

Instructions for Constant Quality Improvement

The purpose of the instruction is to provide and enhance opportunities for the quality of education, and the cornerstone of this strategic goal is the involvement of students and stakeholders in planning and management of the educational process.

Implementing continuous quality improvement instruction helps to identify the current stage of development and to define the development strategy.

In order to achieve these goals, the Quality Assurance Service uses the following mechanisms to develop and implement educational programs:

An Educational Program Development Mechanism

An Educational Program includes:

- Program Curriculum (program components, sequence, prerequisites, credits, distribution of contact and non-contact hours);
- Syllabuses of program components;
- Goals and outcomes of studying (describing the competencies needed to qualify for the program, depending on labor market requirements);
- Teaching methods and features;
- Forms of Evaluation, process/criteria;
- Description of the human and material resources needed for program implementation.

Initiation of the Program by School/Department

- The educational program is initiated by the school's principal and/or the head of the department within the relevant school.
- The program initiator (school/department) on the school board presents a report on the appropriateness of the program, the report reflects:
 - Requirement for the given expertise
 - Demand for specialists in the labor market
 - Employment prospects for graduates
 - Commercial expediency, evidenced by economic profitability, reputation, other academic and commercial considerations
 - Allocation Capacity of resources needed for program implementation
- The school board decides to start work on the educational program and identifies the persons/services responsible for developing the program.

Initiation of an Independent (copyright) Educational Program by the Person Concerned

- An independent (copyright) educational program is initiated by the person concerned. An independent (copyright) educational program may not be repeated in more than 70% of existing curricula of the University of Georgia.
- The program initiator submits a report to the Quality Assurance Service on the appropriateness of the program, the report reflects:
 - Requirement for the given expertise;
 - Demand for specialists in the labor market;

- Graduate employment prospects;
- Commercial expediency, evidenced by economic profitability, reputation, other academic and commercial considerations;
- Allocation Capacity of resources needed for program implementation.
- The Rector decides to start work on the educational program and identifies the persons/services responsible for developing the program.

Offices Responsible for Educational Program Development:

- The school is responsible for the content of the program, which discusses the initiative and opportunities for the program development on the School Board and identifies the number of people who will be responsible for the content of the program.
- The initiator of the program is responsible for the content of the independent (copyright) educational program.
- The University of Georgia Quality Assurance Service checks self-assessment, programs and syllabuses for compliance with higher education regulatory documents and regulations of the University of Georgia.
- The Human Resources Management Department of the University of Georgia provides personal documentation and contracts of Human Resources.

Persons Involved in the Working Process of the Program:

- Academic and invited staff of the given school/department;
- Potential employers;
- Students with similar field of expertise;
- Quality Service Officer;
- Other persons concerned (alumni, professional associations, etc.).

Program Approval

- After discussing and approving at the School Board, the program will be submitted to the University Academic Council for approval.
- If approved by the Quality Assurance Service, the program is approved by the Academic Council of the University.
- With the approval of the Quality Assurance Service, an independent (copyright) educational program is approved by the Academic Council.

Mechanism for the Continuous Improvement of Educational Program Evaluation and Development

Mechanisms for evaluating learning outcomes are used to evaluate the results of programs at the University of Georgia. The purpose of evaluation mechanisms of program learning outcomes is to constantly improve, refine and develop results. Evaluation is carried out using direct and indirect evaluation methods, which are consistent, transparent and taking into account the specific features of the field.

Direct Assessment of the Program's Outcomes - involves examining the achievement of students in the program-defined courses to measure the level of achievement of program-defined learning outcomes. Improvement/modification of the learning outcomes of the program through the results obtained.

Inspection of the studying outcomes of the courses determined by the program, measurement and analysis takes place during the semester, for evaluation of a student at the University of Georgia with the interim and final evaluations determined by the provisions of the University, because these evaluations examine the competences in subjects, which ultimately develops a set of learning outcomes determined by the program.

The forms of evaluation are:

- Weekly assessment (quiz)
- An abstract or other individual or team activity that involves a presentation
- Intermediate exam/colloquium
- Assessment of practical skills
- Curation
- Internships
- Simulation process
- Seminar
- Individual or team activity (project)
- Final exam
- Undergraduate thesis
- Master thesis
- Doctoral Thesis
- Survey of students

Indirect Assessment of the Program's Outcomes - this implies the attitude of the student and the person concerned about learning processes and program learning outcomes. An indirect method of program evaluation gives the opportunity to students and person concerned to evaluate the effectiveness of the program from their own experience and perspective. Indirect ways of evaluating program outcomes are:

- Employers Questionnaire
- Alumni Questionnaire
- Program Implementation Personnel Questionnaire
- Conferences, Scientific Activity (MA)
- Analyze the results of international projects
- Market research

Program Development Board

The Academic Board of the Schools of the University of Georgia establishes the Program Development Board (hereafter referred to as the Board), the structure of which is established by School Academic Board, taking into account the peculiarities and needs of the program. The list of members of the Board is approved by the minutes of the School Academic Board.

In case of an independent (copyright) educational program, the Program Development Board is created by the program leader. The permanent members of the Board are the head of the specific program and the Quality Assurance Officer. The purpose of the council is to research and analyze the

results of the program. Research and analysis is done to improve the relevance of program's goals and outcomes.

1. The Objectives of the Program Development Board:

The objectives of the Program Development Board are:

- Conduct research under the mechanisms set out in this Regulation.
- Gathering and identifying research information
- Analyze and evaluate the results of the collected and identified research.
- Drawing conclusions from the analysis and evaluation of the learning outcomes of a particular program, which include both refining existing learning outcomes components and developing a new program component.
- Initiate a change to the School Academic Board to improve the program.

2. Periodicity of Evaluation of Program Results

The Program Evaluation Board holds a summary meeting at least once a semester, but determines the necessity of additional meeting if needed.

Evaluation of program outcomes through direct mechanisms should be carried out at least once a year.

Evaluation of program outcomes through indirect mechanisms should be carried out at least twice a year.

The recommendations made by the Program Development Board are approved by the Academic Board and are subsequently amended.