განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Final Report on Georgian Aviation University Authorization

Expert Panel Members

Chair: David Kennedy, Cardiff University, United Kingdom
Members:
Ekaterine Bakaradze, International Black Sea University, Georgia
Irine Darchia, Ivane Javakhishvili Tbilisi State University, Georgia
Giorgi Makashvili, Georgian Civil Aviation Agency, Georgia
Giorgi Meshveliani, Ilia State University, Georgia
Ia Natsvlishvili, Ivane Javakhishvili Tbilisi State University, Georgia

Tbilisi
2021

General information on the educational institution

Georgian Aviation University (GAU) was established as an independent university in 2005, having previously operated since 1992 as an institute within the Georgian Technical University. The University has a small campus within the city of Tbilisi which is equipped with classrooms laboratories and flight simulators. The University also owns the King Erekle Airport in Telavi, where it houses and operates a number of aircraft for pilot training, as well as a hangar at Tbilisi International Airport housing a Boeing 737-200 for technical service training.

The University has 3 faculties: Flight Training, Engineering, and Business Administration. Parallel programmes are delivered in both Georgian and English, allowing the participation of foreign students The University has extensive links with the aviation industry and has initiated a number of student and staff exchange programmes with partner universities in different countries.

Graduates from the University are employed across the international aviation industry, in civil aviation governing bodies, airports, airlines, and other enterprises. They are engaged in passenger flight, air cargo and ground based operations, the design and manufacturing of aircraft and their components. Theoretical training is supplemented by practical internships, and confirmed by a certificate issued by the Civil Aviation Agency as a prerequisite for employment in domestic and foreign airlines.

The University's International Aviation Training Center provides professional training and periodic certification courses for aviation specialists.

The University has established a Scientific Research Center which cooperates with the aviation industry and partner institutions abroad.

GAU currently has approximately 1300 students, the majority being enrolled on one of the 10 Bachelors programmes. There are approximately 100 students on the 4 Masters programmes, and a small number of PhD students in the Engineering Faculty. Teaching is carried out by 45 academic staff (36 of whom are affiliated) and some 80 invited staff, and the University has 80 administrative staff.

The University was previously granted authorization in 2015 and since then most of the programmes have been granted accreditation.

Brief overview of the authorization site visit

A review panel was established by the National Center for Educational Quality Enhancement (NCEQE). The panel was chaired by an international academic expert, and also comprised three Georgian academic experts, one industrial expert and one student member. The work of the panel was supported by a senior specialist, administrator and translator from NCEQE.

The authorization site visit took place over three days on 17-19 May 2021. Due to Covid-19 restrictions most of the meetings took place online via the Zoom platform and these arrangements proved satisfactory. Site visits were made to the airport facilities at Telavi and Tbilisi as well as to the main campus. Some of the panel members were able to participate in these visits in person, while the others were able to observe and ask questions via Zoom.

At the end of the visit the panel gave brief feedback to the senior management of the University. Their detailed findings are given in this report. GAU has confirmed the factual accuracy of the report and will present additional opinions at the Authorization Board Meeting of Higher Education Institutions.

The panel would like to thank the University's Rector and Vice-Rector, the Self Evaluation Team, Deans and Faculty members, as well as the students, alumni, employers and heads of supporting services for their preparation of the Self Evaluation Report (SER) and supporting documents, and for their participation in the meetings with the panel. Thanks

are also given to NCEQE for their efficient organization of the visit. All participants contributed constructively and helpfully, assisting our evaluations and the preparation of this report.

Overview of the HEI's compliance with standards

The evidence provided to the review panel through the SER, other written documentation, interviews and site visits indicated GAU complies with the requirements of Standards 1-5 and all of their sub-standards. Here a number of suggestions have been made to encourage continual quality improvement. In Standard 6, covering Research, GAU is in substantial compliance but is recommended to take actions to increase the volume, quality and visibility of its research including the development of long-term collaborations with international experts. In Standard 7, there is substantial compliance in material resources but with issues to be addressed concerning health and safety and facilities in the Tbilisi International Airport hangar. GAU is commended for the unique practical training experiences provided at the Telavi airport facility.

Summary of Recommendations

- (Standard 6.1) The academic staff of Georgian Aviation University should publish articles in leading international journals.
- (Standard 6.2) The Scientific Research Center of Georgian Aviation University should assist the academic staff in the establishment of long-term research collaborations with experts in leading international research institutions.
- (Standard 7.1) Georgian Aviation University should post all safety instructions in both Georgian and English.
- (Standard 7.1) Georgian Aviation University should post warning signs about power voltage on stands where electronic tools and equipment are located.
- (Standard 7.1) Georgian Aviation University should provide appropriate furniture (wardrobes and chairs) in the dressing room space in the Tbilisi International Airport hangar.
- (Standard 7.1) Georgian Aviation University should provide tools and an inventory for practical work in the Tbilisi International Airport hangar.

Summary of Suggestions

- (Standard 1.1) It is suggested that Georgian Aviation University displays its Mission prominently in each Faculty to increase familiarity among students and other stakeholders.
- (Standard 1.2) It is suggested that Georgian Aviation University provides leadership and management training for relevant academic and administrative staff.
- (Standard 1.2) It is suggested that Georgian Aviation University involves international partners in the formation and monitoring of the Strategic Development Plan and related action plans.
- (Standard 2.1) It is suggested that Georgian Aviation University requires English competency for all positions in the management (including Deputy Rectors, Deans, and Heads of structural units), given the University's drive towards internationalization.
- (Standard 2.1) It is suggested that Georgian Aviation University strengthens its internationalization processes and offers more programmes to its community.
- (Standard 3.1) It is suggested that Georgian Aviation University permanently increases the volume of graduate involvement in the programme evaluation for those educational programmes that have lower rates of graduates employment.

- (Standard 3.2) It is suggested that Georgian Aviation University updates its programme catalogue and information about duration of the academic year in the programmes description according to the rules regulating the educational process.
- (Standard 3.2) It is suggested that Georgian Aviation University modifies the Bachelor programme "Aircraft Machines Projecting and Production" in accordance with the new qualification framework, despite the fact that the programme was accredited in 2016 and its accreditation deadline has not yet expired.
- (Standard 4.1) It is suggested that Georgian Aviation University increases awareness of its academic staff on institutional policy and internal regulations related to Human Resources Management.
- (Standard 4.2) It is suggested that Georgian Aviation University differentiates between the types of research papers and activities (national and international peer reviewed journals, national and international scientific events, etc.) and assigns to them different amount of time in the academic staff workload scheme.
- (Standard 4.2) It is suggested that Georgian Aviation University raises awareness of the affiliated staff on affiliation terms and conditions, for more effective engagement in educational and research processes.
- (Standard 6.3) It is suggested that Georgian Aviation University benchmarks its research performance against other national and international institutions.
- (Standard 7.3) It is suggested that Georgian Aviation University harmonizes the Georgian and English versions of its website.
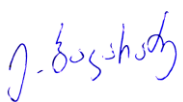
Summary of the Best Practices

- (Standard 7.1) Georgian Aviation University is commended for the practical experience provided for its students through the airport training facilities at Telavi.

Summary Table

	Standard	Complies with Requirements	Substantially complies with requirements	Partially Complies with Requirements	Does not Comply with Requirements
1.	**Mission and strategic development of HEI**	☒	☐	☐	☐
1.1	Mission of HEI	☒	☐	☐	☐
1.2	Strategic development	☒	☐	☐	☐
2.	**Organizational structure and management of HEI**	☒	☐	☐	☐
2.1	Organizational structure and management	☒	☐	☐	☐
2.2	Internal quality assurance mechanisms	☒	☐	☐	☐
2.3	Observing principles of ethics and integrity	☒	☐	☐	☐
3.	**Educational Programmes**	☒	☐	☐	☐
3.1	Design and development of educational programmes	☒	☐	☐	☐
3.2	Structure and content of educational programmes	☒	☐	☐	☐
3.3	Assessment of learning outcomes	☒	☐	☐	☐
4	**Staff of the HEI**	☒	☐	☐	☐
4.1	Staff management	☒	☐	☐	☐
4.2	Academic/Scientific and invited Staff workload	☒	☐	☐	☐
5	**Students and their support services**	☒	☐	☐	☐
5.1	The Rule for obtaining and changing student status, the recognition of education, and student rights	☒	☐	☐	☐
5.2	Student support services	☒	☐	☐	☐
6	**Research, development and/or other creative work**	☐	☒	☐	☐
6.1	Research activities	☐	☒	☐	☐
6.2	Research support and internationalization	☐	☒	☐	☐
6.3	Evaluation of research activities	☒	☐	☐	☐
7	**Material, information and financial resources**	☒	☐	☐	☐
7.1	Material resources	☐	☒	☐	☐
7.2	Library resources	☒	☐	☐	☐
7.3	Information resources	☒	☐	☐	☐
7.4	Financial resources	☒	☐	☐	☐

Signature of expert panel members

1.   David Kennedy (Chair)

2.   Ekaterine Bakaradze (Member)

3.   Irine Darchia (Member)

4.   Giorgi Makashvili (Member)

5.   Giorgi Meshvelliani (Member)

6.   Ia Natsvlishvili (Member)

Compliance of the Authorization Applicant HEI with the Authorization Standard Components

1. Mission and strategic development of HEI

Mission statement of a HEI defines its role and place within higher education area and broader society. Strategic development plan of HEI corresponds with the mission of an institution, is based on the goals of the institution and describe means for achieving these goals.

1.1 Mission of HEI
Mission Statement of the HEI corresponds to Georgia's and European higher education goals, defines its role and place within higher education area and society, both locally and internationally.
Descriptive summary and analysis of compliance with the standard component requirements
The University's Mission is to provide the public with years of experience in the aviation field and based on international standards of high education and training of aviation, avia engineering and business administration faculties; to train qualified graduates and to promote their personal qualities that will help them to become professionals; by developing a culture of research and discovery and creating new knowledge, to respond to the local and global challenges of aviation.
The mission of the University underwent minor revisions in 2018 during the update of the University Charter. Following analysis of the previous Mission, the new edition was developed to address new challenges. This process involved consultation with the university administration, academic and invited staff, employers, students and other stakeholders and was carried out through a series of meetings and surveys.
The activities of the University are constantly monitored by NCEQE, as well as by the Georgian Civil Aviation Agency due to the educational activities carried out by the University and the specifics of the aviation field.
Accordingly, the place and role of the University in the national and international educational space have been clearly defined in the University Mission. The Mission reflects the long-term experience of the University, its compliance with international requirements and standards and its readiness to embed them in its educational processes.
The Mission is prominently displayed on the University website for dissemination to stakeholders. Academic staff are familiar with the Mission and make use of it in their planning and other activities. Students demonstrated their awareness of the Mission and some recall reading it on the website.
Evidences/indicators
• University Charter
• University Mission
• University website
• Results of surveys on mission
• Self Evaluation Report
• Panel meetings with Rector, Governing Council, academic staff and students
Recommendations:
Suggestions:
• It is suggested that Georgian Aviation University displays its Mission prominently in each Faculty to increase familiarity among students and other stakeholders.
Best Practices (if applicable):
Evaluation
☒ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

1.2 Strategic Development
o HEI has a strategic development (7-year) and an action plans (3-year) in place. o HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning o HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.

Descriptive summary and analysis of compliance with the standard component requirements

The University agreed a new 7 year Strategic Development Plan in 2019. A new methodology, enshrined in a regulatory document, was adopted for the preparation and agreement of the plan, ensuring the participation of academic staff, students, alumni, employers and partner institutions. Meetings and surveys were conducted with all of these stakeholders and a SWOT analysis was performed. Appropriate deadlines, financial resources and managerial responsibilities were agreed for the implementation of the plan.

The University's Strategic Development Plan was formed around the following 5 key priorities.

1 Institutional Strengthening

The University allocates considerable resources to the attraction, retention and training of qualified teaching and administrative staff. In particular, training courses for the pilot instructors and maintenance staff are conducted on a regular basis according to the industry requirements and aircraft fleet upgrades. Instructors and teachers at the International Aviation Training Center participate in advance training courses at the Center and abroad. There is a commitment to effective management and various communication networks have been established. Regular improvements are made to the infrastructure, for example improving access for people with disabilities. The university promotes its image by participation in local and international exhibitions and by photo-video materials on its website.

2 Strengthening the international profile

As a specialist aviation institution, the University has no competition nationally but aspires to be a leading player in the Black Sea region. Civil aviation is by nature an international activity and this is reflected in the educational programmes. The 2019-26 internationalization policy aims to improve the quality of teaching, involve students and academic staff in exchange programmes, introduce modern methods and international best practices in the learning process, and offer online courses. It is also planned to participate in various international grant competitions and diversify the university's funding sources. The University has implemented two English language educational programmes which have attracted students from 30 different countries. There is some evidence of international research collaboration, for example by the organization of an annual scientific conference and the participation of doctoral students in Erasmus + exchanges.

3 Quality Development

The University has a dedicated Quality Assurance Service which carries out observations of the learning process, conducting surveys and meetings to assess the content of courses, methods of delivery and learning outcomes. E-learning materials are used to provide high quality teaching, assessment and quality evaluation. Continuous improvement of the educational programmes, quality improvement and compliance with international standards is one of the priorities of the University. The University is also committed to improving the quality of research activities, encouraging staff to publish articles and apply for internal and external funding.

4 Strengthening cooperation with stakeholders

 Maximum involvement of the stakeholders and representation of their interests was taken into account in the process of creating the strategic plan. Questionnaires are regularly sent to employers on issues related to the development of programmes. In addition meetings are held with the students and representatives of employing companies to consider the recommendations for newly accredited programmes. Memoranda of Understanding have are in place with local and international partners to develop products and services relevant to the interests of the stakeholders. The University's Employment and Career Development Manager will connect students with potential employers and increase the involvement of partner companies in University's activities.

5 Development of training-flight infrastructure

In line with the Strategic Development Plan, the University has recently purchased a Tecnam P2006 T-type twin-engine aircraft and a helicopter simulator, new training laboratories have been established and a maintenance service training enterprise was organized using the University's Boeing 737-200 aircraft at Tbilisi International Airport. The teaching equipment and infrastructure are undergoing continuing condition control and mandatory maintenance, under inspection by the Civil Aviation Agency. Telavi Airport's regional aerodrome certificate is also subject to constant renewal and service.

In addition to the Strategic Development Plan, a comprehensive 3 year action plan for 2021-23 has recently been agreed. For each of the strategic priorities, the plan highlights aims, objectives and identifies specific actions with deadlines and responsibilities. At present budgets have been allocated only for the first year of the plan. There will be annual evaluation meetings to monitor progress against the action plan. In case of non-fulfillment of the expected goals, the root cause will be identified and appropriate amendments made to the action plan.

The University contributes to the development of the community and shares its knowledge. Student activities include expeditions, support for homeless children and elderly people, public lectures, visits to public and private institutions, cleaning and greening activities, entertainment, sports, intellectual and creative events. During the early stages of the pandemic in 2020, the University organized an online conference which helped to develop a strategy in the Georgian aviation market.

The University's International Aviation Training Center is certified by the Civil Aviation Agency and provides training and certification for local and foreign aviation specialists. The Center is subject to a 6-monthly audit, and a re-certification every 2 years involving the agreement of all curricula and the examination of records and personnel files.

Evidences/indicators

- Seven-year strategic development plan
- Three-year Action Plan
- Strategic planning methodology
- Action Plan Performance Report
- Academic Process Regulatory Documents – Aviation University (ssu.edu.ge)
- Conducted activities
- University website
- Facebook page of the University
- Facebook page of the Self-government
- Self Evaluation Report
- Panel meetings with Rector and senior management, International Relations, Public Relations, Career Development and Employment

Recommendations:

Suggestions:

- It is suggested that Georgian Aviation University provides leadership and management training for relevant academic and administrative staff.
- It is suggested that Georgian Aviation University involves international partners in the formation and monitoring of the Strategic Development Plan and related action plans.

Best Practices (if applicable):

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2. Organizational Structure and Management of HEI

Organizational structure and management of the HEI is based on best practices of the educational sector, meaning effective use of management and quality assurance mechanisms in the management process. This approach ensures implementation of strategic plan, integration of quality assurance function into management process, and promotes principles of integrity and ethics

2.1 Organizational Structure and Management
o Organizational structure of HEI ensures implementation of goals and activities described in its strategic plan
o Procedures for election/appointment of the management bodies of HEI are transparent, equitable, and in line with legislation
o HEI's Leadership/Management body ensures effective management of the activities of the institution
o Considering the mission and goals of HEI, leadership of the HEI supports international cooperation of the institution and the process of internationalization.

Descriptive summary and analysis of compliance with the standard component requirements

GAU has changed its structure due to various external evaluation stages (it underwent authorization in 2019, later the monitoring processes were held), and accordingly, the mentioned experience affected the development of the GAU structure, which is in line with the Laws on Civil Aviation and Higher Education of Georgia and ensures implementation of goals and activities described in its strategic plan.

The University consists of management bodies, main structural subdivisions, main administrative units, and additional structural units. Article 4 of the Statutes provides the governing bodies of the University as follows:

a)   Governing Council (which coordinates and supervises teaching and research, the rational use of human and material resources, the implementation of the University Mission and the Strategic Development Plan);

b)   Rector (the General Director, responsible manager of the GAU, as well as the head of the university, manages and represents the university in relation to third parties), and

c)   Quality Assurance Service (to continuously evaluate the quality of teaching and research activities at the university, as well as the professional development of its staff).

The university statutes provides information regarding the management /governing bodies, structural divisions and their rights and obligations in the process of effective management of the university.

The faculty is the primary educational unit of the university. Management bodies, and generally, managing entities of the faculty are Faculty Board and the Dean. The university has 3 faculties: Flight Training, Engineering, and Business Administration. The university implements 10 BA, 4 MA and 1 PhD programmes.

The main administrative structural units / entities of the University are Education Process Regulatory Service; Financial service; Scientific-Research Center; Administration and legal office.

Supporting structural sub-divisions of the university are household service; Labor safety service; Library; International aviation training center; Airport "Mimino"; Flight-Methodic Center'; Technical Maintenance Organization; Technical Maintenance Training Organization. The GAU administration explained and provided information on how the structural reorganization processes were implemented for the harmonization of the existing regulatory documents with new standards, how the process of creation and implementation of new regulations and documents was managed. The following documents were updated as: University Charter, University Mission, 7-Year Strategic Development Plan, 3-Year Action Plan. New documents have been created, such as: personnel management policy, internationalization policy, research funding rules, etc. Also, new structural units and entities were created, such as: Employment and Career Development Manager, International Relations Manager, Proceedings Manager, Vocational Programmes Quality Manager, Technical Maintenance Training Organization, which, according to the management, aimed at improvement of efficiency of business management. According to the documents provided by GAU, it could be said that there is no overlaps between the job description of structural units. Though it is suggested that English competency should be required for all positions in the management (all Deputy Rectors, Deans, Heads of structural units, especially, when the university is directed towards internationalization).

Composition of the Management Board is approved by the University Charter and is chaired by the rector. The Board consists of the following: Rector, Deputy Rector, Head of Quality Assurance Service, Quality Manager of Vocational Programmes, International Relations Manager, Faculty Deans, Head of Administration, Head of Financial Service, 3 members nominated by the Student Self-Government according to the faculties.

The Board ensures the development and implementation of the University's mission, goals and objectives; develops and approves the University Charter, Strategic Development Plan, Action Plan, Strategic Planning Methodology; approves Student Body Planning Methodology and other normative documents; approves educational programmes; takes care of maintaining the financial sustainability of the University; approves academic calendar every academic year; based on the faculty nomination defines the coefficients for the Unified National Examinations, the fourth elective subject, as well as the number of students to be admitted to the faculty for each cycle/ level and specialty of study; considers and decides conducting the national and international conferences and other events; defines the rules and conditions necessary to ensure internal and external mobility of students; manages the hearings of reports prepared by responsible structural units. The Board secretary keeps the minutes of the meeting. The study of relevant documents and interviews with the board members proved the abovementioned.

The interviews with the GAU management made it clear that the Rector delegates the functions, competencies and authorities among the Deputy Rectors, namely, the Deputy Rector for Flight Training is responsible for supervision of the work of flight and engineering staff and the safe operation of flights, the Deputy Rector in the field of education is responsible for the smooth conduct of the educational process, the Deputy Rector in the field of science is responsible for the effective and quality conduct and control of research.

The functions of the Deputy Rectors are defined in the regulations of GAU and also the job descriptions corresponding to the position.

Heads and specialists of the administrative and support structural units are appointed by the Rector.

Quality Assurance Service Office functions at the University to ensures the introduction and control of local and international standards in the University. According to the SER, until 2016 the quality assurance was implemented by 2 different structural units at the university. Quality Assurance Service was responsible for monitoring compliance with the standards and requirements set by the Law on Higher Education, while the Quality Manager was responsible for implementing the introduction of standards and requirements of the Georgian Civil Aviation Agency and EASA (European Aviation Safety Agency). For better implementation and management of the Quality Assurance processes at the university, the mentioned two directions were merged. Currently, the performance effectiveness evaluation is carried out internally (quality audits, evaluations, surveys), and externally (authorization, accreditation).

Within the QA Service exists Quality and Safety Council which aims at ensuring flight safety. The council meets twice a year and comprises Rector / Responsible Manager, Head of Quality Assurance Service, Security Manager, Aviation Security Manager, Vice Rector for Flight Training, Head of Flight Methodology Center, Airport Director, Director of International Services Head of the Center. The Council Meeting is a systematic and documented review of the quality system, incidents and audit reports.

Generally, the structure of the university provides information regarding relation, subordination, coordination, reporting, and responsibilities among the officials and structural units.

The Student Self-government functions within the University. Its function is to listen to student opinions and protect their interests. This unit is not included in the structure but takes part in the decision-making processes of the University with voting rights. Self-government organizes elections for the members of the Governing Council and elects 3 members of student self-government in relevance with 3 faculties. The students are also represented at the Faculty Council, elected and nominated by the Student Self-Government.

Generally, the University management roles, functions and procedures are clearly defined and formalized. The current organizational structure fully covers the areas of activity of the university, provides opportunities for its development and assist to implement a strategy, manage educational research and administrative processes. GAU has rules and procedures for appointment of members in the governing bodies, academic/ scientific positions through open and public competition which is carried out in compliance with the principles of transparency, competition and equality, on the basis of relevant internal normative acts. GAU ensures that academic, administrative, invited staff and students are being informed through different means, website and social media channels are used for effective communication. The interviews with the GAU community proved abovementioned.

GAU has elaborated Business Continuity Policy, according to which Business Management is a process that includes: Identification of circumstances threatening the activities of the University, Assessment of the impact of these circumstances on the University's business and the achievement of its strategic goals; In case of their occurrence, setting the measures to reduce/mitigate the negative impact and the scheme of continuous implementation of business; Scheme of retrieval to normal operation mode. The document formulates the Business Continuity Scheme of the Aviation University and describes the procedures for developing, updating of emergency response instructions and practical training. According to the document, all potential threats and needs are identified, assessed and responded in a complex manner.

Currently there study no students with disabilities but the GAU Management expresses readiness to create relevant learning conditions for such students.

GAU has created an internationalization policy for 2019-2026, approved by Management Board which offers a systematic approach of collaboration with the University's international partners / students, also it implies involvement of students and academic staff in exchange programmes and international mobility and introducing modern methods and international best practices in the learning process, offering online teaching courses. According to the documents provided, it was identified that currently more than 50 international students study at 2 English-language educational programmes and the number of the students increase every year. The GAU management decided to offer students other English language MA programme in Aircraft Technical Operations and Bachelor in Air Transport Management.

Erasmus + exchange programme are offered at the university and students /staff gain benefit from this. 5 academic staff and 25 students participated in the international mobility.

In terms of internationalization of research, the University holds an annual international scientific conference with the participation of representatives from different countries and publishes the scientific journal "Air Transport", which publishes articles by local and foreign researchers. GAU offers the opportunity to participate in local and international grant competitions for those involved in training and administrative activities. Among them are the grants of Shota Rustaveli National Science Foundation for doctoral students (visits to foreign partner universities), 3-week visits to the United States to share best practices in education organized by the US Department of State and Worldlink, research grant based on an agreement between the Governments of Georgia and Latvia in the field of education and science. The interviews revealed that staff uses the internationalization opportunities provided by the university. It is suggested that the GAU strengthen its internationalization processes and offer more programmes to its community.

The University maintains the register of educational institution in accordance with the law. The Head of the Education Process Management Service (EMIS) and the Human Resources Manager (QMS) are responsible for the registry.

Evidences/indicators
- Structure of the University
- Functions of the structural units
- Job descriptions and qualification requirements
- Internationalization policy
- Staff management policy
- Rules for holding academic and scientific positions
- Rule of proceedings
- Business Continuity Policy
- Statistical data of participants in exchange programmes
- Memoranda on cooperation
- Results of survey

Recommendations:

Suggestions:
- It is suggested that English competency be required for all positions in the management (including Deputy Rectors, Deans, and Heads of structural units), given the University's drive towards internationalization.
- It is suggested that Georgian Aviation University strengthens its internationalization processes and offers more programmes to its community.

Best Practices (if applicable):

Evaluation
- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ○ ☐ Does not comply with requirements

2.2 Internal Quality Assurance Mechanisms
o Institution effectively implements internal quality assurance mechanisms. Leadership of the institution constantly works to strengthen quality assurance function and promotes establishment of quality culture in the institution.   o GAU has a mechanism for planning student body, which will give each student an opportunity to get a high quality education.

Descriptive summary and analysis of compliance with the standard component requirements

According to the SER, the Quality Assurance Service is responsible for the efficient operation of quality assurance mechanisms and the system development. GAU is subject to the evaluation of the quality system according to the standards and requirements of international aviation organizations (ICAO, EASA). Accordingly, since 2013, position of Quality Manager has been functioning at the university independently from the Quality Assurance Service - responsible for the quality system control and auditing according to the requirements of the Civil Aviation Agency of Georgia. The quality manager, flight-engineering staff and high-level representatives of the university management underwent specific trainings (ISO 9001: 2008 quality management training course and ISO 9001: 2015) for the establishment and introduction of this system at the University. In 2016 there was made a change in the structure to abolish the Quality Manager's staff unit and introduce Quality Assurance Service, which is responsible for meeting the requirements of both the education system and the aviation sector.

The Quality Assurance Service conducts monitoring for evaluating the performance of academic staff, administration, flight-engineering staff, evaluation indicators, criteria, tools, suggestions and recommendations, that facilitate the process planning at the University, monitoring and analysis of evaluations, monitoring and analysis of the teaching and learning process, promoting ongoing development, and coordinating accreditation and authorization processes, and more other.

According to the ISO standard, the Quality Assurance Service carries out activities in the following areas: conduct internal audits, organize and coordinate external audits (certification / recertification process by the agency, ongoing audits), identify inconsistencies and rank them, develop recommendations for system improvement, develop corrective and preventive plans, and monitor implementation. For the coordination of the management processes, in each structural unit there are persons responsible for quality. During the interviews, the representatives mentioned that the University is involved in international programmes that contribute to raising awareness in international experience of the quality system and to the establishment of international best practices at the University.

The Quality Assurance Manager admitted that administration introduced e-services for the planning, analysis, and evaluating information within the university, as well as in terms of involving external stakeholders like graduates or employers.

Monitoring of the services provided by the University is conducted on a permanent basis mainly through a survey of target groups. Survey forms include various areas as - educational programmes, learning outcomes, satisfaction research, management processes, infrastructure and the needs for development, academic staff, material and technical base, etc. Based on the monitoring results, the administration determines the cause of the problem and then respond accordingly.

The University has an assessment procedure for administrative and support personnel. Evaluations are carried out at least once in every two years. The need for training of the administrative staff was identified, later on appropriate measures were planned and carried out accordingly.

The University has elaborated new staff management policy rule to have a whole picture in terms of evaluation of staff performance. The academic and scientific staff are evaluated annually acccording to their academic workload. There is an Attestation Rule (which provides the evaluation of 5 years of performance of academic staff), a provision for monitoring students' academic performance, and a mechanism for evaluating learning outcomes. Analysis of the results of the surveys enables to systematically look at the existing picture.

Student's academic performance is evaluated very semester. The Faculty and Quality Service undertake the monitoring process and set specific measures based on the results. During the interviews the staff mentioned that these factors influence the development of educational programmes, based on the procedures set in the Rule of Implementation of Higher Education Programmes. Meetings with academic staff are conducted, surveys of students and other stakeholders aare undertaken, etc. Supervisor of the educational programme is obliged to study and assure programme's development.

In 2020, the modified version of the methodology for determining the student body and the number of annual admission vacancies was approved, according to which the essential criteria for determining the

number of students are human and material resources. During the amendments the special emphasis is made on the ratio of the number of pilot instructors and aircraft to the number of pilot students. This was also proved by the interviews with the Deans and other responsible structural units.

During the interviews, the representatives mentioned that new system for quality assurance was designed as it aimed to strengthen in particular three components: to increase the responsibility and involvement of the heads of the study programmes, to increase the involvement of the faculties and administrative departments and to better link quality assurance with strategy implementation and monitoring. The new quality assurance system is based on three frameworks, which integrate the main processes. There is a framework for quality assurance of courses, a framework for quality assurance of study programmes and a framework for quality assurance of the University. They are based on the principle of self evaluation. Thus, a bottom-up approach is used that is coupled with continuous feedback by the Quality Enhancement Department as the coordinating body. The effectiveness is assured also by embedding the PDCA approach in each of three self evaluation processes – follow-up of improvements from previous self evaluation and evaluation of the quality mechanisms themselves.

Evidences/indicators

- The methodology for determining the student body
- Programme evaluation and improvement procedure
- The Provision of students' academic performance monitoring
- Rule of implementation of higher education programmes
- Staff management policy
- Learning outcomes evaluation mechanisms
- Quality Guidebook

Recommendations:

Suggestions:

Best Practices (if applicable):

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

2.3. Observing Principles of Ethics and Integrity

- o HEI has developed regulations and mechanisms that follow principles of ethics and integrity. Such regulations are publicly accessible.
- o Institution has implemented mechanisms for detecting plagiarism and its prevention.
- o HEI follows the principles of academic freedom.

Descriptive summary and analysis of compliance with the standard component requirements

The learning and research process, as well as administrative activities within GAU is based on values and commitments. GAU strives to establish and develop high moral rules and ethical norms among its staff and students. The activities of the staff at the University are regulated by the Charter, internal regulations, staff management policy, which was recently updated, Code of Ethics and the document - "Mechanisms for Detecting and Responding to Plagiarism". These regulations set out rules of conduct for academic and administrative staff and students and are in line with the Georgian legislation. The Code makes specific references to plagiarism and provides information on how cases of plagiarism are sanctioned. They facilitate effective management of university activities and the learning process.

Code of Ethics and the document - "Mechanisms for Detecting and Responding to Plagiarism" provide the procedures for detecting, responding to plagiarism and respective procedures. A cooperation agreement has been signed with the National Scientific Library for the detection of plagiarism to examine scientific papers of staff and students in the "Urkund" plagiarism detection system. The university has approved rule, according to this rule, at the beginning of each academic year, the Deputy Rector for Education Field conducts various meetings and information campaigns on plagiarism issues, the plagiarism prevention, detection and identify cases, and respond accordingly. Apart from this, the Faculty Deans are also involved in the information campaigns though various measures. The interviews with the legal office, heads of the programmes and librarian revealed that there has been no plagiarism case revealed within the university.

The university staff and students should follow internal regulations and ethical norms, otherwise, they shall be subject of disciplinary sanction in written form by a relevant commission. Based on the commission decision the Rector issues the relevant order. The Rector has the authority to set up an Ethics Commission to review the case and make a decision according to the procedure set forth in the Code of Ethics.

According to Article 6 (the University management Principle) of the Statute, Academic freedom is one of the highest values that the University shares, respects and promotes in its strategic plan and legal documents, based on the Georgian legislation. GAU states that staff implementing the programme is authorized to make changes in the syllabus, to initiate changes in the programme, update the literature in their courses of study, change the methods of delivering lectures, etc. The interviews with the academic community revealed that the staff realizes principles of academic freedom and there is no restriction for them to implement the values of academic freedom into practice.

It should also be mentioned that there are no pending court cases against the university in terms of violations of students and staff rights or generally, from the stakeholders.

Evidences/indicators
- Code of Ethics
- Internal Regulations
- Mechanisms for detecting and responding to plagiarism

Recommendations:

Suggestions:

Best Practices (if applicable):

Evaluation
- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

3. **Educational Programmes**

HEI has procedures for planning, designing, approving, developing and annulling educational programmes. Programme learning outcomes are clearly defined and are in line with the National Qualifications Framework. A programme ensures achievement of its objectives and intended learning outcomes

3.1 Design and Development of Educational Programmes
HEI has a policy for planning, designing, implementing and developing educational programmes.

Descriptive summary and analysis of compliance with the standard component requirements

Educational programmes are regularly monitored and evaluated by the Quality Assurance Service of the University, the Programme Manager, and the academic/invited staff involved in the implementation of the programme. The educational programmes operating at the GAU are developed and implemented according the following regulatory documents that institution has in place: "Rules for the Implementation of Higher Education Programmes" , "Rule Regulating the Educational Process", "Rule Regulating Examination Processes", "Rule Regulating Defense Process of Bachelor and Master Theses", "Procedures for Programmes Evaluation and Improvement", "Statute of Monitoring Students Academic Achievements", "Mechanism for Learning Outcomes Assessment", "Mechanism for Plagiarism Identification and Prevention", "Quality Assurance Policy for Educational Programmes", "The Quality Assurance Manual", "Higher Education Programmes Administering Regulation", "Statutes of Doctoral Programme and Thesis Committee", "Methodology for Individual Study Plan Development", "Mechanism for Supporting Socially Vulnerable Students", The methodology for determining the student body; Academic Calendar.

Interviews with the employers, representatives of civil aviation regulatory bodies/specialists in the field/ professional associations, graduates, educational programme directors and administrative staff, academic/scientific and invited staff, students and graduates revealed that programme planning, designing, and development is a participatory process and they are involved by giving feedback through student, alumni, employer satisfaction surveys and analysis. University surveyed all stakeholders, Survey results were analysed, stakeholders were informed about the main findings, priorities for further improvement were identified, action plan was developed based identified priorities. Implementation of action Plan is annually monitored and changes are made if needed. The University ensures adequate communication about results of quality assurance activities in general and educational programmes improvements made on their basis by presenting report each year to the Governing board. University also uses external and internal evaluation for programmes improvement (such as accreditation and authorization by NCEQE). To ensure the effectiveness of quality of educational programmes regulatory bodies of civil aviation are also involved, for example the Georgian Civil Aviation agency conducts an audit of the University every 6 months.

Educational programmes are regularly monitored and evaluated by the Quality Assurance Service, the Programme Manager, and the academic/invited staff involved in the implementation of the programme. Programmes are subject to internal and external evaluation. Programmes are developed/modified based on relevant surveys and meetings with specialists in the field, employers, graduates, students and staff. International experience and the labor market research results were considered in the design of educational programmes. Related educational programmes of European higher education institutions were studied and analysed. GAU has signed cooperation agreements with European higher education institutions, which envisage the participation in student and staff exchange programmes. GAU has also memorandums with 28 partner organizations to ensure students internship and practical components of study programmes.

It should be noted that University analyses student academic performance monitoring results and uses it for further improvement of the programmes. University pays attention to the students' semester surveys. Surveys are conducted electronically and are confidential. Special attention is paid to the monitoring, analysis and results of semester data of the student's academic performance. Monitoring is carried out by the Faculty together with the Quality Service. By analysing the results of academic achievement adjustment of the evaluation methods, forms and criteria can be made.

The University has developed special template/form to monitor students' academic performance. By collecting data from each study course assessment results each faculty (main educational structural unit of the university) in each semester identifies four categories of the students: a) students who do not need supervision, b) students with satisfactory results, c) students who need supervision, d) students who do not have satisfactory results. University uses individual approaches to help students to improve their academic performance. Analyses of academic performance monitoring results last were conducted in the first semester of 2021-2021 academic year.

In 2018, the methodology for determining the student body was approved, which was modified in January 2020. The essential criteria for determining the number of students are human and material resources. During the amendments a special emphasis is made on the ratio of the number of pilot

instructors and aircraft to the number of pilot students.

The University has in place both the approval and cancellation procedures of the educational programme: in case of a change and/or cancellation of the educational programme, the university informs the students in advance; consults on which programme will recognize the maximum number of credits received under the modified/canceled programme in case of the continuation of the study. It also ensures to develop an individual curriculum as needed. If the University does not implement a programme compatible with the educational programme which was change or canceled, students of the latter programme are allowed to finish the current academic year/semester. During this period, the University ensures an agreement with the educational institution for the recognition of the credits received by a student under the changed or canceled educational programme.

The institution made an analysis of labour market and employer demands. The results of the labour market study are considered in the development of the programme. Meetings were held with local and international employers, and labor market analysis was conducted to determine the programme's compliance with the labor market requirements. The lack of the ability to apply the theoretical knowledge acquired by the graduates in the practical performance of various duties and to communicate efficiently revealed as one of the foremost and common challenges.

The institution periodically pursues alumni tracer study regarding their career and collects information about employment rate with obtained qualification and graduates' academic development. University has constant communication with the graduates. Last large-scale online meeting with alumni by the Employment and Career Development Manager was held in December 2020 despite the pandemic.

The University conducted satisfaction survey of graduate of 2019-2020 academic year. 43 graduates of business administration faculty (46,5%) and engineering faculty (44,2%) were involved in survey. 76,7 % of respondents indicated that university supports involvement of graduates in planning processes. But at the same time graduates expressed desire to have more practice and internships, more consultations for their career development and more cooperation with foreign air companies.

It must be noted that the employment index of the graduates by their qualification (during the last authorization period) is not very high (minimum 52%, maximum 73%) and varies according to different faculties. Graduates' employment rate according to the qualification varies according programme specifics from minimum employment rate of 50% (bachelor programme "Finances") to 100% (doctoral programme "Air Transport Exploitation and technologies", bachelor programme "Aircraft Machines Projecting and Production").

The employment index of the graduates by their qualification (during the last authorization period)	The actual benchmark	Target benchmark	Expected date for reaching the target benchmark
The Name of the Faculty: Flight Training	55%	60%	2027
The Name of the Faculty: Engineering	73%	80%	2027
The Name of the Faculty: Business Administration	52%	60%	2027

Based on the above mentioned data and graduate survey results group of experts suggest that University should permanently increase the volume of graduate involvement in the programme evaluation in order to incorporate their needs in educational programmes, especially for those educational programmes that have lower rates of programme graduates employment.

Besides these analyses of surveys of students and alumni indicated the need to add new core and elective courses (for example professional English Language) and increase the number of practitioner lecturers in various programmes. All programmes accredited in 2020 were modified to meet above mentioned challenge revealed through stakeholder surveys.

Evidences/indicators
- Quality Assurance Policy for Educational Programmes
- The Quality Assurance Manual
- Higher Education Programmes Administering Regulation
- Rules for the Implementation of Higher Education Programmes
- Rule Regulating the Educational Process
- Rule Regulating Examination Processes
- Rule Regulating Defense Process of Bachelor and Master Theses
- Procedures for Programmes Evaluation and Improvement
- Statute of Monitoring Students Academic Performance

- Mechanism for Learning Outcomes Assessment
- Mechanism for Plagiarism Identification and Prevention
- Statutes of Doctoral Programme and Thesis Committee
- The methodology for determining the student body
- Methodology for Individual Study Plan Development
- Mechanism for Supporting Socially Vulnerable Students
- Academic Calendar
- The monitoring results of students' academic performance
- Analysis of labor market and employers' requirements
- Consent from the Ministry to implement English language programmes
- Results of the stakeholders surveys
- Boeing study results
- Meeting with employers at GAU
- Results of interviews with employers, representatives of civil aviation regulatory bodies/specialists in the field/professional associations, graduates, educational programme directors and administrative staff, academic/scientific and invited staff, students and graduates
- Self Evaluation Report

Recommendations:

Suggestions:

- It is suggested that Georgian Aviation University permanently increases the volume of graduate involvement in the programme evaluation for those educational programmes that have lower rates of graduates employment.

Best Practices (if applicable):

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

3.2 Structure and Content of Educational Programmes

o Programme learning outcomes are clearly stated and are in line with higher education level and qualification to be granted
o With the help of individualized education programmes, HEI takes into consideration various requirements, needs and academic readiness of students, and ensures their unhindered involvement into the educational process.

Descriptive summary and analysis of compliance with the standard component requirements

The Institution has 15 educational programmes: 10 bachelor programmes, 4 master programmes and 1 doctoral programme. Among them 11 programmes are accredited. 10 programmes were accredited in 2020 and 1 was accredited in 2016. 3 English language programmes operate in authorization mode. Content and structure of English language educational programmes are mainly identical to Georgian language programmes. In some cases they are taught partially by the same personal from Georgian language programmes and part of personal is different.

All educational programmes at GAU are in line with the Mission of the University and all stakeholders (students, graduates, academic and invited staff, employers and international partners, specialists in the field and representatives of civil aviation regulation bodies) participated in the process of their development. It is notable that international experts from European partner universities and organizations participated in the programme development process.

The content of programmes follows the requirements set by the National Qualifications Framework for the relevant levels. Programmes learning outcomes, content and structure of the programmes comply with the qualification to be awarded and ensure the achievement of the programme learning outcomes. Educational programmes are accompanied by a map that outlines the relationship between programme goals and learning outcomes, as well as programme teaching courses and learning outcomes. The learning outcomes of the programmes are also developed according to the requirements of European (EASA) and International (ICAO) aviation regulators.

During the interviews with educational programme directors and quality assurance officers was

indicated that the advantage of the university is the fact that content of the majority of study courses is internationally defined and regulated. Thus the University develops study courses and educational programmes based on international experience and best practice as well as trying to meet minimum international standard requirements in the field. Educational programmes content and allocation of credits to each study courses are based on taking into the consideration above mentioned standards.

For the Flight and Engineering Faculty programmes, the University has obtained the relevant English-language literature and a bank of examination questions that are regularly updated and used to evaluate the learning outcomes and competencies. University graduates, together with the Bachelor's degree, are authorized to obtain a pilot or technician certificate at the Georgian Civil Aviation Agency, and after passing the relevant procedures, it is possible to convert the certificate to the international level.

The authorization experts identified that one bachelor programme "Aircraft Machines Projecting and Production" that was accredited in 2016 is still designed according to old qualification framework that was in place by that time. Programme accreditation deadline is not expired yet but it is desirable to modify above mentioned programme according to the new qualification framework.

According to the "Regulations of the learning process", the educational programmes follow the Guidelines of the European Credit Transfer and Accumulation System - ECTS. Credit volume of the Bachelor's programme is 240 (ECTS), the credit volume of the Master's programme - 120 (ECTS), the number of credits of the teaching courses of the Doctoral programme is 60 (ECTS), and the duration of study - 3 years. Educational programmes at all levels ensure the option for students to choose the elective components. University regulation for programme development considers the characteristics of the teaching components, content, learning and teaching methods, sequence, prerequisites, and workload, which, in turn, provides an opportunity for a student with an average academic achievement to achieve the learning outcomes stipulated by the programme. Each course is granted with the number of credits by considering the specificity, complexity of the subject, the material to be mastered, the volume of teaching literature, the learning outcomes, and the weekly workload.

All programmes are implemented according to the Rule Regulating the Educational Process that indicates that academic year is 38 weeks. This rule was updated in 2019. Group of experts identified that that some programme descriptions still state that duration of academic year/number of study weeks is 40 weeks (for example "Technical Exploitation of Aircraft", "Informational Systems in Aviation", "Aircraft Flight Operation (Pilot)" and et. c. It is suggested to update information about duration of academic year in all programme descriptions according the rule regulating the educational process.

There is a catalog of educational programmes at the University, which is published on the University website and any interested person has the opportunity to access the basic information on the current educational programmes. It is desirable to update programme catalogue on permanent bases.

Possibility for students to have the individual curriculum ensures consideration of their various requirements, needs, and academic training and uninterrupted involvement of students in the educational process. It is useful for considering the aviation sector specifics, special needs, and socially vulnerable students, the procedures for students using internal and external mobility, participating in exchange programmes and foreign students coming to Georgia.

The University also has a funding mechanism and incentives for vulnerable groups to enable relevant students to be maximally involved in the learning process. This rule envisages co-funding for students enrolled by the State grants, scholarships from partner companies, benefits for members of various socially vulnerable groups, and individual benefits based on personal applications from students.

Evidences/indicators
- Programmes descriptions and syllabi
- Rule Regulating the Educational Process
- Rule Regulating Examination Processes
- Rule Regulating Defense Process of Bachelor and Master Theses
- Analysis of labor market and employers' requirements
- Results of the stakeholders surveys
- Statute of Monitoring Students Academic Performance
- The monitoring results of students' academic performance
- Mechanism for Learning Outcomes Assessment
- Mechanism for Plagiarism Identification and Prevention
- Statutes of Doctoral Programme and Thesis Committee
- Methodology for Individual Study Plan Development
- Mechanism for Supporting Socially Vulnerable Students

- Results of interviews with employers, representatives of civil aviation regulatory bodies/specialists in the field/professional associations, graduates, educational programme directors and administrative staff, academic/scientific and invited staff, students and graduates
- Self Evaluation Report
- Catalogue of educational programmes

Recommendations:

Suggestions:

- It is suggested that Georgian Aviation University updates its programme catalogue and information about duration of the academic year in the programmes description according to the rules regulating the educational process.
- It is suggested that Georgian Aviation University modifies the Bachelor programme "Aircraft Machines Projecting and Production" in accordance with the new qualification framework, despite the fact that the programme was accredited in 2016 and its accreditation deadline has not yet expired.

Best Practices (if applicable):

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

o ☐ Does not comply with requirements

3.3 Assessment of Learning Outcomes

HEI has law-compliant, transparent and fair system of learning outcomes assessment, which promotes the improvement of students' academic performance.

Descriptive summary and analysis of compliance with the standard component requirements

The programme learning outcomes are established clearly and explicitly, they are achievable, measurable and realistic, are aligned with the particular level of the qualification and are divided according to the three competencies determined by the qualification's descriptor of the National Qualifications Framework, which includes both the understanding of wide theoretical knowledge in the field as well as developing the skills to apply knowledge in practice, facilitating students to acquire such values as responsibility and autonomy.

In the process of developing the learning outcomes of the educational programmes, the viewpoints of stakeholders were considered including employers and specialists in the field, aiming to bring the programme outcomes closer to the modern trends of the labor market and to take into consideration specifics of the field. The results of the labor market study also were used.

It is important to note that both direct (analysis of student academic achievement data) and indirect (student survey and meeting) results are used to evaluate learning outcomes. To evaluate student learning outcomes, a student's academic achievement analysis is performed, which includes surveys, collection and analysis of statistics.

The programme's learning outcomes comply with the programme's goals. The teaching courses of the programme sequenced in a logical way serve the achievement of the learning outcome of the programme. The learning outcomes of the individual teaching courses are compiled in such a way as to measure/verify the acquired knowledge and/or competence. The learning outcomes of the teaching course are based on the goals and content of the teaching course, are achievable and realistic.

Examinations at the university are conducted in a written or/and electronic form based on the nature of the course. Electronic examination is done via computer, while the written examination is organized by the Education Process Management Service, which informs students about the examination rules of the university.

Equal and fair approaches to the evaluation of student's academic achievement, in addition to the above-mentioned regulations, are provided by the "Examination Rule", which describes the complaint mechanism to ensure the appeal to the evaluation from a student. Assessment system and related regulations are clearly described in syllabi and programmes descriptions and are in line with legal acts of Georgia. Specific characteristics and procedures with regard of doctoral programmes are regulated by Statutes of Doctoral Programme and Thesis Committee. Electronic systems of student evaluation and an electronic platform of management of study process are used to inform students about the

assessment system used within the institution and related regulations as well as about assessment criteria in each study course. Above mentioned platforms as well as personal consultations from staff also are used to inform students about goals achieved, gaps, and ways of improvement.

Special attention should be made on the fact that pandemic did not have a disruptive effect on study process, examination procedures and assessment of learning outcome. University timely provided platforms for on-line study process, training and guide materials for the personnel. As interviews with students, academic staff and programme directors revealed University quite effectively switched to on-line teaching while still keeping practical components of educational programmes to be conducted face to face at the university.

Final Exams are held at examination center of the university by the staff from the center. Only exams that are computer based are conducted by both professors and Examination Center staff. Assessment strategy depends on the specific of study courses. Examinations for some specific courses are held only face to face with full compliance of safety regulations in pandemic. In case of on-line assessment professors use variety of assessment methods and assessment strategy to ensure academic integrity in order to keep assessment of students relevant, adaptable and trustworthy. In pandemic time University uses Googlemeet licensed platform for that purpose that allows university to develop individual exam tasks for each student.

Evidences/indicators

- Programme descriptions and syllabi
- Mechanism for Learning Outcomes Assessment
- Rule Regulating the Educational Process
- Rule Regulating Examination Processes
- Rule Regulating Defense Process of Bachelor and Master Theses
- Statutes of Doctoral Programme and Thesis Committee
- Analysis of labor market and employers' requirements
- Results of the stakeholders surveys
- Results of interviews with employers, representatives of civil aviation regulatory bodies/specialists in the field/professional associations, graduates, educational programme directors and administrative staff, academic/scientific and invited staff, students and graduates
- Self Evaluation Report
- Electronic system of students evaluation

Recommendations:

Suggestions:

Best Practices (if applicable):

Evaluation

⊠ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

o ☐ Does not comply with requirements

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic, scientific, invited, administrative, support) are highly qualified, so that they are able to effectively manage educational, scientific and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management
o HEI has staff management policy and procedures that ensure the implementation of educational process and other activities defined in its strategic plan. o HEI ensures the employment of qualified academic/scientific/invited/administrative/ support staff.

Descriptive summary and analysis of compliance with the standard component requirements

GAU has elaborated the Staff Management Policy, which has been approved by the Rector on March 2020. This is a comprehensive document of 30 pages which considers the following aspects: classification and general rules of staff management; qualification requirements and procedures for electing and hiring academic, scientific, invited, administrative and support staff, teachers of professional programmes and training center; mechanisms for attracting and retention of qualified staff; approaches and strategies for staff professional development; procedure for integration of new employees into work environment and internal communication; principles of remuneration and encouragement, staff workload and its performance assessment, management of staff performance assessment results; principles for involving academic and scientific staff in decision making on educational and research issues, etc.

Electing and hiring of the staff is also regulated by the Rule of Hiring Academic and Scientific Staff approved by the Rector in January 2019. Staff Job Descriptions and Qualification Requirements - a comprehensive document of 145 pages - has been approved by the Rector in February 2021 and is line with the legislative requirements.

The Academic Staff affiliation principles and procedures have been defined in the Rule of Affiliation of GAU which is approved by the Rector in September 2017. In the SER GAU provided information, statistical data of various types of employed personnel, as well as staff related benchmarks and ratios.

Analysis of the academic, invited and administrative staff CVs, diplomas and other certificates confirmed that their qualifications are in line with the requirements set by the Georgian legislation and GAU's internal regulations.

The staff performance assessment and satisfaction survey results of the academic year 2019-2020 revealed the areas for improvement and the Institution planned the different events, allocated special funds for addressing the challenges and reflected in the strategic and action plans. For example the following activities have been planned: events for staff professional development including research skills, academic staff participation in international exchange programmes and scientific conferences, research internationalization, increase number of research publications in international journals, conducting research projects and enhance their quality, etc.

The interviews with the academic and administrative staff showed that the approved Human Resources Management Policy is implemented in the Institution. The academic staff gets information on open competition for academic positions from the University website, from specialized website jobs.ge, etc. The applicants are elected at academic positions considering their teaching and research experience. The new staff is introduced to working environment with personal introduction to the colleagues and introductory emails, with sharing the internal regulations and guidelines, providing with corporate email etc. GAU provides the staff with professional development opportunities after conducting needs assessment (e.g. courses in ICT, Aviation English, Academic Writing, Using electronic research databases, Aviation Safety, etc. have been already offered).

The interviews with the staff revealed that the academic staff with administrative responsibilities background is better aware of different aspects of human resources management (e.g. workload and affiliation principles, other tasks and responsibilities). Therefore, it is suggested to increase awareness of the academic staff on institutional policy and internal regulations.

Evidences/indicators
- Staff Management Policy of GAU
- Rule of Affiliation of GAU
- Rule of Hiring Academic and Scientific Staff of GAU
- Staff Job Descriptions and Qualification Requirements of GAU

•	Analysis of Academic Staff Assessment Results (2019-2020)
•	Self Evaluation Report
•	Interviews with academic, invited and administrative staff

Recommendations:

Suggestions:

- It is suggested that Georgian Aviation University increases awareness of its academic staff on institutional policy and internal regulations related to Human Resources Management.

Best Practices (if applicable):

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

4.2. Academic/Scientific and Invited Staff Workload

Number and workload of academic/scientific and invited staff is adequate to HEI's educational programmes and scientific-research activities, and also other functions assigned to them

Descriptive summary and analysis of compliance with the standard component requirements

The workload of the academic and invited staff is regulated by the Rule of Academic Workload of GAU approved by the Rector on Approved on July 2019, which envisages tracking of GAU staff workload in other HEIs and considers the following aspects: The workload scheme includes the following educational, research and other activities: lectures, practical and laboratory work, midterm and final exams, course work, syllabus design, publishing original and/or translated handbook/textbook, preparing reader and/or methodological guidelines, organizing internship, supervising of Bachelor, Master and Doctoral Thesis, reviewing qualification theses, membership of different committees, preparing and submitting grant proposal, assisting the faculty council, publishing monograph, research paper, editing research paper, presenting at research conference, etc. The workload of the academic and invited staff is updated and assessed every semester by the Faculty Council, which informs the Quality Assurance and Teaching Process Services.

The workload scheme described above requires from the staff to publish papers and participate in conferences, but doesn't differentiate the types of this activities. E.g. publishing in national and in highly ranked peer-reviewed international journals usually require different efforts and different amount of time, as well as it is much more time-consuming to prepare and present a paper at international event, than at the national one. Therefore, it is suggested to differentiate between the types of research papers and activities (national and international peer reviewed journals, national and international scientific events, etc.) and assign to them different amount of time in the academic staff workload scheme. It would be useful to add the category "other" for the activities which may be important for the staff professional enhancement and also institutional development, but have not been indicated in the workload scheme (e.g. preparing joint study programmes, preparing joint international project, participating in professional development events, organizing national and/or scientific event etc.).

The Rule of Academic Workload of GAU envisages the methodology for defining the number academic personnel and considers the student number at each study programme and its specificities as well. According to this document, each study programme should be run by at least one Professor and two Associate Professors to ensure its sustainability.

As it is already mentioned above, the Academic Staff affiliation principles and procedures have been defined in the Rule of Affiliation of GAU which is approved by the Rector on September 2017 and also in the agreement signed between the Institution and personnel. According the SER, 80% of the academic staff is affiliated (36 from 45). The interviews with the affiliated staff revealed that not all of them are aware of their specific obligations as affiliated professors. Therefore, it is suggested to raise awareness of the affiliated staff on affiliation terms and conditions for more effective engagement of them in educational and research processes.

As it is mentioned above, in the SER GAU provided information, statistical data of various types of employed personnel, as well as current and planned staff related benchmarks and ratios. The SER and interviews with the administrative personnel revealed, that the Institution plans to improve its staff related benchmarks.

Evidences/indicators

•   Rule of Academic Workload of GAU
•   Rule of Affiliation of GAU
•   Sample of Agreement with Affiliated Staff
•   Self Evaluation Report
•   Interviews with Academic, Invited and Administrative Staff

Recommendations:

Suggestions:
•   It is suggested that Georgian Aviation University differentiates between the types of research papers and activities (national and international peer reviewed journals, national and international scientific events, etc.) and assigns to them different amount of time in the academic staff workload scheme.
•   It is suggested that Georgian Aviation University raises awareness of the affiliated staff on affiliation terms and conditions, for more effective engagement in educational and research processes.

Best Practices (if applicable):

Evaluation
☒ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

5. Students and Their Support Services

HEI ensures the development of student-centred environment, offers appropriate services, including career support mechanisms; it also ensures maximum awareness of students, implements diverse activities and promotes student involvement in these activities. HEI utilizes student survey results to improve student support services

5.1. The Rule for Obtaining and Changing Student Status, the Recognition of Education, and Student Rights
o For each of the educational levels, HEI has developed regulations for assignment, suspension and termination of student status, mobility, qualification granting, issuing educational documents as well as recognition of education received during the learning period. o HEI ensures the protection of student rights and lawful interests.

Descriptive summary and analysis of compliance with the standard component requirements

GAU has comprehensive regulations for the admission and enrolment of students on its Bachelors, Masters and Doctoral programmes. There are clear and transparent procedures for the granting and recognition of qualifications, including those for cases of student mobility. The regulations are in line with current legislation, including additional requirements for practical pilot training. Student status may be suspended or terminated for academic, financial, medical and other reasons as clearly laid out in the University's regulations. Information about these procedures is provided to applicants, students and other stakeholders through the university website, where information about the study process deadlines, study tables, and midterm and final exam tables are posted before the beginning of each academic year.

The legal outcomes arising from the implementation of the above procedures. For example the termination of a student status occurs twelve months after the issuance of an initial suspension order, and is formalized by an argumentative Order of the Rector of the University, which is registered by due legal processes.

GAU particular importance to the protection of students' rights and lawful interests, based on the principle of equality. Upon admission, a formal relationship is established by the signing of a contract between a student and the University which outlines the student's rights and represents a legal guarantee for their protection. New students are informed and instructed about their rights and obligations at an orientation meeting, and all regulatory documents are published on the website of the University. In addition, the Student Self-Government provides assistance to students in obtaining the necessary information about their study and their rights. Students are aware of the University's mechanism for the handling of appeals and report that it operates rapidly.

According to the University's Rule of Learning Process Regulation, GAU ensures access to and transparency of education, creation of conditions for academic freedom of teaching, learning, and research, and the transparency of student choice envisaged in the educational programmes at all levels. Students can create individual learning profiles which enable curricula to be adapted to support students with various abilities and special needs. The university has an electronic system for managing the learning process, through which students receive information about the assessments of the subjects.

According to the rules established at the University, the academic and administrative support and information provision of the students is provided by the programme managers, the programme implementing staff, the school administration, the educational process management service, etc. Its functions include, among other things, informing students about issues related to the planning of the educational process, measures needed to improve academic achievement, proper selection of internships, research projects, sports, and cultural-creative events, scholarships, and other issues.

Evidences/indicators
- The Rule of learning process regulation
- Mechanisms for the protection of student rights and legal interests
- Methodology for elaborating an individual curriculum
- University website
- Results of student surveys
- Samples of contracts
- Self Evaluation Report
- Review panel meetings with students and support services

Recommendations:

Suggestions:
Best Practices (if applicable):

Evaluation
    ☒ Complies with requirements
    ☐ Substantially complies with requirements
    ☐ Partially complies with requirements
    ☐ Does not comply with requirements

5.2 Student Support Services
o HEI has student consulting services in order to plan educational process and improve academic performance o HEI has career support service, which provides students with appropriate counselling and support regarding employment and career development o HEI ensures students awareness and involvement in various university-level, local and international projects and events, and supports student initiatives o HEI has mechanisms, including financial mechanisms to support low SES students

Descriptive summary and analysis of compliance with the standard component requirements

Students of GAU receive regular information on issues related to the planning of their educational process and the improvement of academic performance. The University registers all students in its electronic information system, providing training courses, electronic learning materials and syllabi. Students also receive counseling as indicated in the syllabi.

Administrative and academic staff also continuously provide students with direct information on academic and administrative registration, the organization of the study process, and other important issues. Each faculty promotes the introduction of student-centered teaching methods, the implementation and monitoring of educational programmes, the compilation of study schedules, and communication to students through the learning process management system, e-mail notifications, the social network, and information posted on the notice boards and the website.

GAU carefully considers the requirements of students with special needs, to ensure their smooth involvement in the educational process. The University creates a curriculum tailored to any special educational needs, appropriate forms and conditions of teaching and learning, assessment, the capability to carry out the learning process in an adapted environment, and, if required, provides appropriate human resources. Also, individual study plans are created in the event of change or cancellation of the educational programme initiated by the University.

In 2018, an Employment and Career Development Manager was employed by the University, to develop the skills that students need for employment. The Manager collaborates with the University's partner companies and potential employers under Memoranda of Understanding which include opportunities for practical training and internships. The partner companies are also involved in the development of new educational programmes.

The Employment and Career Development Manager assists students in the proper management of education and careers and relationships with employers. Students and alumni have the opportunity for individual career counseling including information about the labor market, CV and interview preparation. Information on vacancies, internships, scheduled training, and public lectures is regularly posted on the official website of the University, as well as on the pages of various social networks, and is sent to students and graduates via e-mail.

The Employment and Career Development Manager regularly conducts surveys of students and alumni concerning their career development. The results are used to identify problems and needs in this area, determine key areas for overcoming deficiencies, plan future activities and events for students, and, if required, make changes to the University's Action Plan.

The University's graduates are supported by an alumni database which provides them with information on available vacancies and career advancements. Successful graduates often give public lectures as part of a meeting with students. GAU encourages students to engage in international projects and has developed links with educational institutions across Europe, enabling the mobility of the both students and academic staff. Opportunities for mobility are publicized via the website, social networks and information boards.

The University supports the initiatives of the Student Self-Government in promoting activities focused on education, science, sports, culture and tourism.

It is noted that many students have to suspend their studies for financial reasons. GAU has therefore

established a support mechanism for socially vulnerable students, which provides financial support including scholarships awarded by private companies, fee payment plans, as well as partial or complete exemption from tuition fees. Details are published on the official website of the University, and applications are handled on an individual basis.

Evidences/indicators

- Graduates survey results
- Implemented and planned events
- Employment index of students and alumni
- Memoranda on cooperation with employers
- Scholarship agreements
- Student participation indicators in exchange projects
- University website.
- Facebook page of the University
- Facebook page of the Self-governance
- Mechanisms for supporting socially vulnerable students
- Students Information Guidebook
- Student Self-Governance Provision
- Self Evaluation Report
- Review panel meetings with students and support services
- Site visit

Recommendations:

Suggestions:

Best Practices (if applicable):

Evaluation

☒ Complies with requirements

☐ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

6. Research, development and/or other creative work

Higher Education Institution, considering its type and specifics of field(s), works on the strengthening of its research function, ensures proper conditions to support research activities and improve the quality of research activities

6.1 Research Activities
o HEI, based on its type and specifics of its fields, carries out research/creative activities. o Ensuring the effectiveness of doctoral research supervision o HEI has public, transparent and fair procedures for the assessment and defense of dissertations which are relevant to the specifics of the field
Descriptive summary and analysis of compliance with the standard component requirements As a university specializing in aviation, the principal focus is on education and professional training to equip graduates for careers in the industry. But part of the University's Mission is to develop a culture of research and discovery and creating new knowledge, in order to respond to the local and global challenges of aviation, and the level of compliance with this standard will now be explored. Research activities at GAU are coordinated through the Scientific Research Center. They are largely carried out through the research components of the Master's and Doctoral programmes, involving a relatively small number of students, their academic supervisors, and frequently industrial partners. While providing valuable insights to the students, projects are generally of fairly short duration and can generally be viewed as learning experiences rather than state-of-the-art advances in their research fields. A number of students have obtained small grants to carry out their research, and for international travel to conferences, workshops and partner institutions. The University publishes its own annual scientific journal "Air Transport" and hosts an annual international student scientific technical conference. Some individual research activities are also carried out by the affiliated academic staff and scientific staff. Research is regarded an essential part of their workload and is reviewed as part of their regular performance evaluation. The University assists academic staff in participating in scientific research events abroad and in funding publications. The Scientific Research Center encourages new projects by an annual competition for internal research funding, and by supporting applications for external funding. Staff endeavour to integrate the results of their research into the individual components of the educational programmes. There is close cooperation with scientists in the aviation industry, notably with of JSC Tbilaviamsheni and STC Delta, as well as with the Raphael Dvali Institute of Mechanical Engineering. There is a limited collaboration with international institutions but very little of the University's research outputs are published in international journals. As a result there is limited recognition of the research beyond its participants and immediate collaborators. Master's and Doctoral programmes at the University are focused on providing the future generation with in-depth theoretical knowledge and practical scientific research experience. Dissertations are evaluated by secret ballot of a Doctoral Studies and Dissertation Board which includes extern reviewers. Any instance of plagiarism is detected by software and punished by a negative evaluation. The forms, criteria, and methods of both qualitative and quantitative evaluation are described in detail in the syllabi of the Doctoral programmes and are readily available to students. Students have the right to explanations and an appeal in the event of a negative evaluation. The Scientific Research Center, together with the Quality Assurance Service, regularly analyses the evaluation results, which are used to improve the learning process.
Evidences/indicators • Mission of GAU • Rules for drafting and defending Bachelor's and Master's thesis • The Doctoral Studies and the Dissertation Board Provision • Mechanisms for detecting and responding to plagiarism • Rules for holding academic and scientific positions • Affiliation rules • Provision of the Scientific-Research Center • Rule and procedures for internal university funding of research activities • Scientific articles published by the staff • Patents obtained by staff on inventions • Doctoral education programme and syllabi of teaching courses

- Results of the Doctoral students' survey
- Summary reports on the research of the Scientific Research Center
- Abstracts of the Annual International Student Scientific Technical Conference
- Editions of the scientific journal "Air Transport"
- Self Evaluation Report
- Panel meeting with representatives of the Scientific Research Center

Recommendations:

- The academic staff of Georgian Aviation University should publish articles in leading international journals.

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

6.2. Research Support and Internationalization

- o HEI has an effective system in place for supporting research, development and creative activities
- o Attracting new staff and their involvement in research/arts-creative activities.
- o University works on internationalization of research, development and creative activities.

Descriptive summary and analysis of compliance with the standard component requirements

The University promotes research activities by academic and scientific staff through its Scientific Research Center by targeted funding, the allocation of budgets for scientific research visits, and the publication of textbooks, monographs and papers. The Center assists staff in obtaining information, translating, dissemination, preparing grant applications and planning events, and also participates in the planning, implementing, monitoring and evaluation of research projects. The Head of the Center provides information about the various research projects to the University Management Board on a regular basis.

The University is constantly updating its research laboratories, and arranges training in the use od specialized equipment. The University Library has acquired access to international scientific databases which are freely available with remote access to staff and students.

The University attracts new academic and scientific staff through open competition. Vacancies are announced via the university and other websites, contacts with other educational institutions and companies, as well as by personal recommendations. In order to raise the level of staff qualifications, there is a focus on the recruitment of young researchers and instructors, who are initially engaged in research under the supervision of professors. Once every 2 years, the University Quality Assurance Service conducts a staff satisfaction survey, the results of which are used to improve the activities and environment of the University. The SER states that changes resulting from the survey have a positive effect on staff satisfaction and productivity, and are critical in retaining key research staff.

Internationalization of research activities is promoted and supported throughout the University. In 2019 the University joined a European Commission Erasmus + research project with partners in Turkey and Poland, and there are additional teaching related visits have been made to Spain, Lithuania, Germany and Belgium. Doctoral students are encouraged to choose a foreign co-supervisor and conduct research with international partners, although take up to date has been low.

Evidences/indicators

- The Provision of Doctoral Studies and the Dissertation Board
- University budget
- Rule and procedures for internal university funding of research activities
- Staff management policy
- Internal grant project funded contract
- Student survey on research
- Memoranda signed with foreign partner organizations

- Articles published in international journals
- Involvement in international conferences
- Agreement with Shota Rustaveli National Science Foundation of Georgia on access to scientific databases
- Personnel file of the international supervisor of the Doctoral student
- Descriptions of purchased scientific laboratories
- Internationalization policy
- Strategic Development Plan 2019-2026
- Acton Plan for 2021-2023
- Strategy for the development of research activities for 2021-24
- University website
- Self Evaluation Report
- Panel meeting with representatives of the Scientific Research Center

Recommendations:

- The Scientific Research Center of Georgian Aviation University should assist the academic staff in the establishment of long-term research collaborations with experts in leading international research institutions.

Suggestions:

Best Practices (if applicable):

Evaluation

☐ Complies with requirements

☒ Substantially complies with requirements

☐ Partially complies with requirements

☐ Does not comply with requirements

6.3. Evaluation of Research Activities

HEI has a system for evaluating and analysing the quality of research/creative-arts activities, and the productivity of scientific-research units and academic/scientific staff.

Descriptive summary and analysis of compliance with the standard component requirements

The quality of the research activities at the GAU is evaluated by the Scientific-Research Center and the Quality Assurance Service using student surveys and staff evaluations. The engagement of academic and scientific staff in research is evaluated by their involvement in research supervision, research grant projects, publishing, participation in conferences and other research meetings, consulting, reviewing and other activities. A confidential evaluation report is prepared for each individual and forms part of the 5-yearly attestation process.

Internally funded research projects are evaluated for quality and scientific productivity, using criteria which include alignment with the strategic goals of the University, the involvement of young researchers and the quality of local and international collaboration.

Academic and scientific staff are obliged to submit annual reports on completed research activities to the Quality Assurance Service. Information from these reports is reflected in the annual reports of the University and used to ascertain individual requirements for training and professional development.

Evidences/indicators

- The Regulation of the Scientific Research Center
- Staff management policy
- An annual report on implemented researches
- The Rule for conducting attestation
- University website
- Self Evaluation Report
- Panel meetings with representatives of the Scientific Research Center and Human Resources

Recommendations:
Suggestions:
• It is suggested that Georgian Aviation University benchmarks its research performance against other national and international institutions.
Best Practices (if applicable):
Evaluation ☒ Complies with requirements ☐ Substantially complies with requirements ☐ Partially complies with requirements ☐ Does not comply with requirements

7. Material, Information and Financial Resources

Material, information and financial resources of HEI ensure sustainable, stable, effective and efficient functioning of the institution, and the achievement of goals defined through strategic development plan.

7.1 Material Resources

- o The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment.
- o HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system.
- o Health and safety of students and staff is protected within the institution.
- o HEI has adapted environment for people with special needs.

Descriptive summary and analysis of compliance with the standard component requirements

GAU owns 2 educational buildings located on N16 Ketevan Dedopli Avenue in Tbilisi with a total area of 6205.56 sq.m., including a study area of 2828.6 sq.m. and an auxiliary area of 33376.96 sq.m. GAU also owns a non-agricultural land plot of 565,700 sq.m. in Telavi, on which there are buildings for students' theoretical training, a dormitory and an airplane hangar.

The educational institution has appropriately equipped auditoriums where projectors are installed. The facility has a central heating system, an elevator is installed, there are toilets, including for people with disabilities. Sanitary and hygienic norms are observed in the building. The facility has fire-fighting equipment that has been inspected. An evacuation plan is posted in a visible place on all floors. The facility has a sports field in the yard.

The facility has the necessary laboratories to provide the practical assignments provided by the programme. The main material and technical base in these laboratories are outdated, but in the electrical and navigation laboratories there are modern training stands purchased from European companies. All laboratories have safety instructions printed on a white A4 sheet of paper in Georgian. While the university also has English-language programmes and foreign students study. It is advisable that the instruction must be also in English. Also, withstands where electronic tools and equipment are located there are no warning signs about power voltage.

The University has a hangar at Tbilisi International Airport, where located unserviceable Boeing 737-200 aircraft and aircraft engines, which are used for practical training of engineering students. A training class is also arranged in the hangar. There is also space for showers, toilets and dressing rooms, although it is not equipped with appropriate furniture (wardrobes and chairs). In addition, no tools or inventory are available which are required for practical work in the hangar.

The school has 2 auditoriums with computers and the facility has internet and internet access is free.

The University has a training center focused on conducting specialized courses. The center has a flight airplane and helicopter simulator. The facility also owns a firefighting simulator. The school owns 5 training aircraft. The training planes are in airworthiness condition, and they are maintained to check the technical condition. The operation and continuing Airworthiness of these aircraft are oversighted by the LEPL Civil Aviation Agency. GAU has an adapted environment for students with special needs. An elevator is installed and appropriate sanitary facilities are arranged. The facility is guarded by a security service that protects the safety of staff and students. The head of the service conducts fire-fighting test drills. The building and its perimeter are monitored by video surveillance.

Evidences/indicators

- Extracts from Public Registry
- Internal measurement drawings of the building
- Documents certifying possession of aircrafts
- Contract on the hangar
- Contract on the helicopter
- Students' surveys
- Payment receipts
- Heating system maintenance document
- Document certifying sanitary norms
- Fire safety detecting and healthcare delivery mechanisms
- Documentation certifying the possession of fire equipment and cameras
- Contracts with a doctor and security staff
- Documentation certifying the possession of computer equipment

•   Self Evaluation Report
•   Site visits by the review panel

Recommendations:

•   Georgian Aviation University should post all safety instructions in both Georgian and English.

•   Georgian Aviation University should post warning signs about power voltage on stands where electronic tools and equipment are located.

•   Georgian Aviation University should provide appropriate furniture (wardrobes and chairs) in the dressing room space in the Tbilisi International Airport hangar.

•   Georgian Aviation University should provide tools and an inventory for practical work in the Tbilisi International Airport hangar.

Suggestions:

Best Practices (if applicable):

•   Georgian Aviation University is commended for the practical experience provided for its students through the airport training facilities at Telavi.

Evaluation

       ☐ Complies with requirements

       ☒ Substantially complies with requirements

       ☐ Partially complies with requirements

       ☐ Does not comply with requirements

7.2. Library Resources

Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.

Descriptive summary and analysis of compliance with the standard component requirements

The library at GAU includes a bookcase, a reading room, a space for library staff, and meeting and group space. It is equipped with computer equipment, printer, copier and scanner connected to the Internet. It is also possible to use wireless internet. It has an electronic literature search engine. The book fund of the library is diverse, constantly updated through purchased books. Basic literature is available in Georgian, English and Russian. A list of electronic versions of the literature is presented.

In order to provide free and remote access to international electronic scientific databases, the University has signed an agreement with the LEPL Shota Rustaveli Georgian National Science Foundation. Aviation profile bases, as well as scientific platforms, are available to students through the University Library website.

The library is open from Monday to Friday from 09:00 to 20:00, and on Saturday from 10:00 to 15:00. The staff has the appropriate competence to assist students in case of need.

Evidences/indicators

•   Documentation certifying the possession of library fund

•   Electronic catalog

•   Documentation certifying involvement in international electronic library database

•   Statistics on the usage of electronic scientific library databases

•   Agreements on bases and plagiarism

•   Certificates of librarians

•   The library Provision

•   University budget

•   Self Evaluation Report

•   Review panel meeting with head of library

Recommendations:

Suggestions:

Best Practices (if applicable):

Evaluation
☒ Complies with requirements
☐ Substantially complies with requirements
☐ Partially complies with requirements
☐ Does not comply with requirements

7.3 Information Resources

- o HEI has created infrastructure for information technologies and its administration and accessibility are ensured
- o Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place
- o HEI ensures business continuity
- o HEI has a functional web-page in Georgian and English languages.

Descriptive summary and analysis of compliance with the standard component requirements

Information technology management policy has been developed at GAU. The document provides information on the information infrastructure and services available at the University, as well as mechanisms for their development. A group of experts inspected the university infrastructure during a visit to SSU.

SSU is equipped with information technologies. Auditoriums equipped with projector and computer (except in exceptional cases), 2 computer classes are equipped with computers with proper data, all computers have access to the Internet, WIFI connection is provided. Internet connection is provided by the company "Silknet". Both computers and flying saucers are connected to the Internet. The person responsible for the maintenance and monitoring of the computer network at the University, the introduction of new information technologies is the Information Technology Manager.

The electronic system gives students and academic / invited / administrative staff access to curricula, syllabi for individual subjects, contact information, library e-book fund http://my.ssu.edu.ge/ka-GE/Books/Index and effective management of the learning process with other necessary information. However, access to the system is done through the username and password created by him. The electronic learning process management system of the university allows to create a unified electronic register of students, to make academic and administrative registration of students, to generate forms, mark sheet and personal card according to the student's request, to see the syllabi of the educational programme, assessment and other necessary information. In addition, the system handles electronic records for both students and administrative and academic staff.

There is a security policy in information technology management policy that details the protection and security of students and staff.

The website of SSU is: http://www.ssu.edu.ge/index.php/ka/The website is bilingual, although the information posted on the Georgian and English pages is not completely identical and an inconsistency in the programme catalogues was noted under Standard 3.2.

Evidences/indicators

- Information Technology Management Policy
- Internet contract
- Learning Process Management System Agreement
- Domain and hosting agreements
- Website ssu.edu.ge
- Learning Process Management System
- Self Evaluation Report
- Review panel meeting with IT management

Recommendations:

Suggestions:

- It is suggested that Georgian Aviation University harmonizes the Georgian and English versions of its website.

Best Practices (if applicable):

Evaluation

- ☒ Fully complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements

7.4 Financial Resources

- o Allocation of financial resources described in the budget of HEI is economically achievable
- o Financial standing of HEI ensures performance of activities described in strategic and mid-term action plans
- o HEI financial resources are focused on effective implementation of core activities of the institution
- o HEI budget provides funding for scientific research and library functioning and development
- o HEI has an effective system of accountability, financial management and control

Descriptive summary and analysis of compliance with the standard component requirements

The institution's sources of funding are only its own revenues: the main ones are the fees received from the students, then the training center. The institution is also involved in grant programmes. It should be noted that the institution has a separate structural unit for conducting financial activities, headed by a financial manager.

The budget of GAU is created with the involvement of the Rector and the structural units of the University, ensuring the effective implementation of the financial management process, compliance with the University Mission and productive use of resources for achieving the University's long-term strategic and action plans. The priorities in the presented budget are defined correctly and it provides support for the activities envisaged and planned in the strategic plan. The Financial Manager is a member of the Board of Directors, which ensures the involvement of the Financial Service in the current or planned activities of the University and its possession of the correct information. Accordingly, when planning a further budget, it effectively allocates funds.

According to the action plan, the University's finances are planned and allocated for the effective implementation of key activities, namely research activities, internationalization and strengthening of international relations, information system upgrades / upgrades, infrastructure upgrades, annual library upgrades with new literature, and library upgrades.

Managerial accountability, financial management and control, and accounting policies are governed by University Statute, the Rector having the right of managerial governance of an LLC. Responsibilities are distributed among the University management in such a way that the same person is not simultaneously responsible for authorizing, implementing and controlling actions. There is a robust signature system and all transactions are documented and fully reflected in the financial statements. An annual audit is performed.

Evidences/indicators

- Budget
- Dynamics of planned funds according to years
- Financial Service Statute and Accounting Policy
- Audit report
- Self Evaluation Report
- Review panel meeting with Financial Service

Recommendations:

Suggestions:

Best Practices (if applicable):

Evaluation

- ☒ Complies with requirements
- ☐ Substantially complies with requirements
- ☐ Partially complies with requirements
- ☐ Does not comply with requirements