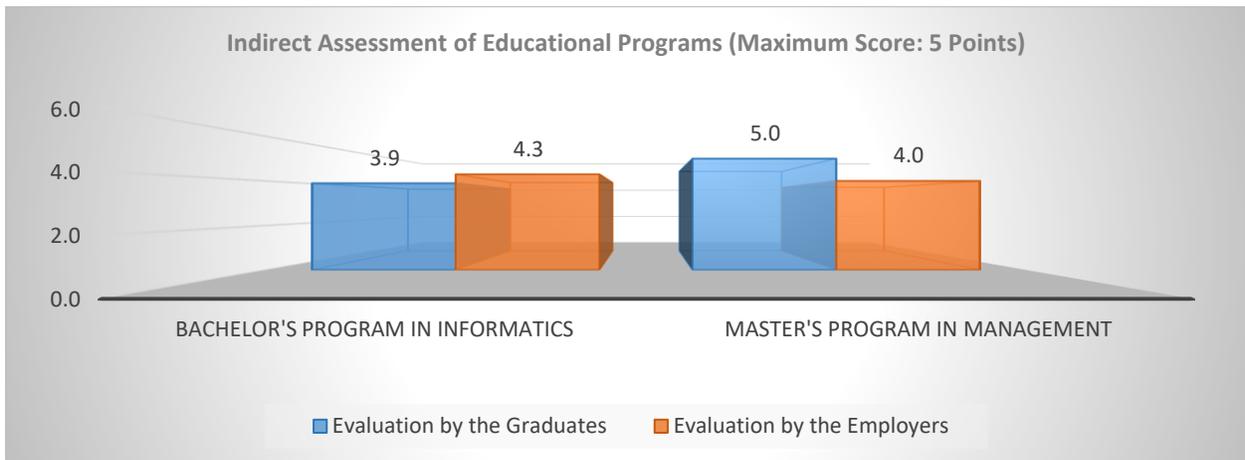
conclusions of program directors, the specific learning outcomes assessed during the 2024–2025 academic year are being achieved in the majority of cases, or, in exceptional cases, the available volume of data and its analysis does not yet provide sufficient grounds for drawing substantive conclusions regarding the need for changes to the program or to individual courses. However, certain instances of changes made in relation to specific courses do exist within the scope of these assessments. For example, within the Integrated Master's Program in Veterinary Medicine, assessment results led to amendments to Program Appendix 4 itself — the appendix that describes the assessment mechanism, assessment indicators and rubrics, and the assessment methods used. Specifically, in order to assess certain indicators with greater precision, the assessment process incorporated not only the specified practical assignments (OSPE) but also the theoretical component of examinations. Corresponding changes were made to Program Appendix 4 – Learning Outcome Assessment, and relevant assignments from specific courses were added as assessment methods for the indicators, in order to achieve greater precision — the necessity, importance, and need for which became evident during the assessment process. More broadly, across the University there are numerous instances of responses and changes implemented on the basis of these assessments. Specifically, in the prior academic year, within the Bachelor's Program in Business Administration, assessments were carried out as described above. Although the number of reviewed works in courses where noteworthy issues were identified did not exceed 10 — whereas under European University's Learning Outcome Assessment Methodology, more than 10 student works selected by random sampling must be assessed for results on a given course component to be considered valid — the objectives, outcomes, and subject matter of all courses where more than 10% of reviewed works failed to meet the target benchmark established by the methodology were nonetheless reviewed in full. The review revealed that the majority of the affected courses were high-credit courses (for example, Financial Management, Financial Accounting, and Managerial Accounting are 9-credit courses), and that the volume of contact and independent study hours, while formally adequate, placed an excessive learning burden on students within a single semester. Observations conducted through various mechanisms, as well as feedback from students and instructors, indicated that high-credit courses were not yielding adequate results, as students found it difficult to absorb the volume of learning material associated with that credit load within one semester. Accordingly, the objectives, outcomes, and subject matter of the existing high-credit courses were reviewed in detail, and credits — and consequently learning material — were redistributed more rationally across semesters, without compromising the overall learning outcomes to be achieved by the program. Additionally, in prior academic years, assessments conducted within the Bachelor's Program in Law led program directors and the committee to issue a recommendation to the instructors of 2 courses involved in the assessment process, regarding changes to the assessment methods used in midterm and final examinations, in order to better verify the attainment of the learning outcomes defined for those courses. On the basis of this recommendation, the relevant changes were implemented within those courses. For details, see

Appendix 4 – Direct Assessment of Learning Outcomes: Learning Outcome Assessment in Accordance with Program Appendix 4, and Response Reports on the Use and Application of Analysis of the Results.

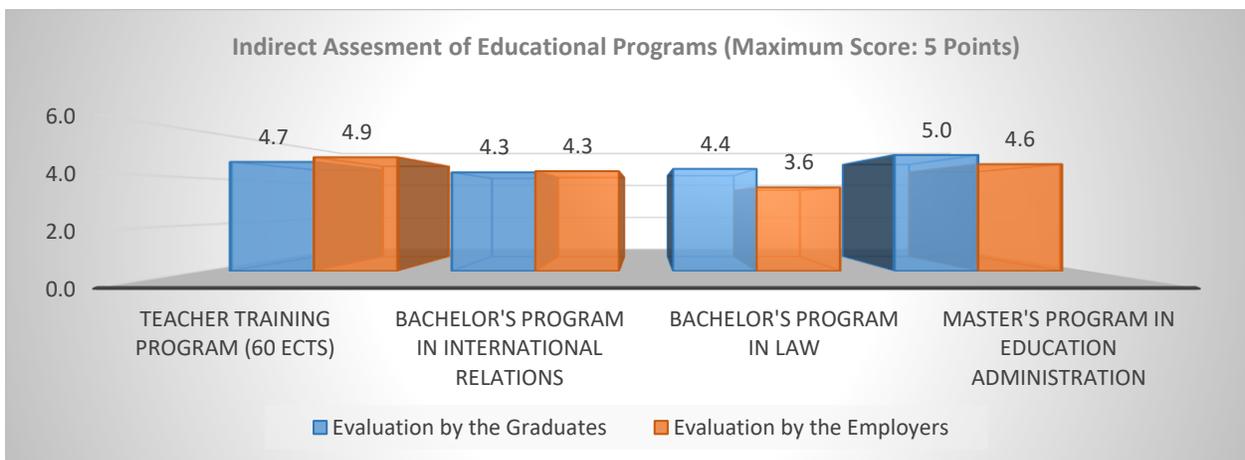
**b) Within the framework of indirect assessment of learning outcomes** the results of surveys conducted among program graduates and employers are analysed and used for program development purposes. In this process, employers — where a European University graduate or student is employed by them — assess the knowledge and skills of that employee, while graduates evaluate the knowledge and skills they themselves acquired upon completing the program. This provides a basis for assessing the level and quality of knowledge and skills developed within a given educational program. An electronic platform (<https://www.surveymonkey.com/>) is used to facilitate the survey process. Results are forwarded to program directors for analysis and follow-up. Program directors discuss the findings with program committee members, identify whether a response is needed, and — where a need is established — implement appropriate changes within the program. Program directors submit analysis usage and response reports to the Quality Assurance Service. It is important to note that a result is considered noteworthy if 30% or more of surveyed graduates or employers indicate that the graduate did not acquire adequate knowledge and skills important to the field within the program, and had to develop these after completing the program and outside its scope. It is also important to note that indirect assessment of learning outcome attainment by graduates and employers is conducted once every two years under the University's internal quality assurance mechanisms. A full round of this evaluation was completed during the 2023–2024 academic year across all active educational programs at European University. Accordingly, graduate and employer surveys were not conducted during the 2024–2025 academic year under this approach. Regarding the results of the 2023–2024 academic year evaluation: in 2023-2024 academic year the indirect assessment by graduates and employers was conducted across all programs at European University where graduates and their employers existed and where indirect assessment of program content and learning outcome attainment was therefore feasible.

The assessment results demonstrated that the vast majority of graduates considered themselves to have acquired adequate knowledge and skills within their educational program. For the question "Please evaluate the educational program you completed and the knowledge and skills you gained upon its completion," respondent ratings averaged above 4 out of a maximum of 5 points across all educational programs. The assessment results likewise demonstrated that the vast majority of employers considered that graduates of European University's educational programs had acquired adequate knowledge and skills. For the question "How would you evaluate the knowledge and skills of the European University graduate/student?", respondent ratings averaged above 4 out of a maximum of 5 points across all educational programs.

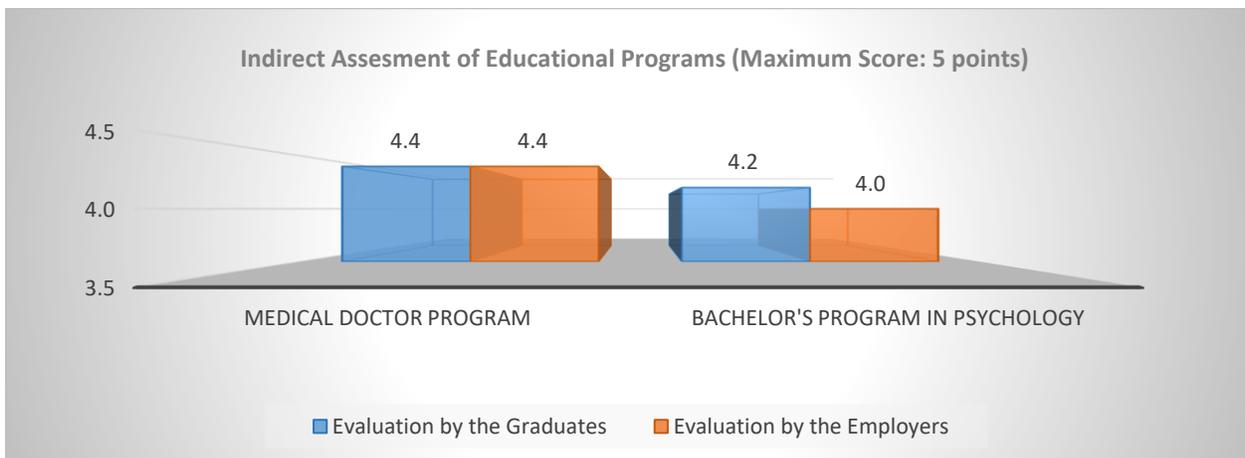
### Faculty of Business and Technology



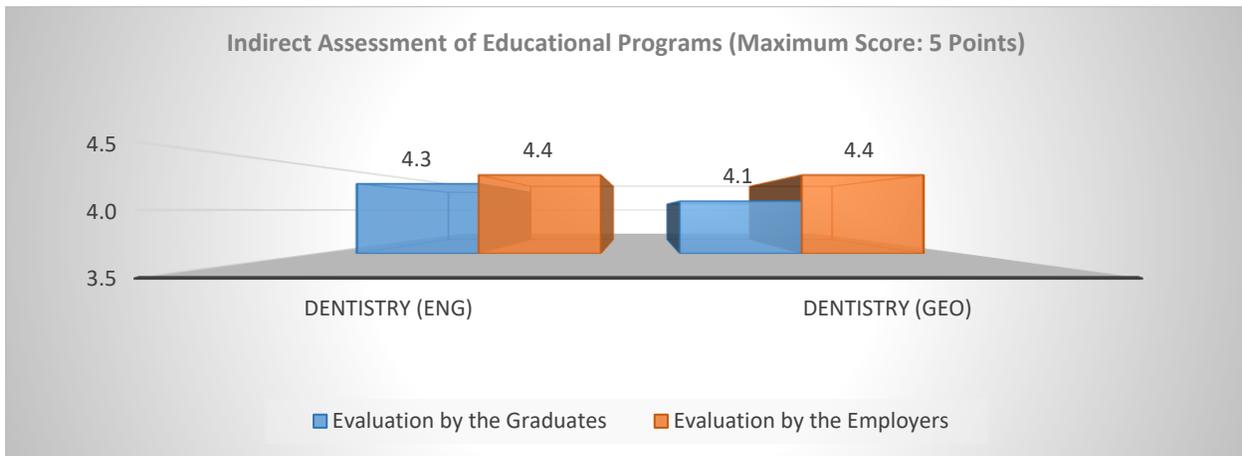
### Faculty of Law, Humanities, and Social Sciences



### Faculty of Medicine



## Faculty of Dentistry

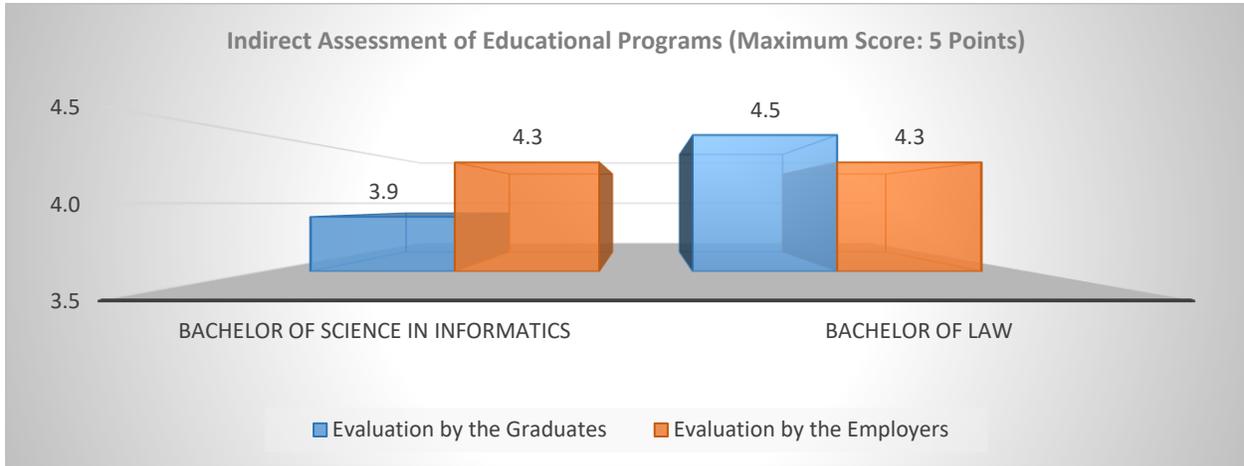


**Note:** This evaluation was not and has not been conducted for educational programs that, taking into account their accreditation period, had no graduates during the 2023–2024 academic year, and consequently had no employers of those graduates, making the evaluation impossible to carry out: the Bachelor's Program in Archaeology, the Bachelor's Program in Business Administration (180 ECTS), the Integrated Master's Program in Veterinary Medicine, and the One-cycle Program for Medical Doctor (Georgian-language).

It is important to note that the views expressed by graduates and employers regarding program development are taken into consideration. This is confirmed by the survey results and by the reports on the analysis of results and the incorporation of received recommendations.

During the 2024–2025 academic year, graduates and employers evaluated educational programs undergoing significant content revision, assessing the learning outcomes achieved within those programs. In such cases, it was considered necessary and valuable to gather the views, advice, and recommendations of graduates and employers in order to refine and strengthen the content of the educational programs and better align them with labour market demands. It should also be noted that such a survey could only be conducted for programs where graduates and their employers existed, and where indirect assessment of program content and learning outcome attainment was therefore feasible. Taking the above factors into account, the evaluation was conducted for 2 educational programs. The results were again positive. The assessment demonstrated that the vast majority of graduates considered themselves to have acquired adequate knowledge and skills within their educational program. For the question "Please evaluate the educational program you completed and the knowledge and skills you gained upon its completion", respondent ratings averaged above 4 out of a maximum of 5 points across all educational programs. The assessment likewise demonstrated that the vast majority of employers considered that graduates of European University's educational programs had acquired adequate knowledge and skills. For the question "How would you evaluate the knowledge and skills of the

European University graduate/student?", respondent ratings averaged above 4 out of a maximum of 5 points across all educational programs.



For detailed information on the indirect assessment of learning outcome attainment in educational programs, see Appendix 3 – Indirect Assessment of Learning Outcomes: Graduate and Employer Survey Results, Analysis of Results, and Response Reports on the Use of Results.

**3.1.5. Evaluation of Educational Programs by the Quality Assurance Service in Terms of Program Sustainability.** Educational programs are also evaluated by the Quality Assurance Service from the perspective of program sustainability. In accordance with the target benchmarks established under the Methodology for Determining the Number of Academic and Invited Staff in force at European University (approved by Rector's Order No. 84, 20 March 2020), the minimum number of academic staff involved in program implementation is determined, and the adequacy of the number of academic and invited staff engaged in program implementation is assessed accordingly. For this purpose, the Quality Assurance Service requests data from program directors and evaluates the extent to which the target benchmarks set by the methodology are being met. The adequacy of academic staff numbers for educational programs was assessed in accordance with this procedure during the 2024–2025 academic year as well. The assessment results confirmed that all active educational programs at European University are being delivered with the involvement of an adequate number of academic staff as required by the methodology (see Appendix 20 – Table for Determining the Number of Academic and Invited Staff).

### **3.2. Evaluation of Staff Involved in the Implementation of Educational Programs**

The evaluation of staff involved in the delivery of educational programs is conducted with the participation of students and the University's administrative staff, across several dimensions and using various assessment instruments, specifically:

**3.2.1. Evaluation of Academic Staff Based on Research Activity.** European University has internal Regulations on the Evaluation of Academic and Invited Staff (approved by Rector's Order No. 83, 20 March 2020). This document governs the evaluation of program implementing staff, including the assessment of research activities carried out by academic staff. Within the framework of this document, an annual report form for the research activity of academic staff has been developed. The form identifies all activities that may be recognised as research activity for academic staff and assigns a score to each activity. Each activity defined in the form is awarded a different score in accordance with the above-mentioned regulations, with the score reflecting the significance and value of the research activity in question. At the end of each academic year, academic staff submit this annual report to European University's Research Promotion Centre. The document establishes minimum requirements (a minimum score) for affiliated academic staff (affiliated professor, affiliated associate professor, affiliated assistant professor, and affiliated assistant) and for academic staff (professor, associate professor, assistant professor, and assistant). Academic staff are required to carry out the research activities defined by the regulations, accumulate the minimum score established for their position on an annual basis, and submit information on their activities together with supporting evidence in the form of the above-mentioned report to the Research Promotion Centre. The report submitted by academic staff at the end of the academic year is evaluated by the Head of the Research Promotion Centre, who confirms the research activities completed by the academic staff member and verifies that the minimum score requirement has been met. The Head of the Research Promotion Centre provides the assessment results to the Quality Assurance Service for use in the annual evaluation process of program implementing staff and for incorporation into the final evaluation results.

The results of the evaluation conducted on the basis of the above-mentioned academic staff reports are used as follows:

1. Failure by affiliated academic staff to fulfill research activity requirements for two consecutive years may constitute grounds for termination of their employment contract. In the event of non-fulfilment of research activity requirements after one year, the affiliated academic staff member is issued a warning.
2. Upon fulfilment of the minimum requirements related to research activity, affiliated academic staff receive corresponding remuneration: affiliated professor — 3,000 GEL; affiliated associate professor — 2,500 GEL; affiliated assistant professor — 2,000 GEL; affiliated assistant — 1,500 GEL. It should also be noted that remuneration for affiliated academic staff is paid only on the basis of scores accumulated through research activities carried out under the name of European University.
3. On the basis of the ranked results of the annual evaluation of academic staff performance — in which a certain percentage is allocated to research activity assessment results — the three

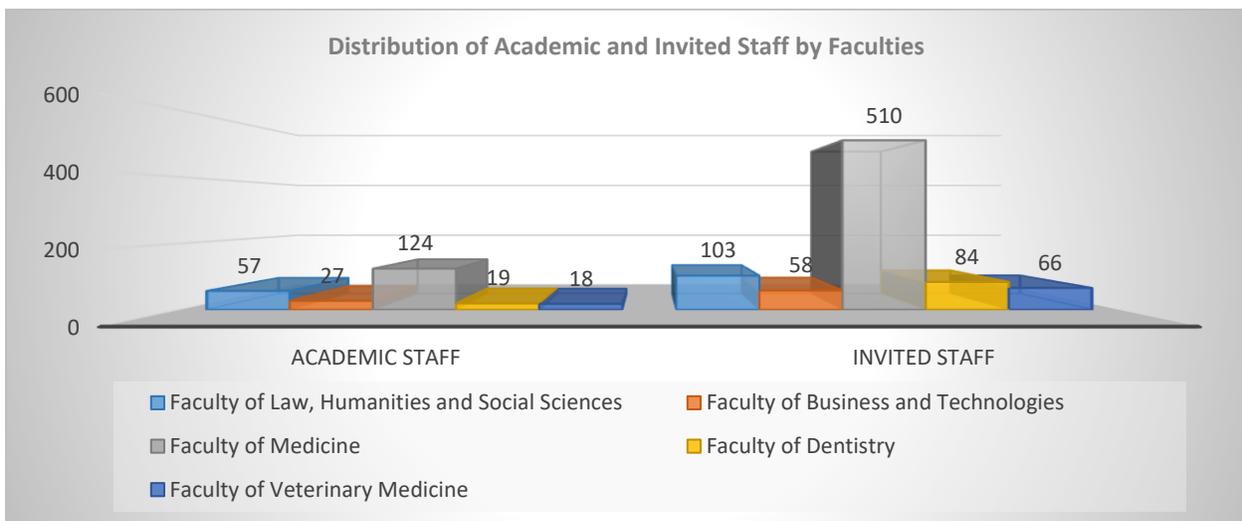
academic staff members with the best results on each faculty receive a monetary award as an incentive (1st place — 1,500 GEL; 2nd place — 1,000 GEL; 3rd place — 500 GEL).

- The Research Promotion Centre, in cooperation with the Quality Assurance Service, evaluates and analyses the results obtained, identifies the needs of academic staff for research support, and plans the directions and activities required to provide that support. The use of assessment results and the above-mentioned responses on the part of the University are regarded as a mechanism for increasing the research activity and productivity of academic staff, as well as a means of financial support.

The assessment of research activity by academic staff at European University was carried out at the end of the 2024–2025 academic year (see Appendix 5 – Evaluation of Academic and Invited Staff: Annual Research Activity Reports of Academic Staff and Evidence of Activity Implementation).

The statistical analysis of research activity for the 2024–2025 academic year is as follows:

As of August 2025, the total number of academic and invited staff at European University stood at 1,066: Faculty of Law, Humanities, and Social Sciences — 57 academic and 103 invited staff; Faculty of Business and Technology — 27 academic and 58 invited staff; Faculty of Medicine — 124 academic and 510 invited staff; Faculty of Dentistry — 19 academic and 84 invited staff; Faculty of Veterinary Medicine — 18 academic and 66 invited staff:



As of August 2024, 124 academic staff members were affiliated with European University (it is additionally worth noting an increase in the number of affiliated academic staff compared to the previous year, from 110 to 124): Faculty of Law, Humanities, and Social Sciences - 32 affiliated academic staff; Faculty of Business and Technology - 11 affiliated academic staff; Faculty of Medicine - 55 affiliated academic staff; Faculty of Dentistry - 11 affiliated academic staff; Faculty of Veterinary Medicine - 15 affiliated academic staff.

During the 2024–2025 academic year, out of 245 academic staff members, 105 (43%) submitted research activity reports:

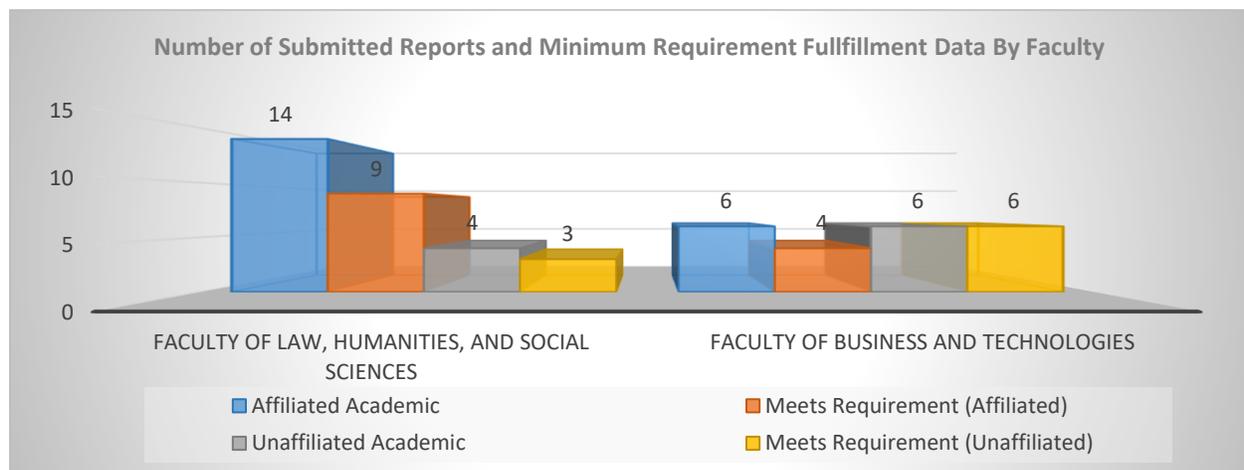
At the Faculty of Law, Humanities, and Social Sciences, a total of 18 (32%) academic staff members submitted annual reports: 14 affiliated academic staff members (44% of affiliated staff), of whom 9 (64%) met the minimum requirement, and 4 non-affiliated staff members (16% of non-affiliated staff), of whom 3 (75%) met the minimum requirement.

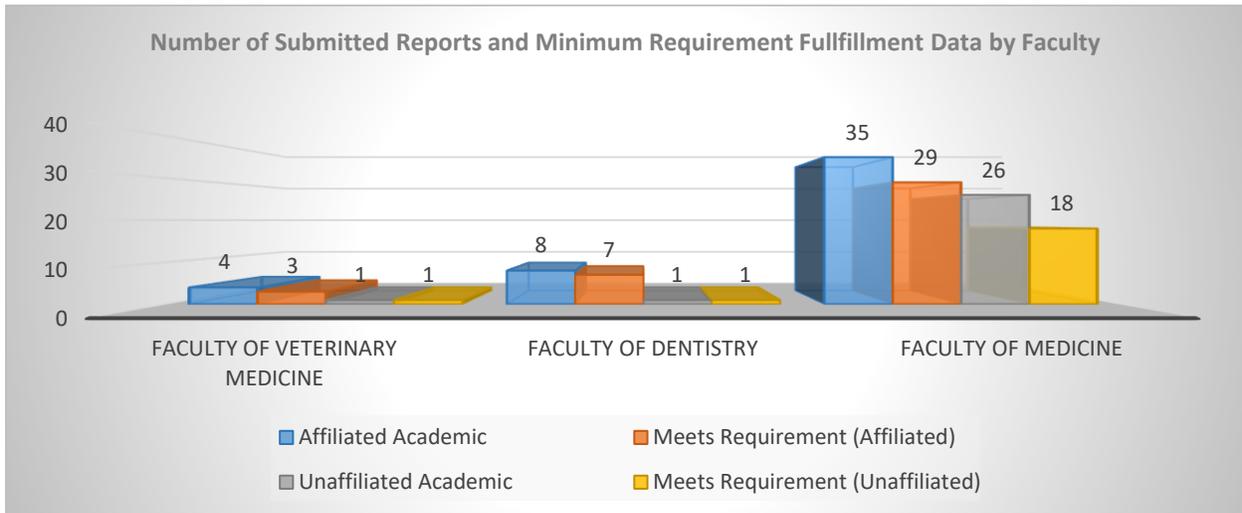
At the Faculty of Business and Technology, a total of 12 (44%) academic staff members submitted annual reports: 6 affiliated academic staff members (55% of affiliated staff), of whom 4 (67%) met the minimum requirement, and 6 non-affiliated staff members (38% of non-affiliated staff), of whom 6 (100%) met the minimum requirement.

At the Faculty of Medicine, a total of 61 (49%) academic staff members submitted annual reports: 35 affiliated academic staff members (64% of affiliated staff), of whom 29 (83%) met the minimum requirement, and 26 non-affiliated academic staff members (38% of non-affiliated academic staff), of whom 18 (69%) met the minimum requirement.

At the Faculty of Dentistry, a total of 9 (47%) academic staff members submitted annual reports: 8 affiliated academic staff members (73% of affiliated staff), of whom 7 (88%) met the minimum requirement, and 1 non-affiliated academic staff member (13% of non-affiliated academic staff), of whom 1 (100%) met the minimum requirement.

At the Faculty of Veterinary Medicine, a total of 5 (28%) academic staff members submitted annual reports: 4 affiliated academic staff members (27% of affiliated staff), of whom 3 (75%) met the minimum requirement, and 1 non-affiliated academic staff member (33% of non-affiliated academic staff), of whom 1 (100%) met the minimum requirement.





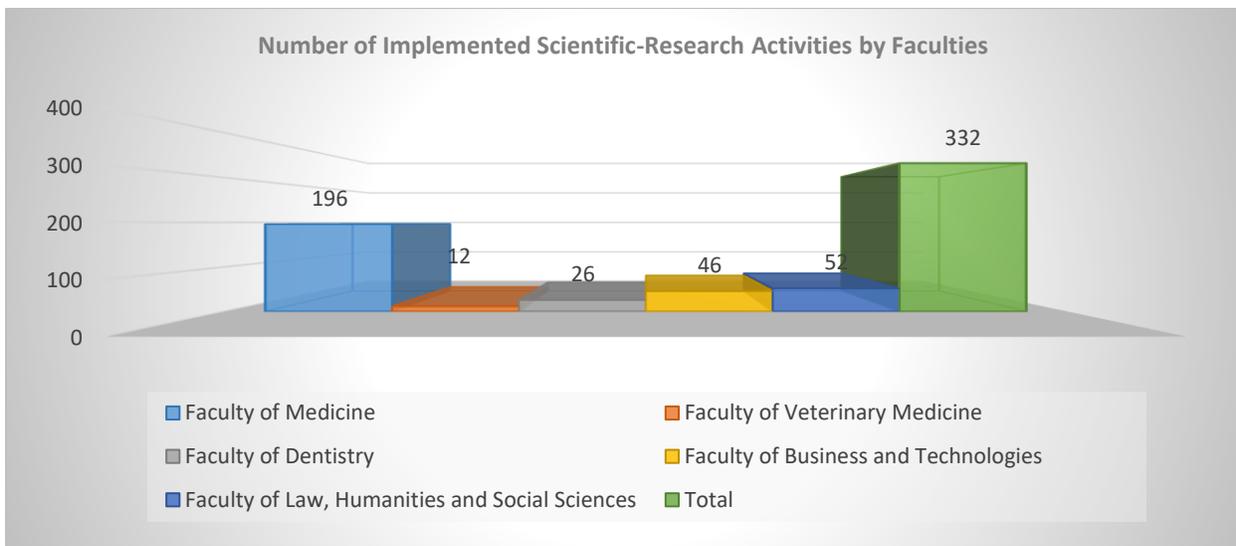
During the 2024-2025 academic year, the following scientific and research activities were carried out by the academic staff:

Research Activities	Faculty of Law, Humanities, and Social Sciences	Faculty of Business and Technology	Faculty of Medicine	Faculty of Dentistry	Faculty of Veterinary Medicine	Total
Articles in Impact Factor Journals	3	2	68	4	0	77
Publication of Articles in Google Scholar Journals	7	10	24	17	2	60
Participation in International Scientific Conferences (with Presentation)	25	21	69	3	4	122
Participation in International Scientific Conferences (without Presentation)	0	3	4	0	0	7
Participation in Local Scientific Conferences (with Presentation)	3	0	11	1	1	16

Participation in Local Scientific Conferences (without Presentation)	0	0	0	0	0	0
Leading a Funded Grant Research Project	2	0	0	0	0	2
Participation in a Funded Grant Research Project (Key Personnel)	2	1	3	0	0	6
Invention/Patent	0	0	1	0	0	1
Publication of Monograph/Text book Abroad	0	0	2	0	0	2
Publication of Monograph/Text book	3	5	1	1	2	12
Editorship of a Scientific Journal Listed in Point One	0	0	0	0	0	0
Reviewing for a Scientific Journal Listed in Point One	1	0	2	0	0	3
Editorship of a Google Scholar Journal	1	2	1	0	0	4
Reviewing for a Google Scholar Journal	0	0	0	0	0	0
Membership in the Scientific Committee of an International Scientific Conference	1	0	1	0	0	2
Membership in the Scientific Committee of a	0	0	0	0	0	0

Local Scientific Conference						
Reviewing a Textbook/Monograph	3	2	0	0	1	6
Reviewing a Master's Thesis of a European University Student	0	0	1	0	0	1
Supervision of Student Paper Presentations at International Student Conferences Held Abroad	0	0	0	0	0	0
Supervision of Student Paper Presentations at Local Student Conferences	1	0	8	0	2	11

In the 2024-2025 academic year, the following number of scientific and research activities were carried out by the academic staff of the European University within the faculties:



The total remuneration paid to affiliated academic staff of European University on the basis of the above-mentioned research activity during the 2024–2025 academic year amounted to 68,000 GEL.

The Research Promotion Centre also conducted a survey of its own in order to identify the needs of academic staff. The survey was carried out between 18 and 31 October 2024, with 115 academic and invited staff members of European University taking part. The questions aimed to identify topics on which staff would like to receive more information in the form of workshops, trainings, or informational meetings, as well as areas in which they required retraining or preparation for research activity, and what type of support they would like to receive from the Research Promotion Centre. The survey results were analysed, and on the basis of this analysis, the relevant workshops, trainings, and informational meetings were planned. Specifically, the survey identified several key areas — writing and publishing articles in ranked journals; writing grant applications and identifying research funding sources; supporting, supervising, and mentoring students in learning and research; planning and coordinating research activity; using scientific databases in the research process; techniques for selecting journals and support for publishing; sharing information on grant research projects, local conferences, trainings, and workshops; sharing information on scientific literature and databases; and others — and the corresponding trainings, workshops, and informational meetings were planned for the 2024–2025 academic year.

In accordance with the above, the Research Promotion Centre carried out the following various types of activities during the 2024–2025 academic year to support the research activity of the University's academic and invited staff:

1. On 16 December 2024, European University and Kutaisi University (now Central University of Europe) jointly organised the Fourth International Conference "Education, Technologies and Innovation." The keynote speakers were internationally recognised experts in the field of education: Associate Professor Igballe Miftari-Fetishi (International Balkan University, North Macedonia); Elena Istileulova (Socrates Lectures Symposium, University of Ljubljana, Slovenia); and Professor Lela Abdushelishvili (Black Sea International University, Georgia). Conference participants represented 4 countries: Georgia, Lithuania, Latvia, and North Macedonia. Detailed information (conference programme, photo gallery, book of abstracts, etc.) is available on the conference's official website: <https://iceti.eu.edu.ge/>.
2. Between August 2024 and July 2025, the following information was shared with academic and invited staff to support research activity:
  - 4th International Scientific-Practical Conference "Current Issues in the Development of Science and Education";
  - International Jean Monnet Conference 2024: Building Sustainable EU Society for the Future;
  - 2024 State Scientific Grant Competition for the Protection and Development of the State Language;

- 17th International Scientific Conference "Education and Science in the Age of Artificial Intelligence: Challenges and Prospects"
- 2nd Annual International Conference "SQUARE – Discussing the Third Mission in Universities: Local and Global";
- V International Scientific-Practical Interdisciplinary Conference;
- Joint International Scientific Grant Competition of the Rustaveli Foundation and the National Agency for Research and Development (NARD) of the Republic of Moldova 2024;
- XXV International Scientific Conference "Artificial Intelligence";
- American Institutes for Research Exchange Program for Researchers;
- Small Grants Program for Graduates of the International Research and Exchanges Board;
- Swiss Government Doctoral, Postdoctoral and Research Scholarships 2025–2026;
- Georgian Innovation and Technology Agency "Technology Transfer Program";
- State Scientific Grant Competition for Georgian Studies Research;
- International Scientific Conference – Current Issues in Wartime and Post-War Legislation and Policy;
- 2024 Joint Scientific Grant Competition of the Scientific and Technological Research Council of Turkey (TUBITAK) and the Shota Rustaveli National Science Foundation of Georgia;
- Small Grants Program;
- Chinese Government Scholarship 2025–2026;
- NCP\_WIDERA.NET Travel Grants;
- Innovative Participants Engagement Fund Competition;
- Lane Kirkland Research Program of the Republic of Poland for the 2025–2026 Academic Year;
- Ludovika Scholars Program of Ludovika University of Public Service (LUPS);
- Summer Courses of Central University of Europe;
- Conference – Defence is the Best Attack: Immuno-Oncology Breakthroughs;
- Scientific Conference "Research the EU for Georgia";
- Post-Doctoral Fellowship – "Competition in the Digital Era: Geopolitics and Technology in the XXI Century (CODE)";

- International Scientific Conference ETECH 2025;
- 27th Annual International Conference on Education;
- Webinars on Horizon Implementation;
- International Fellowships 2025;
- 2025 GIST Innovates South Caucasus;
- Scientific Events Organised by the Athens Institute – 2025 (over 30 scientific events in total);
- 2025 Turkey Research Scholarships Program;
- Latvian State Scholarships 2025;
- Scientific Conference – "Futurology and Hope: Forecasts, Opportunities, Challenges";
- TWAS Research Grants program in Basic Sciences: Individuals;
- EURAXESS Portal;
- Seminar "Analysis of Russia's Foreign, Security and Defence Policy in the Age of Artificial Intelligence";
- Henrik Enderlein Fellowship 2025–2026;
- International Conference: Contemporary Pharmacy: Issues, Challenges and Expectations 2025;
- 2025 State Scientific Grant Competition for Applied Research;
- EACR 2025 Congress: Innovative Cancer Science;
- EUSEA Conference 2025;
- 2025 Grant Competition for the Promotion of Scientific Research Projects on Georgia's Border Regions and International Scientific Events;
- 2025 Grant Competition for the Promotion of Scientific Research Projects on Georgia's Occupied Territories and International Scientific Events;
- International Conference Green Transition in Economy: Opportunities and Challenges;
- International Conference – Evidence-based Practice: From Health to Social Well-being;
- Scholarship Program in the Czech Republic 2025–2026;
- Courses: Orthopaedic, General Surgery, ENT and Obs&Gynae Survival;
- Friends of Academic Research in Georgia – Grant Competitions;

- X International Scientific Conference "Archival Studies, Source Studies – Trends and Challenges";
- 2025–2026 Fulbright Teaching Excellence and Achievement Program;
- International Competition "Chinguitt Prize 2025";
- ETINED Meeting;
- Joint "Rustaveli-DAAD" Scholarship Program Grant Competition of the Shota Rustaveli National Science Foundation of Georgia and the German Academic Exchange Service (DAAD) 2025;
- 2025 Grant Competition for the Promotion of Scientific Research Projects in Caucasian Studies and International Scientific Events;
- Support for Professional Development Abroad 2025–2026;
- EIT Community Opportunities;
- GERDA HENKEL Fellowship;
- Small Research Grants on Education;
- Conference – International Scholars and Leadership in Global Higher Education;
- Elsevier Webinars;
- iamtheCODE Courses;
- Lithuanian Language and Culture Summer Course;
- Slovak Government National Scholarship Programs;
- 2025 Grant Competition for Black Sea and Coastal Region Studies – "Black Sea Blue Development";
- 6th International Conference on Environmental Design and Health, ICED2025;
- Horizon Europe Cluster 2 Information Day;
- International Conference "Evolution of the Digital World and Sustainable Development Goals: Transformation of Industries and Professions for Sustainable Development";
- 2025 State Scientific Grant Competition for Fundamental Research;
- 15th International Research Conference on Education, Language, and Literature (IRCEELT);
- Second Multidisciplinary International Scientific Conference of Young Scientists and Students "Young Scientists for a Better Future of the Planet";

- 2025 Grant Funding Competition for Young Scientists' Research;
  - International Scientific Conference "Multifaceted Neuroscience – 140 Years of Ivane Beritashvili";
  - XXIV International Congress on Public and Nonprofit Marketing;
  - GIU Annual International Scientific Conference 2025;
  - International Conference "Economic, Legal and Social Problems of Contemporary Development – 2025";
  - International Scientific Conference "Museum and Globalisation";
  - Targeted Grant Competition for the Popularisation of Science;
  - MSCA Postdoctoral Fellowships;
  - Conference "Education – A Catalyst for Wellbeing";
  - Joint Scientific Research Internship Grant Competition of the Rustaveli Foundation and the French-Georgian University;
  - International Scientific-Practical Multidisciplinary Conference SEU ISMC 2025;
  - International Scientific Conference – "The Black Sea Region at the Crossroads of Civilizations – IV";
  - 9th Annual Symposium of Applied Research (SOAR);
  - Training – Advanced AI Tools Training for Research Managers;
  - EIC Pre-Accelerator and EIC Accelerator Information Meeting;
  - Multidisciplinary International Scientific Conference: Sustainable Development, Institutions and Global Challenges (SDIGC-25);
  - Professional Practice Program;
  - Joint Research Program Grant Competition of the Shota Rustaveli National Science Foundation of Georgia and Oxford University "Georgian Studies" 2025;
  - 2025 Grant Funding Competition for Doctoral Educational Programs;
3. Based on the needs assessment survey conducted during the fall semester of the 2024–2025 academic year, the topics of trainings and workshops required to strengthen the research skills of staff were identified, and the following trainings, workshops, and informational meetings were held:

- On 27 January 2025, an online training on "Planning and Coordinating Research Activity" was held for the University's academic and invited staff, led by Nino Machurishvili — lecturer at European University, Head of the Rector's and Academic Council's Office at Ivane Javakhishvili Tbilisi State University, and Research Development Coordinator at the Scientific Department of the Shota Rustaveli National Science Foundation of Georgia. The training aimed to provide participants with information on practical strategies for planning and coordinating research activity. Duration: 3 hours. Working language: Georgian.
- From 21 to 24 February 2025, an online training on "Using Scientific Databases in the Teaching and Research Process" was held for the University's academic and invited staff, led by Maia Metreveli, Project Manager at Innovative Educational Connections LLC. The training aimed to provide participants with information on the use of electronic scientific resources in the educational and scientific fields, including the publication and reviewing of academic papers and journals. Participants were also introduced to software tools supporting the research and teaching process. Duration: 9 hours. Working language: Georgian.
- On 25 March 2025, an online workshop on "Supporting, Supervising and Mentoring Students in Learning and Research" was held for the University's academic and invited staff, led by Kristi Praakle, Head of the Department of Veterinary Biomedicine and Food Hygiene, Institute of Veterinary Medicine and Animal Sciences, Estonian University of Life Sciences. The workshop aimed to provide participants with the knowledge and skills necessary to become effective mentors for students. Duration: 2 hours. Working language: English.
- On 11 April 2025, an online workshop on "How to Prepare a Successful Grant Application for the Grant Competitions of the Shota Rustaveli National Science Foundation of Georgia" was held for the University's academic and invited staff, led by Miranda Tedeshvili, Head of the Research Promotion Centre. The workshop aimed to familiarise participants with the Foundation's requirements, application structure, and evaluation criteria, and to share strategies for effective project planning and submission. Participants received practical advice on formulating project objectives, methodology, budget, and timeline. Duration: 3 hours. Working language: Georgian.
- From 15 to 17 April 2025, an online training on "Writing Grant Applications and the Specifics of Identifying Funding Sources" was held for the University's academic and invited staff, led by Ketii Tsintsadze — expert and consultant in the fields of continuing education, adult education, instructional design, and professional and continuing education course development; trainer-consultant and author of training courses (ToT, grant application writing, time management, etc.). The training aimed to introduce participants to the core principles and creative approaches of grant application writing, and to equip them with the practical knowledge and

skills needed to transform an idea into an effective project application. Duration: 9 hours.  
Working language: Georgian.

- On 20 May 2025, an online training on "Writing and Publishing Articles in Ranked Journals" was held for the University's academic and invited staff, led by Maguli Gambashidze, trainer at the Innovative Methods Training Centre of European University and Central University of Europe. The training aimed to strengthen participants' knowledge and skills in contemporary academic writing standards, structuring a scientific paper, academic style, finding and using reliable scientific sources, modern research mechanisms, and the principles of academic integrity. Participants also received information on peer-reviewed scientific journals and the process of publishing academic papers in such publications. Duration: 3 hours. Working language: Georgian.
  - On 7 April 2025, a working meeting on "Strategies for Building a Researcher's Brand" was held for European University's academic and invited staff. Participants were provided with information on online tools and strategies that support their positioning and the dissemination of research results.
  - On 14 July 2025, representatives of the Horizon Europe Georgia National Office held a working meeting with European University's academic staff. The visit aimed to provide detailed information to European University's academic staff on grant opportunities available under the programme. During the meeting, Horizon Europe National Contact Points presented participants with detailed information on ongoing and planned grant opportunities under the programme, eligibility conditions, and application submission [procedures](#).
4. In 2025, European University added an AI-generated text detection functionality to its existing Turnitin package, in response to which an online training on "Moodle Direct, Plagiarism Plugin, AI Detector" was held on 14 April 2025 for the University's academic and invited staff. The main focus of the training was the detection of AI-generated texts and the correct interpretation of Turnitin-generated reports. The session was led by Turnitin's international consultant Jeron Vanderbijssen, who reviewed the platform's functionality and AI detection mechanisms in detail and demonstrated the [process](#) of reading and analysing reports using real examples.
  5. The Centre provides consultations to the University's academic, scientific, and invited staff on the use of the electronic plagiarism-checking platform: <https://www.turnitin.com/>.

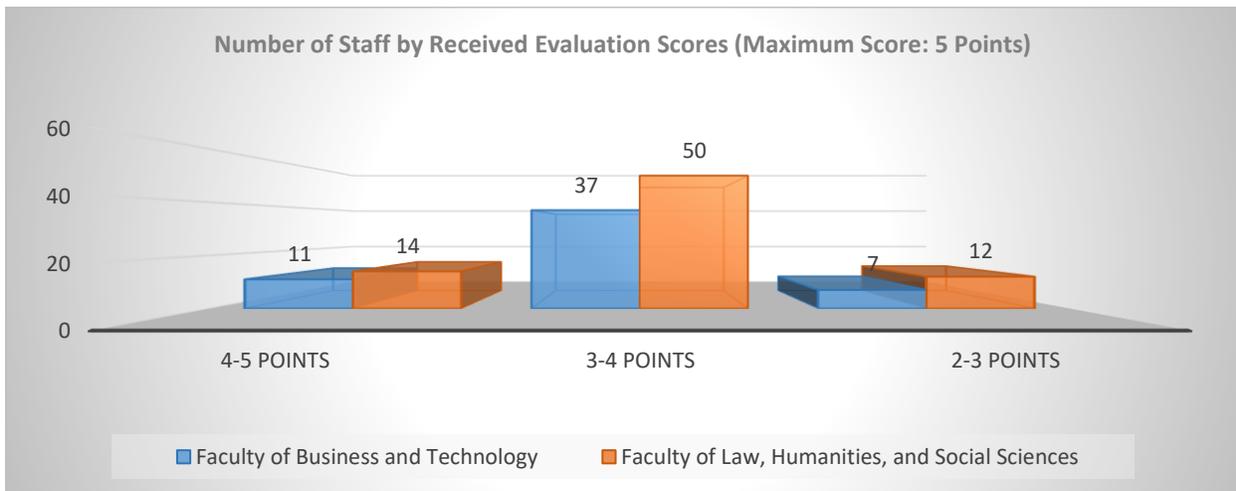
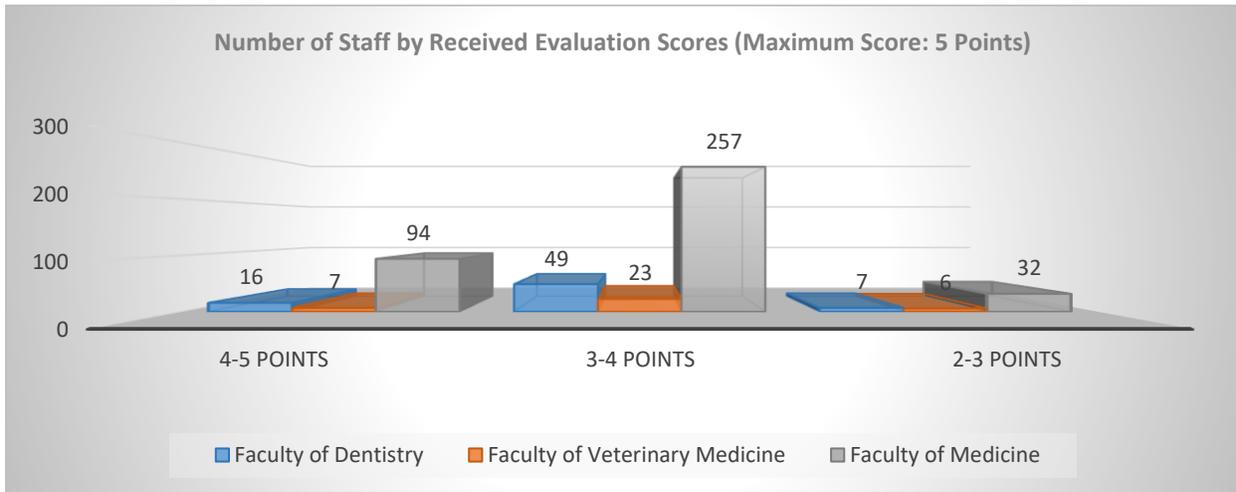
For details on the survey results, analysis of results, and responses, see Appendix 18 – Reports on Staff Development Support Activities: Results of the Staff Survey Conducted by the Research Promotion Centre, Analysis of Results, and the Research Promotion Centre's Report on Activities Carried Out to Support Staff Development.

### 3.2.2. Evaluation of Academic and Invited Staff Based on Professional Development and Academic Activity.

The evaluation of academic and invited staff is also carried out in accordance with the above-mentioned staff evaluation regulations on the basis of their academic activity, which involves the evaluation of staff by students, the dean, the program director, employees of the examination centre, and academic process management managers. This administrative staff evaluates academic and invited staff on matters relating to cooperation, and the proper conduct of the academic process, using pre-developed questionnaires, while students — also using pre-developed questionnaires — evaluate their satisfaction with the lecturer in the course delivery process, the teaching and assessment methods employed, and the lecturer's ability to conduct lectures, explain material, and convey knowledge, among other aspects. To facilitate the survey process, the Quality Assurance Service uses European University's electronic information system: <https://eunsis.eun.edu.ge/> and the electronic platform: <https://www.surveymonkey.com/>. The assessment results are consolidated by the Quality Assurance Service, and semester and annual rankings of academic and invited staff are established by faculty. In the final evaluations of academic staff, a defined percentage is allocated to the results of research activity assessment (in accordance with the procedure described above) and to the results of professional development assessment, while in the case of invited staff, only the results of professional development assessment are included. For the purposes of professional development assessment, a corresponding form has been developed within the quality assurance mechanisms, which defines possible professional development activities and assigns a score to each activity based on its scope and significance. Staff may also indicate activities not defined in the report form, and the score for such activities is determined by a committee. Reports are requested from academic and invited staff by the Quality Assurance Service, and the reports received from staff are analysed and final results determined by a commission established at the initiative of the Service and approved by the Rector. Assessment results are taken into account in determining the annual ranking of staff.

The final results of the evaluation of program implementing staff are used for the purposes of staff incentivisation — specifically, monetary awards are established for the three academic and invited staff members with the best results on each faculty. The professional development and academic activity of academic and invited staff were evaluated at the end of the fall and spring semesters of the 2024–2025 academic year, and annual evaluation results have also been consolidated.

The evaluation results of program implementing staff for the 2024–2025 academic year are largely positive and are presented as follows:



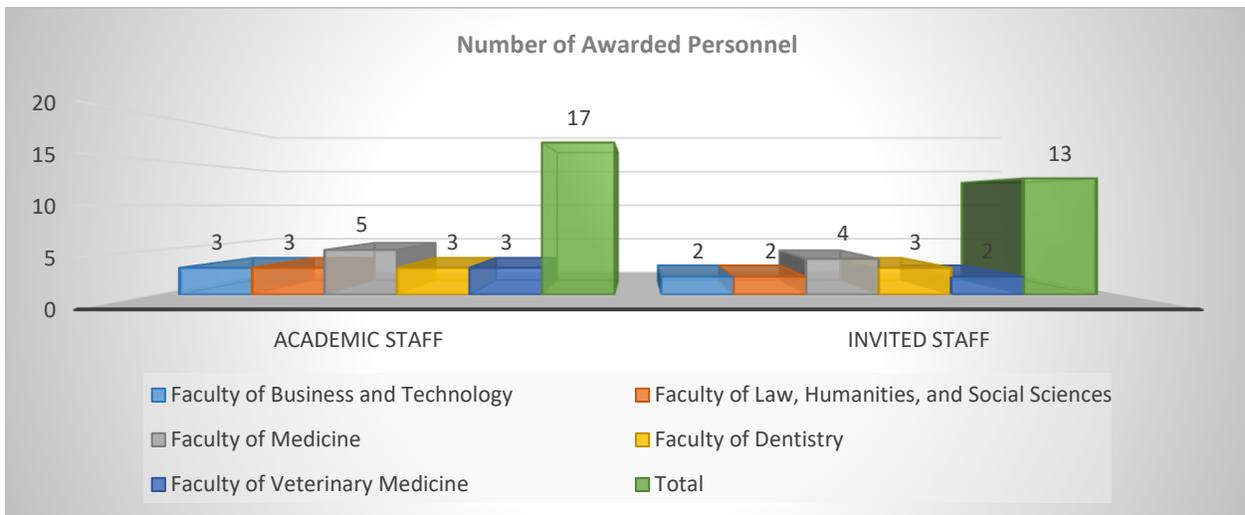
The final results of the evaluation of academic and invited staff are used as follows:

1. The evaluation results were sent to program directors and deans for review and follow-up. The faculty dean submits a response report to the Quality Assurance Service for the purpose of monitoring and evaluating the response processes.

Response reports on the evaluation results of the 2024–2025 academic year have been submitted by the deans. The reports describe activities already carried out in cooperation with program directors and other structural units with the aim of improving identified noteworthy results (e.g. communication with lecturers, individual meetings, enriching courses with practical examples, tasks and case studies through communication with the lecturer, syllabus review, diversification of teaching methods, communication with students, classroom activity assessment – lecture attendance, offering attendance at relevant training modules organised by the Innovative Teaching Methods Training Centre, etc.), as well as a plan for future responses (for details, see Appendix 5 – Evaluation Results of Academic and Invited Staff and Response Reports on Evaluation Results).

2. On the basis of the ranked results of the annual evaluation of academic and invited staff performance, the three academic and invited staff members with the best results on each faculty receive a monetary award as an incentive (academic staff: 1st place – 1,500 GEL, 2nd place – 1,000 GEL, 3rd place – 500 GEL; invited staff: 1st place – 1,000 GEL, 2nd place – 700 GEL, 3rd place – 400 GEL). A monetary award is not granted to academic and invited staff members who were not evaluated by students in any semester of the relevant academic year, thereby emphasising the importance of student participation in the evaluation process. A monetary award is also not granted if the staff member's final annual evaluation score is below 4 points.

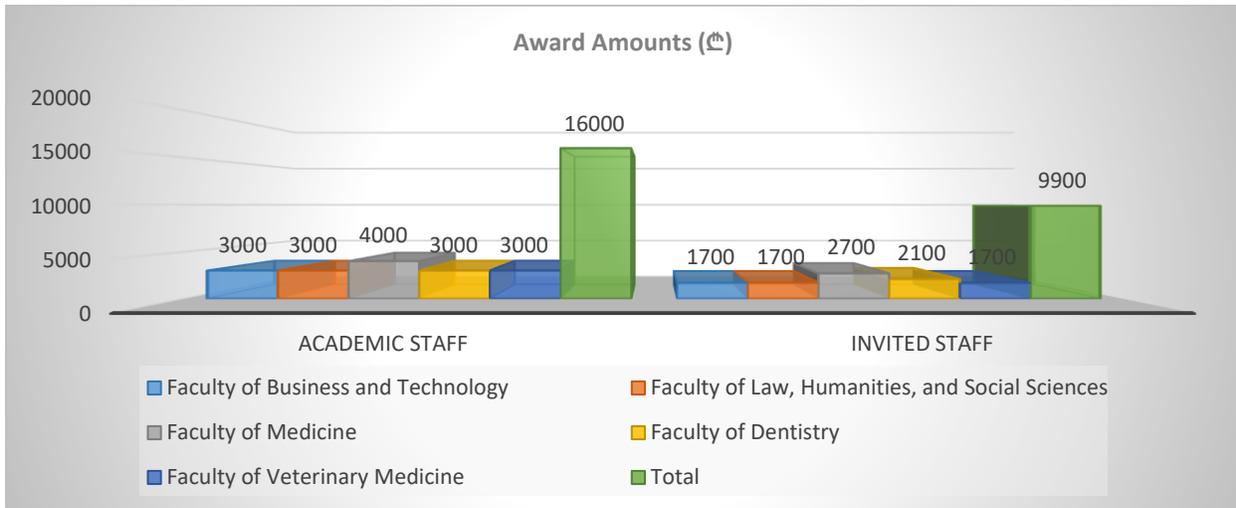
Taking the above factors into account, based on the evaluation results of the 2024–2025 academic year, 17 academic staff members and 13 invited staff members with the best results were awarded. The distribution of awarded staff by faculty is as follows: 5 academic and 4 invited staff members with the best results from the Faculty of Medicine; 3 academic and 3 invited staff members with the best results from the Faculty of Dentistry; 3 academic and 2 invited staff members with the best results from the Faculty of Law, Humanities, and Social Sciences; 3 academic and 2 invited staff members with the best results from the Faculty of Business and Technology; and 3 academic and 2 invited staff members with the best results from the Faculty of Veterinary Medicine. In total, 30 academic and invited staff members involved in the delivery of educational programs at European University were awarded.



Based on the evaluation results of the 2024–2025 academic year, the total award amount for academic and invited program implementing staff came to 25,900 GEL.

The distribution of award amounts by faculty is as follows: the award amount for staff of the Faculty of Law, Humanities, and Social Sciences came to 4,700 GEL — academic staff: 3,000 GEL and invited staff: 1,700 GEL; the award amount for staff of the Faculty of Business and Technology came to 4,700 GEL — academic staff: 3,000 GEL and invited staff: 1,700 GEL; the award amount for staff of the Faculty of Medicine was set at 6,700 GEL — academic staff: 4,000 GEL and invited staff: 2,700 GEL; the award

amount for staff of the Faculty of Dentistry was likewise set at 5,100 GEL — academic staff: 3,000 GEL and invited staff: 2,100 GEL; and the award amount for staff of the Faculty of Veterinary Medicine came to 4,700 GEL — academic staff: 3,000 GEL and invited staff: 1,700 GEL.



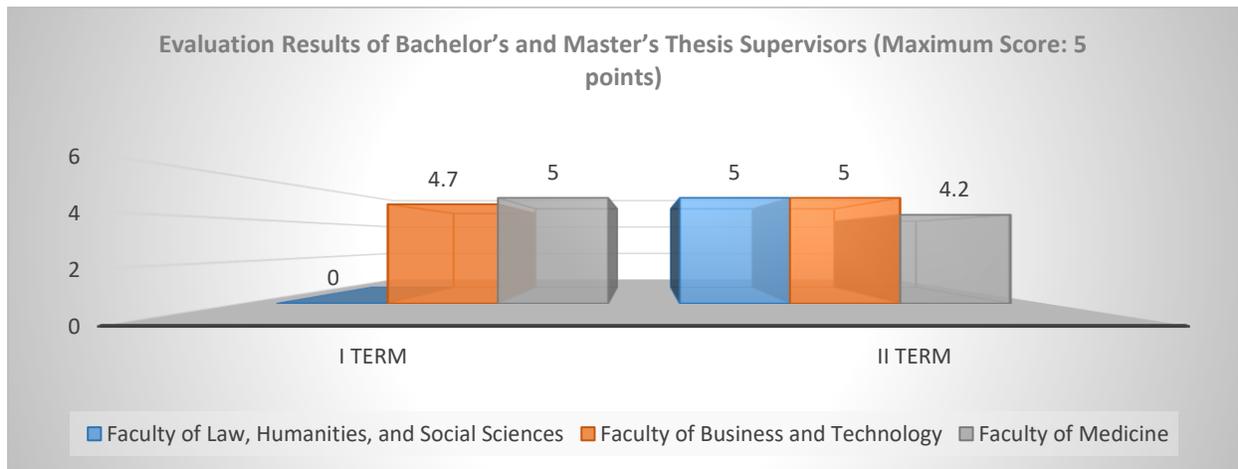
**Note:** As already noted, a monetary award is not granted to academic and invited staff members who were not evaluated by students in any semester of the relevant academic year, thereby emphasizing the importance of student participation in the evaluation process. A monetary award is also not granted if the staff member's final annual evaluation score is below 4 points. It was precisely these reasons that led to a smaller number of staff being awarded compared to the number of staff with high scores in the ranking, and also fewer than the number stipulated by the regulations, while the awarding of a greater number of staff than stipulated by the regulations in certain cases was due to more than one academic or invited staff member on a given faculty achieving the highest score of 5 points.

Information on the evaluation results and rankings for the 2024–2025 academic year was communicated to staff and the corresponding certificates were presented at a meeting organised for this purpose: <https://eu.edu.ge/evropis-universitetshi-akademiuri-da/>. It is also worth noting that the evaluation results for the 2024–2025 academic year were published by European University on the University's official website and are therefore publicly accessible: ranking list of academic and invited staff of the Faculty of Law, Humanities, and Social Sciences: <https://eu.edu.ge/fakultetebi/samartlis-humanitarul-da-socialur-mecnerebata-fakulteti/wliuri-reitingi/>; ranking list of academic and invited staff of the Faculty of Business and Technology: <https://eu.edu.ge/fakultetebi/biznesisa-da-teqnologiebis-fakulteti/wliuri-reitingi/>; ranking list of academic and invited staff of the Faculty of Medicine: <https://eu.edu.ge/fakultetebi/medicinis-fakulteti/wliuri-reitingi/>; ranking list of academic and invited staff of the Faculty of Dentistry: <https://eu.edu.ge/fakultetebi/stomatologiis-fakulteti/wliuri-reitingi/>; ranking list of staff of the Faculty of Veterinary Medicine: <https://eu.edu.ge/fakultetebi/saveterinaro-medicinis-fakulteti/wliouri-reitingi/>. In the view of the

University administration, the public availability of this information increases both students' motivation to actively participate in surveys and research conducted by the University, and staff motivation to improve student and administrative satisfaction and evaluation results.

**3.2.3. Evaluation of Thesis Supervisors by Students.** From the 2020–2021 academic year onwards, a student survey for the evaluation of bachelor's and master's thesis supervisors was added to the quality assurance mechanisms, specifically to the guide for conducting satisfaction surveys. The purpose of this survey is to evaluate students' experience of working with their supervisor across several dimensions: the supervisor's fulfilment of contact hours defined by the syllabus; the provision of complete information on the thesis syllabus, objectives, learning outcomes, and assessment system; assistance in planning the thesis, preparing its structure, and determining research methodology and methods; guidance on how to find materials necessary for completing the thesis; information on access to electronic scientific databases and the possibilities they offer for finding materials; the provision of regular feedback on completed work; the significance of consultations, explanations, directions, assignments, comments on completed assignments, and feedback received from the supervisor in the process of completing and refining the thesis; and the supervisor's emphasis on academic integrity, citation, and plagiarism. Students also provide a general satisfaction rating for working with their supervisor and have the opportunity to express additional views and comments. To facilitate the survey process, the Quality Assurance Service uses the electronic platform: <https://www.surveymonkey.com/>. During the 2024–2025 academic year at European University, bachelor's and master's program students participated in this evaluation process, and bachelor's and master's thesis supervisors were evaluated accordingly.

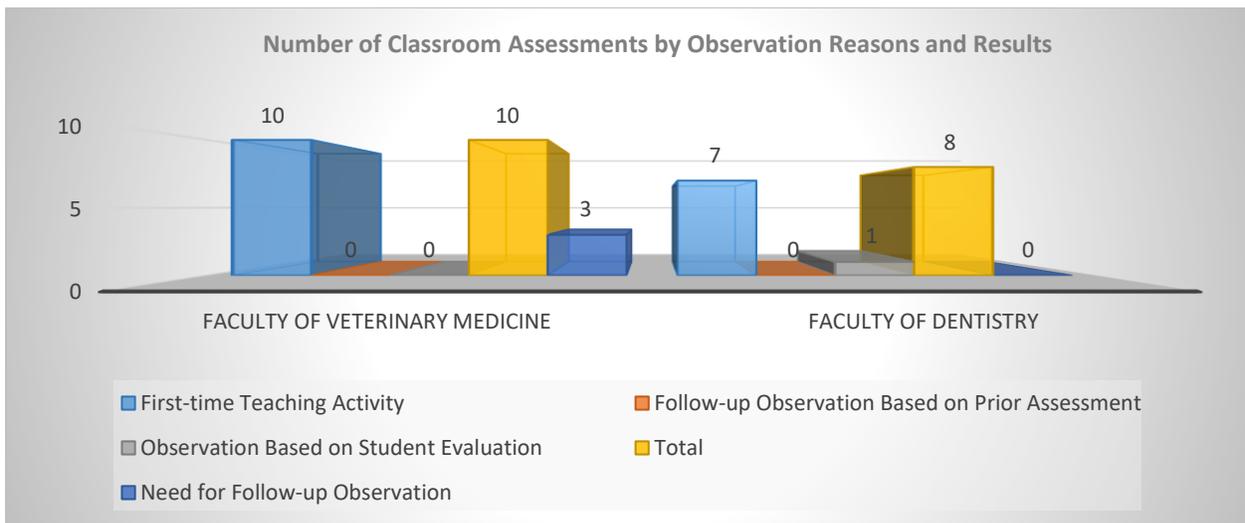
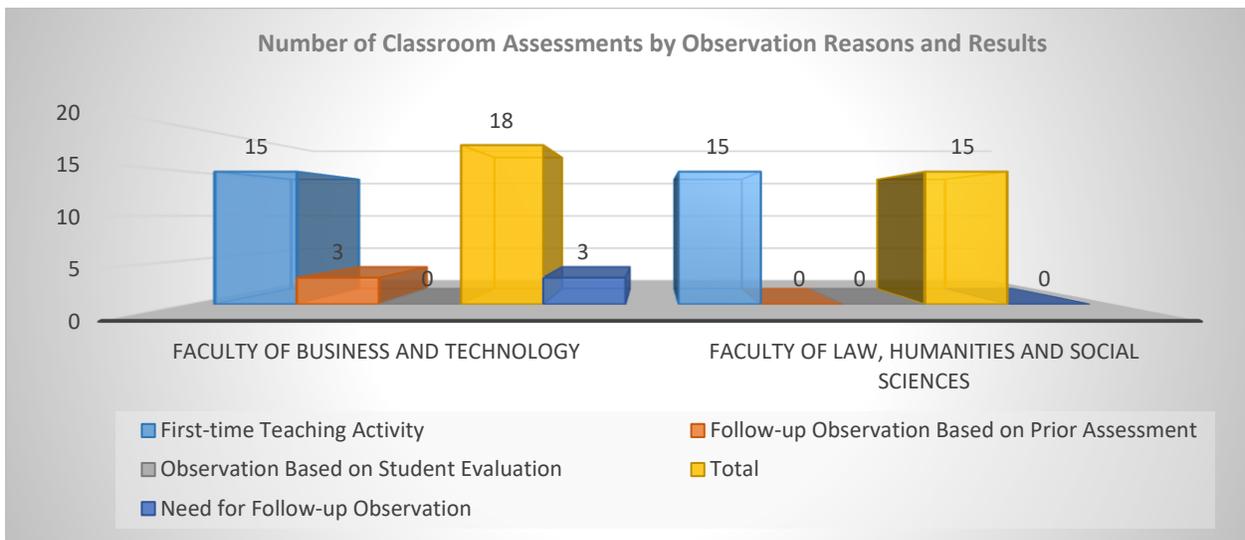
The evaluation results are positive. For the question "How satisfied are you with your supervisor? Please evaluate the thesis supervisor overall," student ratings from the Faculty of Law, Humanities, and Social Sciences averaged 5 out of a maximum of 5 points; student ratings from the Faculty of Business and Technology averaged 4.9 out of a maximum of 5 points; and student ratings from the Faculty of Medicine averaged 4.6 out of a maximum of 5 points:

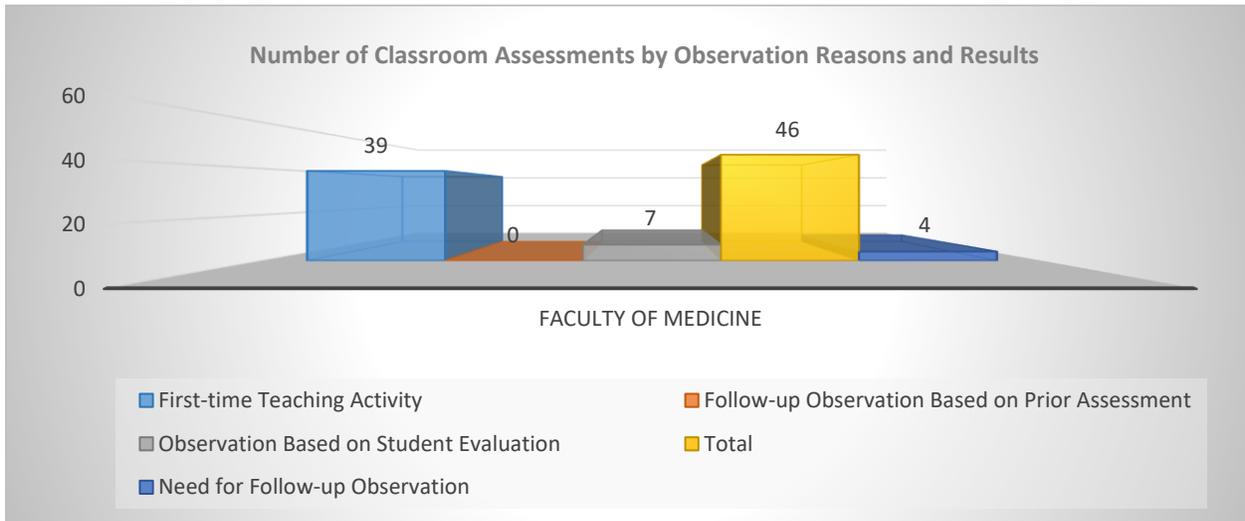


The evaluation results were analysed and shared with the staff of the relevant faculties for the purposes of familiarisation and follow-up. In response to identified noteworthy issues, certain responses were implemented, information on which was provided to the Quality Assurance Service by the dean in the form of a response report (for details, see Appendix 6 – Evaluation of Thesis Supervisors, Analysis of Results, and Response Report on Results).

**3.2.4. Evaluation of Program Implementing Staff Through Classroom Activity Assessment.** The evaluation of program implementing staff is also carried out through classroom activity assessment. The evaluation process is governed by the Procedures for Classroom Activity Assessment at European University (approved by Rector's Order No. 85, 20 March 2020). Under this document, evaluation is carried out in several cases, including: when a staff member is carrying out teaching activity at the University for the first time; when a need is identified on the basis of student survey results; and when noteworthy issues are recorded on the basis of prior observation. The evaluation is conducted with the involvement of a representative of the Quality Assurance Service, a specialist in the relevant or related field, the program director, and a representative of the Innovative Teaching Methods Training Centre. Each evaluator conducts the assessment independently. The consolidated evaluation results and feedback are sent by the Quality Assurance Service to the academic or invited staff member individually. The primary purpose of the evaluation is to share best practices among colleagues and to support the professional development of staff. Evaluation results are also sent to the program director and dean for follow-up where necessary. The dean and program directors analyse the evaluation results and identify measures required for professional development. Where necessary, the faculty cooperates with the Innovative Teaching Methods Training Centre to organise and conduct the relevant trainings for professional development purposes. In cases where noteworthy issues are identified, a follow-up evaluation may be planned. This classroom activity assessment was organised by the Quality Assurance Service at European University during the 2024–2025 academic year as well. A total of 97 classroom activity assessments were conducted. In eight cases, the observation was prompted by student evaluation results; in all other cases, the evaluation was carried out on the grounds of the staff member

being engaged in teaching activity at European University for the first time. Based on the results of the 2024–2025 academic year evaluations, a need for follow-up observation was identified in relation to several staff members: 4 cases at the Faculty of Medicine, 3 cases at the Faculty of Veterinary Medicine, and 3 cases at the Faculty of Business and Technology; no need for follow-up observation was identified on the basis of evaluations conducted at the remaining two faculties. The number of classroom activity assessments by faculty, taking into account the reasons for observation and the outcomes, is presented as follows:





The primary purpose of classroom activity assessment is to share best practices among colleagues and to support staff professional development in this regard. No such cases were identified during the 2024–2025 academic year; however, in prior years, instances of identifying and sharing best practices have been recorded across the University. For example, as a result of classroom activity assessment during the 2023–2024 academic year, a meeting was held with staff within the Bachelor's Program in Law for the purpose of sharing identified best practices, titled "Sharing Best Practices in the Use of Modern Teaching Methods on The Example of Teaching Law".

The Head of the Innovative Teaching Methods Training Centre is actively involved in the classroom assessment and response process, with the aim of evaluating the teaching and learning methods used in the teaching process, as well as observing, identifying, and incorporating best practices identified during the assessment. Consolidated assessment reports are shared with the relevant faculty dean and educational program director(s) for follow-up where necessary. Based on the assessments conducted during the 2024–2025 academic year, the Innovative Teaching Methods Training Centre offered staff the following training modules: "Modern Teaching Methods in Higher Education," "Modern Assessment Methods in Higher Education," "Problem-Based Teaching Strategies: Teaching with Cases and Dilemmas," "Planning a Student-Centred Learning Process," "Interactive Teaching Methods in the Modern Educational Environment," and others. Staff frequently made use of these offerings (for details, see Appendix 7 – Classroom Activity Assessment Reports, Feedback Provided, Summary Assessment Reports, and Response Reports).

More broadly, the Innovative Teaching Methods Training Centre at European University actively organises and conducts trainings related to teaching and assessment methods. These training modules are regularly offered to staff both on the basis of various surveys and assessments conducted within the internal quality assurance mechanisms, and in accordance with staff needs identified through surveys conducted by the Centre itself. During the 2024–2025 academic year, the Centre regularly offered 15

different training modules to academic and invited staff involved in the delivery of educational programs, specifically:

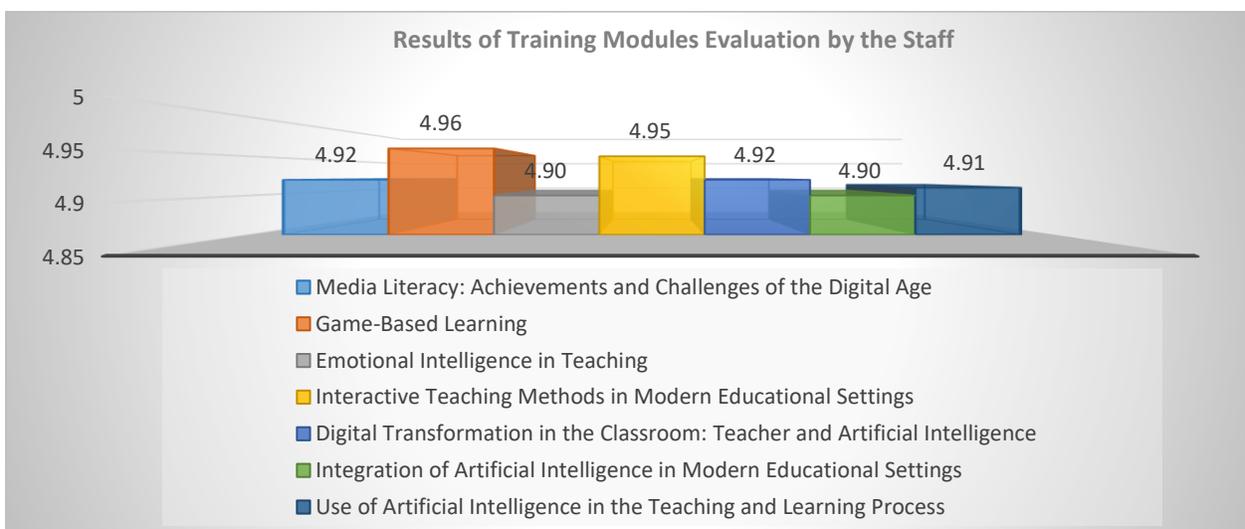
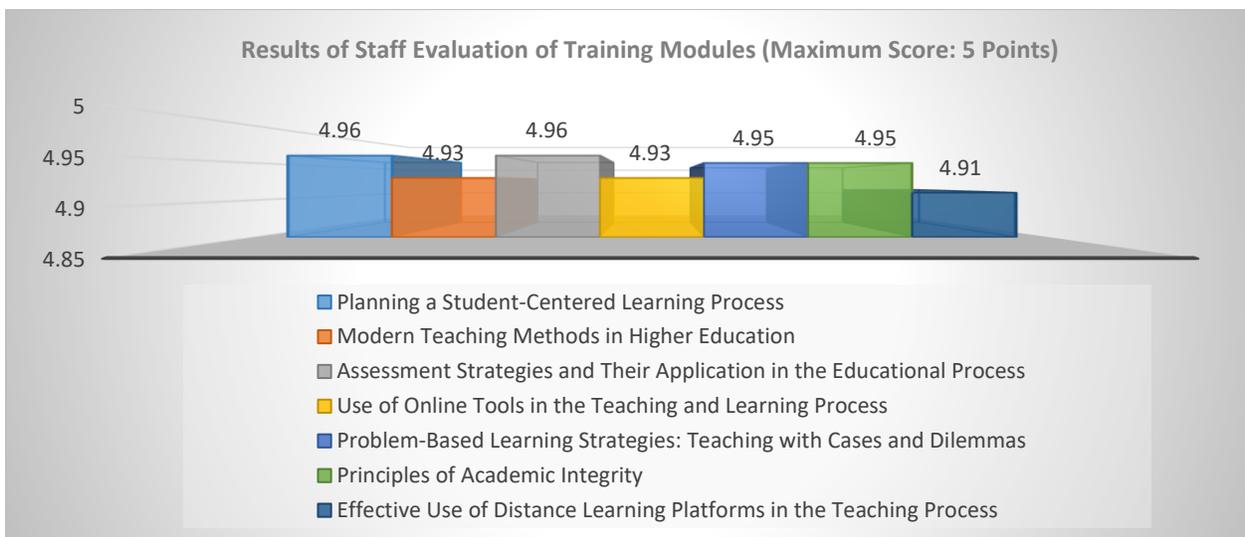
1. Planning a Student-Centred Learning Process — the aim of this training module is to deepen participants' knowledge of the principles of effective student-centred course planning; to provide participants with information on modern approaches and technologies for effective course planning; to familiarise participants with general and university accreditation standards; and to demonstrate how to correctly define course objectives, outcomes, content, and methods in a syllabus, while strengthening participants' practical skills.
2. Assessment Strategies and Their Application in the Educational Process — the aim of this training module is to improve assessment methods at the University and to promote the introduction of modern methods through the continuous professional development of academic and invited staff; to familiarise participants with the necessity and importance of diverse assessment methods; to provide participants with information on the main approaches to assessment, national standards, assessment principles, and key criteria; and to help participants develop skills in modern assessment methods.
3. Modern Teaching Methods in Higher Education — the aim of this training module is to introduce participants to modern teaching methods, technologies, and tools for active teaching; to promote the introduction of modern teaching methods at the University through the continuous professional development of academic and invited staff; to deepen participants' knowledge of the necessity and importance of using modern student-centred teaching methods; and to demonstrate how to correctly identify learning methods oriented towards course objectives and outcomes, while strengthening participants' practical skills.
4. Effective Use of Remote Learning Platforms in the Teaching Process — the aim of this training module is to introduce participants to the latest digital tools used in blended learning; to highlight the advantages of selected electronic platforms, online courses, and applications, taking into account the main characteristics of face-to-face and online teaching; and to support their implementation in courses.
5. Principles of Academic Integrity — this training module focuses on the effective use of the plagiarism detection program <https://www.turnitin.com/> in the teaching and assessment process.
6. The Use of Artificial Intelligence in the Teaching and Learning Process — the aim of this training module is for participants to become familiar with artificial intelligence tools and the mechanisms for their use in teaching and learning. Topics covered include: what artificial intelligence is, artificial intelligence in education, chat-based AI tools and their use, and the use of various AI-based tools.

7. **Problem-Based Teaching Strategies: Teaching with Cases and Dilemmas** — the aim of this training module is to strengthen the use by program implementing staff of teaching strategies and approaches that develop students' analytical, creative, and critical thinking skills, as well as their ability to make independent decisions. Topics covered include: the importance of teaching with cases and dilemmas, types of cases, the main components of cases, the stages of working with cases and dilemmas, the characteristics of a good case and the effectiveness of its use, risks arising in case-based teaching and ways to manage them, and examples of cases and dilemmas.
8. **Emotional Intelligence in Teaching** — this training serves to strengthen educators' awareness and professional competencies regarding the importance of emotional intelligence, methods for its development, and ways to effectively integrate it into the teaching and learning process, thereby contributing to students' academic success, motivation, and emotional wellbeing.
9. **Game-Based Learning** — participants in this training will develop knowledge and skills in the use of game-based learning methods, which help to activate the teaching and learning process, increase motivation, and effectively achieve learning objectives. Participants will become familiar with the principles of game-based learning and their pedagogical purpose; learn how to select or create games tailored to learning objectives, ensure active engagement and knowledge transfer, and encourage creativity and critical thinking. The experience gained will enable them to enrich their own subject and teaching practice with interactive, cognitively and intellectually oriented activities, which will have a positive impact on both the quality of the learning process and student engagement and academic outcomes.
10. **Media Literacy: Achievements and Challenges of the Digital Age** — the aim of this training is to deepen participants' media literacy knowledge and develop critical thinking skills, helping them to assess the reliability of information and promote the dissemination of accurate information in the teaching and learning process. Participants will become familiar with the mechanisms of media influence, distinguishing between false and reliable sources, methods of maintaining digital hygiene, and practical ways of decoding information. The knowledge and skills acquired will contribute to both improving the quality of learning resources and strengthening students' information and media culture.
11. **The Use of Online Tools in the Teaching and Learning Process** — this training aims to develop participants' digital competencies and promote the use of modern online tools in the teaching and learning process. Participants will become familiar with various web platforms and programs and will be able to create interactive, visually engaging resources tailored to educational objectives, which enhances the diversity of the learning process, increases student engagement, and improves the quality of teaching.

12. Interactive Teaching Methods in the Modern Educational Environment — this training serves to inform educators and develop their practical skills in the use of interactive teaching methods, so that the teaching and learning process becomes more effective, engaging, and student-centred. Participants will become familiar with the advantages and ways of using group work, role-playing, and case-based teaching, which will contribute to improving the quality of the learning process and increasing student engagement in the university environment.
13. Current Issues in Labour Law — the aim of this training is to strengthen participants' knowledge and practical skills in current issues of labour law, so that educators can effectively carry out the teaching and learning process in accordance with the relevant legal framework, protect employees' rights, and manage administrative and educational processes in a legally correct manner.
14. Digital Transformation in the Classroom: The Teacher and Artificial Intelligence — this working meeting aims to discuss the integration of artificial intelligence into the educational environment. The meeting covers the operational principles of artificial intelligence, European Union regulations (in particular the AI Act), as well as the ethical aspects of using artificial intelligence. Participants will become familiar with various AI platforms and practical strategies for their use across different disciplines. Through demonstrations, educators will learn how AI can be used to increase student engagement, create individualised learning experiences, and improve the assessment process. Accordingly, the aim of the meeting is to provide participants with both theoretical knowledge and practical skills for the responsible use of artificial intelligence in the learning process.
15. Integration of Artificial Intelligence in the Modern Educational Environment — the aim of this working meeting is to introduce participants to how artificial intelligence tools can be used in the modern educational environment to strengthen interaction and student engagement. During the meeting, participants will become familiar with: AI platforms — ChatGPT, Claude, Perplexity, DeepSeek; and interactive digital tools — Socrative, Quizizz, Canva Magic Write, and Prezi. Training participants will learn: how to create interactive quizzes; how to formulate discussion questions with the help of AI; how to prepare lecture assignments; how to create interactive presentations; and how to create seminar activities. Upon completing the workshop, participants will acquire specific strategies and resources that will facilitate the effective integration of AI technologies into the learning process, ensuring a student-centred, creative, and critical thinking-based learning experience.

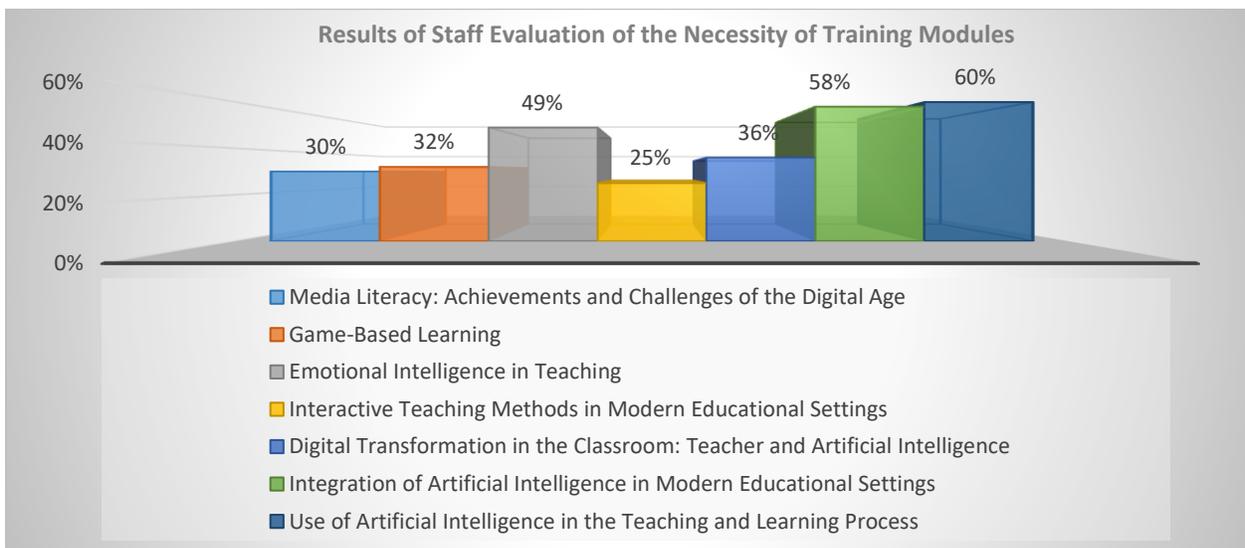
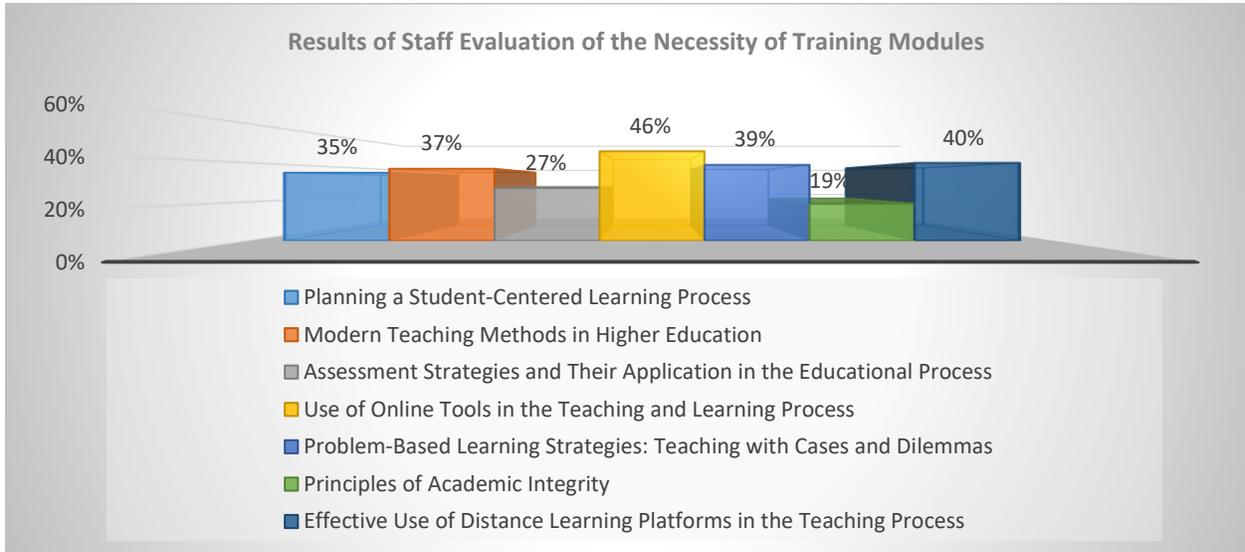
The selection of these training module areas was driven by trends in the development of modern teaching and assessment methods in higher education and the necessity of using digital technologies in the learning process. As already noted, the Innovative Teaching Methods Training Centre conducts an

annual staff survey for the purpose of evaluating the offered training modules and assessing staff needs. The survey provides an opportunity to evaluate the Centre's activities, assess completed trainings and provide recommendations on them, and propose new themes for training modules. The survey was conducted during the 2024–2025 academic year as well. A total of 113 academic and invited staff members of European University participated in the survey process, of whom 101 (89%) had attended training modules conducted by the Centre in the previous academic year, making their evaluation particularly valuable in the process of deciding whether to modify or re-offer existing training modules. The survey results were analysed, and according to the analysis, staff evaluated the above-mentioned 15 training modules positively and confirmed the need for their continued offering:



As a result of the 2024–2025 academic year survey, the need to offer the named training modules to the personnel implementing the educational programs was positively assessed. Thus, according to the responses, the relevant part of the personnel would like to attend the presented training modules in

the future as well. The assessments of academic and invited personnel (percentages of respondents) regarding the needs of the modules are distributed as follows:



Accordingly, based on the above-mentioned results of the staff needs assessment, the Training Centre continues to regularly offer the aforementioned training modules to academic and invited staff of European University.

In addition, the survey results reveal topics of interest identified by program implementing staff, on the basis of which they would like the Training Centre to develop and offer new training modules in the future, with the aim of further strengthening their teaching competencies. It is important to note that the training module titled "Effective Use of Remote Learning Platforms in the Teaching Process" was developed in the 2020–2021 academic year precisely on the basis of the academic and invited staff needs assessment, while on the basis of the survey conducted, the training module titled "Modern

"Assessment Methods" is being offered to the relevant staff of the Faculty of Medicine in a modified format in a classroom setting, with an emphasis on the practical component.

In the 2021–2022 academic year, the existing training module "Effective Use of Remote Learning Platforms in the Teaching Process" was supplemented, in cooperation with the library, with a topic on access to scientific databases, focusing on the use of electronic library resources. Accordingly, the training module titled "Effective Use of Remote Learning Platforms in the Teaching Process" was significantly updated in the 2021–2022 academic year.

As a result of the survey conducted in the 2022–2023 academic year, staff expressed a desire for the Training Centre to develop and offer a new training module on the use of artificial intelligence in the teaching and assessment process. Accordingly, the training module "The Use of Artificial Intelligence in the Teaching and Learning Process" was developed and has been actively offered to staff since the 2023–2024 academic year.

In the 2023–2024 academic year, the following new training modules were also offered to academic and invited staff of European University: "Strategies for Formative Assessment, Feedback and Reflection" and "Problem-Based Teaching Strategies: Teaching with Cases and Dilemmas".

It is also worth noting that, based on the analysis of the results of the 2023–2024 academic year staff needs assessment and the modern challenges existing in the field of teaching and learning, the Innovative Teaching Methods Training Centre has been offering the following new training modules to staff from the 2024–2025 academic year: "The Use of Online Tools in the Teaching and Learning Process," "Media Literacy: Challenges and Opportunities of the Digital Age," "Game-Based Learning," "Emotional Intelligence in Teaching," "Interactive Teaching Methods in the Modern Educational Environment," and "Current Issues in Labour Law".

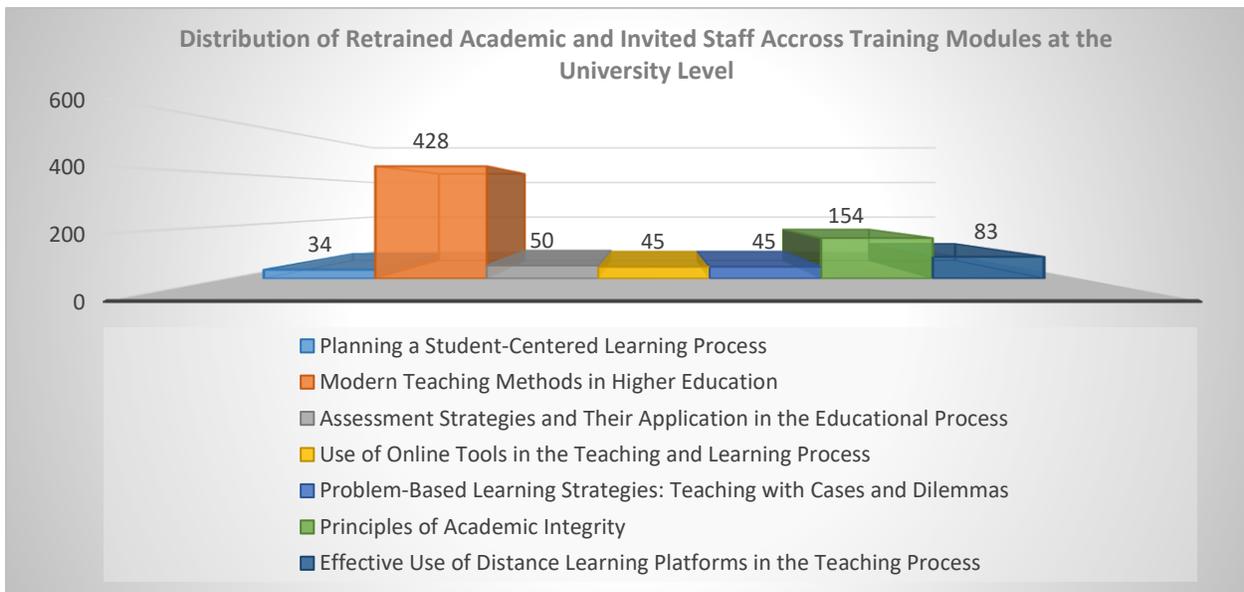
It is important to note that during the 2024–2025 academic year, the training modules "Assessment Strategies and Their Application in the Educational Process" and "Planning a Student-Centred Learning Process" were delivered to staff in an updated format. It is also worth highlighting that, during the development and updating of the training modules "Interactive Teaching Methods in the Modern Educational Environment," "Current Issues in Labour Law," and "Assessment Strategies and Their Application in the Educational Process," staff members' specialised educational field was taken into account in accordance with staff requests, as a result of which the trainings were focused on specific faculties and educational programs.

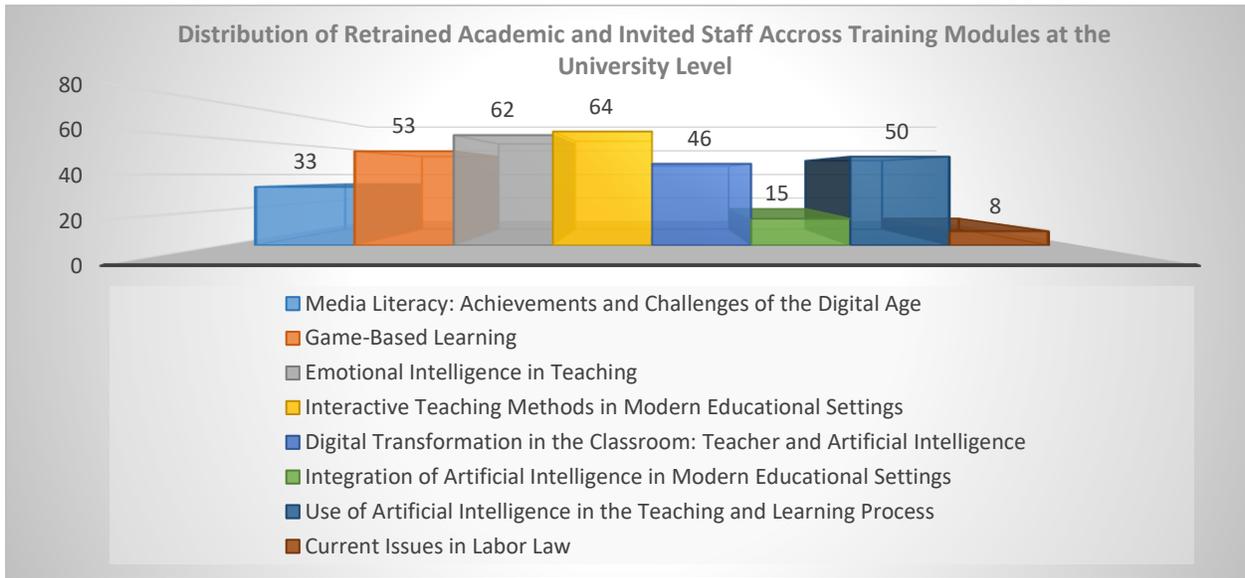
In the above-mentioned survey conducted during the 2024–2025 academic year, staff expressed a desire for more practice-oriented trainings, in response to which the Innovative Teaching Methods Training Centre held two working meetings: "Digital Transformation in the Classroom: The Teacher and Artificial Intelligence" and "Integration of Artificial Intelligence in the Modern Educational

Environment." It is worth noting that the working meetings were also held in a classroom format, in accordance with the request recorded in the same survey.

During the 2024–2025 academic year, the Innovative Teaching Methods Training Centre conducted 52 trainings and 3 working meetings for academic and invited staff of European University. The total number of attendances at trainings and working meetings offered to staff across the entire University is 1,170. It should be noted that the same staff members appear more than once, as individual staff members attended multiple training modules. The breakdown of academic and invited staff training data by faculty is as follows: during the 2024–2025 academic year, 96 academic and invited staff members of the Faculty of Law, Humanities, and Social Sciences were trained in the above-mentioned training modules; 111 academic and invited staff members of the Faculty of Business and Technology; 789 academic and invited staff members of the Faculty of Medicine; 237 academic and invited staff members of the Faculty of Dentistry; and 79 academic and invited staff members of the Faculty of Veterinary Medicine. It should be noted that staff members are again repeated in the figures presented, as a result of the same staff members attending multiple modules.

The breakdown of staff training by training module across the entire University during the 2024–2025 academic year is presented as follows:





Name of the training course	Number of attending staff
Principles of Academic Integrity	154
Effective Use of Remote Learning Platforms in the Teaching Process	83
Emotional Intelligence in Teaching	62
Game-Based Learning	53
Media Literacy: Achievements and Challenges of the Digital Age	33
Use of Online Tools in the Teaching and Learning Process	45
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	45
Planning a Student-Centered Learning Process	34
Modern Teaching Methods in Higher Education	428
Interactive Teaching Methods in Modern Educational Settings	64
Assessment Strategies and Their Application in the Educational Process	50
Use of Artificial Intelligence in the Teaching and Learning Process	50

Current Issues in Labor Law	8
Digital Transformation in the Classroom: Teacher and Artificial Intelligence	46
Integration of Artificial Intelligence in Modern Educational Settings	15

The distribution of retrained academic and invited staff by faculties and training modules is as follows:

Distribution of retrained academic and invited staff at the Faculty of Law, Humanities, and Social Sciences by training modules:

Name of the training course	Number of attending staff
Principles of Academic Integrity	19
Effective Use of Remote Learning Platforms in the Teaching Process	8
Emotional Intelligence in Teaching	6
Game-Based Learning	3
Media Literacy: Achievements and Challenges of the Digital Age	4
Use of Online Tools in the Teaching and Learning Process	4
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	5
Planning a Student-Centered Learning Process	3
Modern Teaching Methods in Higher Education	11
Interactive Teaching Methods in Modern Educational Settings	4
Assessment Strategies and Their Application in the Educational Process	4
Use of Artificial Intelligence in the Teaching and Learning Process	9
Current Issues in Labor Law	6

Digital Transformation in the Classroom: Teacher and Artificial Intelligence	9
Integration of Artificial Intelligence in Modern Educational Settings	1

Academic and invited staff trained at the Faculty of Business and Technology are distributed according to training modules as follows:

Name of the training course	Number of attending staff
Principles of Academic Integrity	21
Effective Use of Remtoe Learning Platforms in the Teaching Process	14
Emotional Intelligence in Teaching	6
Game-Based Learning	9
Media Literacy: Achievements and Challenges of the Digital Age	5
Use of Online Tools in the Teaching and Learning Process	5
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	7
Planning a Student-Centered Learning Process	3
Modern Teaching Methods in Higher Education	9
Interactive Teaching Methods in Modern Educational Settings	8
Assessment Strategies and Their Application in the Educational Process	2
Use of Artificial Intelligence in the Teaching and Learning Process	6
Current Issues in Labor Law	2
Digital Transformation in the Classroom: Teacher and Artificial Intelligence	11
Integration of Artificial Intelligence in Modern Educational Settings	3

Academic and invited staff trained at the Faculty of Medicine are distributed according to training modules as follows:

Name of the training course	Number of attending staff
Principles of Academic Integrity	95
Effective Use of Remote Learning Platforms in the Teaching Process	45
Emotional Intelligence in Teaching	36
Game-Based Learning	34
Media Literacy: Achievements and Challenges of the Digital Age	19
Use of Online Tools in the Teaching and Learning Process	29
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	26
Planning a Student-Centered Learning Process	24
Modern Teaching Methods in Higher Education	352
Interactive Teaching Methods in Modern Educational Settings	40
Assessment Strategies and Their Application in the Educational Process	33
Use of Artificial Intelligence in the Teaching and Learning Process	31
Digital Transformation in the Classroom: Teacher and Artificial Intelligence	20
Integration of Artificial Intelligence in Modern Educational Settings	5

Academic and invited staff trained at the Faculty of Dentistry are distributed according to training modules as follows:

Name of the training course	Number of attending staff
Principles of Academic Integrity	33

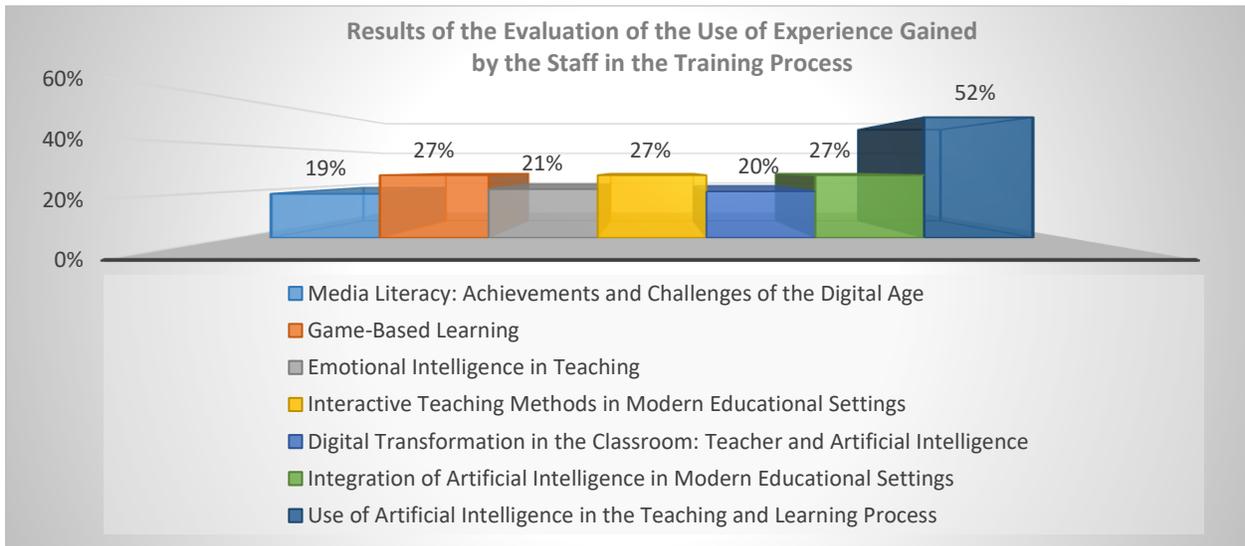
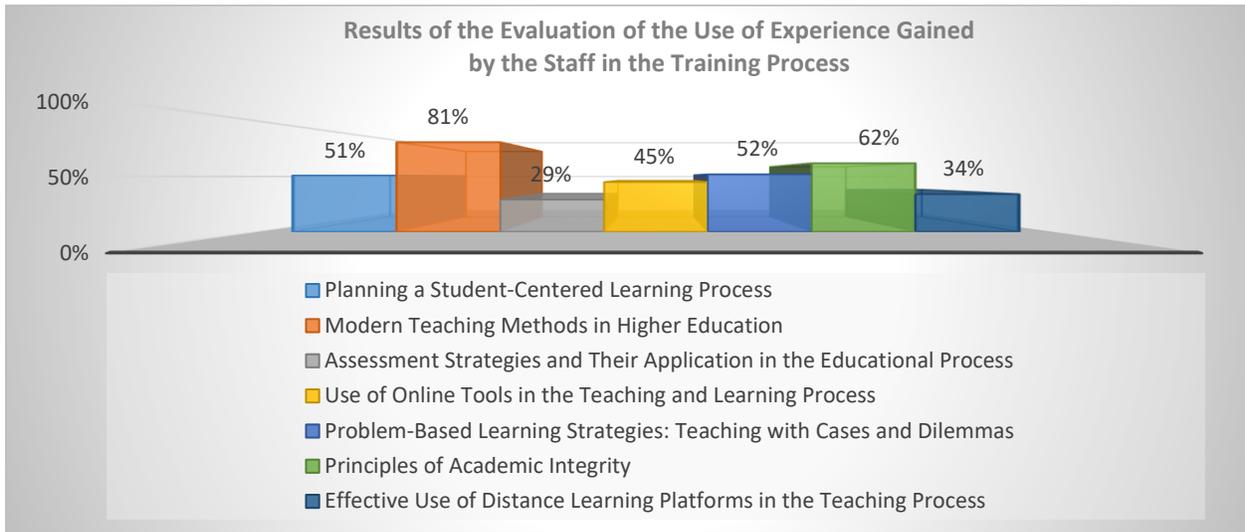
Effective Use of Remote Learning Platforms in the Teaching Process	21
Emotional Intelligence in Teaching	21
Game-Based Learning	19
Media Literacy: Achievements and Challenges of the Digital Age	5
Use of Online Tools in the Teaching and Learning Process	9
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	11
Planning a Student-Centered Learning Process	11
Modern Teaching Methods in Higher Education	47
Interactive Teaching Methods in Modern Educational Settings	19
Assessment Strategies and Their Application in the Educational Process	13
Use of Artificial Intelligence in the Teaching and Learning Process	14
Digital Transformation in the Classroom: Teacher and Artificial Intelligence	11
Integration of Artificial Intelligence in Modern Educational Settings	3

The trained academic and invited staff of the Faculty of Veterinary Medicine are distributed according to training modules as follows:

Name of the training course	Number of attending staff
Principles of Academic Integrity	11
Effective Use of Remote Learning Platforms in the Teaching Process	5
Emotional Intelligence in Teaching	8
Game-Based Learning	5

Media Literacy: Achievements and Challenges of the Digital Age	3
Use of Online Tools in the Teaching and Learning Process	4
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	3
Planning a Student-Centered Learning Process	3
Modern Teaching Methods in Higher Education	9
Interactive Teaching Methods in Modern Educational Settings	6
Assessment Strategies and Their Application in the Educational Process	8
Use of Artificial Intelligence in the Teaching and Learning Process	1
Digital Transformation in the Classroom: Teacher and Artificial Intelligence	6
Integration of Artificial Intelligence in Modern Educational Settings	7

It is important to note that, as a result of the research conducted in the 2024-2025 academic year, the staff of European University positively evaluates the training modules offered by the Innovative Teaching Training Center Methods in terms of applying the acquired knowledge and experience in the teaching process. Accordingly, the evaluation results are positive regarding the application of knowledge and experience gained within the aforementioned training modules offered to the academic and invited staff implementing educational programs in the 2024-2025 academic year. The results of the said evaluation (percentage indicators of respondents) were distributed as follows for each training module (during the evaluation process, it was possible to select several training modules):



Positive evaluations were expressed in the following areas: better management of the learning process; more effective and student-centred teaching; greater consideration of students' individual abilities, needs, and differing skills through the offering of optional assignments to ensure greater engagement; more active and effective use of artificial intelligence tools in the learning process; greater use of problem-based teaching approaches and case studies in the learning process; greater use of electronic platforms in the learning process; greater use of role dialogues, pair work, and other methods oriented towards fostering students' communication, independent work, critical thinking, and analytical skills; the use of more diverse assessment strategies; and generally making the learning process more engaging, and so on. This reflects and underscores the importance and value of the training modules offered by the Innovative Teaching Training Center Methods in supporting staff professional development and strengthening their teaching skills.

For details on survey results, analysis of results, and responses, see Appendix 18 – Reports on Staff Development Support Activities: Results of the Staff Survey Conducted by the Innovative Teaching Methods Training Centre, Analysis of Results, and the Innovative Teaching Methods Training Centre's Report on Trainings Conducted to Support Staff Development.

### **3.3. Evaluation of the Learning Process**

The evaluation of the proper functioning of the learning process is ensured across several dimensions:

**3.3.1. Student Contingent Planning and Monitoring Methodology.** European University has developed and operates a Student Contingent Planning Methodology (approved by Rector's Order No. 82, 20 March 2020). Under this methodology, the material resources of educational programs are assessed (the number of classrooms and their capacity based on the contact hours to be conducted within the educational programs), human resources (both staff involved in program administration and program implementing staff, in accordance with the benchmarks established by the methodology), as well as the University's library resources (taking into account the number of seats in the library and the average time spent by a student in the library), the capacity of practical training bases (taking into account the number of facilities/clinics and the maximum number of students that can be accommodated simultaneously as defined by agreements), and — in the case of the relevant educational programs (the one-cycle programs for Medical Doctor and Dentistry, and the Integrated Master's Program in Veterinary Medicine) — the capacity of laboratories is also assessed (taking into account the number of laboratories, their possible hourly workload, and the hours to be conducted in the laboratory within the educational program). In the case of the one-cycle programs for Medical Doctor and Dentistry, the capacity of the simulation centre is also assessed (taking into account the number of simulation rooms in the centre, their possible hourly workload, and the hours to be conducted in the simulation centre within the educational program). Detailed information on the requirements defined by the methodology, the established target benchmarks, and the methods for assessing each resource is described in the above-mentioned methodological document.

In accordance with this methodology, on the basis of the assessment of educational program resources, the number of students that the University will be able to serve with quality and efficiency within the educational program is calculated for each program. The numbers established under the methodology are taken into account, together with other data (such as the number of students with active status and the number of students completing their studies in the academic year), when the University declares places for applicants to be admitted through the Unified National Examinations/Common Master's Examinations, places for students to be admitted through external mobility, and in cases of granting consent for the enrolment of persons without passing the Unified National Examinations/Common Master's Examinations, so as to monitor the maximum numbers established for the University.

Within the quality assurance mechanisms, a Student Contingent Monitoring Procedure has also been developed and is in operation (approved by Rector's Order No. 91, 21 March 2020). The procedure provides for the monitoring of student numbers in the decision-making process concerning the above-mentioned cases of declaring places.

Accordingly, in accordance with the Student Contingent Planning Methodology, European University determines the number of students who, taking into account program resources, can be provided with quality education, while the Student Contingent Monitoring Procedure and the mechanisms provided for by the procedure ensure the maintenance and monitoring of the numbers established by the methodology within the program.

It is important to note the changes introduced to the Student Contingent Planning Methodology in the 2022–2023 academic year, which relate to the assessment of the capacity of laboratories and the simulation centre at the University in the case of the relevant programs. Specifically, the assessment of these resources was added to the methodology. The assessment of the resources and capacity of laboratories and the simulation centre used in the learning process within educational programs was considered particularly important for the purpose of verifying and assessing in advance the possibilities of adequately ensuring the learning process with these resources, and accordingly, ensuring the quality delivery of educational programs.

Within the framework of the above-mentioned changes, the assessment of the capacity of practical training facilities was also added to the methodology, and the approaches to assessing the capacity of clinics were further clarified. The methodology incorporates the assessment of ensuring the practical training component for students to be admitted to the program, taking into account the maximum number of students that can be accommodated at practical training bases and the number of practical training facilities, while in the case of the one-cycle Program for Medical Doctor, it incorporates the assessment of ensuring students' access to clinics for the delivery of each clinical course, taking into account the number of partner clinics and the resources of the program implementing staff employed at the clinic. These changes and clarifications were also considered particularly important for the purpose of verifying and assessing in advance the possibilities of ensuring the practical components of educational programs, and accordingly, ensuring the quality delivery of the programs.

The University's current maximum student limit (5,330 students) has been calculated precisely in accordance with this methodology. Accordingly, the existence of adequate resources and the possibility of adequately serving students with the available resources has been confirmed in accordance with the above-mentioned updated methodology.

It should also be noted that during the 2024–2025 academic year, in cases of declaring places for applicants to be admitted through the Unified National Examinations/Common Master's Examinations, declaring places for mobility, and granting consents for the enrolment of persons without passing the

Unified National Examinations/Common Master's Examinations, the University was guided by the Student Contingent Monitoring Procedures and monitored student numbers using the form defined by the document (for details, see Appendix 21 – Student Contingent Determination and Monitoring: Tables for Determining and Monitoring Student Numbers).

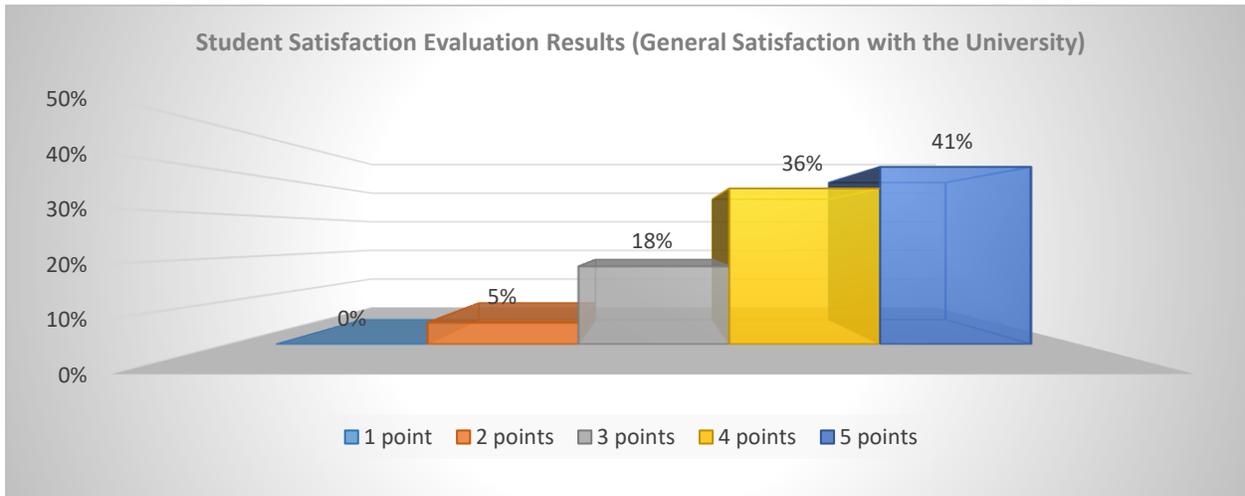
**3.3.2. General Satisfaction Surveys: Survey of Students and Program Implementing Staff.** For the purpose of evaluating the progress of the learning process, satisfaction surveys are conducted within the quality assurance mechanisms — specifically, a general satisfaction survey of program implementing staff and a general satisfaction survey of students. The survey processes are governed, as already noted, by the Guide for Conducting Satisfaction Surveys (approved by Rector's Order No. 95, 23 March 2020). Through this survey, academic and invited staff evaluate the University's material and technical base, the University's support for their professional development, management style, remuneration issues, and so on. The general student satisfaction survey serves to obtain feedback from students on matters such as the learning process, the University's infrastructure, procedures, student services, and other issues. To facilitate the above-mentioned surveys, the Quality Assurance Service uses European University's electronic information system: <https://eunsis.eun.edu.ge/>.

The above-mentioned surveys were conducted at European University during the 2024–2025 academic year as well, organised by the Quality Assurance Service.

As a result of the survey conducted for the purpose of the student satisfaction study in the 2024–2025 academic year, the surveyed students were found to be largely satisfied with the University overall, and general satisfaction with the University was evaluated positively in total:

#### **Faculty of Law, Humanities, and Social Sciences**

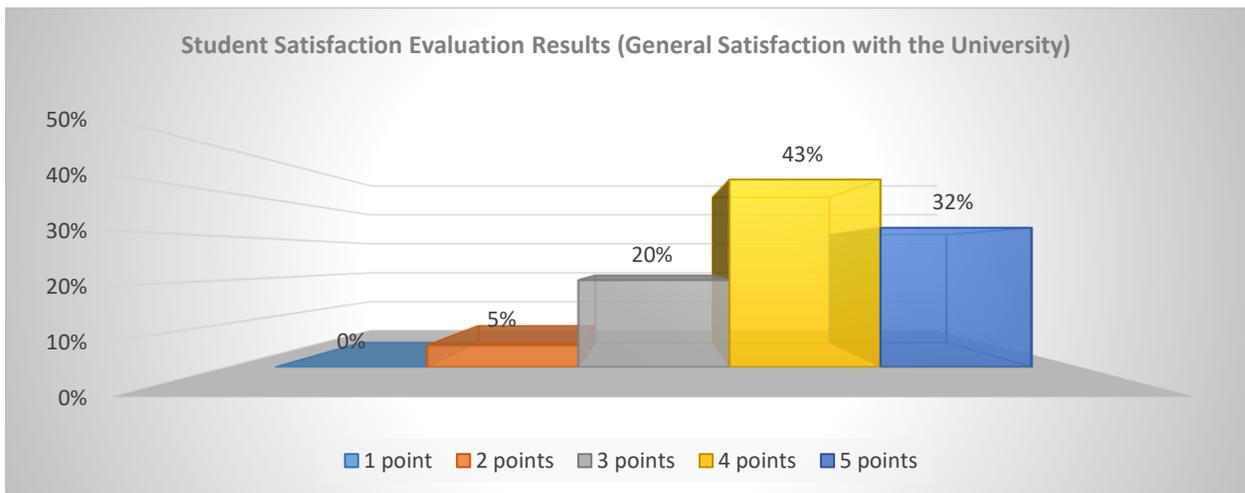
For the question "Overall, what score would you give to your general satisfaction with the University," student ratings from the Faculty of Law, Humanities, and Social Sciences averaged 4.1 out of a maximum of 5 points. The assessment results in more detail are as follows: 41% of surveyed students rate their satisfaction with the University at the highest score of 5 points, 36% at 4 points, 18% at 3 points, and 5% (1 respondent) at 2 points:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General Satisfaction with the University	0%	5%	18%	36%	41%	4.1 points

### Faculty of Business and Technology

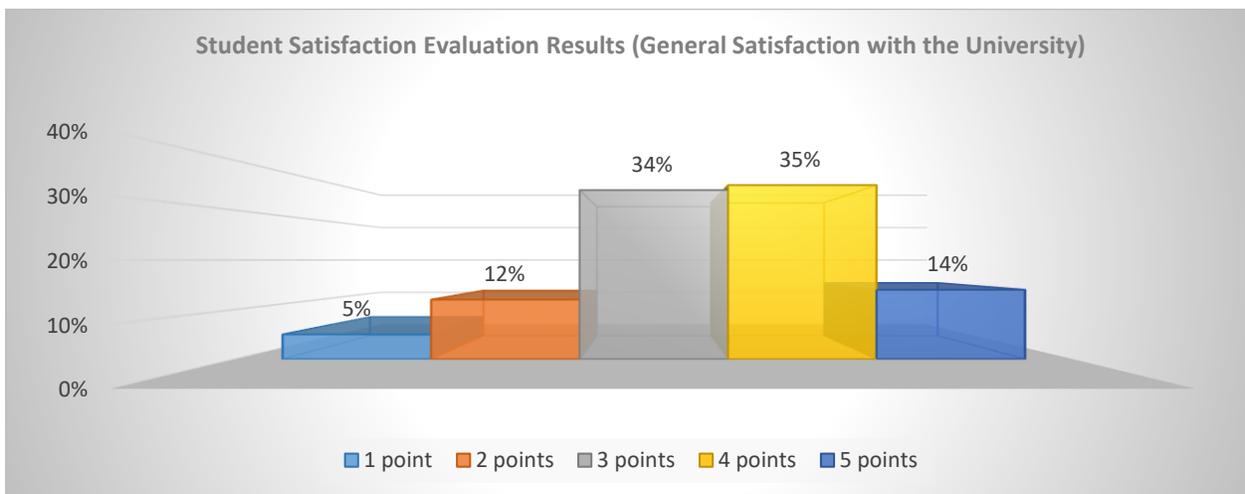
In response to the question 'Overall, how would you rate your general satisfaction with the university,' the evaluation of students from the Faculty of Business and Technology, based on the survey results conducted by the Quality Assurance Service, is an average of 4.0 out of a maximum of 5 points. The evaluation results in more detail look as follows: 32% of surveyed students rate their satisfaction with the university at the highest score of 5, 43% at 4 points, 20% at 3 points, while 5% (1 respondent) at 2 points:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General Satisfaction with the University	0%	5%	20%	43%	32%	4.0 points

### Faculty of Medicine

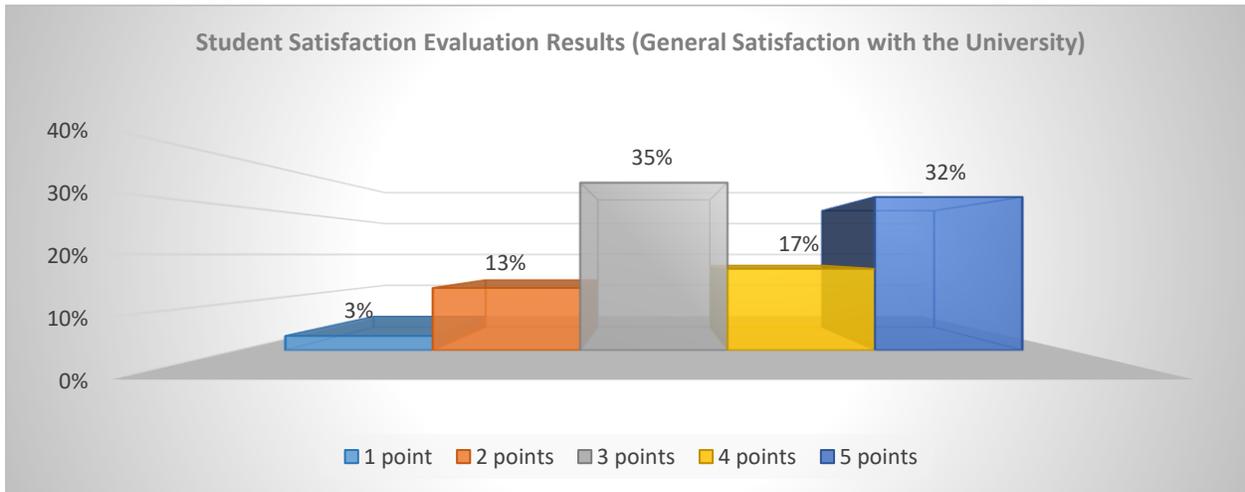
In response to the question 'Overall, how would you rate your general satisfaction with the university,' the evaluation of students from the Faculty of Medicine, based on the survey results conducted by the Quality Assurance Service, is an average of 3.4 out of a maximum of 5 points. The evaluation results in more detail look as follows: 14% of surveyed students rate their satisfaction with the university at the highest score of 5, 35% at 4 points, 34% at 3 points, 12% at 2 points, while 5% at 1 point:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General Satisfaction with the University	5%	12%	34%	35%	14%	3.4 points

### Faculty of Dentistry

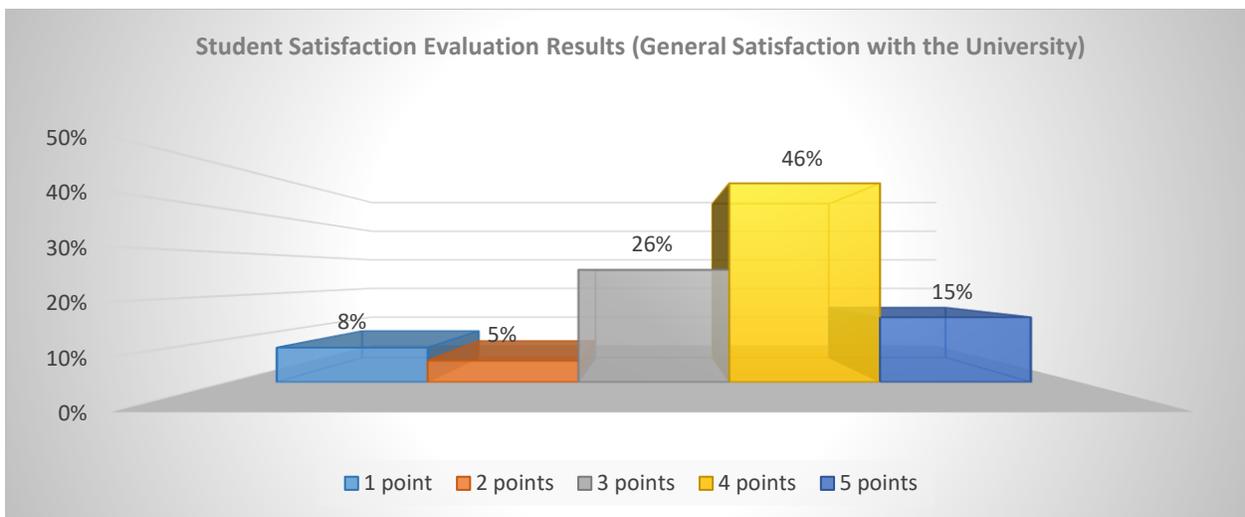
In response to the same question, the evaluation of students from the Faculty of Dentistry is an average of 3.6 out of a maximum of 5 points. The evaluation results in more detail look as follows: 32% of surveyed students rate their satisfaction with the university at the highest score of 5, 17% at 4 points, 35% at 3 points, 13% at 2 points, while 3% (2 respondents) at 1 point:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General Satisfaction with the University	3%	13%	35%	17%	32%	3.6 points

### Faculty of Veterinary Medicine

In response to the question 'Overall, how would you rate your general satisfaction with the university,' the evaluation of students from the Faculty of Veterinary Medicine is an average of 3.5 out of a maximum of 5 points. The evaluation results in more detail look as follows: 10% of surveyed students rate their satisfaction with the university at the highest score of 5, 53% at 4 points, 16% at 3 points, while 21% at 2 points:



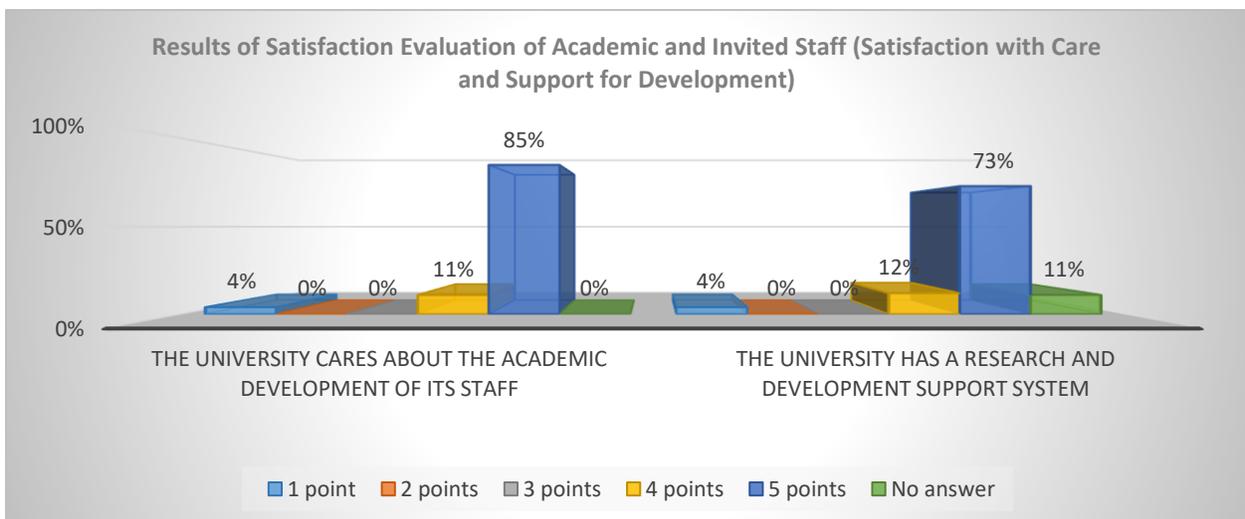
	1 point	2 points	3 points	4 points	5 points	Average evaluation
General Satisfaction with the University	0%	21%	16%	53%	10%	3.5 points

The questionnaire developed to determine student satisfaction is structured in a way that allows respondents to record additional comments, explanations, opinions, and recommendations during the survey process, so that the university can properly analyze the results, draw appropriate conclusions, and respond with the aim of improving outcomes, which was utilized by a portion of the surveyed students in certain cases.

As a result of the survey conducted in the 2024-2025 academic year to study the satisfaction of staff implementing educational programs, the satisfaction of the surveyed staff is evident in terms of supporting staff development and collaboration with the university:

#### Faculty of Law, Humanities, and Social Sciences

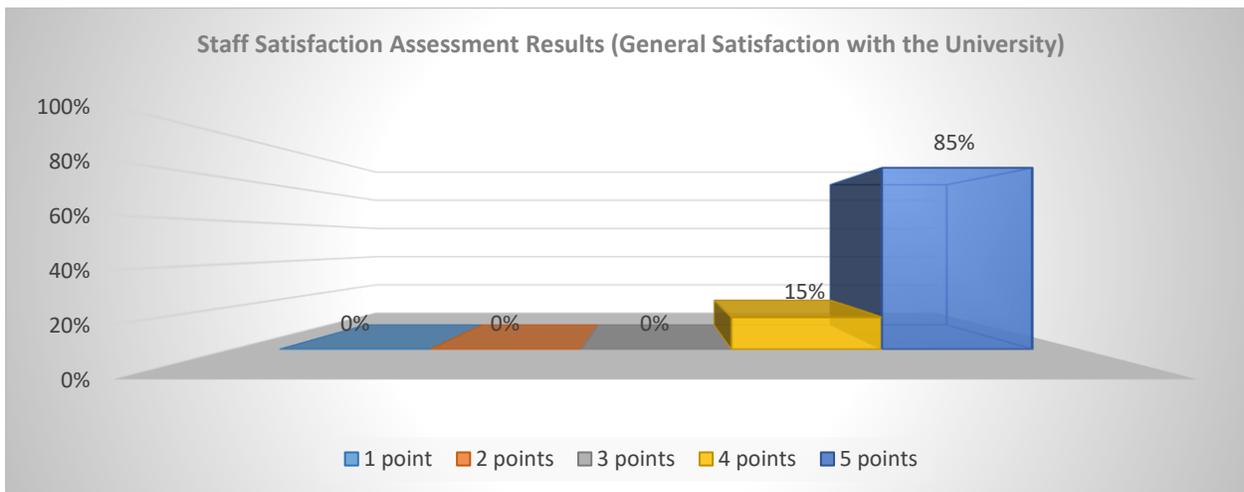
In response to the question 'Please evaluate whether the university cares about the academic development of staff,' the evaluation of the staff implementing educational programs who participated in the survey is an average of 4.7 out of a maximum of 5 points. The evaluation results in more detail look as follows: 85% of surveyed staff rate the university's care for academic development at the highest score of 5, 11% at 4 points, while 4% (1 respondent) at 1 point. The evaluation of the 'research and development support system existing at the university' by the staff implementing educational programs who participated in the survey is an average of 4.7 out of a maximum of 5 points. The evaluation results in more detail look as follows: 73% of surveyed staff rate the university's support at the highest score of 5, 12% at 4 points, 4% (1 respondent) at 1 point, while the remaining 11% of respondents did not answer the question:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The University cares about the academic development of its staff	4%	0%	0%	11%	85%	0%	4.7 points

	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The university has a research and development support system.	4%	0%	0%	12%	73%	11%	4.7 points

In response to the question 'Overall, how would you rate your general satisfaction with collaboration with the university,' the evaluation of respondents, based on the survey results conducted by the Quality Assurance Service, is an average of 4.9 out of a maximum of 5 points. The evaluation results in more detail look as follows: 85% of surveyed staff rate their satisfaction with the university at the highest score of 5, while 15% of respondents at 4 points:

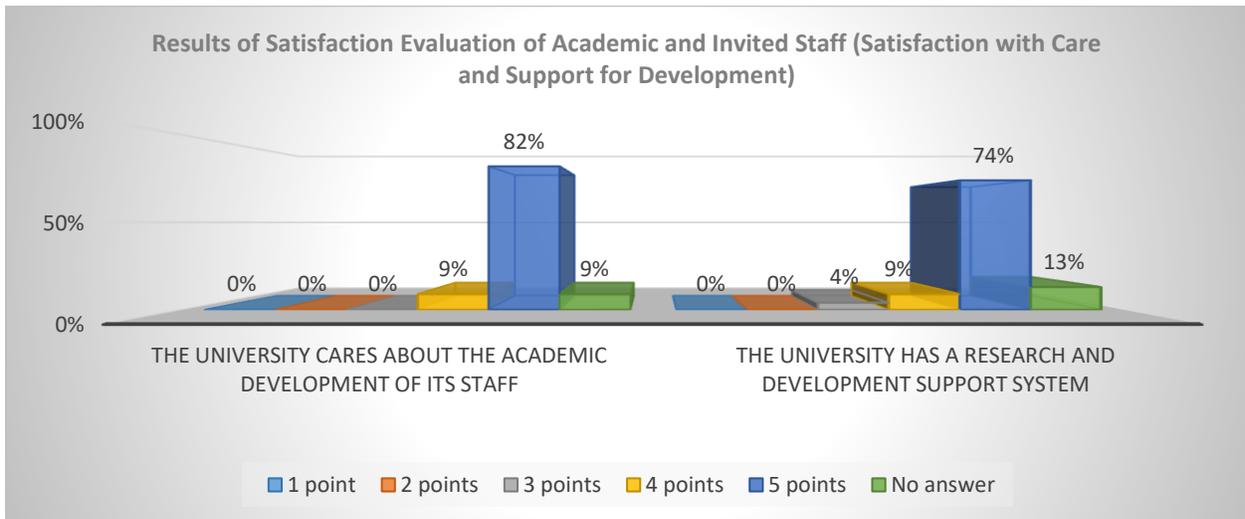


	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
General satisfaction with cooperation with the university	0%	0%	0%	15%	85%	0%	4.9 points

### Faculty of Business and Technology

In response to the question 'Please evaluate whether the university cares about the academic development of staff,' the evaluation of the staff implementing educational programs who participated in the survey is an average of 4.9 out of a maximum of 5 points. The evaluation results in more detail

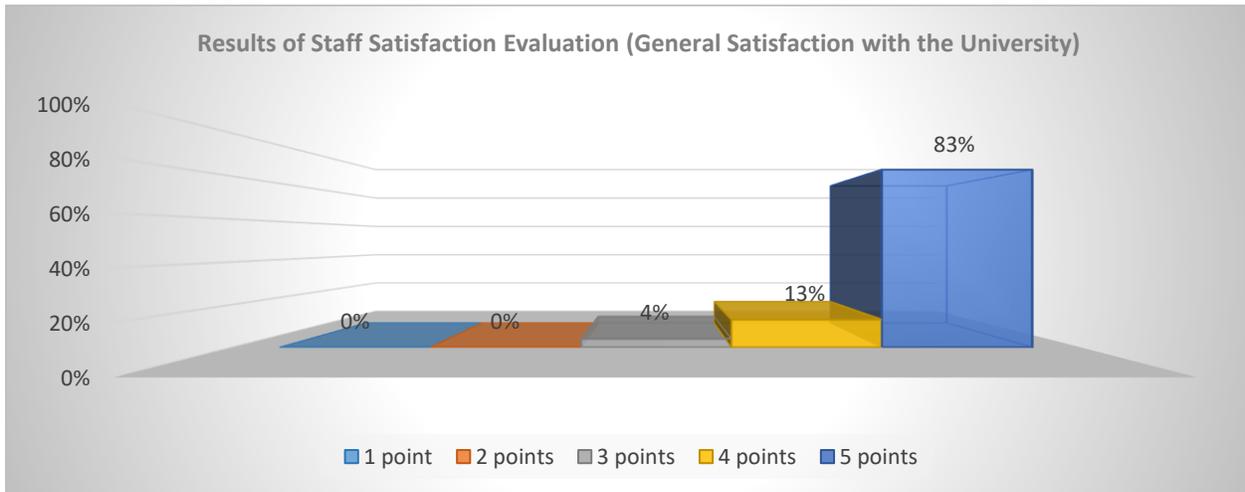
look as follows: 82% of surveyed staff rate the university's care for academic development at the highest score of 5, 9% at 4 points, while 9% did not provide an answer to the question, finding it difficult to respond. The evaluation of the 'research and development support system existing at the university' by the staff implementing educational programs who participated in the survey is an average of 4.8 out of a maximum of 5 points. The evaluation results in more detail look as follows: 74% of surveyed staff rate the university's support at the highest score of 5, 9% at 4 points, 4% (1 respondent) at 3 points, while the remaining 13% of respondents did not answer the question:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The University cares about the academic development of its staff	0%	0%	0%	9%	82%	9%	4.9 points

	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The university has a research and development support system.	0%	0%	4%	9%	74%	13%	4.8 points

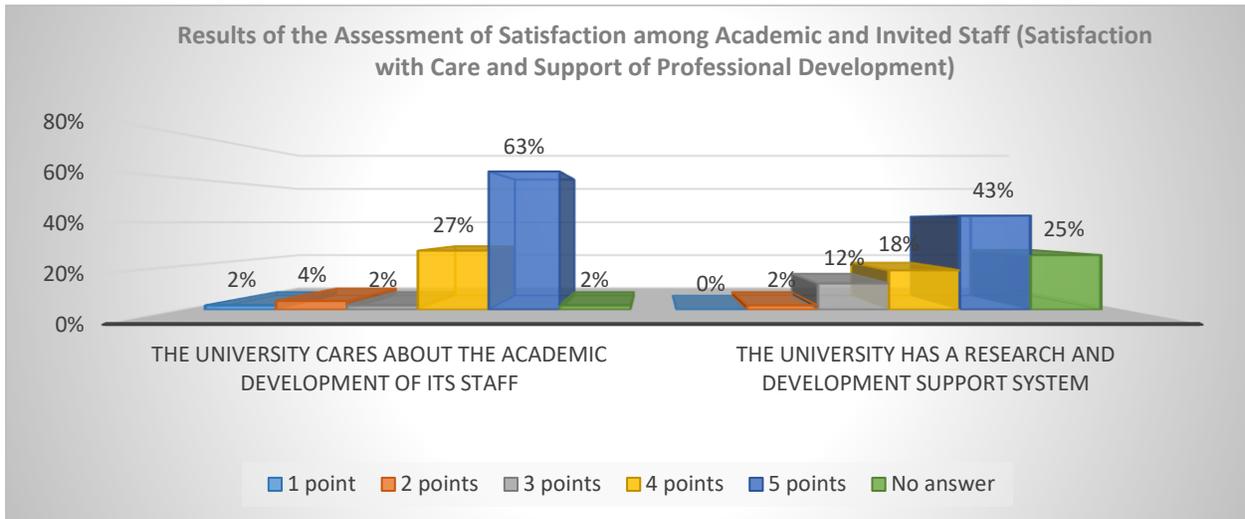
In response to the question 'Overall, how would you rate your general satisfaction with collaboration with the university,' the evaluation of respondents is an average of 4.8 out of a maximum of 5 points. The evaluation results in more detail look as follows: 83% of surveyed staff rate their satisfaction with the university at the highest score of 5, 13% of respondents at 4 points, while 4% (1 respondent) at 3 points:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
General satisfaction with cooperation with the university	0%	0%	4%	13%	83%	0%	4.8 points

### Faculty of Medicine

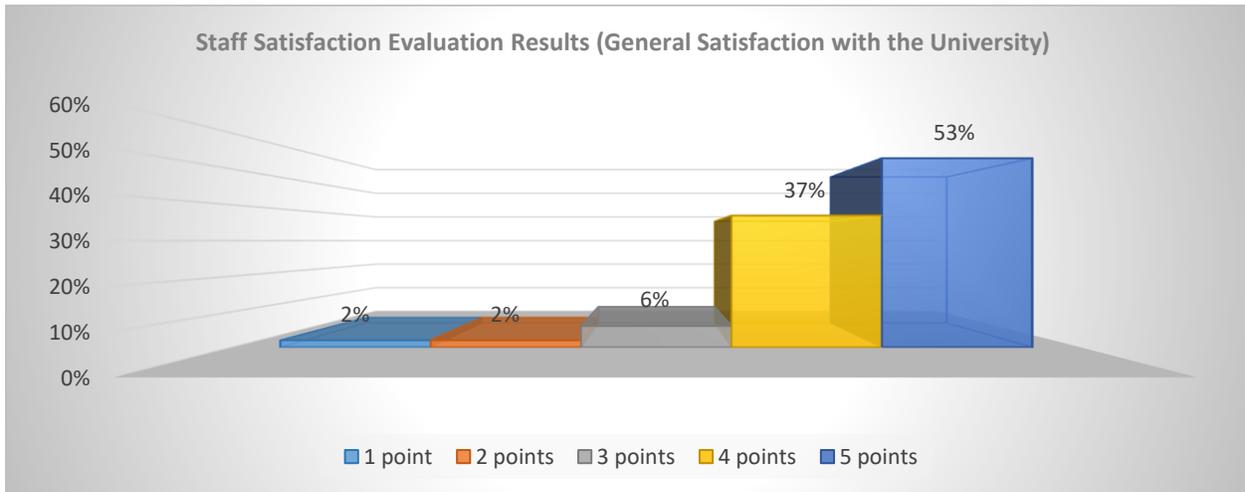
In response to the question 'Please evaluate whether the university cares about the academic development of staff,' the evaluation of the staff implementing educational programs who participated in the survey is an average of 4.5 out of a maximum of 5 points. The evaluation results in more detail look as follows: 63% of surveyed staff rate the university's care for academic development at the highest score of 5, 27% at 4 points, 2% (1 respondent) at 3 points, 4% (2 respondents) at 2 points, 2% (1 respondent) at 1 point, while 2% (1 respondent) did not provide an answer to the question, finding it difficult to respond. The evaluation of the 'research and development support system existing at the university' by the staff implementing educational programs who participated in the survey is an average of 4.4 out of a maximum of 5 points. The evaluation results in more detail look as follows: 43% of surveyed staff rate the university's support at the highest score of 5, 18% at 4 points, 12% at 3 points, 2% (1 respondent) at 2 points, while the remaining 25% of respondents did not answer the question:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The University cares about the academic development of its staff	2%	4%	2%	27%	63%	2%	4.5 points

	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The university has a research and development support system.	0%	2%	12%	18%	43%	25%	4.4 points

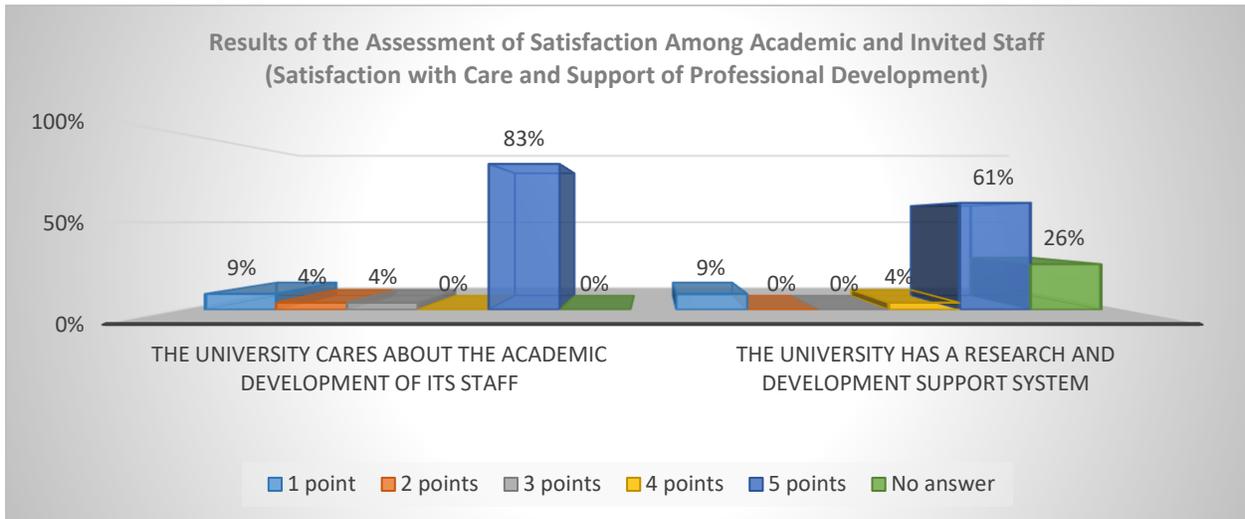
In response to the question, "On a scale of 1 to 5, how would you rate your general satisfaction with your collaboration with the University?", the average rating provided by respondents was 4.4 out of a maximum 5 points. The detailed breakdown of the evaluation results is as follows: 53% of the surveyed stakeholders rated their satisfaction with the University with the highest score of 5 points, 37% of respondents gave 4 points, 6% gave 3 points, 2% (1 respondent) gave 2 points, and 2% (1 respondent) gave 1 point:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
General satisfaction with cooperation with the university	2%	2%	6%	37%	53%	0%	4.4 points

### Faculty of Dentistry

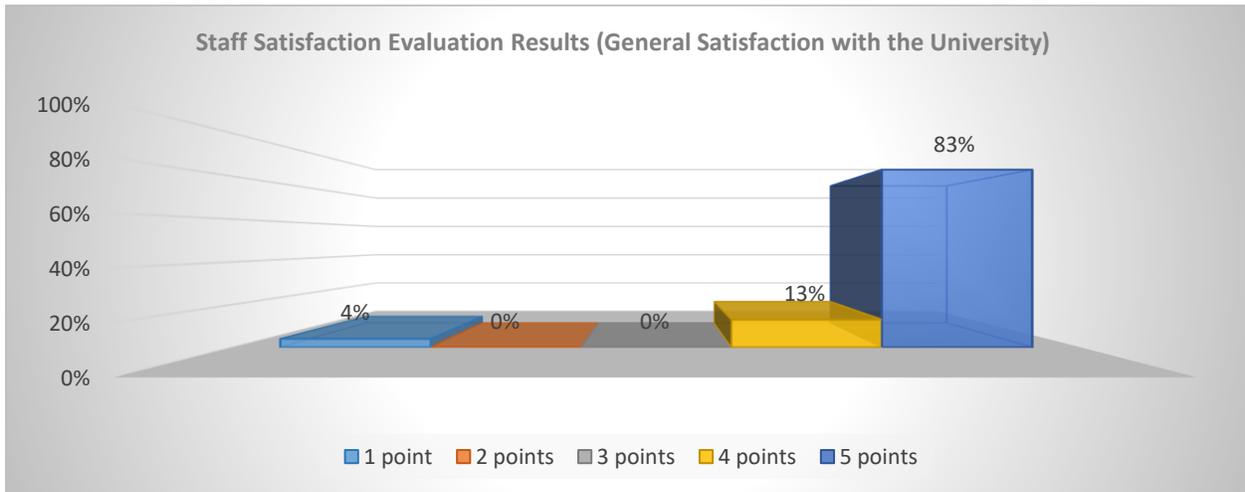
In response to the question, "Please rate whether the University cares about the academic development of its staff," the average score provided by the program implementation staff was 4.4 out of a maximum 5 points. The detailed breakdown of the evaluation results is as follows: 83% of the surveyed staff rated the University's care for academic development with the highest score of 5 points, 4% (1 respondent) gave 3 points, 4% (1 respondent) gave 2 points, and 9% (2 respondents) gave 1 point. The evaluation of the "Research and Development Support System at the University" by the program implementation staff resulted in an average score of 4.5 out of a maximum 5 points. The detailed breakdown of these results is as follows: 61% of the surveyed staff rated the University's support with the highest score of 5 points, 4% gave 4 points, 9% (2 respondents) gave 1 point, while the remaining 26% of respondents did not answer the question:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The University cares about the academic development of its staff	9%	4%	4%	0%	83%	0%	4.4 points

	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The university has a research and development support system.	9%	0%	0%	4%	61%	26%	4.5 points

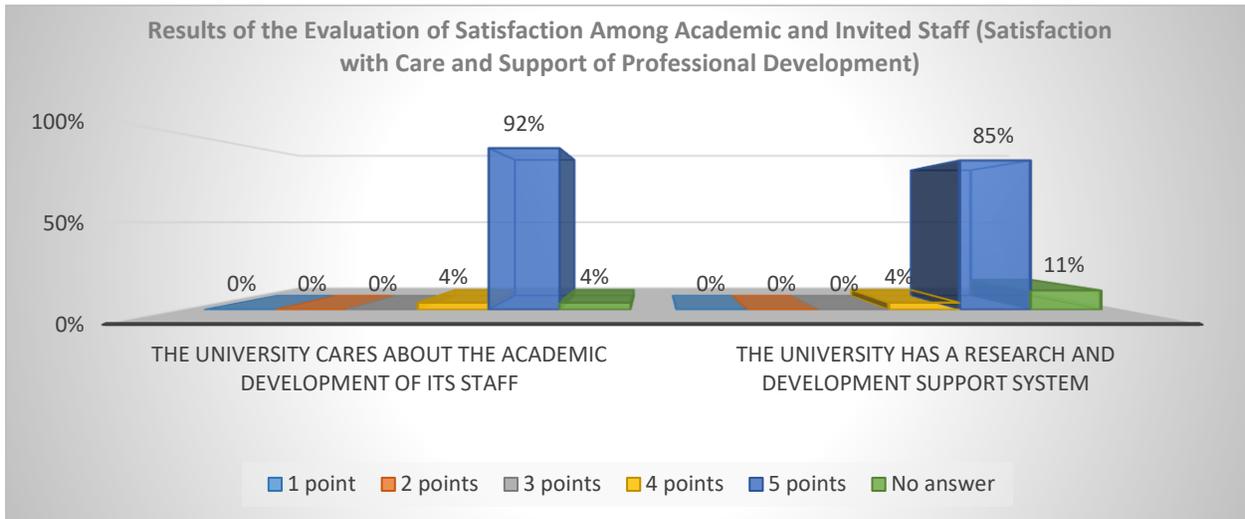
In response to the question, "Overall, on a scale of 1 to 5, how would you rate your general satisfaction with your collaboration with the University?", the average rating from respondents was 4.7 out of 5 points. The detailed breakdown of the evaluation results is as follows: 83% of the surveyed staff rated their satisfaction with the University with the highest score of 5 points, 13% of respondents gave 4 points, and 4% (1 respondent) gave 1 point.



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
General satisfaction with cooperation with the university	4%	0%	0%	13%	83%	0%	4.7 points

### Faculty of Veterinary Medicine

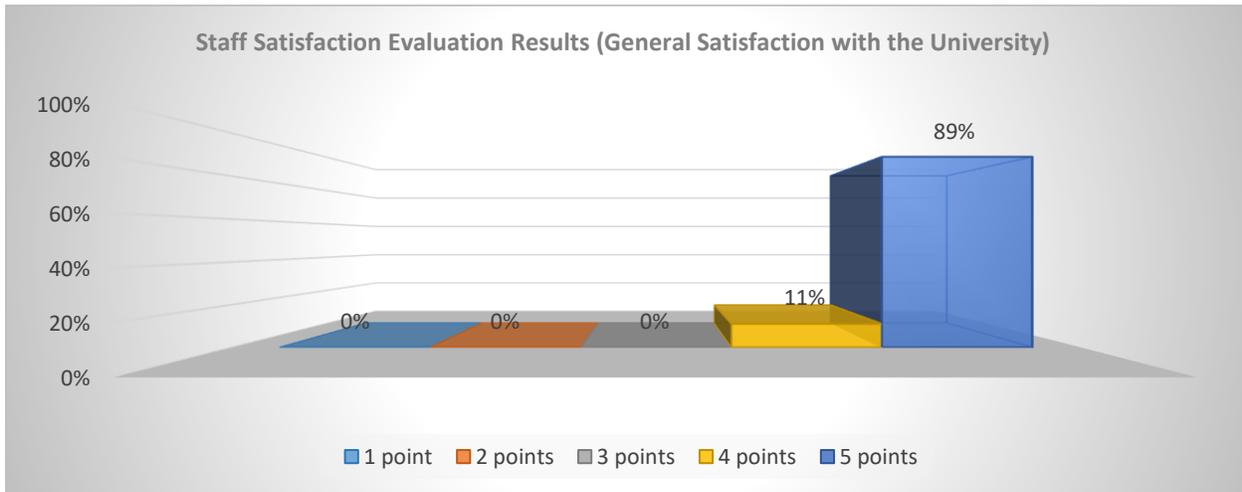
In response to the question, "Please rate whether the University cares about the academic development of its staff," the evaluation by the program implementation staff participating in the survey resulted in an average score of 4.9 out of a maximum 5 points. The detailed breakdown of the evaluation results is as follows: 92% of the surveyed staff rated the University's care for academic development with the highest score of 5 points, 4% gave 4 points, and 4% did not provide an answer or found it difficult to respond. The evaluation of the "Research and Development Support System at the University" by the program implementation staff resulted in an average score of 4.9 out of a maximum 5 points. The detailed breakdown of these results is as follows: 85% of the surveyed staff rated the University's support with the highest score of 5 points, 4% gave 4 points, while the remaining 11% of respondents did not answer the question.



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The University cares about the academic development of its staff	0%	0%	0%	4%	92%	4%	4.9 points

	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The university has a research and development support system	0%	0%	0%	4%	85%	11%	4.9 points

In response to the question, "Overall, on a scale of 1 to 5, how would you rate your general satisfaction with your collaboration with the University?", the average rating from respondents was 4.9 out of 5 points. The detailed breakdown of the evaluation results is as follows: 89% of the surveyed staff rated their satisfaction with the University with the highest score of 5 points, while 11% of respondents gave 4 points:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
General satisfaction with cooperation with the university	0%	0%	0%	11%	89%	0%	4.9 points

The questionnaire developed to determine staff satisfaction is once again designed to allow respondents to provide additional comments, explanations, opinions, and advice during the survey process. This enables the University to properly analyze the results, draw appropriate conclusions, and implement responses aimed at improvement, an opportunity that was utilized by a portion of the surveyed staff in several cases. The survey results are significantly more multifaceted, detailed, and voluminous for both students and program implementation staff. The analyzed evaluation results are grouped by the Quality Assurance Service according to structural units and services.

The survey results are far more multifaceted, detailed, and extensive, both in the case of students and in that of the personnel implementing the academic programs. The analyzed results are grouped by the Quality Assurance Service according to structural units and services. Each structural unit and service (the Faculty Administration, the Library, the Human Resources Management Service, the Student and Alumni Service Center, the Procurement and Material-Technical Support Service, the Research Support Center, the Training Center for Innovative Teaching Methods, the Examination Center, the Academic Process Administration Service, the Information Technology Service, the Simulation Center, the International Relations Service, the Financial Service, etc.) is provided with an analysis of the survey results and identified issues requiring attention for in-depth review and further action. The structural units, in cooperation with all relevant bodies, respond to the identified issues and plan and implement specific steps aimed at improving the obtained results. Reports on the actions already carried out or planned are submitted to the Quality Assurance Service for reporting and review purposes. These studies are conducted annually at European University. It is important to note that, as a result of the

above-mentioned surveys, certain issues requiring attention were identified in the 2024–2025 academic year, which were shared by the Quality Assurance Service with the relevant structural units/persons. In response, the structural units have implemented a number of significant activities and responses (for example, conducting informational meetings by various structural units with students and with the personnel implementing educational programs regarding various important issues identified in the evaluation process; adding and properly arranging two new library spaces: a modernly equipped library space designed for 150 readers in the building located at №15 G. Zhvania Street, with 6 group work rooms, Anatomage tablets and new computers, which is provided with improved-speed internet, as well as a modernly equipped library space designed for 120 readers in the building located at №76 D. Guramishvili Avenue, equipped with the latest infrastructure and digital resources, with 3 group and 3 individual work spaces; additionally arranging storage lockers for students' personal belongings; refining the University's electronic information system for managing the educational process – the database (<https://eunsis.eun.edu.ge/>), adding new functions, a course schedule and an examination schedule, providing information about upcoming activities, adding a function for reserving the group work space available in the library, which allows a student to reserve a workspace from their desired location, at the required location, indicating the desired date and time, creating the possibility of anonymously booking a consultation with a psychologist using the database, refining the interface; strengthening the existing server at the University; arranging additional recreational spaces for students in the building located at №15 G. Zhvania Street; additionally purchasing 2 Anatomage tables and 8 Anatomage tablets for students, as well as purchasing a virtual anatomy computer program for use in anatomy lectures; purchasing special guidebooks for students to prepare for the USMLE examinations and placing them in the library; adding a mechanism for detecting texts generated by artificial intelligence to the platform used by the University for plagiarism detection (<https://www.turnitin.com/>), conducting an informational meeting for academic and invited personnel by Turnitin's international consultant regarding artificial intelligence detection mechanisms and the process of reading and analyzing the relevant report; arranging an appropriately equipped additional workspace for the personnel implementing the programs; adding several directions, including the Department of Surgery, at Joe Ann University Hospital; expanding the university dental clinic EU Dent; purchasing additional dental instruments at the request of the personnel implementing the program; modifying the educational program, namely adding elective courses, including the course “Use of Artificial Intelligence in Medicine”; organizing and offering various trainings and workshops for the academic and invited personnel implementing the program; organizing important offers and competitions by the faculties and implementing relevant activities for the purpose of developing students' practical skills: offering students opportunities to undergo extracurricular clinical practice abroad, increasing the number of students who will participate in clinical practices abroad, adding the mentioned opportunities to educational programs, etc.), a report on which has been shared with and positively evaluated by the Quality Assurance Service (for details see Appendix 9 – Results of the

General Satisfaction Study of the Program Implementing Personnel and Students, analysis of the results and reports on responses to issues requiring attention).

**3.3.3. Student satisfaction survey through meetings with students.** In the spring semester of the 2024–2025 academic year, the Quality Assurance Service conducted a general student satisfaction study through meetings with students and by discussing specific issues during these meetings. The series of meetings was conducted mostly face-to-face, and in some cases remotely, online, using the electronic platform (Google Meet). Meetings were held with student groups of each educational program. All students wishing to participate in the meetings were invited.

Within the framework of the meetings, students of each educational program were provided with information about the possibilities of communication with the Quality Assurance Service. They were briefly informed about important issues for students regulated by internal legal acts, and were also provided with information about the availability of these documents on the website. It was explained to them what type of information they could get to know with through the documents related to their rights and obligations at the University.

The purpose of the meetings was also to obtain students' general evaluation of the educational programs, the personnel implementing the programs, the teaching and examination processes, the material and technical base, and the infrastructure. The meetings also served to share information with students about what responses were carried out and what steps were taken by the University in response to recommendations, comments, and opinions previously expressed by students. Students were given the opportunity to freely express their opinions on any issue and to ask questions.

The results of the meetings were summarized and analyzed. Both positive evaluations expressed by students and issues requiring attention were identified. The analysis of the meeting results was sent to the Faculty Administration and to all relevant structural units regarding which certain issues requiring attention were expressed. Faculties and structural units were requested to plan and implement response steps and to submit response reports to the Quality Assurance Service for reporting and review. The steps implemented for response purposes were reviewed by the Quality Assurance Service (for example, conducting informational meetings by various structural units with students and with the personnel implementing educational programs regarding various important issues identified in the evaluation process; extending the examination period for final exams to 3 weeks, which allows the exam schedule to be prepared with reasonable intervals and in a way that maximally takes into account students' interests; identifying students' interests and organizing public lectures with desired speakers taking these interests into account; additionally purchasing electronic microscopes; placing a machine on the University premises from which hygienic items and medications can be purchased; additionally arranging storage lockers for students' personal belongings; arranging additional recreational spaces for students in the building located at №15 G. Zhvania Street; adding and properly arranging two new

library spaces: a modernly equipped library space designed for 150 readers in the building located at №15 G. Zhvania Street, with 6 group work rooms, Anatomage tablets and new computers, which is provided with improved-speed internet, as well as a modernly equipped library space designed for 120 readers in the building located at №76 D. Guramishvili Avenue, equipped with the latest infrastructure and digital resources, with 3 group and 3 individual work spaces; replacing HDMI cables in the rooms named by students in order to increase internet frequency; refining the University's electronic information system for managing the educational process – the database (<https://eunsis.eun.edu.ge/>), adding new functions, in particular adding brief information and descriptions about study courses during the academic registration period for better informing students, adding the course schedule and examination schedule, creating the possibility of anonymously booking a consultation with a psychologist using the database; announcing internship competitions for students within specific programs, etc.).

The Quality Assurance Service sent detailed feedback to students regarding the consideration of results and responses by faculties and various structural units, which serves to increase students' motivation to actively participate in future surveys conducted by the Service by demonstrating the real results of responses to them (see Appendix 10 – Summary Reports of Meetings with Students, Reports on Structural Units' Responses to Evaluation Results).

**3.3.4. Evaluation of examination processes by students.** The evaluation of examination processes by students is also carried out under the organization of the Quality Assurance Service. For this purpose, student surveys are conducted after the completion of midterm and final examinations. In the survey process, students evaluate issues related to the organization of examination processes, the compliance of examination questions with the syllabus content and with the examination assignments defined by the syllabus, the provision of necessary instructions to students during the examination process, as well as the organization of exam invigilators. This enables the Quality Assurance Service to evaluate in general the conduct and organization of examination processes, students' satisfaction with these processes, and to identify possible areas for improvement and ensure work toward their improvement. To ensure the survey process, the Quality Assurance Service uses the European University electronic information system: <https://eunsis.eun.edu.ge/> and the electronic platform: <https://www.surveymonkey.com/>.

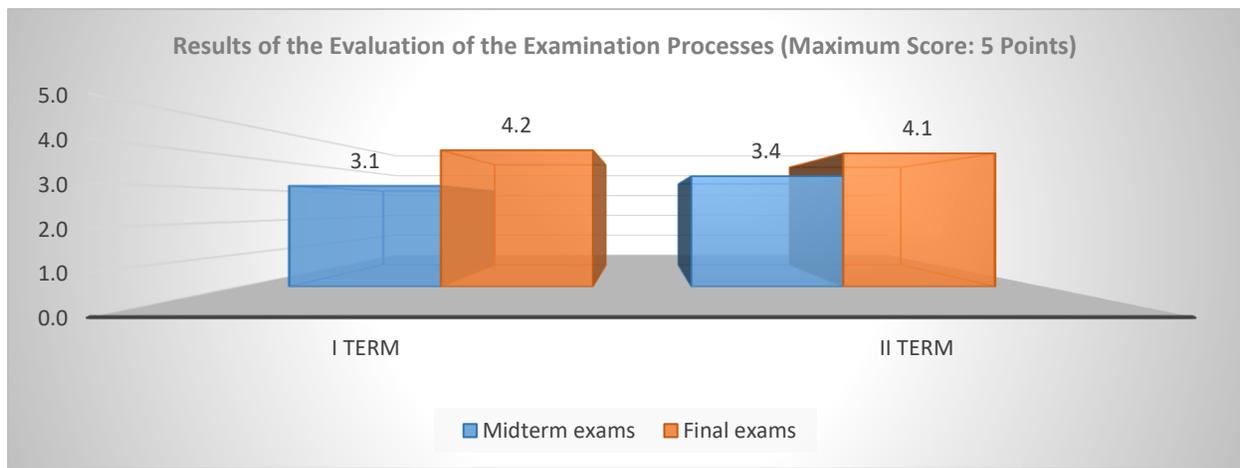
In the 2024–2025 academic year, the organization and conduct of midterm and final examinations were evaluated by students of all five faculties, including, in the case of the Faculties of Medicine and Dentistry, the organization and conduct of Objective Structured Clinical Examinations (OSCE); in the case of OSCE examinations, the examination processes were also evaluated by examiners.

The organization and conduct of examination processes were generally evaluated positively by students, and in the case of OSCE examinations, by both students and examiners: to the question

“Overall, how would you evaluate the organization and conduct of the examination processes?”, the majority of surveyed students, and the examiners fully, respond positively. Specifically, the evaluation of this issue by students and examiners of all five faculties in the case of midterm and final examinations is on average 3.6 points out of the highest 5 points (average of both semesters). The evaluation results are distributed by faculties as follows:

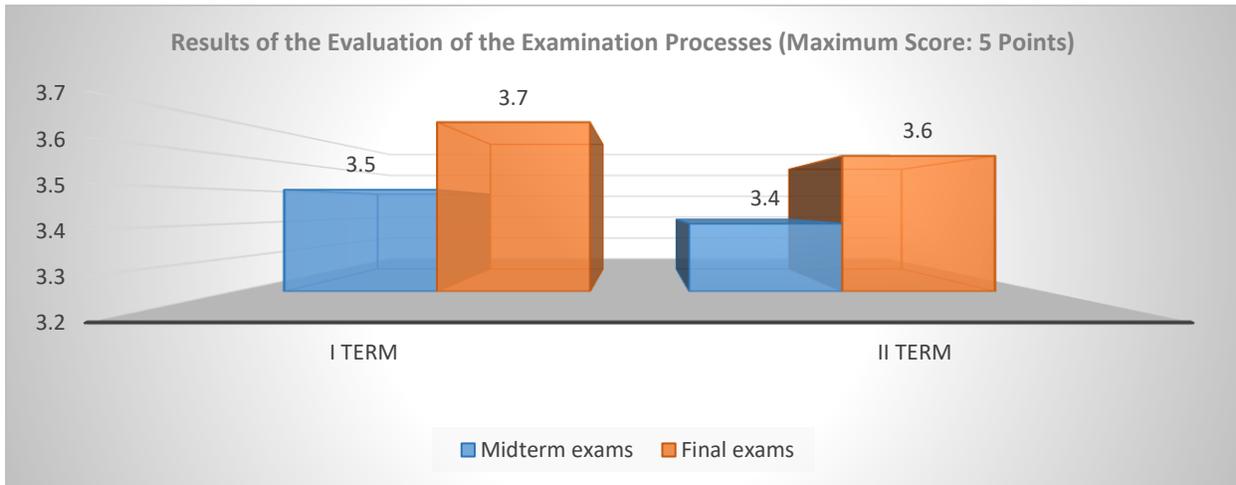
### Faculty of Law, Humanities, and Social Sciences

The general satisfaction of students of the Faculty of Law, Humanities, and Social Sciences with the organization of examination processes in the case of midterm examinations was evaluated at an average of 3.3 points out of the highest 5 points (average of both semesters), while in the case of final examinations – at an average of 4.2 points (average of both semesters). The evaluation results by midterm and final examinations and by semesters at the Faculty of Law, Humanities, and Social Sciences are distributed as follows:



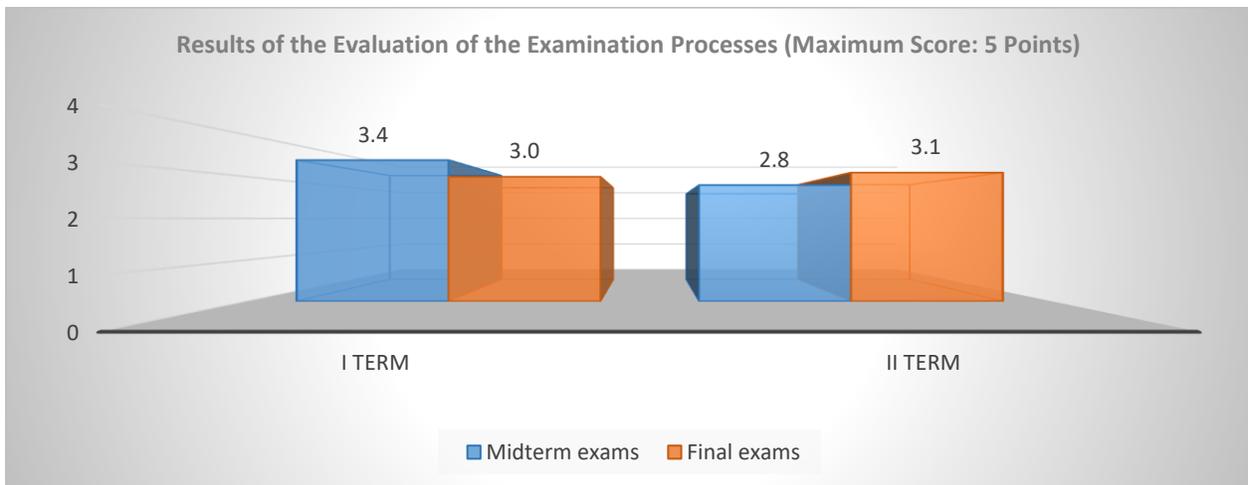
### Faculty of Business and Technology

The general satisfaction of students at the Faculty of Business and Technology with the organization of examination processes was rated an average of 3.5 out of a maximum 5 points for mid-term exams (average of both semesters), and an average of 3.7 points for final exams (average of both semesters). The evaluation results for mid-term and final exams, broken down by semesters at the Faculty of Business and Technology, are distributed as follows:

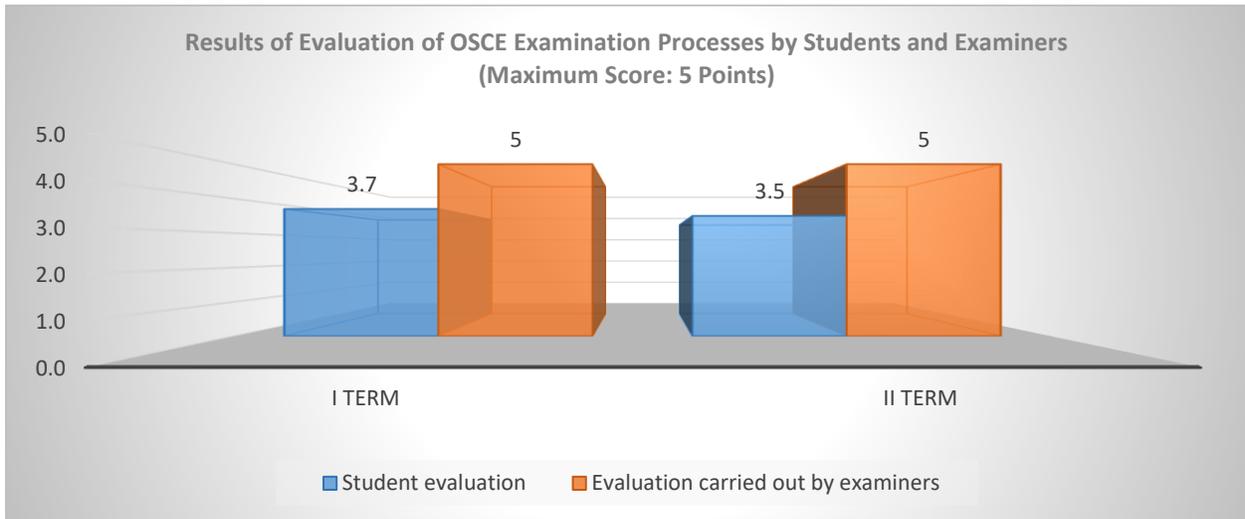


### Faculty of Medicine

The general satisfaction of students at the Faculty of Medicine regarding the organization of examination processes was rated an average of 3.1 out of a maximum 5 points for mid-term exams (average of both semesters), and similarly, an average of 3.1 points for final exams (average of both semesters). The evaluation results for mid-term and final exams, broken down by semesters at the Faculty of Medicine, are distributed as follows:

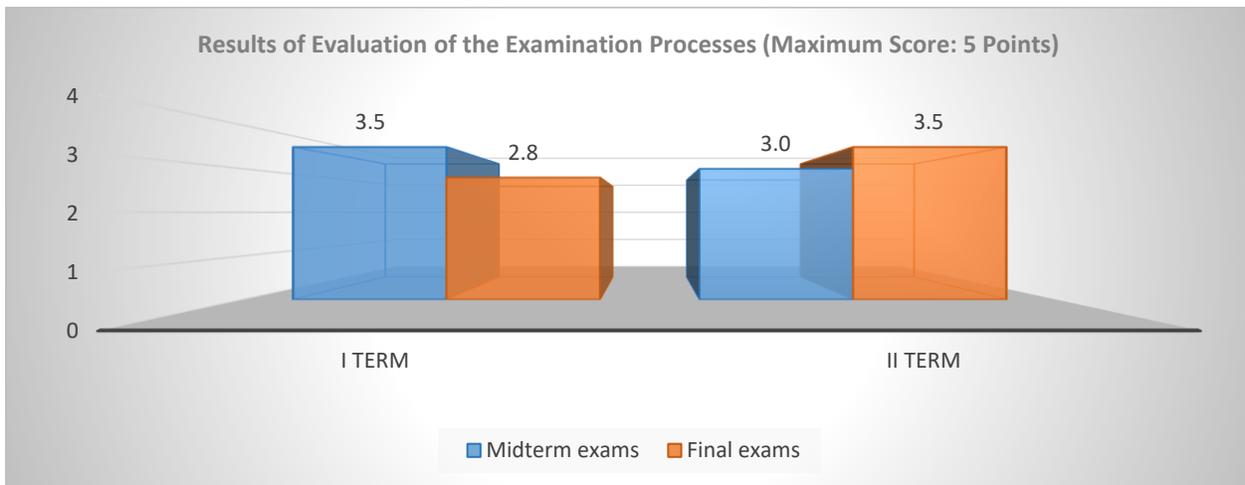


In the case of the Faculty of Medicine, as already mentioned, satisfaction with the examination processes, in particular the organization and conduct of the OSCE exams, was assessed by both students and examiners. The results of the assessment are positive and look as follows:

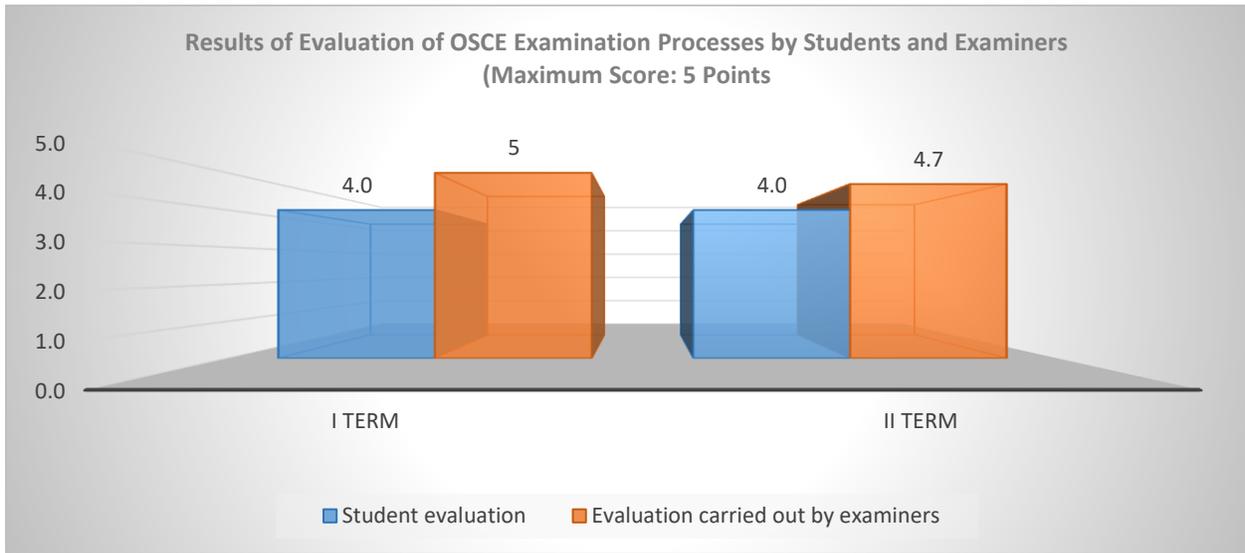


### Faculty of Dentistry

The general satisfaction of dental faculty students with the organization of examination processes was assessed at an average of 3.3 points out of 5 for midterm exams (average score for both semesters), and at an average of 3.2 points out of 5 for final exams (average score for both semesters). The assessment results for midterm and final exams, broken down by semester, are distributed as follows at the faculty of Dentistry:

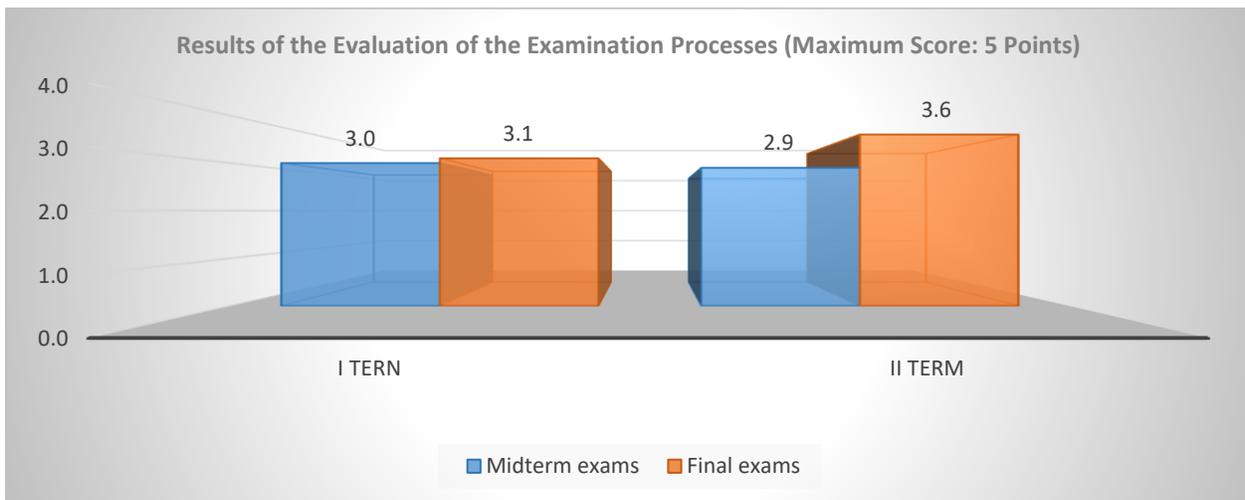


In the case of the Faculty of Dentistry, as already mentioned, satisfaction with the examination processes, in particular the organization and conduct of the OSCE exams, was assessed by both students and examiners. The results of the assessment are positive and look as follows:



### Faculty of Veterinary Medicine

The general satisfaction with the organization of the examination processes of students of the Faculty of Veterinary Medicine was assessed with an average of 3.0 points out of 5 points in the case of midterm exams (average grade of both semesters), and in the case of final exams - again with an average of 3.4 points (average grade of both semesters). The results of the assessment are distributed according to midterm and final exams and semesters at the Faculty of Veterinary Medicine as follows:

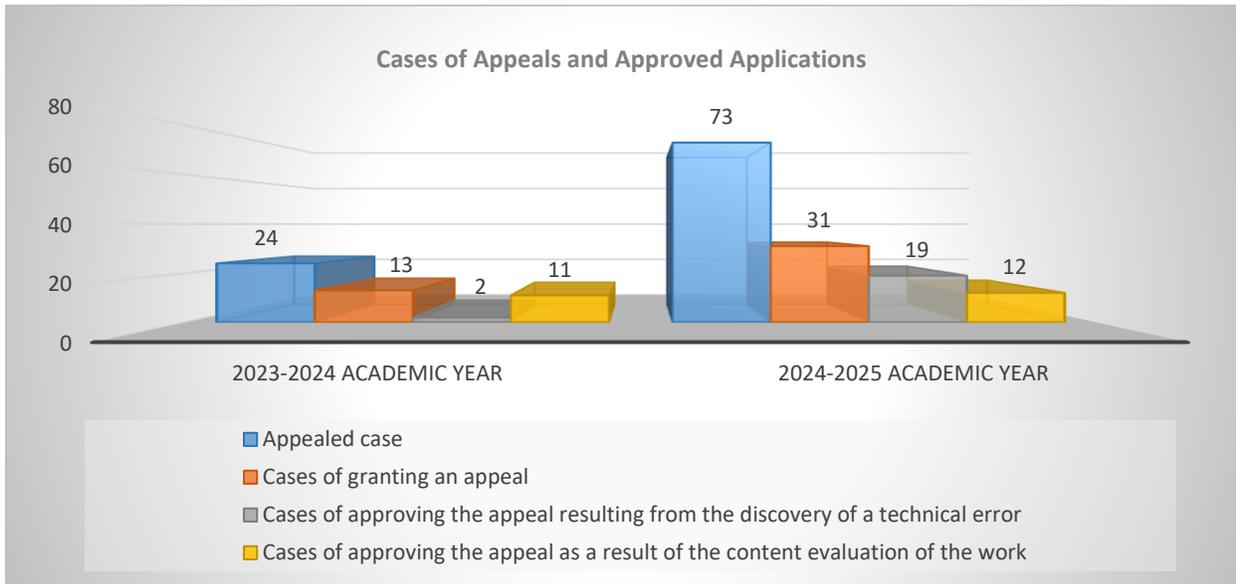


**Note:** In the case of the integrated master's educational program in veterinary medicine, no courses were conducted in the 2024-2025 academic year that would have required the organization and administration of Objective Structured Clinical Examinations (OSCE). Accordingly, no evaluation of OSCE examination processes was carried out by students or examiners within the framework of the said faculty and educational program.

The analysis of the obtained results, and the notable issues identified through the analysis, are sent by content to the examination center, the faculty, and, in the case of OSCE examinations, to the simulation center for response. The examination center, faculty, and simulation center staff provide the Quality Assurance Service with a report on the work carried out and planned activities, with the aim of increasing student and examiner satisfaction and improving results, for the purpose of evaluating and monitoring the steps taken. As a result of the survey conducted to assess the organization and conduct of midterm and final examinations in the 2024-2025 academic year, certain notable issues were identified in a number of cases, and significant steps have been taken during the course of the academic year to address improvements, both by the examination center and by the faculty and simulation center. It is also worth noting that work continues on an ongoing basis by all relevant structural units toward improving results. A report on the responses already implemented and planned activities has been submitted by the faculty dean and the heads of the examination center and simulation center to the Quality Assurance Service for evaluation. It should also be noted that in some cases no need for response was identified (for details, see Appendix 13 - Examination Process Assessment Results, Results Analysis, Assessment Results Response Reports).

After the completion of midterm and final examinations, the Quality Assurance Service requests from the examination center a report on student removals from examinations during the examination process, the reasons for removal, appeal applications related to examination results, the granting or denial of appeal applications, as well as the reasons for granting or denying appeal applications. The examination center presents, in the form of appendices, the minutes confirming the review of student appeal applications and the decisions made as a result of the review. The report serves the purpose of evaluating the Quality Assurance Service's regulation of the aforementioned processes and consideration of student interests. According to the reports submitted by the examination center to the Quality Assurance Service in the 2024-2025 academic year, cases of student removal from examinations with justified reasons have been recorded, as well as cases of students submitting appeal applications, with instances of both justified granting and justified denial of student requests.

According to the aforementioned reports of the examination center director, the number of appeal cases and the instances of granting or denying appeal requests are distributed as follows between the midterm and final examinations held in the last two academic years: in the 2023-2024 academic year, a total of 24 cases of contesting assessment results were recorded, of which 13 cases of appeal were granted by the appeals commission — in 2 of these cases a technical error made during assessment was identified, while in 11 cases the appeal application was granted following a substantive review of the work by the appeals commission. In the 2024-2025 academic year, a total of 73 cases of contesting assessment results were recorded, of which 31 cases of appeal were granted by the appeals commission — in 19 of these cases a technical error made during assessment was identified, while in 12 cases the appeal application was granted following a substantive review of the work by the appeals commission:



**Note:** According to the report of the examination center director and the minutes submitted by the commission, the cases of denial of appeal requests are related to the following circumstance: the assessments were reviewed by a commission, however the commission did not consider it appropriate to grant the appeal and increase the score, as the work did not provide grounds for changing the assessment following its substantive review, and no technical errors were identified in the work by the commission either.

The above data confirms students' knowledge and use of the mechanisms available at the university regarding appeals, and the data also confirms objective responses to appeal cases. Therefore, as a result of the aforementioned assessments in the 2024-2025 academic year, no notable issues were identified and accordingly, no need arose for any type of response on the part of the Quality Assurance Service (see Appendix 14 - Examination center reports on cases of removal from assessment and appeals).

**3.3.5. Student evaluation of the practical component.** The evaluation of the practical component is carried out by students upon completion of the practical component. The student's evaluation of the practical component of educational programs serves to study student satisfaction with the knowledge and skills acquired within the practical component, as well as to assess the achievement of the defined learning outcomes of the practical component of the educational program. As a result of the survey, students assess the organizational matters handled by the university and the practical placement site, the supervision of the practical process by the practice supervisor, the supervision of the practical process by the mentor, the receipt of necessary instructions from the mentor, the mentor's assistance in ensuring the acquisition of knowledge and skills within the practical component, the knowledge and skills related to the main field of study acquired by the student within the practical component, and the mentor's ensuring of the fulfillment of activities and contact hours defined by the syllabus. As a

result of the survey, students also identify and assess the reasons hindering the development of the knowledge and skills established by the practical syllabus, where such reasons exist.

In the case of the Medical Doctor and Dentistry educational programs, the evaluation of the practical placement site (clinic) and clinical courses is carried out by students upon completion of the clinical courses. The student's evaluation of the clinic and clinical courses serves to study student satisfaction with the knowledge and skills acquired within the clinical courses, as well as to assess the achievement of the learning outcomes defined by the clinical courses of the educational program. As a result of the survey, students assess the organizational matters handled by the practical placement site (clinic), the clinic's equipment necessary for the effective conduct of the educational process, the knowledge and skills related to the main field of study acquired by the student within the clinical courses, the provision of opportunities for students to demonstrate the knowledge and skills acquired within the clinical course on a patient or mannequin under the supervision of a lecturer, and the lecturer's ensuring of the fulfillment of the time defined by the syllabus. As a result of the survey, students also identify and assess the reasons hindering the development of the knowledge and skills established by the clinical course syllabus, where such reasons exist.

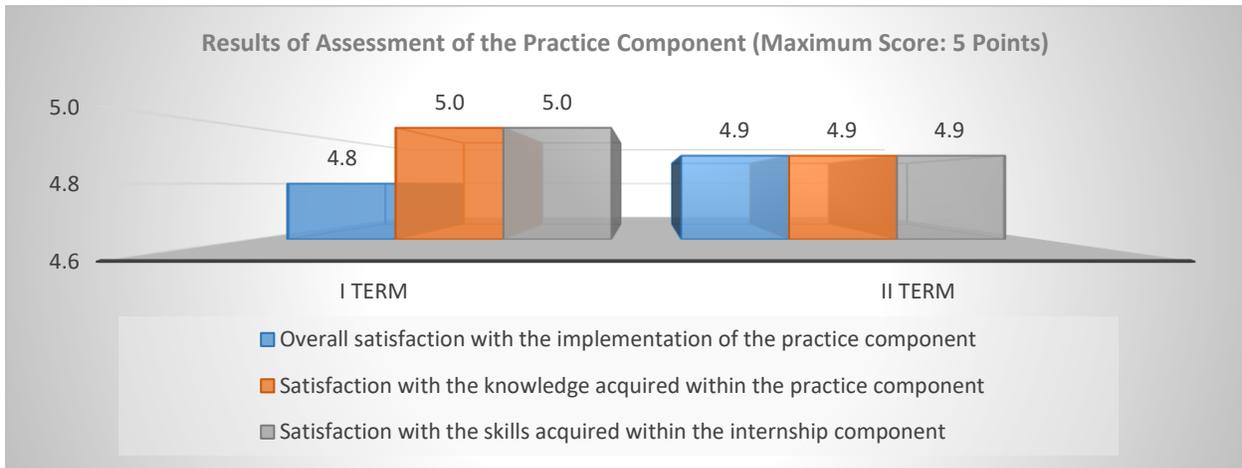
To ensure the above survey processes, the Quality Assurance Service uses the electronic platform: <https://www.surveymonkey.com/>.

In the 2024-2025 academic year, the student evaluation of the practical component was carried out at four faculties: within the educational programs operating at the Faculty of Law, Humanities, and Social Sciences, Business and Technology, and Medicine and Dentistry, since only first, second, and third year students were enrolled in the integrated master's educational program in veterinary medicine at the Faculty of Veterinary Medicine in the 2024-2025 academic year, and the respective semesters (first, second, third, fourth, fifth, and sixth semesters) did not provide for the completion of the practical component by students according to the program's curriculum. Accordingly, the evaluation of the practical component and practical placement sites at the Faculty of Veterinary Medicine was not carried out in the 2024-2025 academic year.

### **Faculty of Law, Humanities, and Social Sciences**

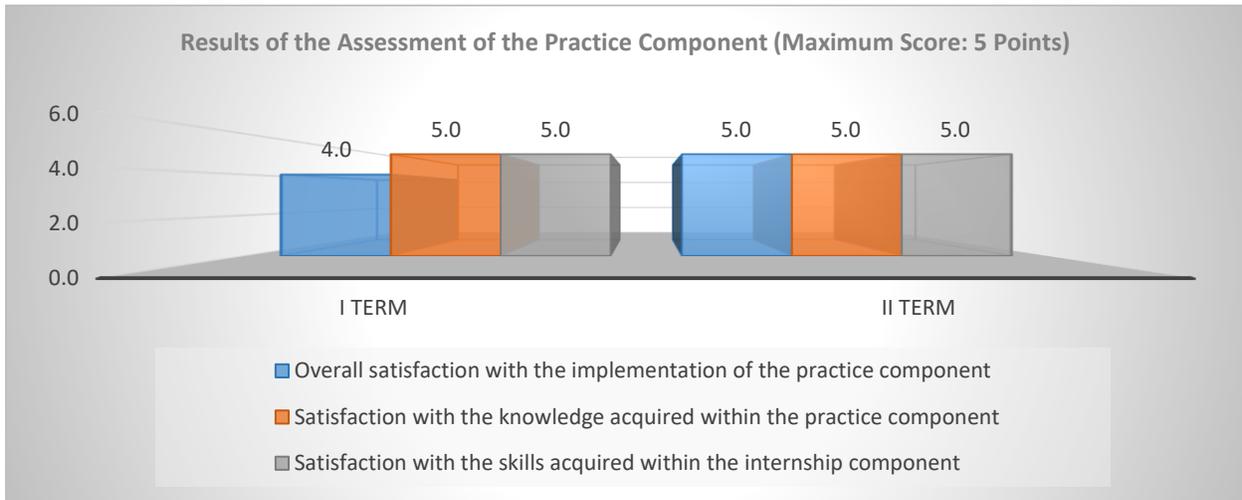
The results of the evaluation of the practical component and practical placement sites conducted within the educational programs operating at the Faculty of Law, Humanities, and Social Sciences are unequivocally positive: in response to the question "Please assess how satisfied you are overall with the completion of the practical component of the educational program," the assessment of students participating in the survey, based on the results of both semesters, is an average of 4.9 points out of 5. Positive assessments are also recorded in relation to the following important matters: "Please assess the knowledge related to the main field of study (specialization) that you acquired through completing the practical component" and "Please assess the skills related to the main field of study (specialization) that

you acquired through completing the practical component." The knowledge acquired through completing the practical component was assessed by the students participating in the survey at an average of 4.9 points out of 5 based on the results of both semesters, while the skills developed through completing the practical component were also assessed at an average of 4.9 points out of 5 based on the results of both semesters. The assessment results are distributed by semester as follows:



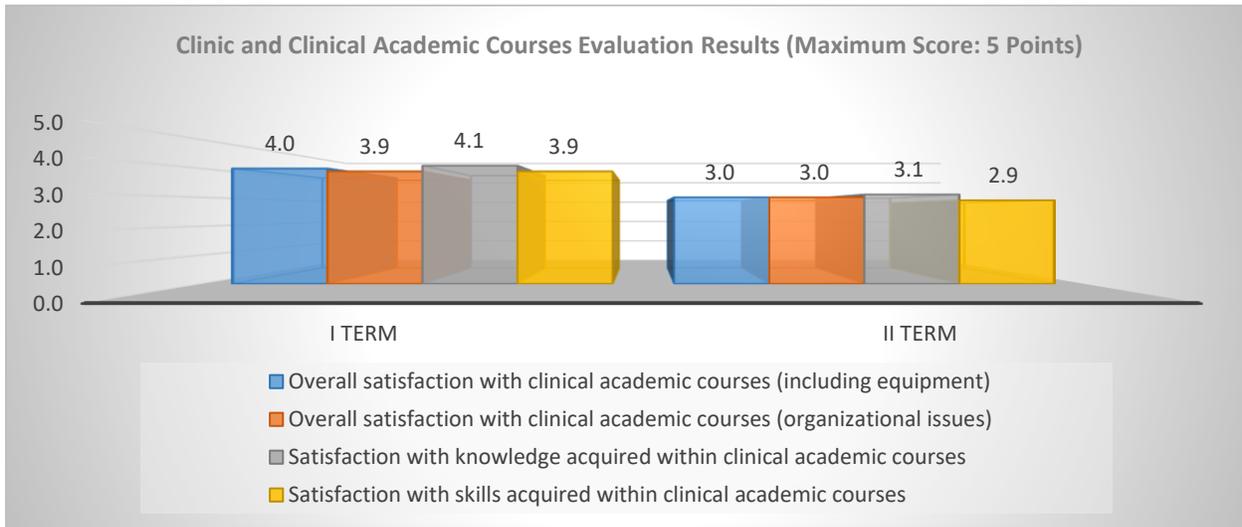
### Faculty of Business and Technology

The results of the evaluation of the practical component and practical placement sites conducted within the educational programs operating at the Faculty of Business and Technology are also unequivocally positive: in response to the question "Please assess how satisfied you are overall with the completion of the practical component of the educational program," the assessment of students participating in the survey, based on the results of both semesters, is an average of 4.5 points out of 5. Positive assessments are also recorded in relation to the following important matters: "Please assess the knowledge related to the main field of study (specialization) that you acquired through completing the practical component" and "Please assess the skills related to the main field of study (specialization) that you acquired through completing the practical component." The knowledge acquired through completing the practical component was assessed by the students participating in the survey at the maximum of 5 points out of 5 based on the results of both semesters, while the skills developed through completing the practical component were also assessed at the maximum of 5 points out of 5 based on the results of both semesters. The assessment results are distributed by semester as follows:

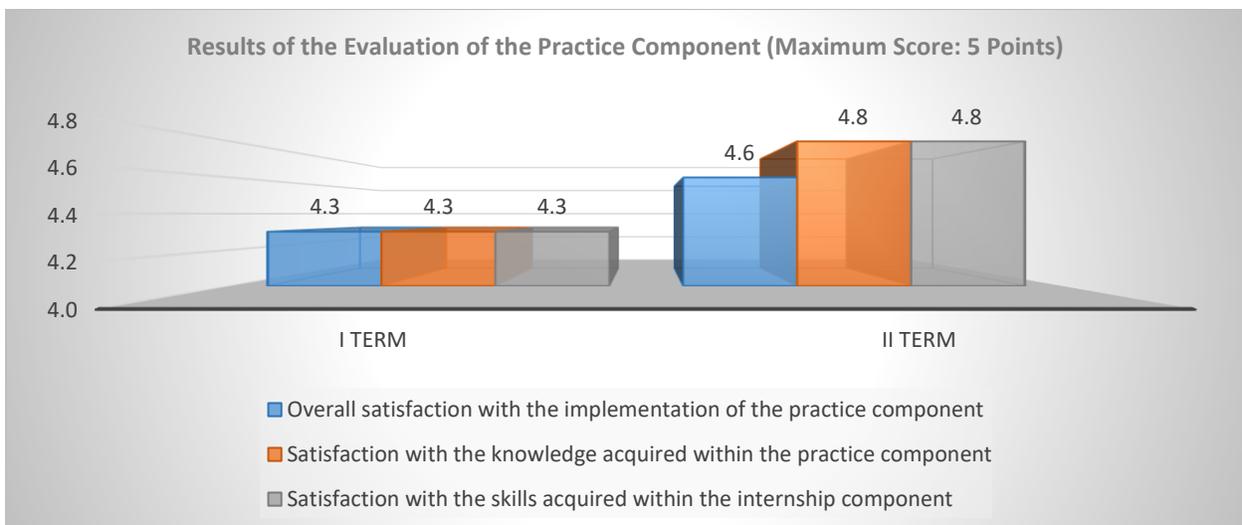


### Faculty of Medicine

The results of the evaluation of clinical courses and clinics conducted within the one-cycle graduate medicine educational programs operating at the Faculty of Medicine are also largely positive: in response to the question "How satisfied are you with the equipment of the clinics necessary for the effective conduct of the educational process (projector, computer, teaching moulages)," the assessment of students participating in the survey, based on the results of both semesters, is an average of 3.5 points out of 5. Regarding the organizational matters handled by the clinics in relation to the implementation of clinical courses, the results of both semesters for the satisfaction assessment are an average of 3.5 points out of 5. Largely positive assessments are also recorded in relation to the following important matters: "Please assess the knowledge related to the main field of study (specialization) that you acquired within the clinical courses" and "Please assess the skills related to the main field of study (specialization) that you acquired within the clinical courses." The knowledge acquired through clinical courses was assessed by the students participating in the survey at an average of 3.6 points out of 5 based on the results of both semesters, while the skills developed through clinical courses were assessed at an average of 3.4 points out of 5 based on the results of both semesters. The assessment results are distributed by semester as follows:

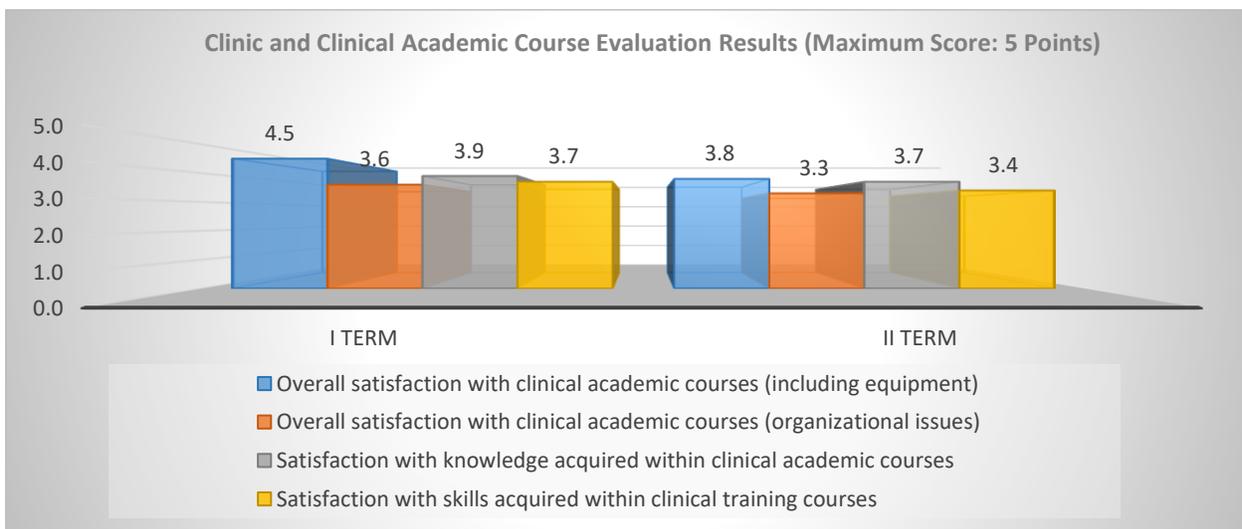


The results of the evaluation of the practical component and practical placement sites conducted within the bachelor's educational program in psychology operating at the Faculty of Medicine are unequivocally positive: in response to the question "Please assess how satisfied you are overall with the completion of the practical component of the educational program," the assessment of students participating in the survey, based on the results of both semesters, is an average of 4.5 points out of 5. Positive assessments are also recorded in relation to the following important matters: "Please assess the knowledge related to the main field of study (specialization) that you acquired through completing the practical component" and "Please assess the skills related to the main field of study (specialization) that you acquired through completing the practical component." The knowledge acquired through completing the practical component was assessed by the students participating in the survey at an average of 4.6 points out of 5 based on the results of both semesters, while the skills developed through completing the practical component were also assessed at an average of 4.6 points out of 5 based on the results of both semesters. The assessment results are distributed by semester as follows:



## Faculty of Dentistry

The results of the evaluation of clinical courses and clinics conducted within the one-cycle dentistry educational programs operating at the Faculty of Dentistry are also largely positive: in response to the question "How satisfied are you with the equipment of the clinics necessary for the effective conduct of the educational process (projector, computer, teaching moulages)," the assessment of students participating in the survey, based on the results of both semesters, is an average of 4.2 points out of 5. Regarding the organizational matters handled by the clinics in relation to the implementation of clinical courses, the results of both semesters for the satisfaction assessment are an average of 3.5 points out of 5. Largely positive assessments are also recorded in relation to the following important matters: "Please assess the knowledge related to the main field of study (specialization) that you acquired within the clinical courses" and "Please assess the skills related to the main field of study (specialization) that you acquired within the clinical courses." The knowledge acquired through clinical courses was assessed by the students participating in the survey at an average of 3.8 points out of 5 based on the results of both semesters, while the skills developed through clinical courses were assessed at an average of 3.6 points out of 5 based on the results of both semesters. The assessment results are distributed by semester as follows:



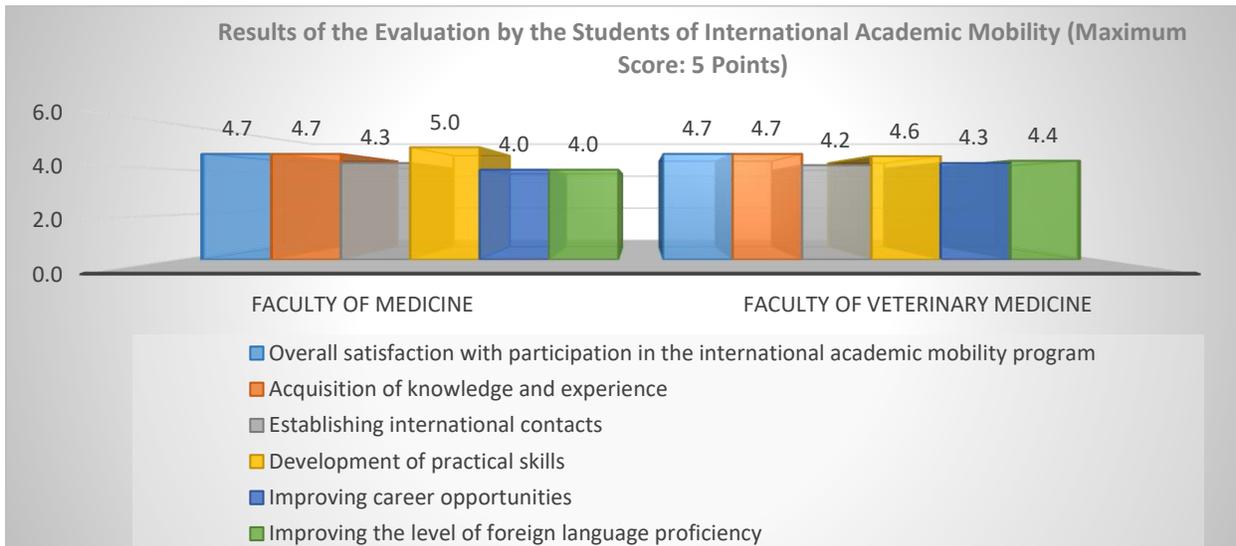
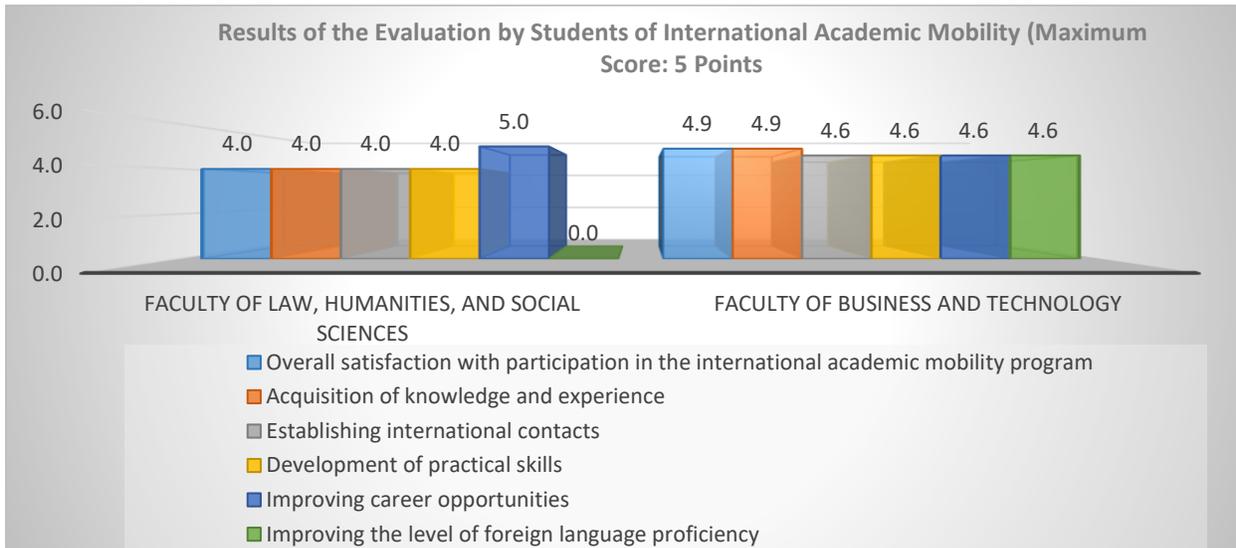
The assessment results of the 2024-2025 academic year were analyzed and the results of the analysis were shared with the faculty administration. Based on the assessment results, notable issues were also identified through the survey, in response to which the Quality Assurance Service requested a report on the responses from the faculty, for the purpose of evaluating and monitoring the responses implemented, planned responses, or counter-arguments by the relevant parties regarding the notable issues. The faculty has shared the reports on the said responses, which describe both the actions already taken and the planned response matters and counter-arguments for the future (see Appendix 8 - Practical component assessment results, results analysis, and response reports).

**3.3.6. Student, academic staff, and administrative staff evaluation of international academic mobility.** The evaluation of student participation in the international academic mobility program is carried out by the participating students upon their return from mobility. The purpose of the survey is to assess student satisfaction with participation in the international academic mobility program, specifically the satisfaction with organizational matters handled by the sending and host universities, the main interests of participation in the international academic mobility program, the knowledge and experience gained through participation in the program, and other types of outcomes. The survey also serves to record any other positive or negative assessments related to the sending and host higher education institutions during participation in the mobility program.

The evaluation of staff participation in the international academic mobility program is also carried out by the participating staff upon their return from mobility. The purpose of the survey is to assess staff satisfaction with participation in the international academic mobility program, specifically the satisfaction with organizational matters handled by the sending and host universities, the main interests of participation in the international academic mobility program, the enhancement of qualifications and experience through participation in the program, other types of outcomes, and the application of the acquired knowledge and experience in the educational process. The survey also serves to record any other positive or negative assessments related to the sending and host higher education institutions during participation in the mobility program.

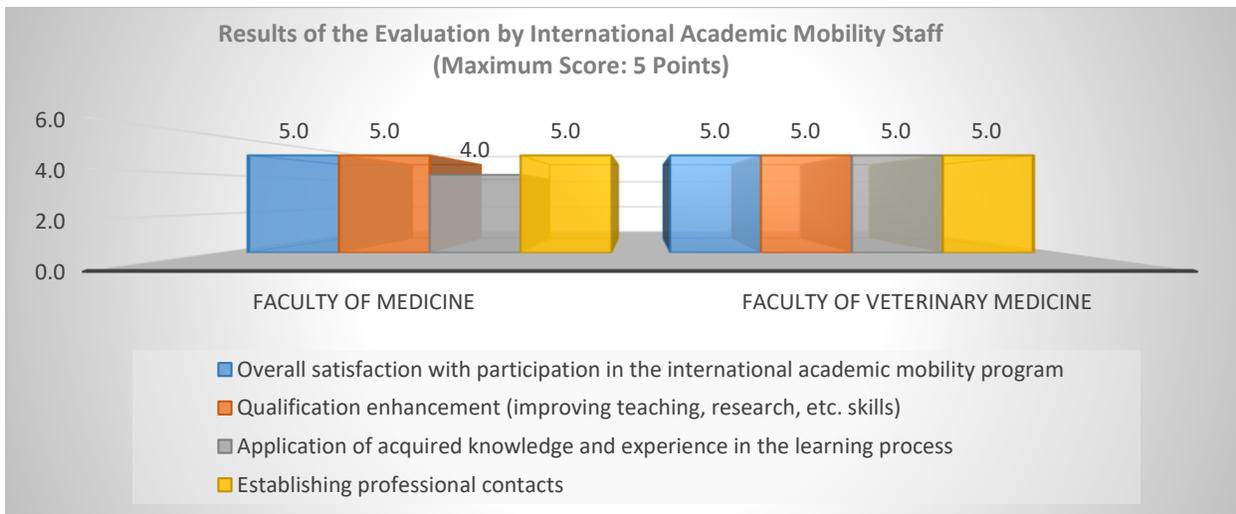
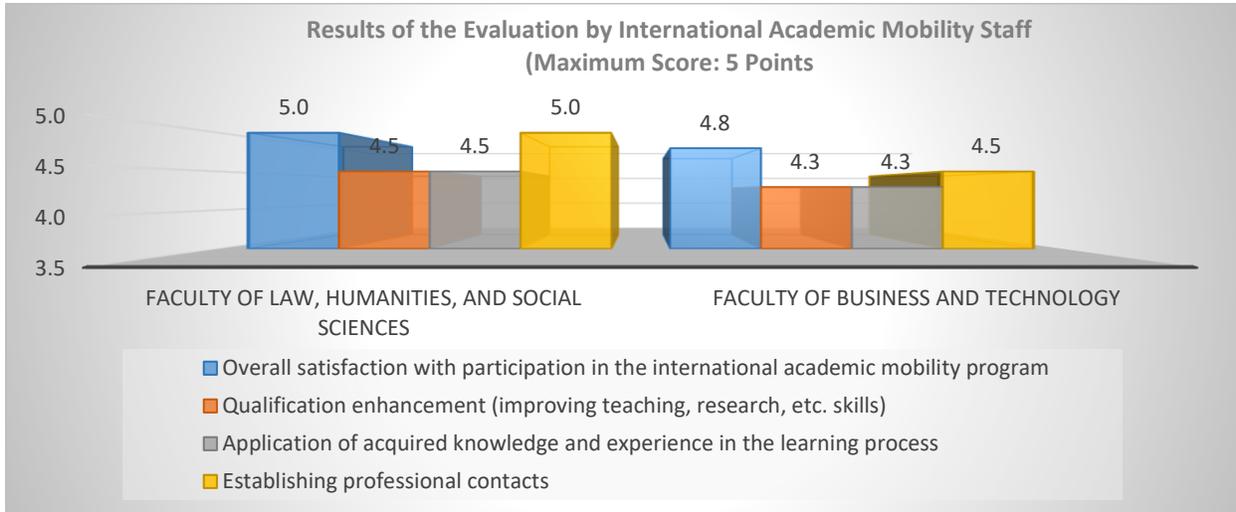
To ensure the above survey processes, the Quality Assurance Service uses the electronic platform: <https://www.surveymonkey.com/>.

In the 2024-2025 academic year, students from four faculties of the European University benefited from international academic mobility, and surveys were conducted among them for the purpose of assessing the aforementioned matters. The survey results are positive: in response to the question "How satisfied are you with your participation in the international academic mobility program," the assessment of students from all surveyed faculties, based on the results of both semesters, is an average of 4.7 points out of 5, while in response to the question "Please assess the knowledge and experience you acquired through participation in the exchange program," the assessment of students from all four surveyed faculties, based on the results of both semesters, is also an average of 4.7 points out of 5. Students also rated positively such outcomes gained through international academic mobility as establishing international contacts, developing additional practical skills, improving career opportunities, improving foreign language proficiency, and so on. These matters were assessed by students from all four faculties participating in international mobility at an average of 4.2 points or more out of 5, based on the results of both semesters. The results of the student satisfaction survey on international academic mobility are distributed among the faculties as follows:



In the 2024-2025 academic year, the academic staff implementing educational programs at the European University also benefited from international academic mobility, and surveys were conducted among them for the purpose of assessing the aforementioned matters. The survey results are positive in this case as well: in response to the question "How satisfied are you with your participation in the international academic mobility program," the assessment of the surveyed staff from all faculties, based on the results of both semesters, is an average of 4.9 points out of 5. Staff also rated positively such outcomes gained through international academic mobility as qualification enhancement (improvement of teaching, research, and other skills), the application of acquired knowledge and experience in the educational process, the establishment of professional contacts, and so on. These matters were assessed by staff from all faculties participating in international mobility at an average of 4.4 points or more out of 5, based on the results of both semesters. The results of the satisfaction survey among the staff

implementing programs through international academic mobility are distributed among the faculties as follows:



In the 2024-2025 academic year, the administrative staff of the European University also benefited from international mobility. The survey results are positive in this case as well: in response to the question "How satisfied are you with your participation in the international academic mobility program," the assessment of the surveyed staff, based on the results of both semesters, is an average of 4.9 points out of 5. Staff also rated positively such outcomes gained through international academic mobility as gaining experience, enhancing qualifications and improving various skills, establishing professional contacts, learning good practices related to work processes, and applying the acquired knowledge and experience in the work process, and so on. These matters were assessed by the administrative staff participating in international mobility at an average of 4.6 points or more out of a maximum of 5 points, based on the assessment results of both semesters of the 2024-2025 academic

year. The results of the satisfaction survey among administrative staff on international mobility are distributed between semesters as follows:

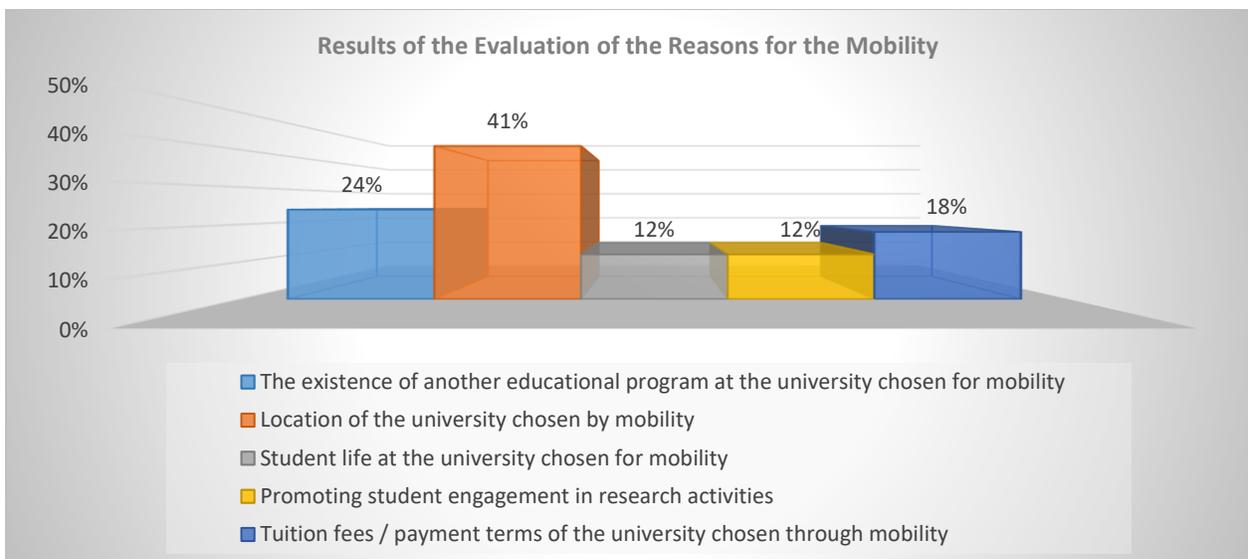


According to the results of the surveys and assessments conducted in the 2024-2025 academic year, in most cases no significant notable issues were recorded on the part of students, academic staff, or administrative staff, and accordingly, no need arose for the Quality Assurance Service to request a response. In such cases, the assessment results were sent to the relevant service for information. However, in some cases certain notable issues were identified on the basis of the analysis of survey results, and these assessment results were sent to the international relations service for the purpose of response. The Quality Assurance Service has received response reports describing the actions taken in response to the identified notable issues, as well as planned future activities or counter-arguments (see Appendix 12 - International academic mobility assessment results and results analysis).

**3.3.7. Survey of outgoing and incoming mobility students.** Within the framework of quality assurance mechanisms, surveys are conducted among students who have transferred out of the European University and students who have transferred into the European University through mobility, during each mobility period, for the purpose of investigating the reasons for students transferring from the European University to another university and transferring into the European University. The university uses the electronic platform <https://www.surveymonkey.com/> for the purpose of studying the satisfaction of students participating in mobility. This survey was also conducted at the European University in the 2024-2025 academic year. 17 students who had transferred from the European University to another higher education institution participated in the survey process. Below is a summary of the reasons with high percentage indicators (more than 10%) for transferring from the European University. According to the survey results, students cited several issues as reasons for transferring to another higher education institution: according to the combined results of the surveys from both semesters, the largest share of respondents, 41%, cite the location of the university chosen

for mobility as the reason for transferring to another higher education institution; 24% cite the existence of another educational program of their preference at the university chosen for mobility, on which they wished to continue their studies. 18% of respondents cite the tuition fees and payment conditions of the university chosen for mobility as the reason for transferring to another higher education institution, while 12% each cite the promotion of student involvement in research activities by the university chosen for mobility and better student life opportunities.

It should be noted that the questionnaire allows respondents to select several reasons for transferring. The reasons for outgoing mobility from the European University are distributed among respondents as follows:

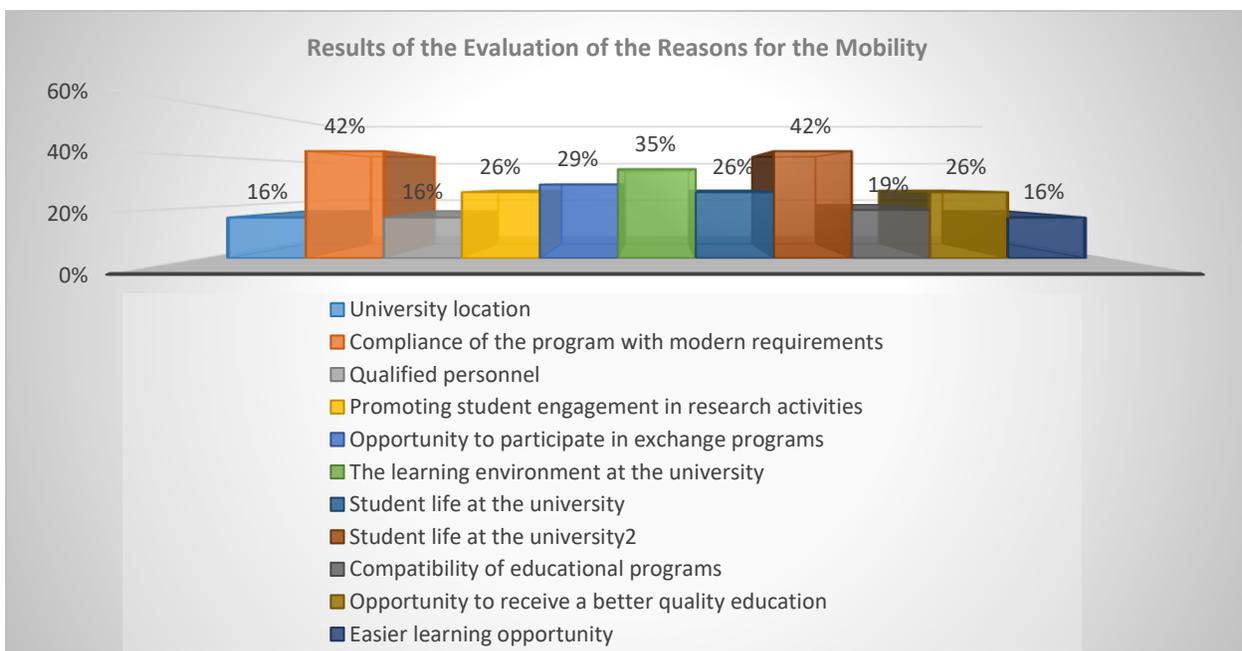


The questionnaire allowed respondents to record additional comments and explanations, for the purpose of identifying additional notable issues or additional clarifications related to the mentioned notable issues. The survey results highlight several important matters that are identified by the mobility participant students as strengths of the European University: the alignment of the educational programs at the European University with modern requirements (program content, teaching, learning and assessment methods, academic literature, etc.), the learning environment at the university (communication with staff, student-oriented learning environment, etc.), the qualified staff implementing the educational programs, the opportunities for students to participate in exchange programs, the university's infrastructure and material-technical base, student life at the university, tuition fees and payment conditions, and also cited are the opportunities for career development and student involvement in research projects, and the university's location. At the same time, as already noted, the survey and assessment results also revealed several notable issues, specifically the reasons for transferring cited by the students participating in the survey. However, it should be noted that certain reasons for transferring recorded by the respondents are at the same time also identified by

some respondents as strengths of the university during the survey process. It is important to emphasize the circumstance that the aforementioned strengths, as already noted, are cited by outgoing mobility students, which gives the assessments particular significance and value.

31 students who had transferred to the European University from other higher education institutions participated in the survey of incoming mobility students. Below is a summary of the reasons with high percentage indicators (more than 15%) for transferring to the university. The survey results of incoming mobility students indicate that their transfer to the European University was driven by several reasons: the alignment of the educational program at the university with modern requirements (program content, teaching, learning and assessment methods, academic literature, etc.), the implementation of the European University's educational program by qualified staff, the learning environment at the university (communication with staff, student-oriented learning environment, etc.), greater opportunities for participation in exchange programs, career development opportunities, opportunities to receive higher quality education at the European University, promotion of student involvement in research activities, student life at the European University, opportunities for easier study at the university, the university's location, and the educational program at the European University within which a large volume of credits was recognized (compatibility of educational programs).

It should be noted that the questionnaire allows respondents to select several reasons for transferring. The reasons for incoming mobility to the European University are distributed among respondents as follows:



The survey also revealed certain notable issues, for example, the citing of easier study as a reason for transferring to the European University. However, it is important to note that a considerably large portion of those who transferred to the European University (26%) cite the opportunity to receive higher quality education at the European University as a reason for transferring, and a large portion (42%) cite the greater alignment of the educational program at the European University with modern requirements as a reason for transferring, and also a large portion of respondents (42%) cite career development opportunities as a reason for transferring to the European University, which is also associated with the expectation of receiving quality education. 35% of respondents cite the learning environment at the university as a reason for transferring, while 16% cite the implementation of educational programs by qualified staff.

Thus, the assessments carried out by outgoing and incoming mobility students as a result of the survey are largely positive. The Quality Assurance Service analyzed the received assessment results and shared the analysis results with the relevant structural units for information and response purposes as needed. The structural units did not consider the issues identified through the assessment results to be notable enough to warrant a response during the current academic year for the purpose of improving results, and accordingly, information on implemented responses or planned response activities and counter-arguments was not shared with the Quality Assurance Service through the relevant report for reporting and assessment purposes (for details, see Appendix 11 - Survey results of mobility participant students, results analysis, and response reports).

## **Chapter 4. Research**

The evaluation of research activities is another direction of the internal quality assurance mechanisms and involves the assessment and analysis of the academic staff's scientific productivity.

### **4.1. Assessment of the Scientific-Research Activity Productivity of Academic staff**

For the purpose of evaluating research activities, the Quality Assurance Service cooperates with the center for the promotion of scientific-research activities. The center requests an annual report on scientific-research activities from the university's academic staff. Within the framework of the staff evaluation procedure, the possible scientific-research activities of academic staff are predetermined and each activity is assigned a score. The scientific-research activity report is filled out annually by academic staff and submitted to the center for the promotion of scientific-research activities along with evidence of the activities carried out. Reports on scientific-research activities carried out by academic staff and confirmed by the center for the promotion of scientific-research activities are provided to the Quality Assurance Service. The center for the promotion of scientific-research activities, together with the Quality Assurance Service, analyzes the results, identifies the needs of academic staff, and plans

and organizes future activities for the purpose of promoting the scientific-research activities of academic staff.

The aforementioned procedure defines minimum requirements (minimum score volumes) for each academic position. When the established minimum requirements are met, the university's affiliated staff receives compensation in the amount established by the procedure, which is regarded as the university's financial support for their scientific-research activities. The evaluation of scientific-research activities by academic staff through this procedure was carried out at the European University at the end of the 2024-2025 academic year (for details on the evaluations carried out, the results obtained, and the activities implemented by the center for the purpose of promoting scientific-research activities, see section 3.2.1 of this report - evaluation of academic staff according to scientific-research activities carried out).

#### 4.2. Assessment of staff scientific-research productivity through participation in grant competitions

For the purpose of determining the needs for promoting scientific-research activities and assessing the scientific-research productivity of the university's academic staff, the Quality Assurance Service requests from the center director a report on the participation of European University staff in international grant competitions, local grant competitions, and university grant competitions. Based on the report, the activity of academic staff in the direction of participation in grant competitions is assessed. Recommendations may be issued regarding greater sharing of information, provision of relevant consultations, and/or more intensive planning of activities by the center in this direction (see Appendix 16 - Report of the director of the center for the promotion of scientific-research activities on the participation of university staff in grant competitions). According to the report submitted by the center for the promotion of scientific-research activities to the Quality Assurance Service in the 2024-2025 academic year, the Faculties of Law, Humanities and Social Sciences, Dentistry, Medicine, and Veterinary Medicine, and in some cases their constituent research institutes, submitted numerous applications for participation in both international and local grant competitions. More specifically, the faculties submitted 1 application for participation in an international grant competition and 9 applications for participation in local grant competitions. In total, 10 applications were submitted in the 2024-2025 academic year, of which 2 were funded, 1 is pending, and a negative result is concluded for 7 applications. The majority of the submitted applications (8 applications) passed the selection stage:

#	Grant Application Title/Topic	Foundation/Organization on where the grant application was submitted	Faculty/ Educational Program	Passed the qualifying round	Status
<b>Application for participation in the international grant competition</b>					
1	Advancing Professionalism Assessment in Medical	ERASMUS-EDU-2025-CBHE	Faculty of Medicine and Faculty of Dentistry	Yes	Not funded

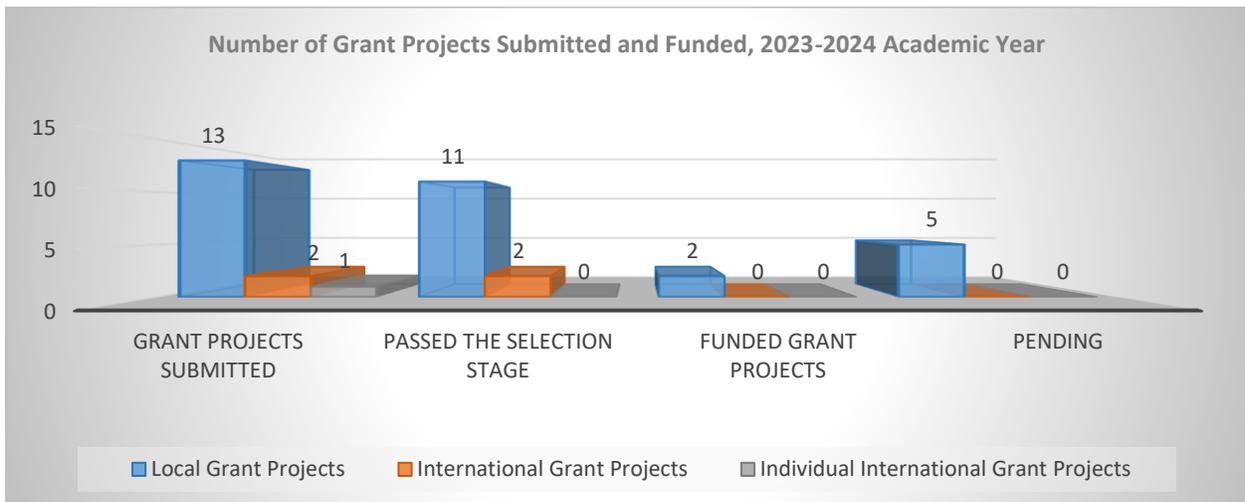
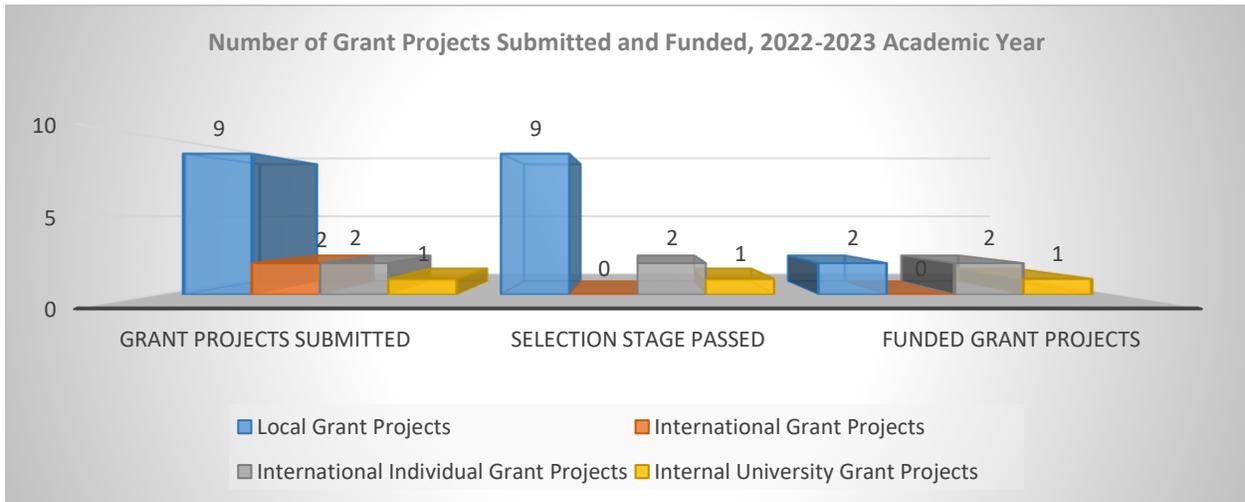
	Education and Healthcare in Georgia	(Capacity building in the field of higher education)			
<b>Application for participation in the local grant competition</b>					
1	Rights Laboratory  Targeted Grant Competition for the Popularization of Science (Project Code SPG-25-100)	LEPL Shota Rustaveli National Science Foundation of Georgia	Faculty of Law, Humanities, and Social Sciences	Yes	Funded
2	Journal's International Discussion Blog  Targeted Grant Competition for the Popularization of Science (Project Code SPG-25-316)	LEPL Shota Rustaveli National Science Foundation of Georgia	Faculty of Law, Humanities, and Social Sciences / Scientific Research Institute of Law	Yes	Not funded
3	History School  Targeted Grant Competition for the Popularization of Science (Project Code SPG-25-1350)	LEPL Shota Rustaveli National Science Foundation of Georgia	Faculty of Law, Humanities, and Social Sciences	Yes	Not funded
4	“Demonstrating the Scientific Significance of Clinical Data on the Example of Tuberculosis”  Targeted grant competition for the popularization of science (project code SPG-25-344)	LEPL Shota Rustaveli National Science Foundation of Georgia	Faculty of Medicine	Yes	Not funded
5	Towards an Ethical Framework for the Integration of Artificial Intelligence (AI) into Research and Education: Policy Recommendations and Practical Considerations  Competition for Young Scientists Research Grants (Project Code YS-25-093)	LEPL Shota Rustaveli National Science Foundation of Georgia	Language Center	Yes	Not funded
6	Oral Status, Oral Hygiene Habits and Dietary Behaviors in 6-12 Year Old Children in Georgia  Young Scientist Research Grant Funding Competition (Project Code YS-25-4653)	LEPL Shota Rustaveli National Science Foundation of Georgia	Faculty of Dentistry	No	Not funded
7	Study of Oxidative Stress Biomarkers in the Post-Angioplasty Period: An Interdisciplinary Analysis of High-Risk Periods	LEPL Shota Rustaveli National Science Foundation of Georgia	Faculty of Medicine	Yes	Pending

	State Scientific Grant Competition for Fundamental Research, Project Code (FR-25-3769)				
8	Protection of Consumer Interests in the Field of Electronic Communications: Current State, Perspectives and Challenges in Georgia  State Scientific Grant Competition for Fundamental Research (Project Code FR-25-18275)	LEPL Shota Rustaveli National Science Foundation of Georgia	Faculty of Law, Humanities, and Social Sciences	Yes	Funded
9	The Effect of Magnetite Particles on Anxiety and Oxidative Systems  State Scientific Grant Competition for Fundamental Research (Project Code FR-25-3336)	LEPL Shota Rustaveli National Science Foundation of Georgia	Faculty of Medicine	Yes	Not funded

According to the aforementioned report submitted by the center for the promotion of scientific-research activities, there is considerable activity on the part of the faculties in terms of participation in local and international grant competitions. It is important to emphasize the circumstance that the center for the promotion of scientific-research activities, both in the aforementioned cases and in general during participation in grant competitions, offers staff intensive collaboration and consultations with the relevant parties and the authors of the applications at the stage of preparing grant applications, for the purpose of supporting them and more specifically for refining and fully preparing the grant applications.

It should be noted that over the past several years there have frequently been cases of grant project funding, both in international and local grant competitions. In the 2022-2023 academic year, five grant projects participating in local and international grant competitions were funded; in the 2023-2024 academic year, two grant projects participating in local grant competitions were funded; and as already noted, in the 2024-2025 academic year, again two grant projects participating in a local grant competition were also funded.

The data on grant project applications submitted by European University staff and their funding looks as follows:



#### 4.3. Assessment of the progress and significance of the results of grant projects by the center for the promotion of scientific-research activities

For the purpose of assessing the progress of funded grant projects by the center for the promotion of scientific-research activities and analyzing the significance of project results for the university, the European University has developed a quarterly report form for assessing the progress of grant projects. The center for the promotion of scientific-research activities has analyzed the results of the university project that was ongoing and completed in the 2024-2025 academic year and assessed the significance of the project results for the university. This assessment was carried out by the center for the promotion of scientific-research activities on the basis of reports received from the faculty on the progress and completion of grant projects. These reports allow for the assessment of the scientific productivity of the projects, for example, whether publications were produced within the framework of the project, or whether any other type of product or result was obtained, and whether the results obtained within the framework of the project were disseminated through various events. The report also allows for the assessment of the main achievements of the project, the practical value of the project, and/or the plan for using the results in educational processes (for details, see Appendix 17 - Research grant project progress reports). The results of the grant project that was ongoing and/or completed in the 2024-2025 academic year, according to the submitted reports, are as follows:

**Grant project "Georgian Competition Law and Policy in the Age of the Digital Economy".** Project duration: 2 years (24 months), project budget: 117,400 GEL, status: completed, project scientific supervisor: Ioseb Kelenjeridze, academic staff of the European University's Faculty of Law, Humanities, and Social Sciences.

The research objective was to identify issues hindering the effective enforcement of competition law and policy in the age of the digital economy, to study them, and on the basis of an analysis of best practices and academic literature, to prepare recommendations for resolving the problems that had arisen, so as to ensure the effective enforcement of competition law and policy in the age of the digital economy. Taking these recommendations into account promotes the development of a market economy and innovations in the country, the creation of a healthy competitive environment, protection against unlawful restriction of free and fair competition, free trade, and the development of a competitive market.

Regarding the summary of activities carried out and research results within the research project and the main achievements of the project, the main goal of the research — identifying issues hindering the effective enforcement of competition law and policy in the age of the digital economy and analyzing best practices and academic literature — has been achieved, which is beneficial both for researchers in the field and for practitioners who are directly involved in the enforcement of competition law. On the basis of academic literature and court decisions found in accordance with the content of the

research, a scientific paper was written: "Georgian Competition Law in the Digital Age — Georgian Practice and Existing Challenges" (2024), with significant attention devoted to the main business models of the technological era and the key technological challenges of competition policy: DOI: <https://doi.org/10.36475/10.2.15>; a textbook was published: "Georgian Competition Law and Policy in the Age of the Digital Economy" (2025), publisher "Dani", ISBN 978-9941-9662-4-8: [https://law.org.ge/storage/pdf/books/book\\_last.pdf](https://law.org.ge/storage/pdf/books/book_last.pdf); and a conference was held: "Georgian Competition Law and Policy in the Age of the Digital Economy" (2025): <https://law.org.ge/conferences/10>.

The research has the following significance and value: the literature on competition law created as a result of the research can be actively used in the educational process; the research also has practical value: the textbook created within the framework of the project on the review of international practical cases can be used by judges and practicing lawyers when studying analogous cases in practice. More specifically, the main product of the research project is the preparation of a research document which, on the one hand, will create scientific novelty in terms of understanding Georgian competition policy in the context of the digital economy, and on the other hand, will be used for educational purposes as a textbook on competition law and digital economy issues. From a practical standpoint, the creation of the textbook will help the National Competition Agency of Georgia, and representatives of the Georgian Parliament, government, and judiciary to understand the challenges posed by technological advances in the field of competition and to make appropriate decisions to ensure the adaptation of competition policy and law in Georgia to the reality created by the digital economy. In the long-term perspective, this document will, on the one hand, serve as a guide for public decision-making bodies in the process of examining possible violations of competition rules in online markets, and on the other hand, will serve as a practice-based guide for business entities operating in the digital market. The research is also significant in terms of the harmonization of Georgian legislation with European law, and in this regard is relevant both from the perspective of the dynamic approximation of Georgian law with European law (EU *acquis*), and in the longer-term perspective, in terms of Georgia's integration into the European family more broadly.

**Grant project "Principles of Research Methods in Medicine"**. Project duration: 8 months, project budget: 4,980 GEL, status: completed, project scientific supervisor: Zaza Avaliani, academic staff of the European University's Faculty of Medicine.

The objective of the project was to publish a monograph on scientific research methods in the field of medicine. Work on the monograph has been completed and the textbook "Principles of Research Methods in Medicine" (2024) has been published by the publisher "Universali": DOI: <https://doi.org/10.52340/9789941338663>, the monograph was donated to the National and Scientific Libraries of Tbilisi. For the dissemination of results, the monograph was also distributed to various higher education institutions and placed in the European University library. The monograph will create greater opportunities for both educators and students to better study scientific approaches in medicine.

This monograph is intended for Georgian students and academic staff; the monograph is a novelty in the field of medicine, as no Georgian-language textbook on research methods with such content had existed until now. The monograph reviews scientific research methods, which is directly relevant to the scientific community. It will have broad use both among students and in academic circles.

Based on the above, the mentioned projects have both theoretical and practical value for stakeholders involved in the educational process.

#### 4.4. Assessment of Plagiarism Cases

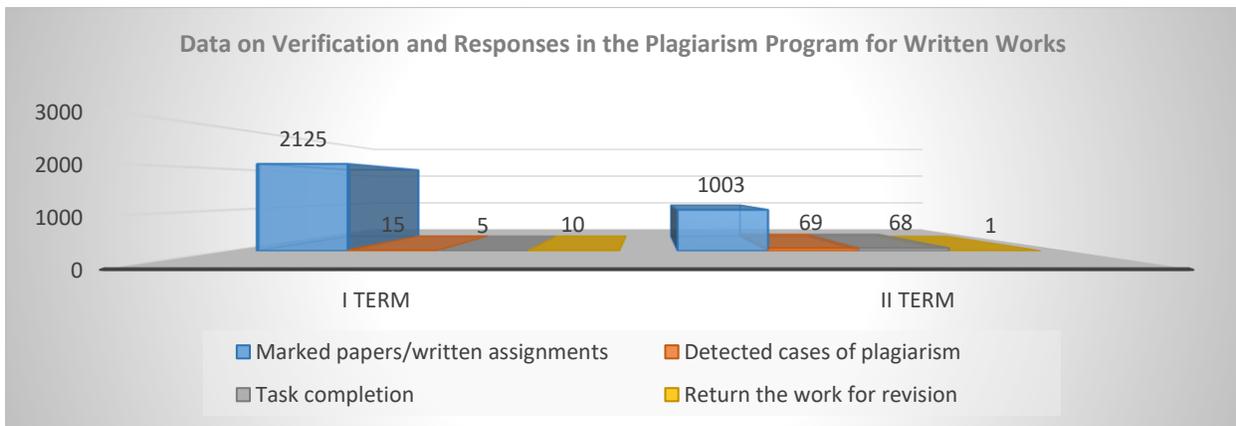
The European University has developed the document "Procedures and Mechanisms for Detecting and Avoiding Plagiarism and Responding to Plagiarism Cases" (approved by Order No. 63 of the university rector dated March 13, 2020), which serves to ensure the objective conduct of teaching and research at the university, to establish the principles of academic integrity, and also promotes the enhancement of the level of scientific and academic activity and responsibility at the university, the prestige of the university in the university community, the regulation of behavioral norms for the introduction of high academic standards, and the establishment of forms of accountability. The requirements of the document apply to academic, invited, and scientific staff employed at the university, as well as to students of the university and persons involved in scientific conferences and publications organized by the university.

For the purpose of detecting plagiarism and assessing works in this regard, the European University uses the electronic program: <https://www.turnitin.com/>. It should be noted that according to the university's internal regulations, the program is used not only for checking bachelor's and master's theses, but is also widely used in the educational process for checking all written assignments (essays, papers, projects, etc.) where the course staff requires citation of materials and sources used in the assignment. Course staff are obligated to automatically nullify the assignment score upon detection of signs of plagiarism in written assignments, while in the case of detection of signs of plagiarism in bachelor's and master's theses, the thesis is returned to the student by the supervisor for revision.

It should be noted that against the backdrop of the growing trend of artificial intelligence (AI) use in the modern world, the European University added an AI detector functionality to its existing Turnitin package from 2025. This mechanism ensures the identification of texts generated by artificial intelligence, which significantly strengthens the protection of academic ethics and integrity principles in the educational and research process in the modern digital environment. On April 14, 2025, an online training was held for the academic and invited staff of the European University on the topic "Moodle direct, Plagiarism Plugin, AI detector." The main topic of the training was the recognition of texts created by artificial intelligence and the correct reading and interpretation of Turnitin-generated reports. The session was led by Turnitin's international consultant Jeroen Vanderbijsen, who reviewed the platform's functionality and AI detection mechanisms in detail and, drawing on real examples,

demonstrated to the attending staff the process of reading and analyzing reports: <https://eu.edu.ge/akademiuri-da-mowveuli-personalistvis-onlain-treningi/>.

Within the framework of internal quality assurance mechanisms, a report on the verification of students' written works in the plagiarism program and the responses thereto has been developed. The Quality Assurance Service requests a completed report from the faculties at the end of each semester, for the purpose of assessing compliance with the above-described regulations within the educational programs. The completion of the report and its submission to the Quality Assurance Service by the faculty was carried out at the end of both semesters of the 2024-2025 academic year. The data on the verification of works in the plagiarism program looks as follows by semester:



According to the reports submitted by the faculties, there is not a single case of a student contesting the nullification of a work. According to the reports, students in whose case signs of plagiarism were detected received feedback from lecturers regarding the completion of work in compliance with academic integrity, for the purpose of further increasing their awareness in this direction. It is important to note that according to the reports, active use of Turnitin's AI detection function and appropriate responses by the staff implementing the relevant courses and components is evident. Out of the above-mentioned number of detected plagiarism cases, in 34 instances texts created by artificial intelligence were identified and responded to appropriately (nullification of the assignment or return of the work for revision in accordance with the established procedure).

On the basis of the assessment of the completed reports, compliance with the existing regulations in this direction within the educational programs on the part of the faculty was confirmed. Works and written assignments have been checked within various educational programs (where such need and possibility exists). Bachelor's theses and projects as well as various types of written assignments within courses have been checked for signs of plagiarism, including essays, research projects, papers, research concepts, theoretical questions, and open-ended questions. On the basis of the assessment of the reports submitted by the faculty, no notable issues were identified, and accordingly, no need arose for the

Quality Assurance Service to request responses (for details, see Appendix 15 - Reports on the verification of students' written works in the plagiarism program and responses thereto).

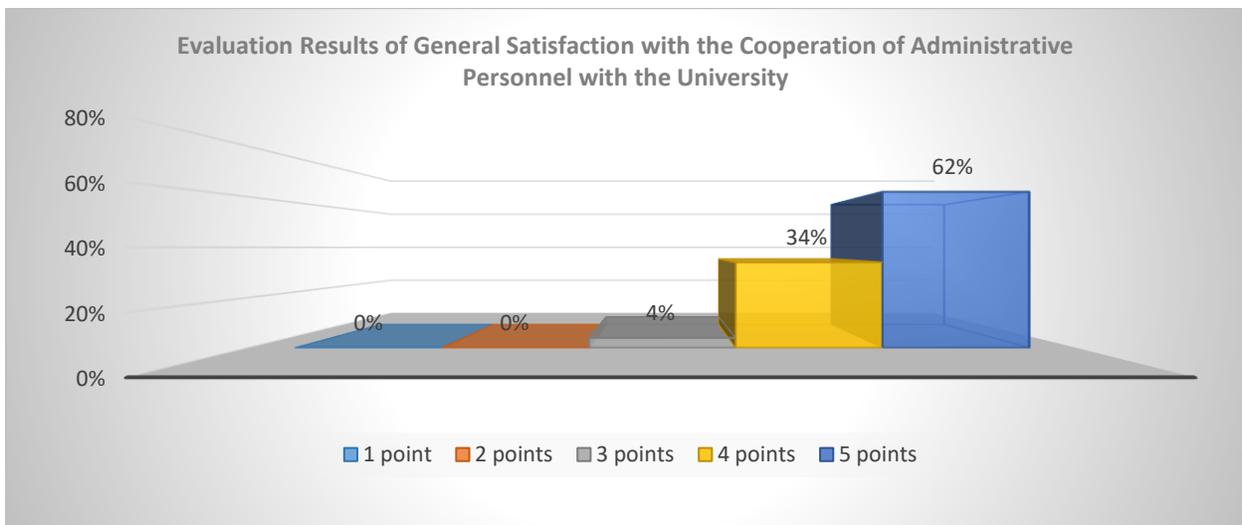
It is worth noting the activities and events organized by the Center for the Promotion of Scientific-Research Activities of the European University, which contribute to increasing student awareness in the direction of academic integrity:

1. On January 22, 2025, April 10, 2025, and May 22, 2025, informational meetings were held by the center for the promotion of scientific-research activities with students of the faculties of Medicine, Dentistry, Business and Technology, Veterinary Medicine, and the Faculty of Law, Humanities, and Social Sciences on the topic "Academic Integrity and Plagiarism Prevention." At the meetings, students were introduced to the principles of academic integrity and the university's "Procedures and Mechanisms for Detecting and Avoiding Plagiarism and Responding to Plagiarism Cases." Within the framework of the meetings, students participated in an [online quiz](#) related to the topic of academic integrity and plagiarism prevention.
2. During the period of May 6-25, 2025, within the framework of the "Academic Integrity and Plagiarism Prevention Week" planned by the center for the promotion of scientific-research activities of the European University and the faculties, a poster competition was announced for students on the topic "Plagiarism Prevention." More than 50 students of the European University participated in the competition, from among whom the jury selected three prize winners. All students who participated in the competition received certificates and commemorative [prizes](#).
3. During the period of June 9-13, 2025, the "Science Week for Students 2025" was held, co-organized by the center for the promotion of scientific-research activities and the faculties. Within the framework of the week, workshops and seminars on various topics were held for students, led by academic and invited staff of the European University, the Central University of Europe, and the Black Sea International University. On June 12, a film screening was held for students. The purpose of the week was to promote the development of research skills among students, to introduce them to the preparation of scientific articles and research projects, and to [introduce them](#) to the principles of research integrity and ethics.

## **Chapter 5. Management Processes**

The assessment of management processes is another direction of the internal quality assurance mechanisms and provides for the study of administrative staff satisfaction and the assessment of the effectiveness of the university's management processes in this regard. The survey process, as already noted, is regulated in accordance with the guidelines for conducting satisfaction surveys (approved by Order No. 95 of the university rector dated March 23, 2020). As a result of this survey, the strengths

and weaknesses of structural units and services are identified, each employee assesses the functions and goals of the structural units and services to which they belong, and administrative staff identify factors that would increase the effectiveness of the fulfillment of their functions. At the same time, opinions, advice, and recommendations regarding ensuring the effective functioning of structural units and services are shared by administrative staff. The assessment of management processes allows for the evaluation of the effectiveness of the work of the university's structural units and services, and the identification of notable issues and areas for improvement in this regard. To ensure the survey process, the Quality Assurance Service uses the electronic platform: <https://www.surveymonkey.com/>. As a result of the analysis of the obtained results, recommendations may be developed addressed to specific services and structural units, including the management tier, for the purpose of improving the obtained results and increasing the effectiveness of the work of the services and structural units. The analysis results and recommendations are sent to the relevant structural units, services, and persons for review and response. This survey was conducted at the European University at the end of the 2024-2025 academic year and the results were analyzed. 72 administrative staff members of the European University participated in the survey process. As a result of the survey conducted for the purpose of studying administrative staff satisfaction, their largely positive general satisfaction with working at the university was revealed: in response to the question "Overall, what score would you give to your general satisfaction with working at the university," the administrative staff's assessment is an average of 4.7 points out of 5. The assessment results in more detail look as follows: 71% of staff rate their general satisfaction with working at the university at the maximum of 5 points, 24% at 4 points, and 5% at 3 points:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General satisfaction with cooperation with the university	0%	0%	5%	24%	71%	4.7 points

As a result of the survey, administrative staff identify significant positive assessments and numerous strengths of the existing practice related to the management of the university: organized infrastructure, financial provision for the development of the material base, direct communication and a team of professionals, rapid response to any issue and support for employees, a culture of teamwork, team-based decision-making and resolution of problematic issues, continuity of processes and smooth, effective functioning, coordinated communication between departments, dedicated attitude toward work, sense of responsibility, cooperation, mutual assistance and support, less bureaucracy, fast decision-making processes, easy communication with structural units and their constant readiness to engage in processes, timely response to emerging problems and issues and their timely resolution, collaborative relationships that effectively reflect on the quality of work performed within the service, effective communication, clearly communicated assignments, immediate response, team-based and effective work, good workspace and environment, qualified and experienced team, support and promotion of initiatives, constant care for increasing employee motivation, student-oriented educational process and very good and rich educational resources, quality orientation and deep and attentive approach to each issue, support of service activities, timely and effective feedback, receptiveness to others' opinions by the immediate supervisor, ability to work on several issues simultaneously, high capacity for responsibility and solidarity, competence and diligence, and so on.

The assessment results also revealed certain notable issues, including: introduction of a unified practice of exchanging necessary information with certain structural units, timely sharing of information from various services or sharing outside working hours, lack of mutual cooperation, support for activities of interest to the target audience, completing work within tight deadlines, lesser integration of employees due to different campuses, improper distribution of work, the level of coordination between services (coordination is mostly quite effective, however in some cases it needs improvement), receiving multiple assignments simultaneously, organization of team-building activities, occasionally bureaucratic processes, the need to add staff, revision of remuneration, improvement of technical provision, and so on. However, it should be noted that the identified areas for improvement are at the same time also cited as strengths of the university by a large portion of employees, and it is also important to emphasize the circumstance that the majority of the aforementioned areas for improvement are cited by employees only in isolated cases, whereas the same issues are cited as strengths very frequently and by a large portion of employees, such as effective communication, professional development opportunities, support, good working environment, and so on.

The questionnaire allows for the sharing of additional recommendations, opinions, and comments related to specific issues, so that appropriate responses can be made by the relevant structural units and persons for the purpose of increasing management effectiveness and administrative staff satisfaction. Staff took advantage of these opportunities in most cases.

On the basis of the results of similar surveys from past academic years, numerous responses have been implemented, including the establishment of the practice of regular meetings of services, joint discussion of important issues, collective deliberation, and sharing of opinions, which may be one of the reasons for the results obtained.

The survey results and analysis of the 2024-2025 academic year were sent to the management of the European University and to the heads of services and structural units. The Quality Assurance Service also held individual meetings with services, where notable issues were discussed in detail. The heads of services and structural units related to the identified notable issues were instructed by the Quality Assurance Service to prepare response reports and submit them to the Quality Assurance Service. Through the response reports, detailed information was submitted to the Quality Assurance Service for assessment regarding the responses implemented by the relevant structural units or persons (Human Resources Management Service, Information Technology Service, Faculties, Public Relations and Marketing Service, Procurement and Material-Technical Provision Service, etc.) in response to the identified notable cases (for example, updating computer equipment in specific structural units (with learning process management managers, representatives of the financial service, etc.), addition of administrative staff (a total of 11 employees were added to various structural units), revision of remuneration issues and corresponding changes in specific cases (during the reporting period, changes affected 107 employees), etc.) and regarding planned activities, and through the reports, reasoned response positions and opinions were also presented regarding cases where a response was not considered necessary (for details, see Appendix 19 - Assessment of management processes, analysis of assessment results, response reports on assessment results).

Detailed feedback on the responses to the assessment results was sent by the Quality Assurance Service to the administrative staff.

## **Chapter 6. Use of Assessment Results**

For the purpose of effectively using the results of assessments carried out within the framework of internal quality assurance mechanisms, the university's Quality Assurance Service analyzes the results of the assessments carried out and develops relevant recommendations. The recommendations of the university's Quality Assurance Service are submitted to the relevant service and structural unit for response. Certain responses are planned and implemented by structural units for the purpose of

improving the obtained results, and the implemented and planned steps are submitted to the Quality Assurance Service in the form of a response report, which provides the opportunity to assess the responses already implemented and to monitor the implementation of planned steps.

The assessment procedures developed within the framework of internal quality assurance mechanisms are carried out regularly, with a predetermined periodicity. Repeated assessments provide the opportunity to assess the effectiveness of the mechanisms used and to refine and improve them. On the basis of the assessment and analysis of the survey results carried out, the quality assurance mechanisms and the instruments used within the mechanisms are continuously refined and modified.

In the 2024-2025 academic year, on the basis of the aforementioned assessment processes and analysis, numerous instruments used within the quality assurance mechanisms were reviewed, modified, and refined. For example, the audit work assessment report form was refined and a field was added where the reasons for the assessment can be indicated, which allows for more complex and multifaceted analysis; the OSCE examination assessment questionnaire for students and examiners was modified; the general satisfaction survey questionnaires for academic staff, administrative staff, and students were reviewed and modified. Based on the aforementioned assessments, significant changes were also made to the quality assurance mechanisms and corresponding instruments in past academic years as well. Specifically, certain changes were made to numerous questionnaires and report forms developed within the framework of quality assurance mechanisms. For example, the annual development report form for educational programs was refined and updated, specifically, fields were added through which changes implemented on the basis of recommendations received during external assessment (accreditation/authorization) processes can be indicated and assessed. Also, on the basis of observation and for the purpose of increasing process effectiveness, the graduates' questionnaire developed for the purpose of carrying out direct and indirect assessment of educational programs was consolidated, and so on. On the basis of general observation of processes and assessment of the effectiveness of mechanisms, the need to add a new questionnaire was identified for the purpose of ensuring the assessment of certain important issues, and accordingly, a new questionnaire was added to the internal quality assurance mechanisms, specifically, a questionnaire on the satisfaction of administrative staff with participation in international mobility processes. Among the measures implemented in the direction of increasing the effectiveness of quality assurance mechanisms, it is important to note the changes made to the document on the methodology for planning student contingents (approved by Order No. 82 of the university rector dated March 20, 2020). These changes relate to the assessment of the capacity of laboratories and the simulation center existing at the university in the case of relevant programs, specifically, the assessment of these resources was added to the methodology. The assessment of the resources and capacity of laboratories and the simulation center used in the educational process within educational programs was considered particularly important for the purpose of prior verification and assessment of the possibilities of adequately providing the educational process with these resources,

and accordingly, for ensuring the quality implementation of educational programs. Within the framework of the changes implemented, the assessment of the capacity of practical placement sites was also added to the methodology, and the approaches to assessing the capacity of clinics were also clarified. The methodology incorporates the assessment of providing students enrolled in the program with the practical component, taking into account the maximum numbers of students to be admitted to practical bases and the numbers of practical placement sites, and in the case of the one-cycle graduate medicine and dentistry educational programs, the assessment of providing students with the clinics necessary for the implementation of each clinical course, taking into account the numbers of partner clinics and the resources of the program's implementing staff employed at the clinic. These changes and clarifications were also considered particularly important for the purpose of prior verification and assessment of the possibilities of providing educational programs with practical components, and accordingly, for ensuring the quality implementation of the programs.

The notable issues identified on the basis of the assessments carried out in the 2024-2025 academic year were shared by the Quality Assurance Service with the relevant structural units, services, and persons. Reports on the responses implemented by them have been received, as well as information on what responses are planned for the future regarding certain notable issues whose implementation could not be carried out in a short period of time, during the period of report submission. The report defines the deadlines for the implementation of these planned responses. The response reports also present response opinions and positions related to the identified notable issues, if a response was not considered necessary or appropriate.

The responses implemented by various structural units to the notable issues identified on the basis of the assessment results carried out within the framework of internal quality assurance mechanisms in the 2024-2025 academic year are as follows:

Type of survey	Period of survey conducted	Identified areas for improvement on which a response was implemented	Activities carried out for the purpose of a response	Person / structural unit responsible for the activities carried out
Assessment of academic and invited staff involved in the implementation of educational programs (Faculty of Law, Humanities, and Social Sciences)	Fall semester of 2024-2025 academic year	Based on the student survey, largely positive assessments were identified regarding lecturers' knowledge, competencies, experience, use of appropriate teaching methods, and communication. A notable comment was recorded only in relation to one implementing	On the basis of the received assessments, communication was carried out with the relevant implementing staff member, who expressed full readiness for appropriate cooperation with the faculty. Additionally, it is worth noting that the faculty has also confirmed the full recovery of the missed hours by the course implementer.	Faculty of Law, Humanities, and Social Sciences

		staff member, regarding instances of missed and postponed lectures due to their workload		
Assessment of academic and invited staff involved in the implementation of educational programs (Faculty of Law, Humanities, and Social Sciences)	Spring semester of 2024-2025 academic year	Based on the student survey, largely positive assessments were identified regarding lecturers' knowledge, competencies, experience, use of appropriate teaching methods, and communication. As a result of the survey, the issue of timely reflection of assessments in the electronic learning management system on the part of one of the implementing staff members was recorded.	On the basis of student assessments, a meeting was held with the lecturer, during which the importance of the issue was explained to them in detail, and the lecturer expressed full readiness for appropriate cooperation. The faculty continues to monitor the reflection of assessments in the electronic learning management system with regard to both this and other staff members. It is additionally important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database	Faculty of Law, Humanities, and Social Sciences
Assessment of academic and invited staff involved in the implementation of educational programs (Faculty of Veterinary Medicine)	Fall semester of 2024-2025 academic year	Based on the student survey, largely positive assessments were identified regarding lecturers' knowledge, competencies, experience, use of teaching methods, and communication. During the assessment process, students recorded certain notable issues related to several implementing staff members, regarding forms of sharing feedback, forms of general communication, punctuality, forms of assessment, and diversification of the lecture process	The assessment of each course implementer was studied in detail by the dean and program director of the Faculty of Veterinary Medicine, after which meetings were held with them for the purpose of sharing feedback, within the framework of which the staff expressed full readiness for appropriate cooperation. Possible future activities were also identified within the framework of the meetings, for example, relevant training modules regularly organized by the training center for innovative teaching methods for university staff were offered: student-oriented educational process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space,	Faculty of Veterinary Medicine

			assessment strategies and their application in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, game-based teaching, and so on. The staff expressed the desire and readiness to make use of the offered trainings and to attend the training modules	
Assessment of academic and invited staff involved in the implementation of educational programs (Faculty of Veterinary Medicine)	Spring semester of 2024-2025 academic year	Based on the student survey, largely positive assessments were identified regarding lecturers' knowledge, competencies, experience, use of teaching methods, and communication. During the assessment process, students recorded certain notable issues related to several implementing staff members, regarding the introduction of diverse assignments in the educational process, the addition of illustrative materials, diversification of teaching methodology, exam papers of equal difficulty, the lecturer's communication style, strict control of seminar time (so that students are given the opportunity to use their entitled breaks), and enriching theoretical material with practical exercises and the use of moulages.	The faculty dean and program directors studied the received assessments in detail. The response to the issues identified as a result of the analysis came in several directions: 1. Assessment of the lecturer's classroom work and sharing of corresponding feedback, both positive and advisory, regarding strengthening student-oriented interaction, where priority will be given to working in pairs and groups, which will strengthen students' preparation and their practical skills. 2. Individual meeting and discussion with the lecturer, for example regarding the addition of practical assignments, ensuring a positive and supportive environment, greater adherence to the study schedule and break times, use of more interactive teaching methods, and optimization of each student's time working with moulages. 3. Revision of the examination question bank, which ensures the existence of a unified approach in seminars and the examination environment and the precise correspondence of the examination material with the topics provided for in the syllabus. In addition, relevant training modules regularly organized by the training center for innovative teaching methods for university staff were offered: student-oriented educational process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space, assessment strategies and	Faculty of Veterinary Medicine

			<p>their application in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, game-based teaching, and so on. The staff expressed the desire and readiness to make use of the offered trainings and to attend the training modules.</p>	
<p>Assessment of academic and invited staff involved in the implementation of educational programs (Faculty of Medicine)</p>	<p>Spring semester of 2024-2025 academic year</p>	<p>Based on the student survey, largely positive assessments were identified regarding lecturers' in-depth knowledge, competencies, experience, professionalism, use of appropriate teaching methods, and proper communication. During the assessment process, students recorded certain notable issues related to several implementing staff members, regarding the lecturer's teaching methods, explanation of material (the lecturer did not use presentations), communication skills, assessment, insufficient time allocated for covering the course material, the lecturer's strictness, allocating more time for specific curation based on the material, time management (timely completion of explaining material), timely uploading of assessments, the difficulty of examination questions, methods of sharing feedback, and the interactivity of the educational process.</p>	<p>For the purpose of response, the program director and dean conducted discussions with the relevant staff regarding the aforementioned issues, and the comments recorded by students in the questionnaire were once again shared with them and discussed together. It is worth noting that in some cases lecturers were unable to share their views, for example, taking into account the content and volume of the course material, it was not considered appropriate to increase the proposed duration of the courses or the number of clerkship days provided for by the program. Or for example, lecturers raised the issue of the validity of low scores given by only 1-2 students, especially when the assessment is not supported by comments, or when the comment mentions the lecturer's strictness and subjective assessment, which presumably indicates that the assessments are being made by precisely those students who had difficulty passing the course or failed that particular course. In some cases and regarding certain issues, lecturers expressed readiness for appropriate cooperation, for example regarding the use of presentations to explain material, timely uploading of assessments, interactivity of the educational process, time management, appropriate sharing of feedback, and conducting the educational process in a more interactive manner. It is additionally important to note that in the 2024-2025</p>	<p>Faculty of Medicine</p>

			<p>academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database. It is also worth noting as part of the response that classroom work assessment was carried out by the faculty with the involvement of Quality Assurance Service representatives, and corresponding feedback was shared, both positive and advisory. In addition, relevant training modules regularly organized by the training center for innovative teaching methods for university staff were offered: student-oriented educational process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space, assessment strategies and their application in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, and so on. The staff expressed the desire and readiness to make use of the offered trainings and to attend the training modules.</p>	
<p>Assessment of academic and invited staff involved in the implementation of educational programs (Faculty of Dentistry)</p>	<p>Fall semester of 2024-2025 academic year</p>	<p>Based on the student survey, largely positive assessments were identified regarding lecturers' knowledge, competencies, experience, use of teaching methods, and communication. During the assessment process, students recorded certain notable issues related to several implementing staff members, regarding</p>	<p>An individual meeting was scheduled with each lecturer, both online and in person. The faculty dean, program director, and vice dean participated in the meetings. Student comments were once again shared with the lecturers. It is worth noting that in some cases lecturers were unable to share their views, for example regarding the difficulty of final examination questions and course organization, the issue of the objectivity of assessments made by students was raised, however it is also worth</p>	<p>Faculty of Dentistry</p>

		<p>teaching and assessment methods, the difficulty of final examination questions, course organization, cancellation of classes, and communication with the lecturer.</p>	<p>noting that the lecturers expressed full readiness for greater attention to be paid to student comments, and they expressed full readiness for appropriate cooperation. In addition, relevant training modules regularly organized by the training center for innovative teaching methods for university staff were offered: student-oriented educational process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space, assessment strategies and their application in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, and so on. The staff expressed the desire and readiness to make use of the offered trainings and to attend the training modules</p>	
<p>Assessment of academic and invited staff involved in the implementation of educational programs (Faculty of Dentistry)</p>	<p>Spring semester of 2024-2025 academic year</p>	<p>Based on the student survey, largely positive assessments were identified regarding lecturers' knowledge, competencies, experience, use of teaching methods, and communication. During the assessment process, students recorded certain notable issues related to several implementing staff members, regarding teaching approaches, assessment methods, greater engagement of students with the course, timely reflection of assessments in the electronic learning management system, the large volume of materials, greater encouragement of student involvement and discussions, adding practical examples to the</p>	<p>Taking the assessment results into account, the following responses were implemented: individual meetings were held with the program implementing staff. It is worth noting that in some cases lecturers were unable to share their views, for example regarding the large volume of materials and strictness, the issue of the objectivity of assessments made by students was raised, however it is also worth noting that the lecturers expressed full readiness for greater attention to be paid to student comments, and they expressed full readiness for appropriate cooperation, for example regarding the timely reflection of assessments in the electronic learning management system, greater encouragement of student involvement and discussions, and adding practical examples to the teaching process. In addition, relevant training modules regularly organized by the training center for innovative</p>	<p>Faculty of Dentistry</p>

		teaching process, better time management, strictness, sharing of feedback, and communication with students.	teaching methods for university staff were offered: student-oriented educational process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space, assessment strategies and their application in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, and so on. The staff expressed the desire and readiness to make use of the offered trainings and to attend the training modules.	
Evaluation of Classroom Work (Faculty of Veterinary Medicine)	Fall semester of 2024-2025 academic year	As a result of the assessments, recommendations were developed in only two cases, related to ensuring and promoting greater student involvement during the lecture process.	Along with sharing individual feedback with the relevant staff, relevant training modules regularly organized by the training center for innovative teaching methods for university staff were offered: student-oriented educational process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space, assessment strategies and their application in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, game-based teaching, and so on. The staff expressed the desire and readiness to make use of the offered trainings and to attend the training modules.	Faculty of Veterinary Medicine
Evaluation of Classroom Work (Faculty of Business and Technology)	Spring semester of 2024-2025 academic year	As a result of the assessments, recommendations were developed in only one case, related to more practice-oriented teaching, greater use of case discussions, simulations, and real practical examples, and sharing of feedback	Along with sharing individual feedback with the relevant staff, relevant training modules regularly organized by the training center for innovative teaching methods for university staff were offered: student-oriented educational process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space, assessment strategies and their application in the educational	Faculty of Business and Technology

			<p>process, problem-based teaching strategies: teaching with cases and dilemmas, game-based teaching, and so on. The staff expressed the desire and readiness to make use of the offered trainings and to attend the training modules.</p>	
<p>Student evaluation of the practice facility (clinic) and clinical academic courses (Faculty of Medicine)</p>	<p>Fall semester of 2024-2025 academic year</p>	<p>As a result of the assessments, one student recorded a comment regarding the lecturer's lateness and, in one case, absence, and in one case the issue of communication with the lecturer and greater performance of clinical manipulations was also noted.</p>	<p>The program director conducted a discussion with the relevant staff of the respective course, emphasizing the importance of the mentioned issues, about which staff are continuously informed both through regular meetings and by email. The importance of informing the faculty about absences and their recovery was also noted. At meetings with the staff implementing clinical courses, the issue of maximally ensuring students' opportunity to perform clinical manipulations is continuously emphasized, and communication with the relevant staff on this issue also took place at the said meeting. It is additionally worth noting that for monitoring purposes, a university employee visits the clinics daily and shares information with the faculty as needed for the purpose of response and improving results.</p>	<p>Faculty of Medicine</p>
<p>Student evaluation of the practice facility (clinic) and clinical academic courses (Faculty of Medicine)</p>	<p>Spring semester of 2024-2025 academic year</p>	<p>As a result of the evaluations, one of the students made a comment regarding the learning process at one of the clinics.</p>	<p>For the purpose of response, a discussion was held with the lecturer implementing the relevant course, as a result of which it was clarified that renovation works had been taking place in the clinic for a certain period, due to which they had to use rooms on the basement floor for teaching, which has since been resolved. It is additionally worth noting that the contracts concluded with the clinics provide for the provision of equipped teaching spaces for lecture purposes in accordance with the number of students. For the purpose of monitoring these issues, a university employee visits the</p>	<p>Faculty of Medicine</p>

			clinics daily and shares information with the faculty as needed for the purpose of response.	
Student evaluation of the practice facility (clinic) and clinical academic courses (Faculty of Dentistry)	Fall semester of 2024-2025 academic year	Based on the evaluations, a desire for more practical work was identified, even though students name specific manipulations that they perform on real patients during their practice.	At a meeting with lecturers at the beginning of the semester, the staff implementing clinical courses were once again provided with information on the importance of increasing students' opportunities to work with patients during the clerkship period. The lecturers were also once again informed that within the framework of the memoranda concluded with the clinics, a student's patient pays only 30% of the treatment fee. In addition, regarding dentistry courses, it should be noted that expansion works are currently underway at the university clinic "EU Dent", which will provide students with greater opportunities to carry out treatments. The clinic expansion works will be completed by the end of the fall semester of the 2025-2026 academic year, and the majority of dentistry clinical courses will be implemented on the basis of the university clinic.	Faculty of Dentistry
Student evaluation of the practice facility (clinic) and clinical academic courses (Faculty of Dentistry)	Spring semester of 2024-2025 academic year	As a result of the evaluations, comments were made regarding the teaching process at the clinic.	Regarding the dental academic courses, it should be noted that the expansion of the university clinic "EU Dent" is currently underway, which will allow more opportunities for students to provide treatment. The expansion of the clinic will be completed by the end of the fall semester of the 2025-2026 academic year, and the majority of the clinical dental academic courses will be carried out on the basis of the university clinic.	Faculty of Dentistry
General Satisfaction Survey of Implementing Staff of Faculty of Law, Humanities, and Social Sciences	2024-2025 academic year	The most important challenge facing the Faculty of Law, Humanities, and Social Sciences is the lack of students, according to the implementing staff.	In this direction, the public relations and marketing service, in cooperation with the faculties, carries out numerous activities, including: preparation of image video clips about what distinguishes each program of the	Public Relations and Marketing Department

		<p>They believe that appropriate activities need to be planned to attract more students.</p>	<p>European University from others. The video clip is informative and each dean speaks in detail about the strengths of the programs, and also gives potential students a visual tour of the university environment. It is worth noting that the video clip has 33K views on the Facebook platform and 45.7K views on the Instagram platform. A video clip was also prepared in which bachelor's program student of law shares their own experience with potential students. The student talks about the legal assistance center and the internship completed at the law research center. This information is significant because sharing personal experience directly from a student makes the choice of the European University more interesting and credible for prospective students. Open days were held, within the framework of which prospective students meet the rector, dean, program directors, and so on. For example, within the framework of the open day for the bachelor's program in law, a public lecture by Levan Meskhoradze was held for prospective students on the topic "The Response of the International Criminal Court in The Hague to International Crimes Committed by Russia against Georgia and Ukraine." At the open day, prospective students were introduced to the European University's law program and the significance of the legal profession, visited the simulated courtroom, the Zurab Zhvania simulated hall, and the university's historical-archaeological museum. They also attended the public lecture where the ongoing proceedings at the Strasbourg court in the Russia-Georgia case were discussed in detail. The meeting continued in a question-and-answer format. The</p>	
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			<p>public lecture was attended by both prospective students and other stakeholders. The open day was led by Doctor of Law, Professor Tatia Dolidze, EU project director and international expert of the European Union and Council of Europe Levan Meskhoradze, and the faculty dean. In addition, the offers made by the university to prospective students are significant: 100% funding for the university's priority programs in the case of being chosen as first priority, for example, in the 2025-2026 academic year this applied to the bachelor's program in archaeology.</p>	
<p>General Satisfaction Survey of Implementing Staff of Faculty of Law, Humanities, and Social Sciences</p>	<p>2024-2025 academic year</p>	<p>During the assessment process, one of the respondents mentioned the issue of the availability of workspace.</p>	<p>It is worth noting that for the purpose of supporting the activities of the university's academic and invited staff and ensuring a working environment, a staff workspace (professorial room) has been allocated at the university, European University, D. Guramishvili Avenue No. 76, 4th floor, room 410. Additionally, the arrangement of a staff workspace is planned in the new building under construction adjacent to the university's administrative building. It is also worth noting the possibility of using an adequately equipped library space by the program implementing staff. Staff were once again informed about the above</p>	<p>Procurement and Material-Technical Provision Service</p>
<p>General Satisfaction Survey of Implementing Staff of Veterinary Medicine</p>	<p>2024-2025 academic year</p>	<p>Regarding library resources, a comment was recorded in the recommendations stating that in order to maintain the innovativeness of the information base, it is desirable to regularly search for and add new literature.</p>	<p>The matter of searching for and acquiring new literature is an ongoing process: it is worth noting that in 2025, within the framework of the English-language veterinary program, more than 250 units of textbooks were purchased, amounting in total to more than 86,810 GEL. As for Georgian-language publications, literature in this field is not published very frequently, however new additions, with the active involvement of the</p>	<p>Head of the Library</p>

			<p>faculty, are continuously added to the library collection. In 2025, numerous new edition textbooks (including the most recent 2025 editions) were added to the library collection, totaling 23 copies, for example, the 2025 edition of "Wildlife Science," the 2025 edition of "Viral and Prion Zoonotic Diseases," the 2025 edition of "Bacteriophage in Veterinary Medicine," and so on.</p>	
<p>General Satisfaction Survey of Implementing Staff of Veterinary Medicine</p>	<p>2024-2025 academic year</p>	<p>A certain portion of respondents note that improving internet quality is important</p>	<p>Regarding the response, it is worth noting that internet quality has doubled compared to the previous year, and it is also worth noting that in the 2024-2025 academic year the internet equipment in the university's library spaces was replaced, a WiFi router was added, and the computers in the library were switched from WiFi to wired internet connections — network cables — and the computers were networked with internet cables, for the purpose of improving internet technical resources and speed.</p>	<p>Information Technology Service</p>
<p>General Satisfaction Survey of Implementing Staff of Faculty of Business and Technology</p>	<p>2024-2025 academic year</p>	<p>As a result of the survey, respondents note that it is essential to promote scientific-research activities through research funding, the organization of international scientific conferences, and the provision of relevant information, and that greater support for research projects is also necessary.</p>	<p>In this direction, the center for the promotion of scientific-research activities carries out several activities and will continue to work: 1. A research funding procedure is in place at the university, which represents an internal instrument for research funding; this procedure is available on the university website and informational meetings are also organized by the center with staff, where the procedure and the conditions for participation in the competition are presented; a meeting of similar content was held in the spring semester of the 2024-2025 academic year in accordance with the identified need. 2. Conferences on current topics in various scientific fields are regularly held organized by various structural units of the university</p>	<p>Center for Promotion of Scientific Research Activities</p>

			<p>(e.g. the annual conference "Education, Technology and Innovation"). 3. Information on various grant opportunities, announced competitions, conferences, and other scientific events is regularly shared with staff; for example, in the 2024-2025 academic year a total of 90 such notifications were shared with staff; in parallel, the center offers staff informational meetings and consultations for the purpose of preparing grant applications. 4. The center also promotes the development of staff's scientific-research skills; a needs survey is conducted annually, on the basis of which the topics of trainings to be held during the academic year are planned. A staff needs survey was also conducted in the 2024-2025 academic year and in the spring semester trainings related to topics of interest to staff were accordingly carried out: "Planning and Coordinating Research Activity," "How to Prepare a Successful Project Application for the Grant Competitions of the Shota Rustaveli National Science Foundation of Georgia," "Writing a Project Application / Specifics of Finding Funding," and so on.</p>	
General Satisfaction Survey of Implementing Staff of Faculty of Medicine	2024-2025 academic year	During the assessment process, the technical functioning of examinations was noted in the sense that despite the creation of an examination question bank, students either receive written questions from the same topics or encounter repetitions. As a result of the assessment, a desire was recorded by staff for the examination center to share reminders about grading examinations. A	Since a similar issue was also noted by students, for the purpose of response, in those courses where the examination board processes tests, the questions are divided by weeks, which maximally eliminates the repetition of topics. For the purpose of response, in order to make the management of the process easier and more effective for lecturers, specifically for them to have information about when the examination process took place, a viewing function for all courses was added to the electronic learning management system. This view reflects the corresponding	Examination Center

		request was noted that particular attention be paid and that lecturers be informed when students have taken a repeat or additional examination	columns for midterm, final, and additional examinations. Accordingly, sending emails to lecturers is no longer a mandatory practice, however the examination center continues to ensure communication through the sending of notifications via mobile numbers.	
General Satisfaction Survey of Implementing Staff of Faculty of Medicine	2024-2025 academic year	The survey revealed the need to raise staff awareness regarding research funding and the procedure for evaluating academic and invited staff, and during the assessment process a desire was also expressed for the plagiarism detection system to be configured and made available in the Georgian language In relation to artificial intelligence.	On March 24, 2025, an informational meeting was held with the academic and invited staff of all faculties of the European University. At the meeting, the university's research funding procedure, the procedure for evaluating academic and invited staff, and the procedures and mechanisms for detecting and avoiding plagiarism and responding to plagiarism cases were discussed in detail. In addition, alongside sharing information about competitions, the Center for Promotion of Scientific Research Activities offers staff consultative and working meetings, which serve to familiarize staff with the specifics of the competition and to refine project applications for the purpose of ensuring their compliance with the competition conditions. The university uses the plagiarism detection system Turnitin, to which an AI-generated text detection mechanism was added from 2025; in connection with this, on April 14, 2025, an online training was held for the academic and invited staff of the European University on the topic "Moodle Direct, Plagiarism Plugin, AI detector." The main topic of the training was the recognition of texts created by artificial intelligence and the correct interpretation of Turnitin-generated reports. The session was led by Turnitin's international consultant Jeroen Vanderbijsen, who reviewed the platform's	Center for Promotion of Scientific Research Activities

			functionality and AI detection mechanisms in detail and, drawing on real examples, demonstrated the process of reading and analyzing reports. In addition, a guide was prepared and shared with the university's academic and invited staff by email. The university receives this service through outsourcing, which is not currently available in the Georgian language and its activation is not dependent on the university	
General Satisfaction Survey of Implementing Staff of Faculty of Medicine	2024-2025 academic year	During the assessment process, one respondent noted the issue of the existence of a workspace. A lecturer notes in their comment that the classrooms are adequately equipped technically, however lectures are sometimes assigned to classrooms where the number of students is not taken into account. One respondent indicates in their comment that it is necessary to establish a surgery department at the Jo Ann University Hospital.	It is worth noting that in the building located at D. Sarajishvili Avenue No. 17, there are professorial rooms that lecturers have been using for the past several years. In addition, a professorial space was arranged on the 5th floor of the new building added adjacent to the Jo Ann University Hospital, which is equipped with a computer, printer, and other necessary inventory. It is also worth noting the possibility of using an adequately equipped library space by the program implementing staff. Staff were once again informed about the above. When compiling the study schedule for the fall semester of the 2025-2026 academic year, the lecturers' aforementioned opinion was taken into account to the maximum extent when distributing classrooms. The Jo Ann University Hospital is continuously expanding and adding new directions, however the decision regarding this is made by the clinic's administration and management team. However, it is also worth noting here that the Jo Ann University Hospital has already had several directions added to it, including a surgery department.	Faculty of Medicine
General Satisfaction Survey of	2024-2025 academic year	As a result of the survey, several lecturers indicate in their comments the	The issues indicated by the lecturers were fully resolved: coat hooks were installed in the	Vice-Rector for Procurement and

Implementing Staff of Faculty of Medicine		need to install coat hooks in the restrooms of the medicine teaching building located adjacent to the Jo Ann University Hospital (G. Zhvania Street No. 15), as well as the timely refilling of disposable cups at water dispensers and parking issues. One lecturer expressed the desire for heating and cooling systems to operate in all buildings according to the season.	restrooms, as well as a cabinet for hygiene products; cleaning staff were given instructions regarding continuous supervision of refilling and maintaining the appropriate supplies in the restrooms; parking spaces were added to the outer perimeter of Jo Ann and the adjacent new building of the Faculty of Medicine. Lecturers who use the Jo Ann campus parking during lectures can contact the faculty to obtain the relevant card. It is worth noting that the heating and cooling system is checked and maintained every season. For the purpose of response, in one building of the Faculty of Medicine (G. Zhvania Street No. 15), a new system was installed in summer and the cooling was resolved, specifically the external block of the chiller (heating-cooling system) was completely replaced and new internal blocks were also installed.	Material Resources Development
General Satisfaction Survey of Implementing Staff of Faculty of Dentistry	2024-2025 academic year	The survey identified the need to raise staff awareness regarding research funding procedures.	On March 24, 2025, an information meeting was held with academic and invited staff of all faculties of the European University. The meeting discussed in detail the rules for funding university research, the rules for evaluating academic and invited staff, and the procedures and mechanisms for detecting, preventing, and responding to plagiarism.	Center for Promotion of Scientific Research Activities
General Satisfaction Survey of Implementing Staff of Faculty of Dentistry	2024-2025 academic year	As a result of the survey, the issue of promoting research activities on the part of the university was recorded, and invited staff also expressed the desire for the creation of an opportunity to participate in international exchange programs. During the assessment process, staff recorded the desire for	It is important to note that in the 2024-2025 academic year, a competition was announced for Faculty of Dentistry staff for the purpose of funding a scientific research project, specifically to promote the scientific-research activities of staff. It is also worth noting a change to the "Procedure for the Participation of European University Staff in the International Mobility Program," according to which the opportunity was created for invited staff to also	Faculty of Dentistry

		attention to be paid to the issues of attendance of students who arrive late	participate in international exchange programs. From the spring semester of the 2024-2025 academic year, a function was added to the electronic learning management system through which the lecturer has the ability to make the relevant notation and record instances of student absence and lateness.	
<p>General Satisfaction Survey of the Students of Faculty of Law, Humanities, and Social Sciences</p> <p>General Satisfaction Survey of the Students of Faculty of Business and Technology</p> <p>General Satisfaction Survey of the Students of Faculty of Veterinary Medicine</p>	2024-2025 academic year	As a result of the survey, positive assessments were identified regarding library resources and services, however with a small percentage certain issues were also identified, specifically the existing space for work and study, the library's equipment with computer technology, and internet quality.	It is worth noting that a new building was constructed at D. Guramishvili Avenue No. 76 for the Faculty of Veterinary Medicine, and on the first floor of the building a new library designed for 120 students was arranged, with 3 isolated group work spaces and 3 individual work spaces. All students of the faculties of law, humanities and social sciences, business and technology, and veterinary medicine have the opportunity to use the new library. The library was equipped with entirely new inventory and computer technology, which creates a comfortable and modern working environment for students.	Head of the Library
General Satisfaction Survey of the Students of Faculty of Law, Humanities, and Social Sciences	2024-2025 academic year	As a result of the assessment, students' request regarding the timely reflection of assessments in the electronic learning management system was identified	It is worth noting that a warning email regarding the content of this issue is sent to lecturers several times during the semester, and in addition, the monitoring of grade entry is also carried out by the learning process management managers. Communication with the implementing staff on this issue took place once again. It is additionally important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the	Faculty of Law, Humanities, and Social Sciences

			process of reflecting assessments in the learning database.	
General Satisfaction Survey of the Students of Faculty of Business and Technology	2024-2025 academic year	As a result of the assessment, one student records the opinion that it would be desirable for the interface of the electronic learning management system to become more convenient and modern in appearance. According to the respondent, checking the schedule requires opening each course separately, and they would prefer an integrated calendar in the program that shows the course, day, time, and classroom.	For the purpose of response, new functions "Course Schedule" and "Examination Schedule" were added to the electronic learning management system, and students have the opportunity to easily view information about upcoming activities by days and hours. Currently both tables are available to students, both the old version and the updated unified format. In addition, a design change was made to the electronic learning management system at students' request.	Learning Process Administration Service
General Satisfaction Survey of the Students of Faculty of Medicine	2024-2025 academic year	During the survey process, students requested that the examination schedule be displayed in the electronic learning management system as a unified, separate table. Students also requested the timely uploading of assessment results	For the purpose of response, a new function "Examination Schedule" was added to the electronic learning management system, and as a result students have the opportunity to easily view information about the examination schedule by days and hours. Currently both tables are available to students, both the old version and the updated unified format. The Examination Center always ensures communication with lecturers regarding the deadlines for uploading assessment results, for the purpose of reminding about the issue and ensuring compliance with deadlines. For the purpose of response, information about the examination schedule was additionally integrated into the electronic learning management system, and accordingly lecturers monitor examination completion dates and paper grading deadlines without contacting the examination center. It is also important to note that in the 2024-	Examination Center

			2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database	
General Satisfaction Survey of the Students of Faculty of Medicine	2024-2025 academic year	As a result of the survey, positive assessments were identified regarding library resources and services, however with a small percentage certain issues were also identified, specifically the existing space for work and study, the library's equipment with computer technology, internet quality, the issue of room booking, the issue of seat occupation by students, and the issue of acquiring fiction and extracurricular literature	Regarding the response, it should be noted that in 2025 another library designed for 150 seats was added to the existing library spaces at the university, with 6 separate rooms designated for group work, and the new library is equipped with the latest infrastructure and digital resources (anatomy tablets, new computers, etc.), which creates a comfortable and modern working environment for students. The internet equipment in the university's library spaces was replaced, a WiFi router was added, and the computers in the library were switched from WiFi to wired internet connections — network cables — and the computers were networked with internet cables, for the purpose of improving internet technical resources and speed. A significant new feature is the integration of a room booking function for group work rooms in the library space into the electronic learning management system; in connection with adding the function, an instruction was created by the library staff and shared with students by email. Due to instances of students occupying library seats only with their belongings, a mechanism was developed which involves moving items left unattended for a long time by a student to the library reception. The student, based on their need, can monitor the process of moving their belongings by a	Head of the Library

			library representative through video recording, for which they must contact the information technology service. Students will be informed about all of the above by email at the beginning of the academic year. It is additionally worth noting that in the 2024-2025 academic year, fiction and developmental, as well as psychological reading literature was added to the library, in both Georgian and English, works by Georgian and foreign authors	
General Satisfaction Survey of the Students of Faculty of Medicine	2024-2025 academic year	As a result of the assessment, students noted that the course schedule table format is inconvenient, and students also requested that the examination schedule be displayed in a separate field. Students expressed the desire for a design change to the electronic learning management system. As a result of the survey, a student requested that the system function properly during course selection.	For the purpose of response, new functions "Course Schedule" and "Examination Schedule" were added to the electronic learning management system, and accordingly students have the opportunity to easily view information about upcoming activities by days and hours. Currently both tables are available to students, both the old version and the updated unified format. A design change was made to the electronic learning management system at students' request. In the electronic learning management system, to avoid technical malfunctions, the faculties enable student academic registrations for different programs at different times, which reduces the load on the system and avoids possible technical malfunctions. In addition, for further response the existing server was strengthened, and during the academic registration process in the fall semester of the 2025-2026 academic year no technical malfunctions of any kind occurred.	Learning Process Administration Service
General Satisfaction Survey of the Students of Faculty of Medicine	2024-2025 academic year	During the survey process, a student expressed the desire for trips outside the city and excursions to be organized for the	For the purpose of response, in the 2025-2026 academic year two excursions to the Kakheti region were held for medicine and Faculty of Dentistry students. Excursions are planned to continue in the	Student and Alumni Service Center

		purpose of enlivening student life. A student requested the addition of a volleyball team and various national music ensembles.	future. A girls' volleyball team was already functioning at the university, and for the purpose of response a boys' volleyball team was also created. It is also worth noting that music ensembles function at the university and all students can join them, including foreign students. Students were once again informed about the above.	
General Satisfaction Survey of the Students of Faculty of Medicine	2024-2025 academic year	A student indicates in a comment as a result of the survey that it would be advisable for the materials of past semester courses to be stored on the Moodle platform so that the student can use them in the future, within any course. A student notes that in some cases too many students attend a seminar. A student notes in a comment that public lectures in the psychology direction were held twice in the previous semester on a topic that was not interesting to students. A student notes that they would like exchange programs to be offered. A student indicates that first aid exists at the university, however a psychological support service is also needed. A student notes that they would like the virtual anatomy program to be available in more rooms. A student notes that it would be desirable to have USMLE and PLAB examination questions. During the survey process, one student notes that they would	Regarding the response, it is important to note that the function of retaining past academic year course materials on the Moodle platform and enabling students to view them has been active since the 2023-2024 academic year, and all course materials are stored on the Moodle platform in an archive, about which students were once again informed. In accordance with the university's regulations, the maximum number of students in seminar classes is 22, however in some cases students attend classes not according to their own schedule but in other groups, which causes the number to increase. At meetings held with lecturers, this issue was emphasized and they were asked to admit students to classes only in accordance with the schedule. In the fall semester of the 2025-2026 academic year, the organization of public lectures for psychology program students is planned. For the purpose of taking student interests into account, a questionnaire was sent to students where they have the opportunity to indicate topics of interest and also a preferred speaker, based on which the content and topics of the next public lectures were planned. Exchange programs within the Erasmus program are announced for Faculty of Medicine students, as well as one-week internships at partner universities. For the 2025-	Faculty of Medicine

		like to have more choice in the process of selecting elective courses.	2026 academic year, the number of students who will participate in clinical internships abroad has increased, and from the current academic year psychology program students will also be able to complete similar internships. A system for psychological services and support and for scheduling visits to a psychologist was integrated into the electronic learning management system and students can schedule a consultation with a psychologist anonymously through this electronic system. Accordingly, students have the opportunity to access psychological services when needed. For the 2025-2026 academic year, 2 additional anatomy manikins and 8 anatomy tablets were acquired for the Faculty of Medicine for students (the tablets were placed in the university's library space). A virtual anatomy computer program was also acquired, which lecturers use during anatomy lectures. USMLE and PLAB practice tests can be found online, and the university has acquired special textbooks for students designed for preparation for USMLE examinations. The textbooks were placed in the university's libraries. Before the start of the 2025-2026 academic year, several elective courses were added to the graduate medicine program, including the use of artificial intelligence in medicine.	
General Satisfaction Survey of the Students of Faculty of Medicine	2024-2025 academic year	During the survey process, students requested the following matters related to material resources: adding poufs to the indoor relaxation space, adding more relaxation spaces, fixing the air conditioning system, replacing damaged	For the purpose of response, work was carried out in the following directions: relaxation spaces were added for students both in the Faculty of Medicine teaching buildings and in the courtyard, additional poufs and chairs were placed in the corridors, and relaxation spaces were also arranged and added for students in the university's new teaching	Vice Rector for Procurement and Material Resource Development.

		chairs with new ones (attention was drawn to chairs on the fifth floor of the campus located at D. Sarajishvili Avenue No. 17), attaching hooks in restrooms on doors or walls, continuously restocking hygiene supplies, and adding storage spaces for belongings.	building (G. Zhvania Street No. 15). In the aforementioned building, a new system was installed in summer and the cooling was resolved, specifically the external block of the chiller (heating-cooling system) was completely replaced and new internal blocks were also installed. Damaged chairs in the building at D. Sarajishvili Avenue No. 17 were replaced with new ones. Cleaning staff were given instructions regarding continuous supervision of refilling and maintaining the appropriate supplies in the restrooms, and hooks were added in the restrooms. Additionally, storage spaces for belongings were created.	
General satisfaction survey of students at the Faculty of Dentistry	2024-2025 academic year	As a result of the survey, positive assessments were identified regarding library resources and services, however with a small percentage certain issues were also identified, specifically the existing space for work and study, the library's equipment with computer technology, and internet quality.	Regarding the response, it should be noted that in 2025 another library designed for 150 seats was added to the existing library spaces at the university, with 6 separate rooms designated for group work, and the new library is equipped with the latest infrastructure and digital resources (anatomy tablets, new computers, etc.), which creates a comfortable and modern working environment for students. The internet equipment in the university's library spaces was replaced, a WiFi router was added, and the computers in the library were switched from WiFi to wired internet connections — network cables — and the computers were networked with internet cables, for the purpose of improving internet technical resources and speed.	Head of the Library
General Satisfaction Survey of the Students of Faculty of Dentistry	2024-2025 academic year	Students noted that in most cases connecting to the internet in the library takes a long time.	In the library of the building at D. Sarajishvili Avenue No. 17, where dentistry educational programs are implemented, the computers have been completely replaced and upgraded. In addition, the internet equipment in the university's library spaces was replaced, a WiFi router was added, and the	Information Technology Service

			computers in the library were switched from WiFi to wired internet connections — network cables — and the computers were networked with internet cables, for the purpose of improving internet technical resources and speed.	
General Satisfaction Survey of the Students of Faculty of Dentistry	2024-2025 academic year	During the survey process, students note that greater proper functioning of the electronic learning management system is needed during academic registration. Students requested the full reflection of the study schedule in the electronic learning management system, specifically the addition of a function that indicates what courses are taking place on the current day, a schedule that includes detailed information about room numbers and times.	In the electronic learning management system, to avoid technical malfunctions, the faculties enable student academic registrations for different programs at different times, which reduces the load on the system and avoids possible technical malfunctions. In addition, for further response the existing server was strengthened, and during the academic registration process in the fall semester of the 2025-2026 academic year no technical malfunctions of any kind occurred. In addition, for the purpose of response, new functions "Course Schedule" and "Examination Schedule" were added to the electronic learning management system, and accordingly students have the opportunity to easily view information about upcoming activities by days and hours. Currently both tables are available to students, both the old version and the updated unified format.	Learning Process Administration Service
General Satisfaction Survey of the Students of Faculty of Dentistry	2024-2025 academic year	Based on the assessments, the following important issues were identified for response: improving the course registration process, improving students' practical work, paying greater attention to students with ADHD, and adding appropriate equipment for the surgical dentistry course.	It is worth noting that from the spring semester of the 2024-2025 academic year, a pre-registration system for courses was activated in the electronic learning management system, through which the necessary subjects for the student according to the program are automatically selected, while students have the opportunity to select their preferred group and schedule later at the academic registration stage. Regarding the improvement of practical work, it is worth noting that expansion works are underway	Faculty of Dentistry

			<p>at the university clinic "EU Dent", which will provide students with greater opportunities to engage in practical work. The clinic expansion works will be completed by the end of the fall semester of the 2025-2026 academic year, and the majority of dentistry clinical courses will be implemented on the basis of the university clinic. A system for psychological services and support and for scheduling visits to a psychologist was integrated into the electronic learning management system and students can schedule a consultation with a psychologist anonymously through this electronic system. Accordingly, students have the opportunity to access psychological services when needed. In response to the comment regarding equipment, it is worth noting that teaching equipment and phantoms are updated every semester. Unusable phantoms and instruments are written off and replaced with new ones, and additional instruments are also purchased at the request of the lecturer. Work in this direction was also carried out at the planning stage of the next academic semester, including in the direction of the mentioned equipment.</p>	
<p>General Satisfaction Survey of the Students of Faculty of Dentistry</p>	<p>2024-2025 academic year</p>	<p>During the survey process, students requested that more disposable water cups be placed on each floor. Students requested the addition of storage lockers in the corridors.</p>	<p>Cleaning staff were given instructions regarding continuous supervision of refilling and maintaining the appropriate supplies in the restrooms. Storage lockers were added to the university's teaching buildings.</p>	<p>Vice Rector for Procurement and Material Resource Development</p>
<p>Meetings conducted by the Quality Assurance Service with students of the Faculty of Law, Humanities, and Social Sciences</p>	<p>2024-2025 academic year</p>	<p>Regarding the examination processes, students identified the following issue for improvement: the possibility of going to the restroom or going to</p>	<p>It is worth noting that for the purpose of discussing the identified issues, a meeting was held by the Examination Center with students, attended by the Vice Rector for Learning Process Administration, a representative of the Examination</p>	<p>Examination Center</p>

		bring water accompanied by invigilators in cases of extreme necessity. As a result of the survey, students highlighted the difficulty of using additional materials uploaded in the examination module (e.g. codes), specifically the large amount of time spent searching for material in extensive documents	Center, and Quality Assurance Service managers. Within the framework of the meeting, students were explained various important details, including details related to the mentioned issue, and students were asked to manage their personal needs before the examination in order to avoid noise and chaos during the examination process. In the extreme case where a student was unable to resolve the aforementioned issues before the start of the examination process, they were informed that support would be provided to students accompanied by Examination Center representatives. For the purpose of resolving the technical problem recorded by students, additional materials in the examination module of the electronic learning management system were uploaded in PDF format instead of JPG format, which simplified and significantly reduced the time needed to find a specific issue in a large-volume document	
Meetings conducted by the Quality Assurance Service with students of the Faculty of Law, Humanities, and Social Sciences	2024-2025 academic year	During the meetings, students noted that in some cases the staff implementing courses upload assessments to the electronic learning management system late	It is worth noting that the learning process management managers regularly assess the issue of reflecting grades in the electronic learning management system and have ongoing communication with staff as needed, and relevant reminder emails are also sent to them. Attention is continuously drawn to this issue at informational meetings held with program implementing staff at the beginning of each semester. Attention was also drawn to this issue at the informational meetings of the current academic semester. It is also important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of	Faculty of Law, Humanities, and Social Sciences

			conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database.	
Meetings conducted by the Quality Assurance Service with students of the Faculty of Veterinary Medicine	2024-2025 academic year	As a result of the survey, the issue of refining the course schedule was raised, which more specifically related to the issue of courses being conducted in two different buildings (D. Guramishvili Avenue No. 76 and D. Sarajishvili Avenue No. 17) due to the corresponding material resources (laboratories) being located in different buildings. During the meetings, students also noted that in some cases the staff implementing courses upload assessments to the electronic learning management system late.	Regarding the conduct of courses in two different buildings, it is important to note the university's decision on implementing the Faculty of Veterinary Medicine's integrated master's educational programs in one separate building. Construction of this building is underway adjacent to the university's administrative building. The building will be fully equipped with all necessary inventory and material-technical resources, laboratories, a simulation room, and other teaching rooms required for the implementation of this program. Accordingly, students' desire regarding courses being conducted in one location can be considered as having been taken into account. It is worth noting that the learning process management managers regularly assess the issue of reflecting grades in the electronic learning management system and have ongoing communication with staff as needed, and relevant reminder emails are also sent to them. Attention is continuously drawn to this issue at informational meetings held with program implementing staff at the beginning of each semester. Attention was also drawn to this issue at the informational meetings of the current academic semester. It is also important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which	Faculty of Veterinary Medicine

			significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database.	
Meetings held by the Quality Assurance Service with students of the Faculty of Business and Technology	2024-2025 academic year	During the meetings, students expressed dissatisfaction with the extension of the exam period, more specifically, the increase in the time allotted for final exams from 2 weeks to 3 weeks.	Regarding the students' opinion, it is important to note that the mentioned change was implemented precisely on the basis of the opinion, suggestion, and desire of the majority of students, specifically, after the completion of midterm examinations, meetings were held with students from various faculties with the involvement of the rector, the vice rector for learning process administration, and Examination Center representatives. At these meetings, the opinion, recommendation, and desire of a large portion of students was recorded regarding allocating more time for final examinations, so that a more reasonable interval would be defined between the final examinations scheduled in each course for students' adequate preparation, which was taken into account by the relevant structural units and persons.	Examination Center
Meetings conducted by the Quality Assurance Service with students of the Faculty of Business and Technology	2024-2025 academic year	As a result of the meetings, students recorded the desire regarding one lecturer's course being conducted in a more interactive manner. Students of the informatics bachelor's program recorded the opinion that it is important for them to be engaged with more diverse activities within the courses, and an opinion was also expressed regarding updating the literature in one course	For the purpose of response, the faculty management met and spoke with the staff implementing the relevant course, and it is worth noting that the lecturers expressed full readiness to take the mentioned issues into account and to cooperate appropriately. In addition, relevant training modules regularly organized by the training center for innovative teaching methods for university staff were offered: student-oriented educational process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space, problem-based teaching strategies: teaching with cases and dilemmas, and so on. The staff expressed the	Faculty of Business and Technology

			<p>desire and readiness to make use of the offered trainings and to attend the training modules. For the purpose of discussing the issue regarding loading the educational program with more diverse activities, the faculty management met and spoke with the program director and lecturer members of the program development committee; as a result it was revealed that the aforementioned and other similar opinions, which were based on recommendations and needs surveys of various stakeholders of the program, had already been taken into account in the process of creating the new bachelor's program in computer science, and accordingly, the updated educational program has been significantly enriched with diverse activities oriented toward the development of practical skills, and the literature used within the courses has also been updated.</p>	
<p>Meetings held by the Quality Assurance Service with students of the Faculty of Medicine</p>	<p>2024-2025 academic year</p>	<p>As a result of the meetings, students expressed the desire to improve the quality of the Internet in the library space and also to add more library space.</p>	<p>Regarding the response, it should be noted that in 2025 another library designed for 150 seats was added to the existing library spaces at the university, with 6 separate rooms designated for group work, and the new library is equipped with the latest infrastructure and digital resources (anatomy tablets, new computers, etc.), which creates a comfortable and modern working environment for students. The internet equipment in the university's library spaces was replaced, a WiFi router was added, and the computers in the library were switched from WiFi to wired internet connections — network cables — and the computers were networked with internet cables, for the purpose of improving internet technical resources and speed.</p>	<p>Head of the Library</p>
<p>Meetings held by the Quality Assurance</p>	<p>2024-2025 academic year</p>	<p>During the meetings, students expressed their</p>	<p>For the purpose of response, a new function "Examination Schedule"</p>	<p>Examination Center</p>

<p>Service with students of the Faculty of Medicine</p>		<p>desire to separate the exam schedule in order to eliminate the instinctive confusion of midterm and final exam dates.</p> <p>Students also requested that the exam schedule be distributed with at least one day between exams.</p> <p>Students raised the issue of late uploading of midterm exam grades for one of the courses and expressed their desire to have the grades reflected on time.</p>	<p>was added to the electronic learning management system, and as a result students have the opportunity to easily view information about the examination schedule by days and hours. Currently both tables are available to students, both the old version and the updated unified format. Regarding the response, it is worth noting that in the 2025-2026 academic year the examination period was extended from 2 weeks to 3 weeks, which allows the examination schedule to be compiled with reasonable intervals between courses, and at the same time with maximum consideration of student interests. The Examination Center always ensures communication with lecturers regarding the deadlines for uploading assessment results, for the purpose of reminding about the issue and ensuring compliance with deadlines. For the purpose of response, information about the examination schedule was additionally integrated into the electronic learning management system, and accordingly lecturers monitor examination completion dates and paper grading deadlines without contacting the examination center. It is also important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database.</p>	
<p>Meetings held by the Quality Assurance Service with students</p>	<p>2024-2025 academic year</p>	<p>Psychology bachelor's program students expressed the desire for the academic calendar to</p>	<p>In the 2025-2026 academic year, student requests were taken into account when compiling the academic calendar, and for</p>	<p>Faculty of Medicine</p>

<p>of the Faculty of Medicine</p>		<p>be structured in such a way that the educational process begins and ends earlier. Students also expressed the desire for additional computer rooms to be added. Students expressed the desire for the addition of psychological support at the university. During the meetings, students also noted that they would like a several-day masterclass on art therapy to be held. Students also spoke about the need for permanent access to study materials and the possibility of archiving materials on the Moodle platform. Graduate medicine program students noted that the information in the syllabus is quite extensive and expressed the desire for a shortened version of the course description to be prepared. Students also expressed the desire for an electronic microscope to be added.</p>	<p>Georgian-language program students the spring semester begins on March 2 and ends on July 25. Regarding the response, it is also worth noting that an additional computer room was arranged in the new building of the Faculty of Medicine (G. Zhvania Street No. 15). A system for psychological services and support and for scheduling visits to a psychologist was integrated into the electronic learning management system and students can schedule a consultation with a psychologist anonymously through this electronic system. Accordingly, students have the opportunity to access psychological services when needed. In response to the desire recorded by students, when planning public lectures for the fall semester of the 2025-2026 academic year, student interests were taken into account, specifically a questionnaire was shared with students about what topics and which speakers they would like to hear, and the planning of public lectures and masterclasses was carried out on the basis of the survey conducted. Regarding the response, it is also important to note that the function of retaining past academic year course materials on the Moodle platform and enabling students to view them has been active since the 2023-2024 academic year, and all course materials are stored on the Moodle platform in an archive, about which students were once again informed. Taking into account students' request, a short description of the courses was prepared, which is uploaded in the electronic learning management system for each subject and which simplifies for students the matter of obtaining information about the content of courses during the</p>	
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			academic registration process and also selecting elective courses according to their interests. Regarding the response, it is also worth noting that the university acquired an electronic microscope which will be used in the educational process.	
Meetings held by the Quality Assurance Service with students of the Faculty of Medicine	2024-2025 academic year	During the survey, students discussed the issue of the financial services providing information in a timely manner.	In order to respond and pay close attention to the very large number of messages received from students in the financial service, and to provide timely service and response, the number of financial service employees has been increased.	Financial Service
Meetings held by the Quality Assurance Service with students of the Faculty of Medicine	2024-2025 academic year	During the meetings, students spoke about the university's infrastructure and material resources and recorded certain desires, specifically regarding the continuous refilling of disposable cups at water dispensers, the continuous restocking of appropriate supplies in restrooms, the addition of relaxation furniture and swings in the courtyard, the installation of a mirror on the fifth floor of the building at D. Sarajishvili Avenue No. 17 similar to other floors, the addition of more relaxation chairs in the corridors of the Jo Ann teaching building, and the arrangement of an additional relaxation space in the courtyard where renovation materials are stored, the possibility of purchasing hygiene products within the university space, fixing the cooling system	Based on the assessments, the following responses were implemented: cleaning staff were given instructions regarding continuous supervision of refilling disposable cups and restocking appropriate supplies in restrooms. Swing chairs were added to the courtyard of the building at D. Sarajishvili Avenue No. 17, and a mirror was installed near the stairs on the fifth floor of the building; a machine from which hygiene products and medications can be purchased was also placed on the first and fourth floors of the building. Relaxation chairs for students were added to the corridors of the Jo Ann teaching building, and the renovation works were completed in summer 2025 and the space where renovation materials were stored was accordingly tidied up. It is worth noting that the heating and cooling system is checked and maintained every season. For the purpose of response, in summer a new system was installed in the building at G. Zhvania Street No. 15 and the cooling was resolved, specifically the external block of the chiller (heating-cooling system) was completely replaced and new	Vice Rector for Procurement and Material Resource Development

		in the building at G. Zhvania Street No. 15, and adding storage lockers and coat hooks in rooms throughout the university space.	internal blocks were also installed. Storage lockers were added to university spaces and buildings, as well as new coat hooks and the replacement of damaged coat hooks with new ones.	
Meetings conducted by the Quality Assurance Service with students of the Faculty of Dentistry	2024-2025 academic year	During the survey, students positively assessed the library, its resources, and services, although they noted a desire to increase library space and, in some cases, improve computer equipment.	Regarding the response, it should be noted that in 2025 another library designed for 150 seats was added to the existing library spaces at the university, with 6 separate rooms designated for group work, and the new library is equipped with the latest infrastructure and digital resources (anatomy tablets, new computers, etc.), which creates a comfortable and modern working environment for students. Regarding the proper functioning of computer technology, communication was carried out with the information technology service, who responded to the issue and updated the office programs on the computers in the library reading rooms.	Head of the Library
Meetings conducted by the Quality Assurance Service with students of the Faculty of Dentistry	2024-2025 academic year	As a result of the meetings, students noted that in rooms 507 and 408 of the building located at #17, D. Sarajishvili Avenue, the projector cable is damaged and the image often turns off during lectures.	Information Technology Service employees responded appropriately and replaced the HDMI cables in both named rooms.	Information Technology Service
Meetings conducted by the Quality Assurance Service with students of the Faculty of Dentistry	2024-2025 academic year	During the meetings, students spoke about the university's infrastructure and material resources and expressed certain desires, specifically the replacement of chairs on the fifth floor of the building at D. Sarajishvili Avenue No. 17, fixing the lighting in room 401 (the light is flickering), improving	For the purpose of response, the chairs were inspected in the mentioned room and restored as needed. The lighting in the mentioned classroom was replaced and fixed. It is worth noting that the heating and cooling system is checked and maintained every season. For the purpose of response, in summer a new system was installed in the building at G. Zhvania Street No. 15 and the cooling was resolved, specifically the external block of the chiller	Vice Rector for Procurement and Material Resource Development.

		the cooling system, and adding more relaxation chairs in the courtyard and poufs for relaxation in the corridors.	(heating-cooling system) was completely replaced and new internal blocks were also installed. Relaxation furniture was added to university spaces and buildings, including swings in the courtyards, and chairs and poufs in the corridors and other student relaxation spaces.	
Meetings conducted by the Quality Assurance Service with students of the Faculty of Dentistry	2024-2025 academic year	During the survey, students expressed a desire to add email addresses to the information about departments and employees on the university website.	In response, the email addresses of the services were added to the contact information in the service descriptions on the university website by the public relations and marketing service staff.	Public Relations and Marketing Department
Meetings conducted by the Quality Assurance Service with students of the Faculty of Dentistry	2024-2025 academic year	During the meetings, the students' desire to do an internship at the university dental clinic was noted.	For the purpose of response, in the fall semester of 2025 the Faculty of Dentistry announced an internship competition for students of all semesters of the one-cycle dentistry educational programs. It is worth noting that the university dental clinic and clinic resources are actively used in the implementation of one-cycle dentistry educational programs and in the educational process.	Faculty of Dentistry
Student Satisfaction Survey of the Midterm Examination Process (Faculty of Veterinary Medicine)	Fall semester of 2024-2025 academic year	According to the survey results, students expressed dissatisfaction with the observers of the examination process.	An informational meeting was held for examination process invigilators, conducted by Examination Center representatives and the vice rector for learning process administration. Meetings were also held with students for the purpose of discussing the identified issues. Each issue identified during the examinations was discussed in detail at the meetings, and after the meetings the Examination Center shared information about the rights and responsibilities of examination process observers and students.	Examination Center
Student Satisfaction Survey of the Midterm Examination Process (Faculty of	Fall semester of 2024-2025 academic year	According to one student, the exam observers are overstepping their authority.	An informational meeting was held for examination process observers, conducted by Examination Center representatives and the vice rector for learning process administration.	Examination Center

<p>Business and Technology)</p>		<p>Several students noted that it is important to have information in advance about what is/is not allowed on the exam.</p>	<p>Meetings were also held with students for the purpose of discussing the identified issues. Each issue identified during the examinations was discussed in detail at the meetings, and after the meetings the Examination Center shared information about the rights and responsibilities of examination process invigilators and students. Before the start of the examination period, information about the examination process, their rights and responsibilities, and permitted and prohibited items is continuously sent to students by email, and communication with students on this issue continued for the purpose of increasing their awareness.</p>	
<p>Student Satisfaction Survey of the Midterm Examination Process (Faculty of Medicine)</p>	<p>Fall semester of 2024-2025 academic year</p>	<p>During the survey process, a student recorded that a certain malfunction was found on the facial recognition scanner upon entering the examination space. Students discussed the activities of invigilators and the Examination Center and expressed dissatisfaction regarding the behavior of invigilators. The conversation also touched on the issue of familiarizing students with examination instructions in advance — specifically, according to them students did not have information about the rules regarding lateness to the examination and did not know whether it was necessary to have an identity or other identifying document with them. A student noted that a lack of air is</p>	<p>Since the electronic examination system is new, certain difficulties were to be expected. Taking this into account, in order to resolve issues in a timely manner, the technical service continuously monitored the process during the examination. A metal detector was added and security was accordingly retrained. Taking into account the specifics of the students, two male and two female security guards were selected, the examination invigilators were completely replaced, an informational meeting was held for them, and information about their rights and responsibilities and those of the students was sent to them by email. Despite the fact that information about the examination process and their rights and responsibilities is continuously sent to students by email before the start of the examination period, for the purpose of additional response, short examination instructions and information about students' rights and responsibilities were created, and a shortened version of the examination administration</p>	<p>Examination Center</p>

		<p>observed in the examination classrooms, particularly in classroom J1. Dissatisfaction was also expressed regarding noise generated by technical works during the examination process.</p>	<p>procedure was also prepared so that students would be better informed about examination conduct procedures; these materials were sent to all students by email. In addition, on the basis of feedback received from students, lecturers, and faculties, information about issues identified during the current examination process is being gradually collected in order to further refine both the examination module and the examination administration procedure. For the purpose of response, an air system was installed in the examination spaces, and as soon as examinations begin the Examination Center informs the relevant service and stops their work process in cases where technical works are taking place, if this causes noise in the examination spaces.</p>	
<p>Student Satisfaction Survey of the Midterm Examination Process (Faculty of Dentistry)</p>	<p>Fall semester of 2024-2025 academic year</p>	<p>The survey recorded students' opinions on the behavior of observers during the examination process, the timely uploading of assessment results to the electronic learning process management system, and the provision of examination instructions to students.</p>	<p>An informational meeting was held for examination process observers, conducted by Examination Center representatives and the vice rector for learning process administration. Meetings were also held with students for the purpose of discussing the identified issues. Each issue identified during the examinations was discussed in detail at the meetings, and after the meetings the Examination Center shared information about the rights and responsibilities of examination process invigilators and students. The Examination Center always ensures communication with lecturers regarding the deadlines for uploading assessment results, for the purpose of reminding about the issue and ensuring compliance with deadlines. For the purpose of response, information about the examination schedule was additionally integrated into the electronic learning management system, and accordingly lecturers monitor examination completion</p>	<p>Examination Center</p>

			<p>dates and paper grading deadlines without contacting the examination center. It is also important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database. Despite the fact that information about the examination process and their rights and responsibilities is continuously sent to students by email before the start of the examination period, for the purpose of additional response, short examination instructions and information about students' rights and responsibilities were created, and a shortened version of the examination administration procedure was also prepared so that students would be better informed about examination conduct procedures; these materials were sent to all students by email. In addition, on the basis of feedback received from students, lecturers, and faculties, information about issues identified during the current examination process is being gradually collected in order to further refine both the examination module and the examination administration procedure.</p>	
<p>Student Satisfaction Survey of the Final Examination Process (Faculty of Law, Humanities, and Social Sciences)</p>	<p>Fall semester of 2024-2025 academic year</p>	<p>During the survey, one of the students expressed a desire to have the evaluation results reflected in the electronic learning process management system in a timely manner.</p>	<p>The Examination Center always ensures communication with lecturers regarding the deadlines for uploading assessment results, for the purpose of reminding about the issue and ensuring compliance with deadlines. For the purpose of response, information about the examination schedule was additionally integrated into the</p>	<p>Examination Center</p>

			<p>electronic learning management system, and accordingly lecturers monitor examination completion dates and paper grading deadlines without contacting the examination center. It is also important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database.</p>	
<p>Student Satisfaction Survey of the Final Examination Process (Faculty of Business and Technology)</p>	<p>Fall semester of 2024-2025 academic year</p>	<p>As a result of the survey, the student noted that it would be better to communicate more with students and inform them more.</p>	<p>Despite the fact that detailed information about the examination process and their rights and responsibilities is continuously sent to students by email before the start of the examination period, and in this case as well a letter was sent in which it was explained in detail what format the examinations would be in and how to work on the examination platform, for the purpose of additional response, short examination instructions and information about students' rights and responsibilities were created, and a shortened version of the examination administration procedure was also prepared so that students would be better informed about examination conduct procedures; these materials were sent to all students by email. In addition, on the basis of feedback received from students, lecturers, and faculties, information about issues identified during the current examination process is being gradually collected in order to further refine both the examination module and the examination administration procedure. Regarding awareness, it is additionally worth noting that in</p>	<p>Examination Center</p>

			the case of a change to the examination schedule, information about this is automatically sent to students from the electronic learning management system, both by email and to mobile phones as a notification.	
Student Satisfaction Survey of the Final Examination Process (Faculty of Medicine)	Fall semester of 2024-2025 academic year	<p>The survey revealed a desire to timely reflect the exam schedule in the electronic learning process management system and to familiarize students with exam instructions.</p> <p>During the survey, students also spoke about the behavior of the exam invigilators.</p>	<p>For the purpose of response, the examination center was assigned a deadline regarding uploading the examination schedule for students in the electronic learning management system three weeks in advance. Despite the fact that information about the examination process and their rights and responsibilities is continuously sent to students by email before the start of the examination period, for the purpose of additional response, short examination instructions and information about students' rights and responsibilities were created, and a shortened version of the examination administration procedure was also prepared so that students would be better informed about examination conduct procedures; these materials were sent to all students by email. In addition, on the basis of feedback received from students, lecturers, and faculties, information about issues identified during the current examination process is being gradually collected in order to further refine both the examination module and the examination administration procedure. An informational meeting was held for examination process invigilators, conducted by Examination Center representatives and the vice rector for learning process administration. Meetings were also held with students for the purpose of discussing the identified issues. Each issue identified during the examinations was discussed in detail at the meetings, and after the meetings the Examination Center</p>	Examination Center

			shared information about the rights and responsibilities of examination process observers and students.	
Student Satisfaction Survey of the Final Examination Process (Faculty of Dentistry)	Fall semester of 2024-2025 academic year	The survey revealed a desire to reflect the exam schedule in the electronic learning process management system in a timely manner, as well as to upload assessment results to the system in a timely manner, and to ensure that the exam process observers behave appropriately.	For the purpose of response, the examination center was assigned a deadline regarding uploading the examination schedule for students in the electronic learning management system three weeks in advance. The Examination Center always ensures communication with lecturers regarding the deadlines for uploading assessment results, for the purpose of reminding about the issue and ensuring compliance with deadlines. For the purpose of response, information about the examination schedule was additionally integrated into the electronic learning management system, and accordingly lecturers monitor examination completion dates and paper grading deadlines without contacting the examination center. It is also important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning management system was completed and accordingly, the process of conducting examinations fully electronically began, which significantly simplified and correspondingly accelerated the process of reflecting assessments in the learning database. An informational meeting was held for examination process invigilators, conducted by Examination Center representatives and the vice rector for learning process administration. Meetings were also held with students for the purpose of discussing the identified issues. Each issue identified during the examinations was discussed in detail at the meetings, and after the meetings the Examination Center shared information about the rights	Examination Center

			and responsibilities of examination process observers and students.	
Student Satisfaction Survey of the Midterm Examination Process (Faculty of Medicine)	Spring Semester of the 2024-2025 Academic Year	As a result of the survey, students focused on the busy examination schedule, in particular, the coincidence of exams in the academic year, and the issue of the behavior of the examination process observers was also noted.	Regarding the response, it is worth noting that in the 2025-2026 academic year, in response to students' desire, the examination period was extended from 2 weeks to 3 weeks, which allows the examination schedule to be compiled with reasonable intervals between courses, and at the same time with maximum consideration of student interests. It is additionally worth noting that a function was added to the electronic learning management system which, when compiling the examination schedule, provides the possibility of checking and identifying overlapping examinations in courses and accordingly maximally avoiding this issue. An informational meeting was held for examination process invigilators, conducted by Examination Center representatives and the vice rector for learning process administration. Meetings were also held with students for the purpose of discussing the identified issues. Each issue identified during the examinations was discussed in detail at the meetings, and after the meetings the Examination Center shared information about the rights and responsibilities of examination process invigilators and students	Examination Center
Student Satisfaction Survey of the Midterm Examination Process (Faculty of Dentistry)	Spring semester of 2024-2025 academic year	As a result of the survey, students focused on the busy exam schedule, as well as the issue of communication deficits and the behavior of exam observers.	Regarding the response, it is worth noting that in the 2025-2026 academic year, in response to students' desire, the examination period was extended from 2 weeks to 3 weeks, which allows the examination schedule to be compiled with reasonable intervals between courses, and at the same time with maximum consideration of student interests. It is additionally worth noting that a function was added to the	Examination Center

			<p>electronic learning management system which, when compiling the examination schedule, provides the possibility of checking and identifying overlapping examinations in courses and accordingly maximally avoiding this issue. Before the start of the examination period, detailed information about the examination process and their rights and responsibilities is continuously sent to students by email, and in this case as well a letter was sent in which it was explained in detail what format the examinations would be in and how to work on the examination platform; for the purpose of additional response, short examination instructions and information about students' rights and responsibilities were created, and a shortened version of the examination administration procedure was also prepared so that students would be better informed about examination conduct procedures; these materials were sent to all students by email. In addition, on the basis of feedback received from students, lecturers, and faculties, information about issues identified during the current examination process is being gradually collected in order to further refine both the examination module and the examination administration procedure. An informational meeting was held for examination process invigilators, conducted by Examination Center representatives and the vice rector for learning process administration. Meetings were also held with students for the purpose of discussing the identified issues. Each issue identified during the examinations was discussed in detail at the meetings, and after the meetings the Examination Center shared information about the rights</p>	
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			and responsibilities of examination process invigilators and students.	
OSCE Midterm Exam Student Satisfaction Survey (Faculty of Medicine)	Fall semester of 2024-2025 academic year	The survey showed a desire to purchase large gloves at the simulation center.	In response, the simulation center ordered large gloves for final exams.	Simulation Center
OSCE Final Exam Student Satisfaction Survey (Faculty of Dentistry)	Fall semester of 2024-2025 academic year	As a result of the survey, a comment was made regarding the OSCE examiner asking additional questions beyond the instructions during the exam.	During the conduct of the OSCE exams, there is constant communication with the OSCE exam examiners and their instruction regarding the examination procedures. In response to this issue, a meeting was held with them, where the examiners were once again informed in detail about the rules and procedures for conducting the exams.	Faculty of Dentistry
Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel.	2024-2025 academic year	The survey revealed the need and desire to add employees to several jobs, the issue of a mismatch between salary and workload among some respondents, the issue of improving the quality of medical insurance, and the desire for a bonus system.	<p>During the reporting period, responses were implemented to the identified issues, resulting in the addition of a total of 11 employees across various structural units: 2 employees in the Quality Assurance Service; a Vice-Rector in top management; Academic Process Management Managers were added to the Faculties of Dentistry and Medicine; one employee each was appointed in the Legal Service, Information Technology Service, Records Management Service, and Financial Service; and the Dean of the Faculty of Veterinary Medicine and the Head of the Student and Alumni Service Center were also appointed.</p> <p>It is also worth noting that salary reviews and changes occur at regular intervals. During the reporting period, a total of 107 employees received salary increases.</p> <p>To improve the quality of medical insurance, a tender was announced, the best offer was selected, and a contract was signed with the insurance company "GPI Holding,"</p>	Human Resources Management Service

			<p>where the university funds the basic insurance card.</p> <p>Regarding the bonus system, it is important to note that during the reporting period, several instances of incentivization were recorded, with 18 employees receiving bonuses.</p>	
<p>Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel</p>	<p>2024-2025 academic year</p>	<p>As a result of the assessment, employees noted that the computer equipment needs to be updated.</p>	<p>In response to comments made by employees, computer equipment is being updated on a gradual basis in specific structural units, as requested. During the reporting period, computer equipment was replaced in the Human Resources Management Service, with the Academic Process Management Managers, with Financial Service employees, and in other structural units. In cases of damage or technical malfunction, timely response is ensured on the basis of the relevant request.</p>	<p>Information Technology Service</p>
<p>Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel.</p>	<p>2024-2025 academic year</p>	<p>During the survey, the opinion was expressed that it would be desirable for the university to have spaces where practitioners or instructors of the field of study would be permanently present.</p>	<p>Based at the Faculty of Law, Humanities, and Social Sciences, a Legal Aid Center has been actively operating since September 2023, serving as a body focused on developing practical skills. The Center is led by Otar Kachkachashvili, an associate professor of the university and a lawyer with over 25 years of professional experience. Students from various courses are involved in the Center's activities, acquiring professional skills through working on real legal cases. Within the Center, students provide free legal consultations to interested individuals, prepare legal documents and claims, and participate in negotiation processes, thereby developing their practical competencies under the direct supervision of a practitioner. The Center will continue its work in this direction, contributing both to the creation of public benefit within the framework of the</p>	<p>Faculty of Law, Humanities, and Social Sciences</p>

			university's social responsibility, and to the strengthening of students' practical skills.	
Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel	2024-2025 academic year	It is desirable for the university to have spaces where practitioners or instructors of the field of study will be permanently present.	At the Faculty of Veterinary Medicine, all necessary laboratories (12 laboratories in total) equipped with the required inventory have been set up for laboratory sessions provided under the integrated Master's educational program in Veterinary Medicine. Starting from the 2025–2026 academic year, these laboratories were relocated and updated to a newly constructed building adjacent to the Faculty of Veterinary Medicine, located near the building at 76 D. Guramishvili Avenue. Additionally, a microbiology laboratory was added. The laboratories are served by a qualified laboratory technician who also acts as an instructor, providing practical consultations to students and assisting them in working with equipment.	Faculty of Veterinary Medicine
Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel	2024-2025 academic year	It is desirable for the university to have spaces where practitioners or instructors of the field of study will be permanently present.	In response to the need for a daily student workspace, the computer laboratory (Room 208) had its function changed and became a student working laboratory, which is not burdened with lecture sessions. A laboratory coordinator was hired to administer the students' work schedule and assist them in using various equipment. The specifications of the computers available in the laboratory allow students to work on projects of any complexity and strengthen their practical skills.	Faculty of Business and Technology
Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel	2024-2025 academic year	It is desirable for the university to have spaces where practitioners or instructors of the field of study will be permanently present.	For the purpose of developing and strengthening students' practical and clinical skills, the university has set up appropriately equipped simulation rooms (28 simulation rooms in total) and laboratories (13 laboratories in total). Of these, 4 simulation rooms and 4 laboratories were added during the 2024–2025 academic year. Both simulation	Faculty of Medicine Faculty of Dentistry

			center staff and laboratory technicians are permanently available in the simulation center and laboratories, continuously providing support and consultations to students in the direction of strengthening their practical and clinical skills.	
Survey on the evaluation of the organization's management processes and the general satisfaction of administrative personnel	2024-2025 academic year	During the survey process, a comment was made regarding the discomfort associated with changing rooms.	In the fall semester of the 2025–2026 academic year, the 3rd floor of the building at 76 D. Guramishvili Avenue was renovated. Taking into account the needs and preferences of the employees, workspaces were redistributed and optimized: for some services, work areas were expanded and fully renovated, ensuring a comfortable working environment for them.	Procurement and Material-Technical Supply Service

It is important to note that from the 2022-2023 academic year, the possibility of sending short notifications to students and program implementing staff through the database was added to the electronic learning management system (<https://eunsis.eun.edu.ge/>) by the Quality Assurance Service, through which information is shared about what responses were implemented by various structural units of the university in response to the opinions, recommendations, and suggestions expressed by the respondents participating in the survey, which serves to increase their motivation and accordingly is an important mechanism for increasing the participation of relevant stakeholders in the surveys conducted by the Quality Assurance Service. Short notifications about the aforementioned responses and changes shared by structural units were also sent through the database by the Quality Assurance Service in the 2024-2025 academic year, both to students and to program implementing staff, for the purpose of ensuring their awareness and increasing motivation to participate in surveys.

Certain steps are also planned to be taken in the future by various structural units for the purpose of responding to the notable issues identified as a result of the assessment. The deadlines for their completion have also been defined. It is important to note that appropriate responses have been implemented by the relevant structural units and persons regarding the majority of the notable issues identified on the basis of the assessments carried out in the 2024-2025 academic year, which can also be seen in the table provided above. There are several planned activities whose implementation requires a certain amount of time, and their completion deadline is mainly defined as the next academic year (for details, see Appendix 22 - Summary Report on Responses to the Results of Assessments Carried out within the Framework of Internal Quality Assurance Mechanisms in the 2024-2025 Academic

Year). It is also worth noting here that the Quality Assurance Service continues to monitor and assess the implementation of planned activities.

### **Attached Reports/Evidence**

**Appendix 1** - Annual Assessment Reports of Educational Programs.

**Appendix 2** - Survey Results of Stakeholders, Results Analysis, and Results Utilization Reports.

**Appendix 3** - Indirect Assessment of Learning Outcomes, Graduate Survey Results, Results Analysis, and Results Utilization Reports.

**Appendix 4** - Direct Assessment of Learning Outcomes, Academic Performance Analysis, Results Assessment According to the Program's Appendix 4, Reports on the Utilization and Response to Analysis Results.

**Appendix 5** - Assessment of Academic and Invited Staff, Professional Development Reports, Annual Reports on the Scientific-Research Activities of Academic Staff, Response Reports on Assessment Results.

**Appendix 6** - Assessment of Thesis Supervisors, Results Analysis, Response Report on Results.

**Appendix 7** - Classroom Work Assessment Reports, Feedback Provided, Assessment Summary Reports, and Response Reports.

**Appendix 8** - Practical Component Assessment Results and Results Analysis.

**Appendix 9** - General Satisfaction Survey Results of Program Implementing Staff and Students, Results Analysis, and Response Reports on Notable Issues.

**Appendix 10** - Summary Reports of Meetings with Students, Response Reports of Structural Units on Assessment Results.

**Appendix 11** - International Academic Mobility Assessment Results and Results Analysis.

**Appendix 12** - Survey Results of Mobility Participant Students, Results Analysis, and Response Reports.

**Appendix 13** - Examination Process Assessment Results, Results Analysis, Examination Center Response Reports on Assessment Results.

**Appendix 14** - Examination Center Reports on Cases of Removal from Assessment and Appeals.

**Appendix 15** - Reports on the Verification of Students' Written Works in the Plagiarism Program and Responses.

**Appendix 16** - Report of the Director of the Center for Promotion of Scientific Research Activities on the Participation of University Staff in Grant Competitions.

**Appendix 17** - Research Grant Project Progress Reports.

**Appendix 18** - Reports of the Center for Promotion of Scientific Research Activities and the Training Center for Innovative Teaching Methods on Staff Development Promotion Activities.

**Appendix 19** - Assessment of Management Processes, Analysis of Assessment Results, Response Reports on Assessment Results.

**Appendix 20** - Table for Determining the Number of Academic and Invited Staff.

**Appendix 21** - Determination and Monitoring of Student Contingent: Tables for Determining Student Numbers and Monitoring Student Numbers.

**Appendix 22** - Summary Report on Responses to the Results of Assessments Carried Out within the Framework of Quality Assurance Mechanisms.