

Introduction

The purpose of developing the Quality Assurance Rule at LLC "David Tvildiani Medical University Public Nursing College" (hereinafter referred to as the College) is to ensure the quality of the College's core and support processes, to use resources efficiently, and to achieve continuous improvement.

Quality assurance mechanisms serve to facilitate the professional development of the College administration, structural units, vocational education teachers, and/or program implementers through systematic evaluation.

The internal quality assurance of the College (hereinafter - "Quality Assurance") and its mechanisms are applied for the continuous evaluation, maintenance, and improvement of the quality of the College's activities, resources, and offered services. Accordingly, the purpose of the quality assurance mechanisms is to evaluate:

- a) The effectiveness of the ongoing processes at the College;
- b) The efficient use of resources;
- c) The soundness, flexibility, and compliance of existing regulations with the legislation;
- d) The compliance of the College's activities with established regulations/standards.

Quality assurance of the College's activities involves: process identification, planning, development, implementation of monitoring, and process evaluation.

Furthermore, quality assurance is not the sole responsibility of a single structural unit/staff member, but rather of the entire staff – including vocational education teachers, administrative, and support personnel. Consequently, quality assurance is based on collegial evaluation, while quality management is comprehensively integrated across all processes.

Additionally, the purpose of this rule is to establish a stable, transparent working environment based on the College's declared values of responsibility, accountability, integrity, and professionalism, thereby contributing to increased motivation.

Quality assurance is based on principles such as accountability and continuous development.

The present Quality Assurance Rule has been developed on the basis of the Law of Georgia "On Vocational Education", the Law of Georgia "On Education Quality Development", the Authorization Standards for Educational Institutions, and the applicable legislation.

Article 1. Quality Assurance Cycle and Mechanisms

- **1.1.** The quality assurance mechanisms of the College entail internal and external quality evaluation. Internal quality assurance at the College is carried out with the involvement of the Quality Assurance Manager, the Internal Support Group, the Verification Group, and relevant stakeholders.

- **1.2.** The person responsible for quality assurance and the groups involved in internal quality assurance processes cooperate with all structural units/officials of the College, program implementers, vocational students, graduates, partner organizations/employers, and other stakeholders to achieve the set objectives. Quality assurance mechanisms also imply the continuous evaluation and development of the College's activities and resources in order to maintain and improve quality.
- **1.3.** Internal quality assurance evaluation involves the internal assessment of the activities of various structural units of the College, responding to the obtained results, and working toward the improvement of these outcomes.
- **1.4.** To achieve its strategic goals, the institution ensures:
 - **a)** The development, implementation, and continuous improvement of processes/rules for evaluating educational activities and resources, which involves ensuring the participation of all stakeholders in the process and identifying the resources needed for development based on the analysis of the collected information.
 - **b)** The evaluation and continuous improvement of financial, material, human, and informational resources, which forms the basis for constant development through the continuous assessment of the College's activities and resources.
 - **c)** The development and implementation of a staff performance evaluation system, as well as the utilization of evaluation results for their further development. The evaluation of human resources, identification of their professional development needs, and institutional support ensure the professional growth and increased motivation of human resources.
 - **d)** The continuous development of the vocational student assessment system, the development and implementation of rules for the evaluation and improvement of educational programs, and the involvement of all internal and external stakeholders (vocational students, program implementers, graduates, employers, etc.) in this process.
 - **e)** The development, implementation, and improvement of support services for vocational students and personnel.
- **1.9.** External evaluation refers to the assessments received during the authorization process conducted by the LEPL National Center for Educational Quality Enhancement, as well as evaluations by invited experts, and reacting to the evaluation results to improve outcomes. In using external evaluation for quality assurance, the institution ensures that the feedback received from the external evaluation process is taken into account when preparing for subsequent external quality assurance cycles.

Article 2. The Quality Management Cycle (PDCA)

- **2.1.** Quality assurance within the College is carried out using the **PDCA cycle** (Plan-Do-Check-Act), which involves four continuous stages:
 - **a) Plan:** Defining goals, identifying processes, and designing indicators required to deliver results in accordance with the College's mission and strategic development goals.
 - **b) Do:** Implementing the planned processes, mechanisms, and core activities.

- **c) Check:** Monitoring, measuring, and analyzing the implemented processes and comparing the actual results against the planned goals and standards.
- **d) Act:** Implementing changes and taking corrective actions based on the analysis of the results to continuously improve performance.

Article 3. Methods and Tools for Internal Quality Evaluation

- **3.1.** Internal quality evaluation uses both quantitative and qualitative methods to gather reliable data from internal and external stakeholders.
- **3.2.** The core tools for data collection and quality evaluation include:
 - **a) Surveys (Questionnaires):** Conducted regularly for vocational students, vocational education teachers/program implementers, administrative staff, graduates, and employers.
 - **b) Focus Groups and Interviews:** Used for qualitative, in-depth discussions with personnel and external partners to identify needs and potential improvements.
 - **c) Document Review and Monitoring:** Systematically monitoring educational processes, student attendance, verification of assessments, and administrative documentation.
 - **d) Class/Lesson Observations:** Observing the teaching and learning process conducted by vocational teachers to evaluate pedagogical approaches and classroom climate.

Article 4. Evaluation of Educational Programs and Resources

- **4.1. Educational Program Evaluation:** Programs are evaluated prior to implementation and during the implementation phase. The evaluation checks the relevance of the curriculum, learning outcomes, teaching methodologies, and compliance with authorization standards.
- **4.2. Resource Evaluation:** The College continuously evaluates:
 - **a)** Material resources (infrastructure, labs, inventory, safety compliance);
 - **b)** Information resources (library fund, electronic databases, internal communication software);
 - **c)** Financial resources (sustainability, funding allocation for program development).

Article 5. Human Resource and Staff Performance Evaluation

- **5.1.** The performance of vocational education teachers and administrative/support staff is evaluated annually.
- **5.2. Vocational Education Teachers' Evaluation** is based on three components:
 - **a)** Student satisfaction surveys;
 - **b)** Self-evaluation;
 - **c)** Assessment by the program coordinator and/or the Quality Assurance Manager (including lesson observations).
- **5.3.** The evaluation results are used to identify professional development needs, plan training sessions, and make decisions regarding contract renewals or incentive schemes.

Article 6. Verification of Student Assessments

- **6.1.** To ensure the validity, reliability, fairness, and objectivity of student learning outcome assessments, the College establishes an Internal Verification Group.
- **6.2.** The verification process involves checking assessment instruments (tests, practical tasks, rubrics) before use (pre-verification) and checking marked assessment evidence/student works after evaluation (post-verification).

Article 7. Processing, Analysis, and Use of Evaluation Results

- **7.1.** All collected data through surveys, monitoring, and verification are aggregated and processed by the Quality Assurance Manager.
- **7.2.** Based on the analyzed data, an annual **Quality Assurance Report** is prepared, which includes clear recommendations for optimization and development.
- **7.3.** The report is submitted to the Director and the College Council. The approved feedback and corrective measures are integrated into the next action plan (restarting the PDCA cycle).

1. VOCATIONAL STUDENT SURVEY QUESTIONNAIRE

(Professional Program / Module Evaluation)

Dear Student,

Please participate in the survey. Your objective evaluation is crucial for improving the quality of the teaching process and college services. The survey is anonymous, and the results will be used only in a generalized form.

Scoring Scale: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree

#	Evaluation Criteria / Questions	5	4	3	2	1
1	The training module syllabus/plan was provided and explained at the beginning of the course.					
2	The learning outcomes and assessment criteria were clearly defined and understandable.					

#	Evaluation Criteria / Questions	5	4	3	2	1
3	The vocational teacher systematically and punctually conducted the learning sessions.					
4	The teacher explained the theoretical material clearly and provided relevant examples.					
5	Practical tasks and laboratory works were directly relevant to the learning objectives.					
6	The teacher used modern teaching methods, interactive techniques, and technologies.					
7	The teacher was objective, fair, and transparent when evaluating student learning outcomes.					
8	The teacher provided timely and constructive feedback on my mistakes and achievements.					
9	The learning environment, classrooms, and labs are fully equipped with necessary material resources.					
10	The college library and electronic resources were accessible and helpful for the module.					

#	Evaluation Criteria / Questions	5	4	3	2	1
11	The administrative staff is supportive, polite, and solves student issues effectively.					
12	Overall, I am satisfied with the quality of this vocational educational module.					

- **Open Questions:**

- What did you like most about this course/module?

- What recommendations do you have to improve the quality of this module?

2. VOCATIONAL EDUCATION TEACHER SELF-EVALUATION FORM

(Annual Performance Review)

Teacher's Full Name: _____

Module Name/Subject: _____

Academic Year/Semester: _____

#	Self-Evaluation Criteria	Fully	Partially	Not at all
1	I update the module calendar plan and syllabus before the start of each semester.			
2	I ensure the integration of theoretical knowledge with practical/laboratory assignments.			

#	Self-Evaluation Criteria	Fully	Partially	Not at all
3	I use diverse evaluation methods tailored to the individual needs of vocational students.			
4	I complete administrative responsibilities (attendance, grading journals) on time.			
5	I actively participate in professional development trainings, seminars, or workshops.			
6	I use the college's internal learning management system and electronic platforms.			
7	I provide remedial/supportive consultations to students who struggle with outcomes.			

- **Self-Reflection:**

- My main achievement during this academic period:

- Obstacles/challenges I faced during teaching:

- My professional development needs for the next year:

3. CLASSROOM OBSERVATION & LESSON EVALUATION RUBRIC

(To be filled out by the Quality Manager / Program Coordinator)

Teacher Evaluated: _____

Observer Name & Position: _____

Date of Observation: _____

Evaluation Component	Specific Indicators	Score (1-5)	Comments / Evidence
A. Planning & Preparation	1. The teacher has a clear, written lesson plan. 2. Learning objectives are set and explained to students.		
B. Instructional Delivery	1. Material is accurate, logical, and structured. 2. Diverse teaching methods (case study, group work) are used. 3. Classroom time is managed effectively.		
C. Student Engagement	1. Students are actively involved in discussions/tasks. 2. Individual capabilities and student differences are respected.		
D. Assessment & Feedback	1. Formative assessment techniques are utilized.		

Evaluation Component	Specific Indicators	Score (1-5)	Comments / Evidence
	2. Feedback to students is clear, constructive, and immediate.		
E. Environment & Management	1. Classroom discipline and a respectful atmosphere are maintained. 2. Educational resources/equipment are fully utilized.		

Total Average Score: _____ / 5

- **Recommendations for the Teacher:**

- **Signatures:** * Observer: _____
 ○ Teacher: _____

4. GRADUATE SURVEY QUESTIONNAIRE

Dear Graduate,

Please evaluate your experience at the College. Your answers will help us improve our programs and support future students.

Scoring Scale: 5 – Excellent, 4 – Good, 3 – Satisfactory, 2 – Poor, 1 – Very Poor

#	Evaluation Criteria	5	4	3	2	1
1	The compliance of the knowledge acquired at the College with modern labor market requirements.					

#	Evaluation Criteria	5	4	3	2	1
2	The share of practical and clinical/laboratory hours within the program.					
3	The technical equipment of classrooms, laboratories, and simulation spaces.					
4	Support provided by the College regarding employment or internship placement.					
5	The role of the professional certificate/qualification received in your career growth.					

- **Current Status:**
 - Are you currently employed? [] Yes [] No
 - If yes, is your employment related to your profession? [] Yes [] No

5. EMPLOYER SATISFACTION SURVEY

Organization/Clinic Name: _____

Respondent Position: _____

#	Competency Evaluation of Graduates	High	Medium	Low
1	Level of theoretical professional knowledge.			

#	Competency Evaluation of Graduates	High	Medium	Low
2	Practical/clinical skills and performance of professional duties.			
3	Communication skills with patients and colleagues.			
4	Teamwork and collaboration abilities.			
5	Sense of responsibility, discipline, and work ethics.			
6	Ability to adapt to new technologies and stress management.			

- **Your Suggestion:** Would you employ another graduate from our college? [] Yes [] No
- **Recommendations for program improvement:**

6. INTERNAL PRE-VERIFICATION FORM FOR ASSESSMENT INSTRUMENTS

Module Name: _____

Teacher/Developer: _____

#	Verification Criteria	Yes	No	Partial	Comments
1	The assessment task matches the specific learning outcome.				

#	Verification Criteria	Yes	No	Partial	Comments
2	The instructions for the vocational student are clear and unambiguous.				
3	The evaluation criteria (rubrics) are realistic and measurable.				
4	The time allocated for the task is sufficient and adequate.				
5	Necessary material resources/equipment are listed for the task.				

- **Conclusion of the Verification Group:**
 - Approved without changes
 - Approved conditionally (requires specific corrections)
 - Rejected (requires major revision)

7. POST-VERIFICATION FORM (STUDENT EVIDENCE REVIEW)

Sample Size Reviewed (Number of Student Works): _____

#	Post-Verification Criteria	Yes	No	Partial	Comments
1	The teacher followed the approved evaluation rubrics objectively.				
2	Feedback written on student works is individual and constructive.				

#	Post-Verification Criteria	Yes	No	Partial	Comments
3	The grading strictly corresponds to the actual evidence provided.				

8. ADMINISTRATIVE AND SUPPORT STAFF EVALUATION FORM

Employee Name: _____

Structural Unit/Position: _____

#	Performance Indicators	5	4	3	2	1
1	Timely execution of duties specified in the job description.					
2	Effective communication with students, teachers, and administration.					
3	Level of initiative and problem-solving skills.					
4	Maintaining data confidentiality and compliance with internal regulations.					