



Central University of Europe

Annual Quality Development Report

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

2024-2025 Academic Year



Table of Contents

Chapter 1. Regulation and Principles of Quality Assurance	4
Chapter 2. Internal and External Quality Assurance Mechanisms.....	6
Chapter 3. Teaching, Learning, and Service	7
3.1. Evaluation of Educational Programs	7
3.1.1. Evaluation of Educational Programs by Program Directors.	7
3.1.2. Evaluation of Educational Programs by Stakeholders.	8
3.1.3. Evaluation of Newly Developed Educational Programs / Changes in Existing Educational Programs by the Quality Assurance Service.	11
3.1.4. Evaluation of Educational Programs through the Assessment of the Achievement of Program-Defined Learning Outcomes.	12
3.1.5. Evaluation of Educational Programs by the Quality Assurance Service in Terms of Program Sustainability.	16
3.2. Evaluation of Staff Involved in the Implementation of Educational Programs	17
3.2.1. Evaluation of Academic Staff Based on Conducted Scientific-Research Activities.	17
3.2.2. Evaluation of Academic and Invited Staff Based on Professional Development and Academic Activities.	29
3.2.3. Evaluation of Thesis Supervisors by Students.	32
3.2.3. Evaluation of Program Implementation Staff through the Assessment of Classroom Work.	33
3.3. Evaluation of the Academic Process.....	47
3.3.1. Methodology for Planning and Monitoring Student Contingent.	47
3.3.2. General Satisfaction Surveys: Survey of Students and Program Implementation Staff.	49
3.3.3. Student Satisfaction Research Through Meetings.	56
3.3.4. Assessment of Examination Processes by Students.	57
3.3.5. Assessment of the Practical Component by Students.....	62
3.3.6. Assessment of International Academic Mobility by Students, Program-Implementing Personnel, and Administrative Personnel.....	65
3.3.7. Survey of Students who Transferred out and into the Central University of Europe Through Mobility.	70
Chapter 4. Research	73
4.1. Assessment of Academic Staff's Scientific-Research Activity Productivity	73



4.2. Assessment of Staff's Scientific-Research Productivity Through Participation in Grant Competitions.....	74
4.3. Assessment of the Progress and Significance of Grant Project Outcomes by the Center for Scientific and Research Activities Support	76
4.4. Assessment of Plagiarism Cases	78
Chapter 5. Management Processes	80
Chapter 6. Use of Assessment Results.....	83
Attached Reports/Evidence.....	123



Chapter 1. Regulation and Principles of Quality Assurance

The core values, approaches, and principles of quality assurance at the Central University of Europe are defined by the "Quality Assurance Policy" (approved by the Governing Board's Decree No. 2, dated October 2, 2020). According to the policy, quality management is a daily part of the operations of Central University of Europe and is the responsibility of all persons involved in the process. The quality of university activities stems from the competence, responsibility, and ethical conduct of the members of the university community.

At the Central University of Europe, the main values and approaches in the area of quality assurance are: transparency, publicity, objectivity, reliability, continuity, and validity.

The quality assurance system operates on the principle: Plan, Do, Check, Act. The functioning of the system in accordance with this principle is ensured through the quality assurance mechanisms developed at the Central University of Europe.

The quality assurance mechanisms developed at the university involve the continuous evaluation and development of the university's activities and resources for the purpose of maintaining and improving quality.

The Quality Assurance Service, in order to achieve its set goals, collaborates with all structural units of the university, academic and invited staff, students, employers, and other stakeholders.

The Quality Assurance Service, in its operations, is guided by the document "Quality Assurance Mechanisms and Procedures for Using Evaluation Results" (approved by the University Rector's Order No. 36, dated March 24, 2021), which summarizes the internal and external quality evaluation processes, describes what additional documentation it relies on within the framework of quality assurance mechanisms, as well as describes what instruments are used in the evaluation process and how the evaluation results are utilized for the purpose of refining and improving processes and outcomes.

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

- Procedures for Planning, Developing, Approving, Enhancement, Amending, and Cancelling Educational Programs (approved by the University Rector's Order No. 14, dated September 17, 2020);
- Methodology for Evaluating Learning Outcomes of Educational Programs (approved by the University Rector's Order No. 15, dated September 17, 2020);



- Methodology for Determining the Number of Academic and Invited Staff (approved by the University Rector's Order No. 16, dated September 17, 2020);
- Regulation on the Evaluation of Academic and Invited Staff (approved by the University Rector's Order No. 51, dated October 7, 2020);
- Staff Selection Regulation (approved by the University Rector's Order No. 261, dated July 16, 2020);
- Procedures for Evaluating Classroom Work (approved by the University Rector's Order No. 17, dated September 17, 2020);
- Regulation Governing the Academic Process (approved by the University Rector's Order No. 382, dated August 21, 2020);
- Methodology for Developing Individual Study Plans (approved by the University Rector's Order No. 18, dated September 17, 2020);
- Methodology for Planning Student Contingent (approved by the University Rector's Order No. 52, dated October 9, 2020);
- Procedure for Monitoring Student Contingent (approved by the University Rector's Order No. 19, dated September 17, 2020);
- Guide for Conducting Satisfaction Surveys (approved by the University Rector's Order No. 20, dated September 17, 2020);
- Regulation on the Administration of the Examination Process (approved by the University Rector's Order No. 362, dated August 14, 2020);
- Regulation on the Completion of Bachelor's Thesis (approved by the University Rector's Order No. 36, dated September 28, 2020);
- Regulation on the Completion of the Practical Component of Educational Programs (approved by the University Rector's Order No. 54, dated October 9, 2020);
- Rules and Conditions for the Affiliation of Academic Staff (approved by the University Rector's Order No. 21, dated September 17, 2020);
- Research Funding Regulation (approved by the University Rector's Order No. 22, dated September 17, 2020);
- Procedures and Mechanisms for Detecting, Preventing, and Responding to Plagiarism (approved by the University Rector's Order No. 23, dated September 17, 2020);



- Regulation on the Completion of Master's Thesis (approved by the University Rector's Order No. 24, dated September 17, 2020);
- Charter of the Central University of Europe (approved by the University Rector's Order No. 260, dated July 16, 2020).

Chapter 2. Internal and External Quality Assurance Mechanisms

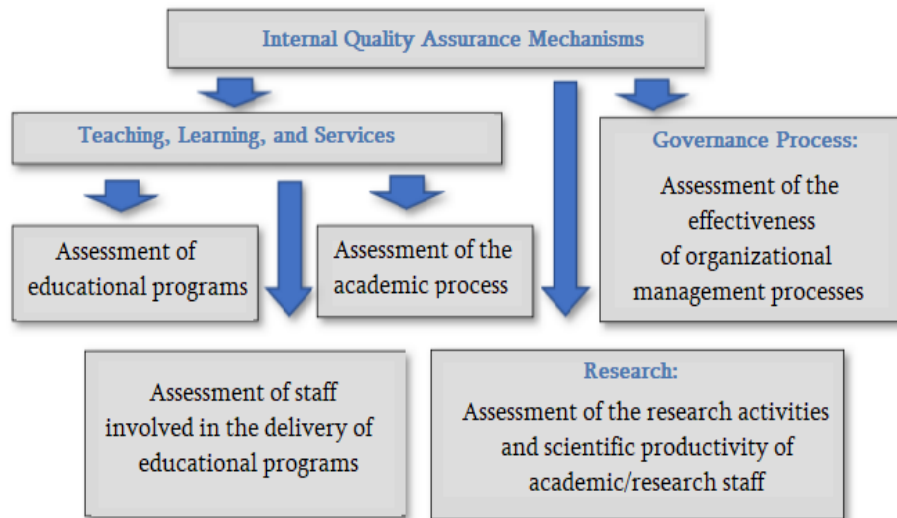
Quality assurance mechanisms encompass both internal and external quality evaluation.

External quality assurance mechanisms include:

- a) Evaluation obtained as a result of authorization, accreditation, and monitoring carried out by the National Center for Educational Quality Enhancement;
- b) Evaluation carried out as a result of international institutional and program accreditation;
- c) Evaluation carried out by locally or internationally invited experts.

The internal quality assurance mechanisms of the university cover all key aspects of the university's activities and are divided into three main areas:

- a) Teaching, Learning, and Service — evaluation, analysis, and response regarding educational programs, staff involved in the implementation of educational programs, and the academic process;
- b) Research — evaluation, analysis, and response regarding research activities and the scientific productivity of academic/research staff;
- c) Governance Processes — evaluation, analysis, and response regarding the organization's management processes.



Chapter 3. Teaching, Learning, and Service

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

- a) Evaluation of educational programs
- b) Evaluation of staff involved in the implementation of educational programs
- c) Evaluation of the academic process

3.1. Evaluation of Educational Programs

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

3.1.1. Evaluation of Educational Programs by Program Directors. In the 2024–2025 academic year, educational programs were evaluated by program directors in accordance with internal quality assurance mechanisms in various directions, such as: direct and indirect evaluation of the achievement of program learning outcomes (analysis of students' academic performance, evaluation according to the program's 4th appendix, survey results), investigation and evaluation of graduate employment indicators, evaluation of student participation in exchange programs and extracurricular activities, and evaluation of the material-technical base and library resources required for program implementation. The obtained results were submitted to the Quality Assurance Service in the form of a report pre-developed within the framework of the mechanisms. In the same report, program directors described the activities carried out on the basis of the evaluation results for the purpose of program development



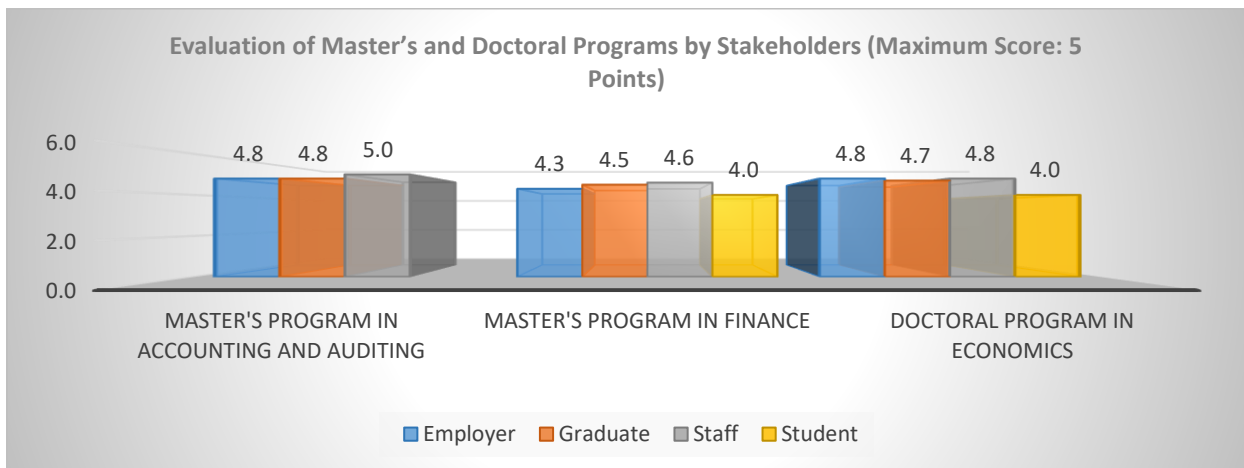
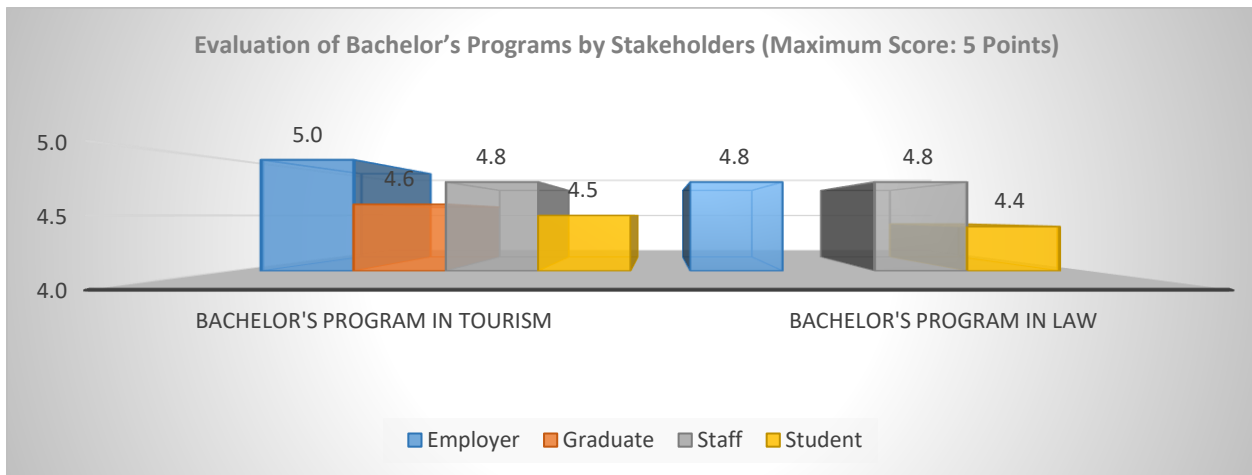
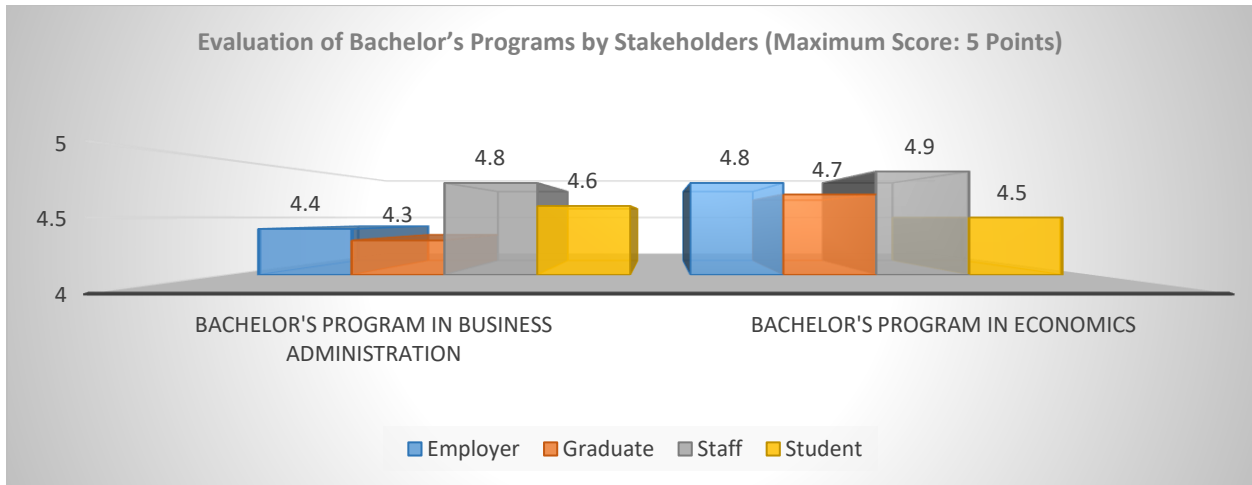
and better achievement of learning outcomes defined by the program, such as amendments to the program curriculum, promotion of staff professional development, updating of library resources, etc. In the 2024–2025 academic year, this evaluation was carried out by program directors at the Central University of Europe for all educational programs in operation at the university. Evaluations were not conducted only for those educational programs in which no students were enrolled during the 2024–2025 academic year, and consequently no academic process was underway and no data existed for analysis and evaluation. The evaluation results obtained were used for the purpose of updating and developing programs. Information on the use of results is described in the annual program evaluation reports, which were submitted to the Quality Assurance Service for reporting and evaluation purposes (for details, see Appendix 1 – Annual Evaluation Reports of Educational Programs).

3.1.2. Evaluation of Educational Programs by Stakeholders. The evaluation of educational programs by stakeholders, in accordance with internal quality assurance mechanisms, is carried out once every two years. The evaluation was fully conducted in the 2023–2024 academic year for all educational programs in operation at the university; accordingly, no stakeholder survey took place in the 2024–2025 academic year pursuant to the above-mentioned approach. As for the evaluation results of the 2023–2024 academic year, educational programs were fully evaluated by stakeholders — specifically by program implementation staff, students, graduates, and employers — using questionnaires pre-developed within the framework of the quality assurance mechanisms. The survey process (as with all surveys conducted within the framework of the internal quality assurance mechanisms of Central University of Europe) is governed by the Guide for Conducting Satisfaction Surveys (approved by the University Rector's Order No. 20, dated September 17, 2020). Stakeholders evaluate the goals of the educational program, the learning outcomes defined by the program, the program curriculum, the courses offered within the program, as well as the volume of working hours allocated to each course. The Quality Assurance Service of the Central University of Europe uses the following electronic platform to ensure this survey process: <https://www.surveymonkey.com/>. The results of the stakeholder evaluations were sent to the program directors for analysis and response, and for use in the development and improvement of programs. Program directors, together with program committees, review the survey results, analyze the obtained results, discuss them, and make decisions regarding the necessity of changes for the purpose of educational program development. The analysis of the obtained evaluation results, information on noteworthy issues identified as a result of the analysis, as well as information on changes implemented on the basis of the analysis for the purpose of program development, are submitted by program directors in the form of a report to the university's Quality Assurance Service. The results of the surveys conducted in the 2023–2024 academic year are positive; all educational programs were rated highly by all stakeholders: in response to the question "Please evaluate the curriculum of the



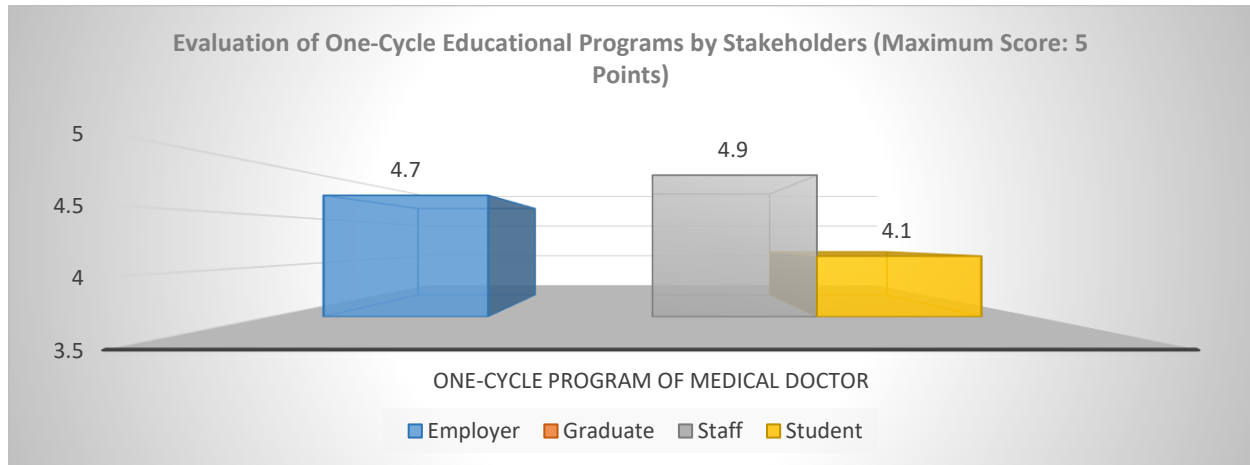
educational program," across all educational programs, the respondents' average rating is mostly above 4 out of a maximum of 5 points:

Faculty of Social Sciences, Business, and Law





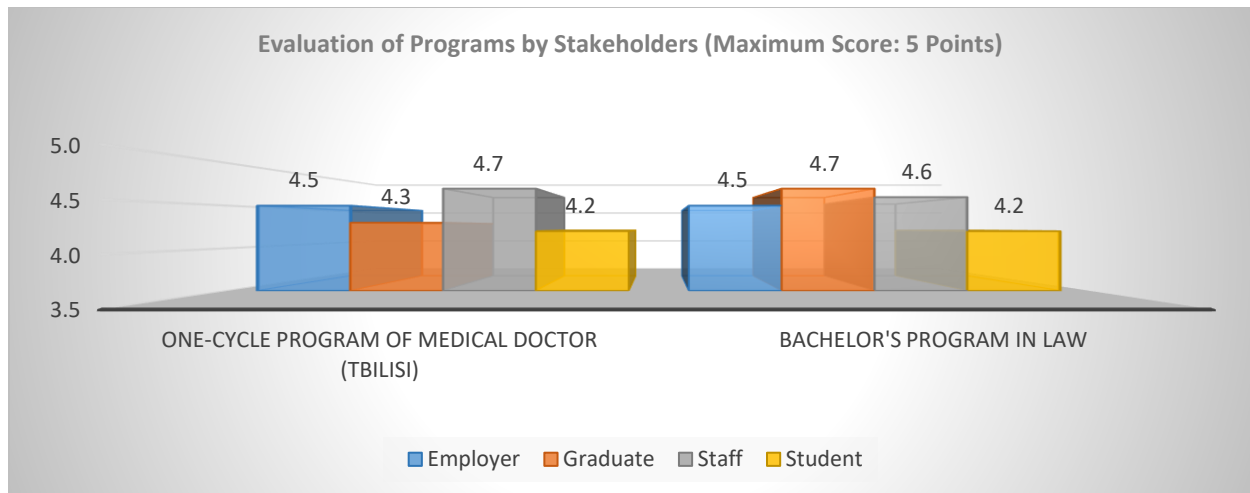
Faculty of Medicine



Note: The results of the stakeholder evaluations do not include the evaluation results of graduates of the Bachelor's Program in Law and the one-cycle educational program of Medical Doctor, as in the 2023–2024 academic year these programs had no graduates. Additionally, the evaluation results do not include students of the Master's Program in Accounting and Auditing, as during the evaluation process in the 2023–2024 academic year no students with active status were enrolled in that program.

The survey results were analyzed and used by program directors and committees for the purpose of program development. Reports on the response to and use of the obtained results were submitted by program directors to the Quality Assurance Service for reporting and evaluation purposes. The response reports indicate that logical changes were implemented in the respective educational programs on the basis of the stakeholder evaluation results.

In the 2024–2025 academic year, stakeholders evaluated those educational programs that were undergoing significant content-related updates, and accordingly, it was necessary and valuable to research the opinions of all stakeholders — employers, graduates, students, and program implementation staff — and to receive their advice and recommendations for the purpose of refining and strengthening the content of educational programs and better aligning them with labor market demands. In the above-mentioned case, the evaluation was conducted for 2 educational programs. The evaluation results in this case are also positive; all educational programs were rated highly by all stakeholders: in response to the question "Please evaluate the curriculum of the educational program," across all educational programs, the respondents' average rating is above 4 out of a maximum of 5 points:



For detailed information on the evaluation results, as well as on the consideration of recommendations, advice, and suggestions received as a result of the evaluation, see Appendix 2 — Stakeholder Survey Results, Analysis of the Results, and Reports on the Use of Results.

3.1.3. Evaluation of Newly Developed Educational Programs / Changes in Existing Educational Programs by the Quality Assurance Service.

The evaluation of educational programs is also carried out by the Quality Assurance Service for the purpose of determining compliance with standards, other external and internal regulatory documents, and assessing changes made to programs or program development. The process is governed by the Procedures for Planning, Developing, Approving, Enhancement, Amending, and Cancelling Educational Programs (approved by the University Rector's Order No. 14, dated September 17, 2020). According to the document, updated or newly developed versions of programs, prepared by program directors and committees on the basis of results obtained through evaluation of program learning outcomes, stakeholder evaluation of programs, evaluation of resources required for program implementation, or other means of program evaluation provided for by quality assurance mechanisms, are submitted to the Quality Assurance Service — following review by the Faculty Council — for the purpose of examining and evaluating changes made to existing programs or newly developed programs. The Quality Assurance Service prepares a conclusion for the purpose of assessing the compliance of each updated or newly developed program with accreditation standards and the requirements established by the university's internal legal acts. The conclusion is submitted to the Governing Board for the purpose of approving changes to existing programs or approving newly developed programs. In the 2024–2025 academic year, changes were made to educational programs in operation at the university for the purpose of program development. The above-mentioned conclusion was prepared by the Quality Assurance Service in the 2024–2025 academic year in every case where any change to an existing educational program was initiated and approved.



It is important to note that over the last two academic years — 2023–2024 and 2024–2025 — four educational programs underwent the external evaluation process (accreditation), including both reaccreditation and accreditation of newly developed educational programs. The above-mentioned evaluation was conducted and conclusions were prepared by the Quality Assurance Service in all cases, for the purpose of determining compliance of changes made to existing programs and newly developed educational programs with external and internal regulatory documents, and for assessing the proper development of educational programs in general. Also noteworthy are the external evaluation results, according to which all of the above-mentioned educational programs received accreditation for the full term, which may be considered an indicator that the processes of program development and evaluation are being carried out correctly.

3.1.4. Evaluation of Educational Programs through the Assessment of the Achievement of Program-Defined Learning Outcomes. The evaluation of educational programs is also carried out through the assessment of the achievement of learning outcomes defined by the program. Both direct and indirect methods of assessment are used in this process.

a) For the purpose of assessing learning outcomes using direct methods, an analysis of students' academic performance is conducted. In accordance with the target benchmarks defined by the Methodology for Evaluating Learning Outcomes in force at the Central University of Europe (approved by the University Rector's Order No. 15, dated September 17, 2020), noteworthy issues are identified as a result of the analysis, where such exist. The target benchmarks defined by the methodology are: more than 10% of students in a group regularly receiving the highest grade (grade A), or more than 10% of students failing. The observation of academic performance data is carried out dynamically — specifically, data from the last three years is examined, which facilitates the identification of genuinely noteworthy issues and eliminates incidental results caused by strong or weak group factors or other variables. Academic performance data is sent to program directors for the purpose of examination and analysis, as well as for the identification of noteworthy issues on the basis of the analysis results, and specifically for the purpose of more in-depth investigation of the issue and, where necessary, implementing specific changes within the program. The response may involve implementing specific changes to the curriculum, revising the prerequisites defined for a course, changing the teaching methodology used within a course, updating the literature used, etc. Reports on the use of academic performance analysis results and responses are submitted by program directors to the Quality Assurance Service. The analysis of academic performance in accordance with the aforementioned methodology was also conducted at the Central University of Europe in the 2024–2025 academic year, within the framework of the educational programs in operation at the university. As a result of observation and data analysis, certain noteworthy issues and the need for responses were identified, which were subsequently addressed within the educational programs (primarily through meetings with students, meetings with staff, and



including changes within specific courses). Positive results were also recorded (fulfillment of target benchmarks), for which no need for response was identified on the basis of observation. Also noteworthy are cases of significant deviation from the target benchmarks even on the basis of one year of data, which also serves as a basis for observation, analysis, and investigation of causes by program directors — though in this case as well, it is important to observe three years of data in order to ensure that conclusions and the need for responses are as well-founded as possible. Observation also reveals cases of invalid data — specifically, an insufficient number of students in a group (10 or fewer students), or, in cases of significantly updated educational programs, the absence of prior years' data relating to courses of the same content, and in the case of newly accredited educational programs, the absence of three years of data. In these cases as well, it is of course important to continue observation and further analysis of the data for the purpose of drawing valid conclusions and identifying the need for changes.

A summary of the noteworthy issues identified on the basis of the analysis of students' academic performance and the responses implemented is presented as follows, by educational program:

Educational program	The need to observe dynamics for reactions		Cases of invalid results		Fundamental Program Update (within the last 3 years)		Responses Implemented on the Basis of Analysis (changes in program, meetings)	
	Term		Term		Term		Term	
	I	II	I	II	I	II	I	II
Bachelor's Program in Business Administration	√	√	√	√			√	√
Bachelor's Program in Economics	√	√	√	√			√	√
Bachelor's Program in Tourism	√	√	√	√			√	√
Bachelor's Program in Law	√	√	√	√	√		√	√
Master's Program in Accounting and Auditing	√	√	√	√	√			
Master's Program in Finance	√	√	√	√	√			
Doctoral Program in Economics	√	√	√	√				
One-cycle English-language Program of Medical Doctor	√	√					√	



(implementation location: Kutaisi)							
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Note: The analysis of students' academic performance was not conducted for educational programs in which no students were enrolled in the 2024–2025 academic year, and consequently no academic process was underway and no data existed for analysis.

For details, see Appendix 3 — Direct Assessment of Learning Outcomes, Analysis of Academic Performance, Reports on the Use of Analysis Results and Responses.

As a direct method of learning outcomes assessment, the university, in accordance with the Methodology for Evaluating Learning Outcomes, also defines a more complex method of assessment, which involves breaking down learning outcomes into assessment indicators and evaluating the indicators. This method facilitates more in-depth investigation of noteworthy cases identified in relation to the achievement of learning outcomes and the study of their causes. A plan for assessing learning outcomes using indicators has been developed within the framework of educational programs (Program Appendix 4 — Assessment of Learning Outcomes), and for the purpose of ensuring the validity of results (valid results can be obtained after a certain period following program updates), their implementation has been planned from the respective academic years, taking into account the periods of program development. In accordance with the relevant appendices of the educational programs, the assessment of learning outcomes using this direct method was planned and carried out in the 2024–2025 academic year within the framework of the Bachelor's Programs in Business Administration, Tourism, Law, and Economics. On the basis of the assessment of results, noteworthy issues that would require changes to the educational programs or specific courses for the purpose of better achieving learning outcomes were largely not identified within the above-mentioned programs. On the basis of the conclusions of program directors, the specific learning outcomes of the programs that were assessed in the 2024–2025 academic year are achieved in most cases, or in exceptional cases, the available amount of data, its examination and analysis, does not allow for well-founded conclusions to be drawn regarding the need for changes to programs or courses; accordingly, the continuation of observation and analysis in dynamics was planned. On the basis of analysis and assessments, in a number of cases where noteworthy results were identified, certain responses were also implemented for the purpose of improving the achievement of results — for example, more active use of interactive and student-centered teaching methods in the teaching process, revision of a course and updating of the assessment system to ensure that interim assessments are conducted on a weekly basis, etc. (for details, see Appendix 3 — Direct Assessment of Learning Outcomes, Assessment of Learning Outcomes in Accordance with Program Appendix 4, Reports on the Use of Analysis Results and Responses).



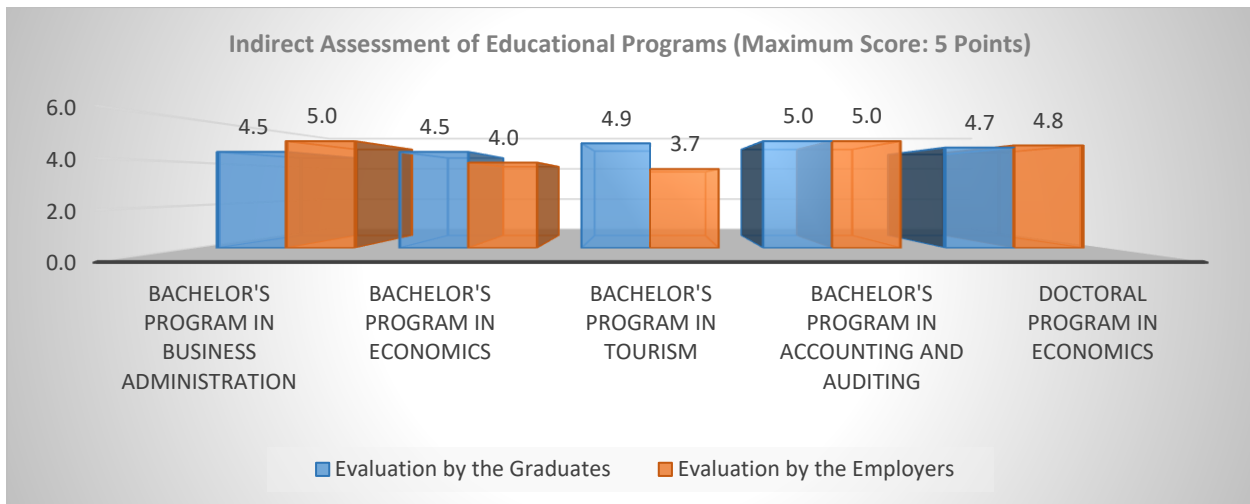
b) Within the framework of indirect methods of learning outcomes assessment, the results of surveys of program graduates and employers are analyzed and used for the purpose of program development. In this process, employers — in cases where a graduate or student of the Central University of Europe is employed with them — evaluate the knowledge and skills of the employee, while graduates evaluate the knowledge and skills they acquired upon completion of the program, which makes it possible to assess the level and quality of knowledge and skills obtained within a specific educational program. The electronic platform <https://www.surveymonkey.com/> is used to ensure the survey process. The obtained results are sent to program directors for analysis and response. Program directors discuss the obtained results with program committee members, identify and determine the need for a response, and where a need is identified, implement the corresponding changes within the program. Reports on the use of analysis results and responses are submitted by program directors to the Quality Assurance Service for reporting and evaluation purposes. It is worth noting that among the results obtained in the process of indirect assessment of learning outcomes, a result is considered noteworthy for educational programs in operation at the university if a large proportion of surveyed graduates (30% or more) believe that within a specific educational program they did not acquire the relevant knowledge and skills important for the field and had to develop them after completing the program, outside of it. It is important to note that the indirect assessment of the achievement of learning outcomes of educational programs by graduates and employers, in accordance with internal quality assurance mechanisms, is carried out once every two years. The evaluation was fully conducted in the 2023–2024 academic year for all educational programs in operation at the university; accordingly, no survey of graduates and employers took place in the 2024–2025 academic year pursuant to the above-mentioned approach. As for the evaluation results of the 2023–2024 academic year, the indirect assessment of educational programs in operation at the Central University of Europe by graduates was conducted in the 2023–2024 academic year for all those educational programs where graduates and their employers existed and were accessible, and accordingly, it was possible to assess the content and achievement of learning outcomes of the program through the aforementioned indirect method.

The evaluation results indicated that in the opinion of the absolute majority of graduates, adequate knowledge and skills were developed within the educational program: in response to the question "Please evaluate the educational program you completed and the knowledge and skills you acquired as a result of completing the program," across all educational programs, the respondents' average rating is mostly above 4 out of a maximum of 5 points. The evaluation results also indicated that in the opinion of the absolute majority of employers, graduates of the educational programs in operation at the Central University of Europe developed adequate knowledge and skills: in response to the question "How would you evaluate the knowledge and skills of the Central University of Europe graduate / student,"



across all educational programs, the respondents' average rating is mostly above 4 out of a maximum of 5 points:

Faculty of Social Sciences, Business, and Law



Note: The evaluation is not and has not been conducted for those educational programs which, taking into account the accreditation period, had no graduates in the 2023–2024 academic year, and accordingly no employers of their graduates existed and it was impossible to carry out the evaluation: the one-cycle program of Medical Doctor of the Faculty of Medicine and the Bachelor's Program in Law of the Faculty of Social Sciences, Business, and Law. The evaluation of graduates' knowledge and skills was also not conducted by graduates and employers for the Master's Program in Finance, where the survey process for the purpose of program evaluation was participated in mostly by graduates of other higher education institutions and potential employers with whom no graduate of the Central University of Europe is employed, and accordingly it was impossible to carry out the evaluation.

It is important to note that the opinions expressed by graduates and employers regarding program development have been taken into account. This is confirmed by the survey results of the respective academic year and by the reports on the analysis of results and the consideration of received recommendations.

3.1.5. Evaluation of Educational Programs by the Quality Assurance Service in Terms of Program Sustainability. The evaluation of educational programs by the Quality Assurance Service is also carried out from the perspective of program sustainability. In accordance with the target benchmarks established by the Methodology for Determining the Number of Academic and Invited Staff in force at the university (approved by the University Rector's Order No. 16, dated September 17, 2020), the minimum number of academic staff involved in program implementation is determined, and accordingly, the adequacy of the number of academic and invited staff involved in program



implementation is assessed. For this purpose, the Quality Assurance Service requests data from program directors and evaluates the extent to which the target benchmarks established by the methodology are being met. The issue of ensuring educational programs with an adequate number of academic staff was also assessed in the 2024–2025 academic year in accordance with this procedure. On the basis of the evaluation results, the involvement of an adequate number of academic staff, as established by the methodology, was identified in the implementation process of all educational programs in operation at the university (see Appendix 19 — Table for Determining the Number of Academic and Invited Staff).

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

The evaluation of staff involved in the implementation of educational programs is carried out with the involvement of students and the university's administrative staff, in several directions and using various evaluation instruments, specifically:

3.2.1. Evaluation of Academic Staff Based on Conducted Scientific-Research Activities. The university has a Regulation on the Evaluation of Academic and Invited Staff in force (approved by the University Rector's Order No. 51, dated October 7, 2020). The document regulates the evaluation of program implementation staff, including the evaluation of scientific-research activities conducted by academic staff. Within the framework of the document, an annual report form for the scientific-research activities of academic staff has been developed. The form defines all activities that may be counted as scientific-research activities for academic staff. The form also defines the score for each activity. Each activity defined by the form is assigned a different score in accordance with the above-mentioned regulation. The volume of the score is itself derived from the significance and value of the scientific-research activity. At the end of each academic year, academic staff submit this annual report to the Center for Scientific and Research Activities Support of the Central University of Europe. The document establishes minimum requirements (minimum score) for affiliated academic staff (affiliated professor, affiliated associate professor, affiliated assistant professor, and affiliated assistant) and for academic staff (professor, associate professor, assistant professor, and assistant). Academic staff are obliged to carry out the scientific activities defined by the regulation, annually accumulate the minimum number of scores defined for them, and submit information on the activities together with supporting evidence in the form of the above-mentioned report to the Center for Scientific and Research Activities Support. The report submitted by academic staff at the end of the academic year is evaluated by the head of the Center for Scientific and Research Activities Support, who confirms the scientific activities carried out by the academic staff and also confirms the fulfillment of the minimum score requirement. The head of the Center for Scientific and Research Activities Support provides the evaluation results to the Quality Assurance Service for the purpose of using the confirmed results in



the annual evaluation process of program implementation staff and taking them into account in the final evaluation results.

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

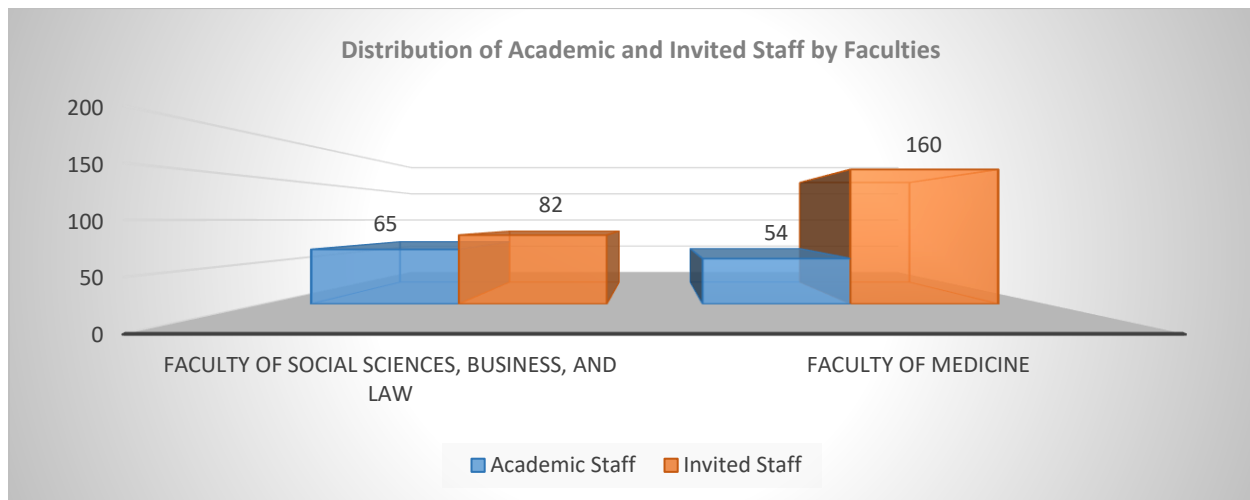
1. Failure by affiliated academic staff to fulfill scientific activity requirements for two consecutive years may serve as grounds for termination of their employment contract. In the event of non-fulfillment of scientific activity requirements after one year, affiliated academic staff are issued a warning.
2. In the event that affiliated academic staff fulfill the minimum requirements established in relation to scientific-research activities, affiliated academic staff receive corresponding remuneration: an affiliated professor — 3,000 GEL, an affiliated associate professor — 2,500 GEL, an affiliated assistant professor — 2,000 GEL, an affiliated assistant — 1,500 GEL. It should also be noted here that the remuneration of affiliated academic staff is paid only in accordance with the scores accumulated through scientific activities carried out in the name of the Central University of Europe.
3. On the basis of the ranking of the annual evaluation results of academic staff activities (in which a certain percentage is allocated to the results of the scientific-research activities evaluation), the three academic staff members with the best results at each faculty are awarded a monetary prize for the purpose of encouragement (1st place — 1,500 GEL, 2nd place — 1,000 GEL, 3rd place — 500 GEL).
4. The Center for Scientific and Research Activities Support, in collaboration with the Quality Assurance Service, evaluates and analyzes the obtained results, identifies the needs for supporting academic staff in scientific-research activities, and plans the directions of support and the activities required for support. The use of evaluation results and the above-mentioned response to the results on the part of the university is regarded as a mechanism for increasing the scientific-research activities and productivity of academic staff and as a means of financial support.

The evaluation of scientific-research activities by academic staff was conducted at the Central University of Europe at the end of the 2024–2025 academic year (see Appendix 4 — Evaluation of Academic and Invited Staff, Annual Reports on Scientific-Research Activities of Academic Staff, and Evidence of Activity Implementation).

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



According to August 2024 data, the total number of academic and invited staff at the Central University of Europe was 361: Faculty of Social Sciences, Business, and Law — 65 academic and 82 invited staff, Faculty of Medicine — 54 academic and 160 invited staff.

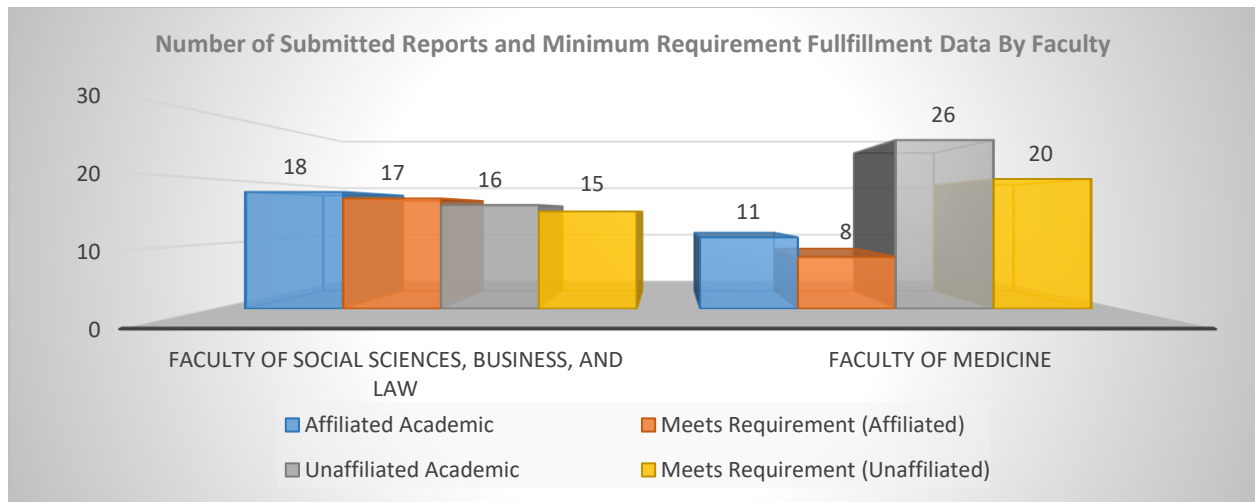


According to August 2025 data, 42 academic staff members were affiliated with the Central University of Europe: Faculty of Social Sciences, Business, and Law — 27 affiliated academic staff members, Faculty of Medicine — 15 affiliated academic staff members.

In the 2024–2025 academic year, out of 119 academic staff members, 71 (60%) submitted a scientific-research activities report:

At the Faculty of Social Sciences, Business, and Law, a total of 34 (52%) academic staff members submitted annual reports: 18 affiliated academic staff members (67% of affiliated staff), of whom 17 (94%) fulfilled the minimum requirement, and 16 non-affiliated academic staff members (42% of non-affiliated academic staff), of whom 15 (94%) fulfilled the minimum requirement.

At the Faculty of Medicine, a total of 37 (69%) academic staff members submitted annual reports: 11 affiliated academic staff members (73% of affiliated staff), of whom 8 (73%) fulfilled the minimum requirement, and 26 non-affiliated academic staff members (67% of non-affiliated academic staff), of whom 20 (77%) fulfilled the minimum requirement.



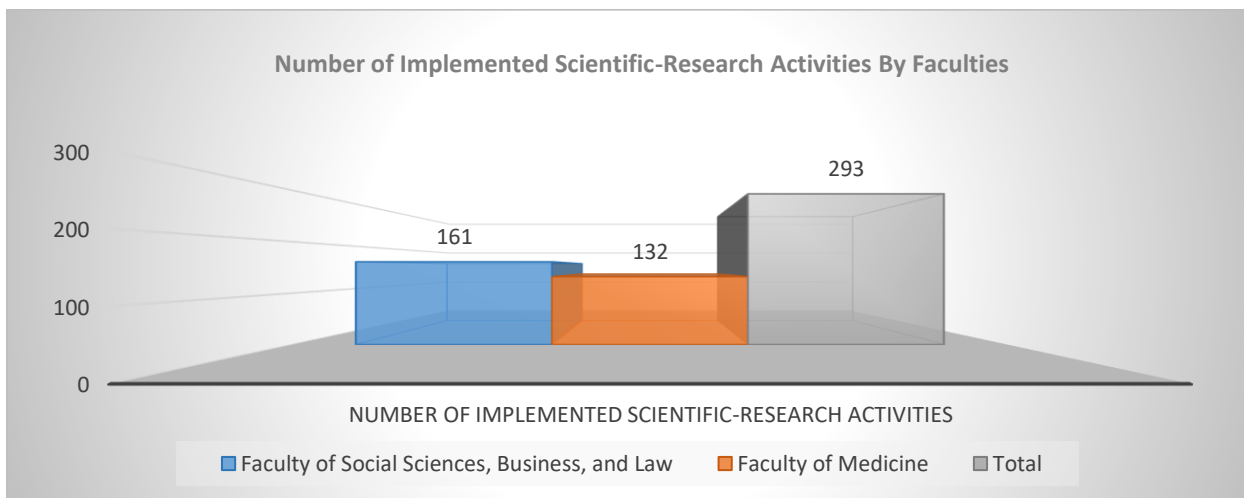
During the 2024–2025 academic year, the following scientific–research activities were carried out by the academic staff of the Central University of Europe:

Scientific-Research Activities	Faculty of Social Sciences, Business, and Law	Faculty of Medicine	Total
Articles in Impact Factor Journals	3	54	57
Publication of Articles in Google Scholar Journals	28	20	48
Participation in International Scientific Conferences (with Presentation)	60	34	94
Participation in International Scientific Conferences (without Presentation)	3	0	3
Participation in Local Scientific Conferences (with Presentation)	3	6	9
Participation in Local Scientific Conferences (without Presentation)	0	0	0
Leading a Funded Grant Research Project	0	0	0
Participation in a Funded Grant Research Project (Key Personnel)	3	2	5
Invention/Patent	0	1	1
Publication of Monograph/Textbook Abroad	1	1	2
Publication of Monograph/Textbook	10	0	10



Editorship of a Scientific Journal Listed in Point One	0	0	0
Reviewing for a Scientific Journal Listed in Point One	1	0	1
Editorship of a Google Scholar Journal	3	1	4
Reviewing for a Google Scholar Journal	8	5	13
Membership in the Scientific Committee of an International Scientific Conference	23	0	23
Membership in the Scientific Committee of a Local Scientific Conference	0	0	0
Reviewing a Textbook/Monograph	5	0	5
Reviewing Master's Theses of Central University of Europe Students	0	0	0
Reviewing Doctoral Theses of Central University of Europe Students	1	0	1
Supervising Papers for Student Conferences Held Abroad	0	0	0
Supervising Papers for Local Student Conferences	9	8	17

In the 2024–2025 academic year, the following number of scientific-research activities were carried out by the academic staff of the Central University of Europe within the framework of the faculties:





The remuneration paid on the basis of the above-mentioned scientific-research activities to the affiliated academic staff of the Central University of Europe in the 2024–2025 academic year amounted to 49,500 GEL.

The Center for Scientific and Research Activities Support conducted a survey on its part for the purpose of identifying the needs of academic staff. The survey was conducted during the period of October 18–31, 2024. A total of 51 academic and invited staff members of the Central University of Europe participated in the survey. The questions aimed to identify the topics on which staff would like to receive more information in the form of workshops/trainings/informational meetings, as well as the directions in which they needed retraining/preparation for scientific-research activities and what type of support they would like to receive from the Center for Scientific and Research Activities Support. The survey results were analyzed and, on the basis of the analysis, the holding of corresponding workshops/trainings/informational meetings was planned. Specifically, the survey identified several directions (writing/publishing articles in rated journals; writing project proposals/identifying research funding sources; planning and coordinating research activities; submitting applications to competitions of the Shota Rustaveli National Science Foundation of Georgia; using scientific databases in the research process; journal selection techniques/assistance with publishing; sharing information on grant research projects, local conferences, trainings, and workshops; sharing information on scientific literature and databases, etc.), and corresponding trainings/workshops were planned for the 2024–2025 academic year.

In the 2024–2025 academic year, the Center for Scientific and Research Activities Support accordingly carried out the following various types of activities for the purpose of supporting the scientific-research activities of the university's academic and invited staff:

1. On December 16, 2024, the fourth international conference "Education, Technologies and Innovation" was held, organized by the European University and the Central University of Europe. The keynote speakers invited to the conference were international-level experts in the field of education: Associate Professor Igballe Miftari-Fetishi (International Balkan University, North Macedonia); Elena Istileulova (Socrates Lectures Symposium, University of Ljubljana, Slovenia); Professor Lela Abdushelishvili (Black Sea International University, Georgia). The conference participants represented 4 countries: Georgia, Lithuania, Latvia, and North Macedonia. Detailed information (conference program, photo gallery, abstract collection, etc.) can be found on the official conference website: <https://iceti.eu.edu.ge/>.
2. During the period from August 2024 to July 2025, the following information was shared with academic/invited staff for the purpose of supporting scientific-research activities:



- 4th International Scientific-Practical Conference "Current Issues in the Development of Science and Education";
- International Jean Monnet Conference 2024: Building Sustainable EU Society for the Future;
- 2024 State Scientific Research Grant Competition for the Protection and Development of the State Language;
- 17th International Scientific Conference "Education and Science in the Age of Artificial Intelligence: Challenges and Perspectives";
- 2nd Annual International Conference "SQUARE — Discussing the Third Mission in Universities: Local and Global";
- V International Scientific-Practical Interdisciplinary Conference;
- Joint International Scientific Grant Competition of the Rustaveli Foundation and the National Agency for Research and Development (NARD) of the Republic of Moldova for 2024;
- XXV International Scientific Conference "Artificial Intelligence";
- American Institutes for Research Exchange Program for Researchers;
- International Education Center Small Grant Program for Alumni;
- Swiss Government Doctoral, Post-Doctoral and Research Scholarships 2025–2026;
- Georgia's Agency for Innovation and Technology "Technology Transfer Program";
- State Scientific Grant Competition for Georgian Studies Research;
- International Scientific Conference — Current Issues of Wartime and Post-War Legislation and Policy;
- 2024 Joint Scientific Grant Competition of the Scientific and Technological Research Council of Turkey (TUBITAK) and the Shota Rustaveli National Science Foundation of Georgia;
- Small Grants Program;
- Chinese Government Scholarship 2025–2026;
- NCP_WIDERA.NET Travel Grants;
- Innovative Participant Engagement Fund Competition;
- Lane Kirkland Research Program of the Republic of Poland for the 2025–2026 Academic Year;
- Ludovika Scholars Program of the University of Public Service (LUPS);



- Central University of Europe Summer Courses;
- Conference — Defence is the Best Attack: Immuno-Oncology Breakthroughs;
- Scientific Conference "Research the EU for Georgia";
- Post-Doctoral Fellowship — "Competition in the Digital Era: Geopolitics and Technology in the XXI Century (CODE)";
- International Scientific Conference ETECH 2025;
- 27th Annual International Conference on Education;
- Webinars on Horizon Implementation;
- International Fellowships 2025;
- 2025 GIST Innovates South Caucasus;
- Scientific Events Organized by the Athens Institute — 2025 (over 30 scientific events in total);
- 2025 Turkey Research Scholarships Program;
- Latvia State Scholarships 2025;
- Scientific Conference — "Futurology and Hope: Forecasts, Opportunities, Challenges";
- TWAS Research Grants Program in Basic Sciences: Individuals;
- EURAXESS Portal;
- Seminar "Analysis of Russia's Foreign, Security and Defense Policy in the Age of Artificial Intelligence";
- Henrik Enderlein Fellowship 2025–2026;
- International Conference: Contemporary Pharmacy: Issues, Challenges and Expectations 2025;
- 2025 State Scientific Grants Competition for Applied Research;
- EACR 2025 Congress: Innovative Cancer Science;
- EUSEA Conference 2025;
- 2025 Grant Competition for Supporting Scientific Research Projects on Georgia's Border Regions and International Scientific Events;
- 2025 Grant Competition for Supporting Scientific Research Projects on Georgia's Occupied Territories and International Scientific Events;



- International Conference Green Transition in Economy: Opportunities and Challenges;
- International Conference — Evidence-based practice: From Health to Social Well-being;
- Scholarship Program in the Czech Republic 2025–2026;
- Courses: Orthopaedic, General Surgery, ENT and Obs&Gynae Survival;
- 2025–2026 Fulbright Teaching Excellence and Achievement Program;
- International Competition "Chinguitt Prize 2025";
- ETINED Meeting;
- Joint "Rustaveli-DAAD" Scholarship Grant Competition of the Shota Rustaveli National Science Foundation of Georgia and the German Academic Exchange Service (DAAD) for 2025;
- 2025 Grant Competition for Supporting Scientific Research Projects in Caucasiology and International Scientific Events;
- Support for Qualification Enhancement Abroad 2025–2026;
- EIT Community Opportunities;
- GERDA HENKEL Fellowship;
- Small Research Grants on Education;
- Conference — International Scholars and Leadership in Global Higher Education;
- Elsevier Webinars;
- iamtheCODE — Study Courses;
- Summer Course of Lithuanian Language and Culture;
- Slovak Government National Scholarship Programs;
- 2025 Grant Competition for Black Sea and Coastal Region Studies — "Black Sea Blue Development";
- 6th International Conference on Environmental Design and Health, ICED2025;
- Horizon Europe Cluster 2 Information Day;
- International Conference "Evolution of the Digital World and Sustainable Development Goals: Transformation of Industries and Professions for Sustainable Development";
- 2025 State Scientific Grants Competition for Fundamental Research;



- 15th International Research Conference on Education, Language, and Literature (IRCEELT);
- Second Multidisciplinary International Scientific Conference of Young Scientists and Students "Young Scientists for a Better Future of the Planet";
- 2025 Grant Funding Competition for Young Scientists' Research;
- International Scientific Conference "Multifaceted Neuroscience — 140 Years of Ivane Beritashvili";
- XXIV International Congress on Public and Nonprofit Marketing;
- GIU Annual International Scientific Conference 2025;
- International Conference "Economic, Legal and Social Problems of Contemporary Development — 2025";
- International Scientific Conference "Museum and Globalization";
- Targeted Grant Competition for the Popularization of Science;
- MSCA Postdoctoral Fellowships;
- Conference "Education — A Catalyst for Well-being";
- Joint Scientific Research Internship Grant Competition of the Rustaveli Foundation and the French-Georgian University;
- International Scientific-Practical Multidisciplinary Conference SEU ISMC 2025;
- International Scientific Conference — "The Black Sea Region at the Crossroads of Civilizations — IV";
- 9th Annual Symposium of Applied Research (SOAR);
- Training on Advanced AI Tools Training for Research Managers;
- EIC Pre-Accelerator and EIC Accelerator Information Meeting;
- Professional Practice Program;
- Joint Research Program Grant Competition of the Shota Rustaveli National Science Foundation of Georgia and the University of Oxford for "Georgian Studies" for 2025;
- 2025 Competition for Funding Doctoral Educational Programs.



3. On the basis of the needs assessment conducted during the fall semester of the 2024–2025 academic year, the topics of trainings/workshops needed to strengthen the scientific-research skills of staff were identified, and the following trainings/workshops/informational meetings were held:
- On January 27, 2025, an online training on the topic "Planning and Coordinating Research Activities" was held for the university's academic and invited staff, led by Nino Machurishvili — lecturer at the European University, Head of the Rector's and Academic Council Secretariat of Ivane Javakhishvili Tbilisi State University, and Research Development Coordinator of the Scientific Department of the Shota Rustaveli National Science Foundation of Georgia. The aim of the training was to provide participants with information on practical strategies for planning and coordinating scientific-research activities. Duration of the training — 3 hours. Working language — Georgian.
 - On February 21–24, 2025, an online training on the topic "Using Scientific Databases in the Teaching and Research Process" was held for the university's academic and invited staff, led by Maia Metreveli, Project Manager of LLC Innovative Educational Connections. The aim of the training was to provide participants with information on the use of electronic scientific resources in the educational and scientific fields, including for the publication and reviewing of scientific papers and journals. Participants also became acquainted with programs that assist in the research and teaching process. Duration of the workshop — 9 hours. Working language — Georgian.
 - On March 25, 2025, an online workshop on the topic "Student Support, Supervision, and Mentoring in Learning and Research" was held for the university's academic and invited staff, led by Kristi Praakle, Head of the Department of Veterinary Biomedicine and Food Hygiene, Institute of Veterinary Medicine and Animal Sciences, Estonian University of Life Sciences, lecturer. The aim of the workshop was to provide participants with information on the knowledge and skills necessary to become successful mentors for students. Duration of the workshop — 2 hours. Working language — English.
 - On April 11, 2025, an online workshop on the topic "How to Prepare a Successful Project Proposal for the Grant Competitions of the Shota Rustaveli National Science Foundation of Georgia" was held for the university's academic and invited staff, led by Miranda Tedeshvili, Head of the Center for Scientific and Research Activities Support. The aim of the workshop was to familiarize participants with the Foundation's requirements, the structure of the application, and the evaluation criteria, as well as to share effective project planning and submission strategies. Participants received practical advice on formulating project objectives,



methodology, budget, and timeline. Duration of the workshop — 3 hours. Working language — Georgian.

- On April 15–17, 2025, an online training on the topic "Writing Project Proposals / Specifics of Identifying Funding Sources" was held for the university's academic and invited staff, led by Ketii Tsintsadze — expert and consultant in the areas of continuing education, adult education, academic process planning, and development of professional and continuing education courses; trainer-consultant and author of academic courses (ToT, project proposal writing, time management, etc.). The aim of the training was to introduce participants to the basic principles and creative approaches to writing project proposals and to provide them with the practical knowledge and skills needed to transform an idea into an effective project proposal. Duration of the training — 9 hours. Working language — Georgian.
 - On May 20, 2025, an online training on the topic "Writing/Publishing Articles in Rated Journals" was held for the university's academic and invited staff, led by Maguli Ghambashdize — trainer at the Training Center for Innovative Teaching Methods of the European University and the Central University of Europe. The aim of the training was to strengthen knowledge and skills related to contemporary standards of academic writing, creating the structure of a scientific paper, academic style, finding and using reliable scientific sources, contemporary research mechanisms, and the principles of academic integrity. During the training, participants also received information on peer-reviewed scientific journals and learned how scientific papers are published in this type of publication. Duration of the training — 3 hours. Working language — Georgian.
 - On April 7, 2025, a working meeting on the topic "Strategies for Building a Researcher's Brand" was held for the academic and invited staff of the Central University of Europe. At the meeting, staff were provided with information on the online tools and strategies that facilitate their positioning and the sharing of research results.
4. In 2025, the Central University of Europe added an AI-generated text detection functionality to the existing Strike Plagiarism package, in response to which a training on the use of the Strike Plagiarism platform was held on July 4, 2025 for the academic and invited staff of the Central University of Europe. The main topic of the training was the detection of AI-generated texts using the Strike Plagiarism platform. The meeting was led by representatives of Strike Plagiarism, who demonstrated through practical examples how AI text detection, report generation, and [interpretation](#) should be carried out. Duration — 1 hour. Working language — English.



5. The Center provides consultations to the university's academic and invited staff on matters relating to the use of the electronic platform <https://strikeplagiarism.com/> for the purpose of plagiarism checking.

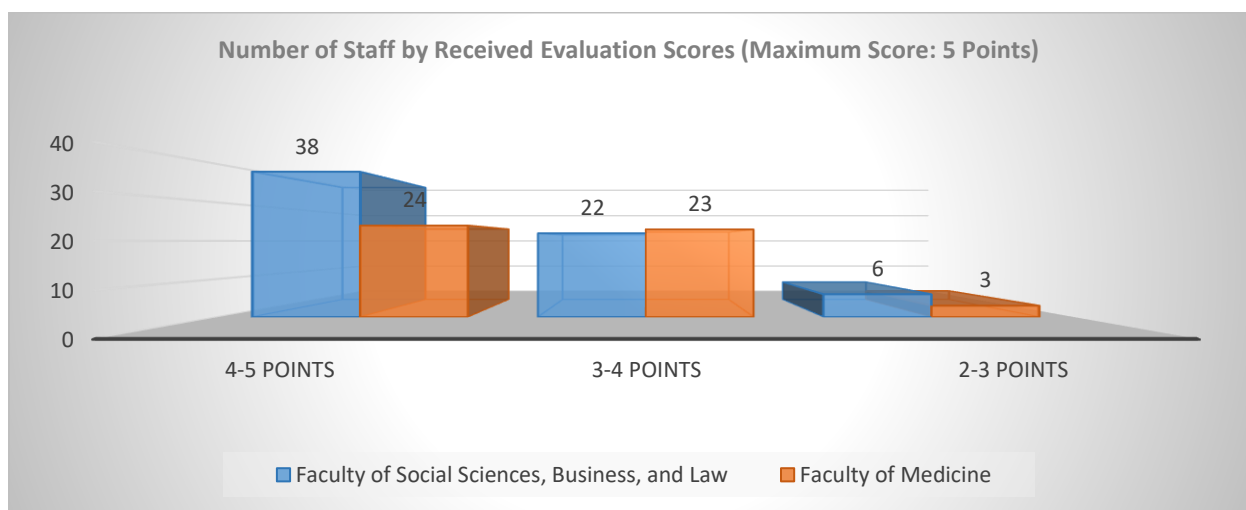
For details on the survey results, Analysis of the Results, and responses, see Appendix 17 — Reports on Staff Development Support Activities, Results of the Staff Survey Conducted by the Center for Scientific and Research Activities Support, Analysis of the Results, and Report of the Center for Scientific and Research Activities Support on Activities Conducted for the Purpose of Supporting Staff Development.

3.2.2. Evaluation of Academic and Invited Staff Based on Professional Development and Academic Activities. The evaluation of academic and invited staff, in accordance with the above-mentioned Staff Evaluation Regulation, is also carried out on the basis of their academic activities, which involves the evaluation of staff by students, the dean, program directors, employees of the examination center, and academic process management managers. This administrative staff evaluates matters relating to their cooperation with academic and invited staff and the proper conduct of the academic process using pre-developed questionnaires, while students, also using pre-developed questionnaires, evaluate their satisfaction with the lecturer in the course implementation process, the teaching and assessment methods used by them, the lecturer's skills in conducting lectures, explaining, and transferring knowledge, etc. For the purpose of ensuring the survey process, the Quality Assurance Service uses the electronic information system of the Central University of Europe: <https://eunsis.unik.edu.ge/> and the electronic platform: <https://www.surveymonkey.com/>. The evaluation results are summarized by the Quality Assurance Service and the semester and annual rankings of academic and invited staff are established by faculty. In the final evaluations of academic staff, a defined percentage is allocated to the results of the evaluation of staff scientific-research activities (in accordance with the procedure described above) and to the results of the professional development evaluation, while in the case of invited staff, only to the results of the professional development evaluation. For the purpose of professional development evaluation, a corresponding form has been developed within the framework of quality assurance mechanisms, which defines possible professional development activities; each activity is assigned a corresponding score based on the scale and significance of the activity. It is also possible for staff to indicate an activity that is not defined by the report form. The score for such an activity is determined by a commission. Reports are requested from academic and invited staff by the Quality Assurance Service, and the analysis of reports received from staff and the determination of final results is carried out by a commission initiated by the Service and approved by the Rector. The evaluation results are taken into account in determining the annual ranking of staff.



The final results of the evaluation of program implementation staff are used for the purpose of encouraging staff; specifically, monetary prizes are defined for the three academic and invited staff members with the best results at each faculty. The professional development and academic activities of academic and invited staff were evaluated at the end of the fall and spring semesters of the 2024–2025 academic year, and the annual evaluation results have also been summarized.

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



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

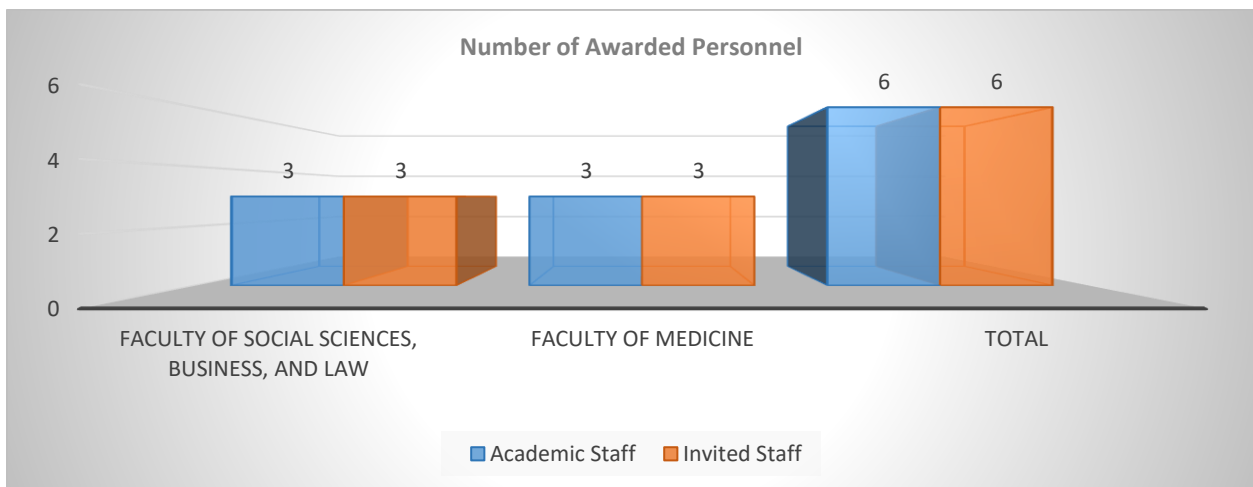
1. The evaluation results were sent to program directors and deans for review and response. The faculty dean submits a response report to the Quality Assurance Service for the purpose of monitoring and evaluating the response processes. Response reports on the evaluation results of the 2024–2025 academic year have been submitted by the deans. The reports describe activities already carried out in collaboration with program directors and other structural units for the purpose of improving identified noteworthy results (e.g. communication with lecturers, communication with students, holding working meetings and sharing recommendations, reviewing a course syllabus and enriching it with practical activities through communication with the lecturer, offering attendance at relevant training modules organized by the Training Center for Innovative Teaching Methods, etc.), as well as a plan for future responses (for details, see Appendix 4 — Evaluation Results of Academic and Invited Staff, Response Reports on Evaluation Results).

2. On the basis of the ranking of the annual evaluation results of academic and invited staff activities, the three academic and invited staff members with the best results at each faculty are awarded a monetary prize for the purpose of encouragement (academic staff: 1st place — 1,500 GEL, 2nd place — 1,000 GEL, 3rd place — 500 GEL; invited staff: 1st place — 1,000 GEL, 2nd place — 700

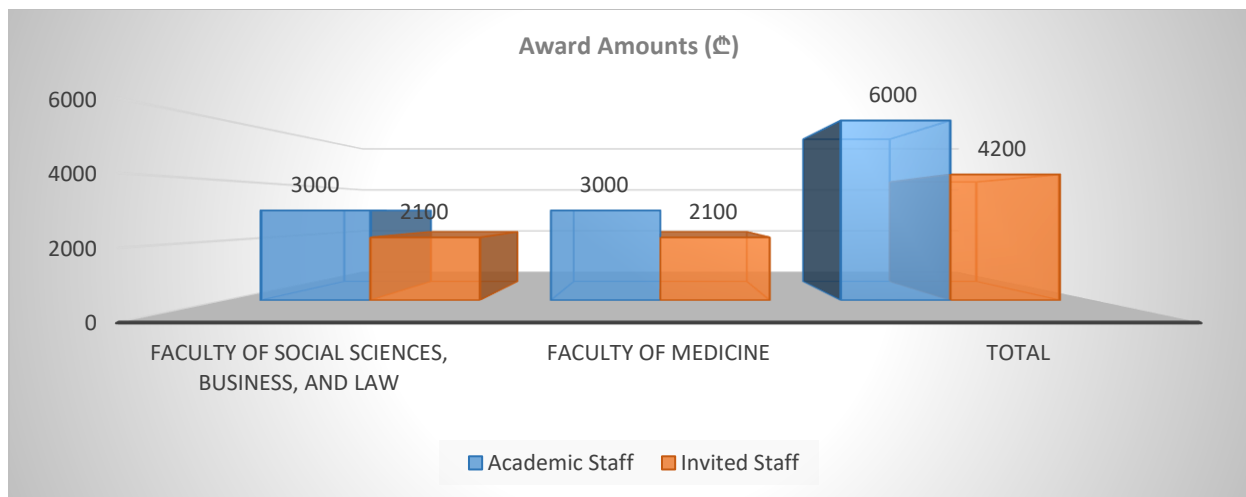


GEL, 3rd place — 400 GEL). The monetary prize is not awarded to academic and invited staff who were not evaluated by a student in any semester of the respective academic year, thereby emphasizing the importance of student participation in the evaluation process. The monetary prize is also not awarded in cases where the staff member's final annual evaluation is below 4 points.

Taking the above-mentioned factors into account, on the basis of the evaluation results of the 2024–2025 academic year, 6 academic staff members and 6 invited staff members with the best results were awarded prizes. The number of awarded staff members by faculty is distributed as follows: 3 academic and 3 invited staff members with the best results from the Faculty of Social Sciences, Business, and Law; 3 academic and 3 invited staff members with the best results from the Faculty of Medicine. In total, 12 academic and invited staff members implementing educational programs at the Central University of Europe were awarded prizes.



According to the evaluation results of the 2024–2025 academic year, the total amount of prizes awarded to academic and invited staff implementing educational programs amounted to 10,200 GEL. The prize amounts by faculty are distributed as follows: the prize amount for the staff of the Faculty of Social Sciences, Business, and Law amounted to 5,100 GEL — academic staff: 3,000 GEL and invited staff: 2,100 GEL; the prize amount for the staff of the Faculty of Medicine was also set at 5,100 GEL — academic staff: 3,000 GEL and invited staff: 2,100 GEL.



Note: As already noted, a financial award is not granted to academic and invited staff who were not evaluated by students in any semester of the respective academic year, whereby the institution emphasizes the importance of student participation in the evaluation process. A financial award is also not granted in cases where the staff member's final annual evaluation is below 4 points.

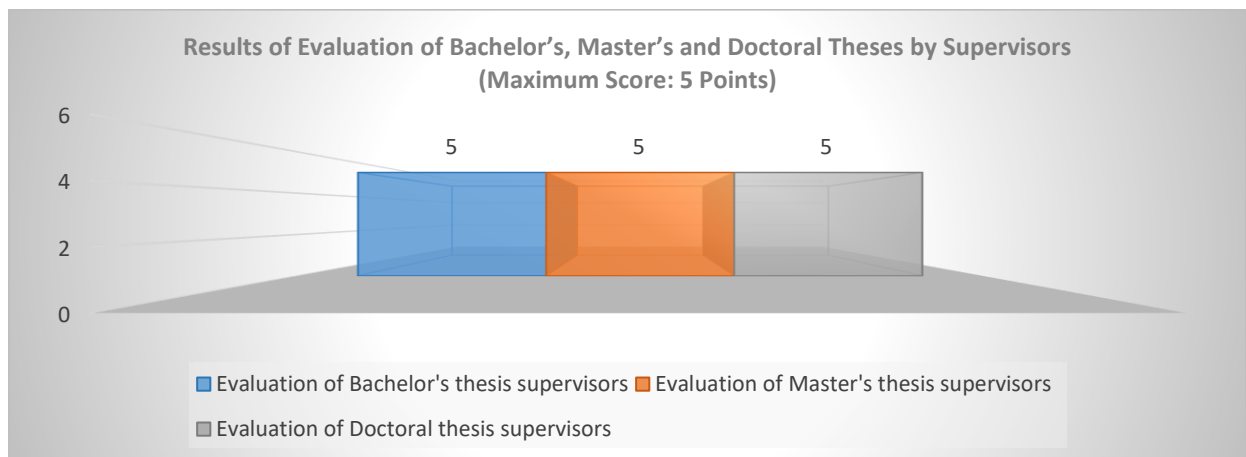
The evaluation results of the 2024–2025 academic year were published by the Central University of Europe on the university's official website and the relevant information is accordingly publicly accessible: the ranking list of academic and invited staff of the Faculty of Social Sciences, Business, and Law: <https://cue.edu.ge/fakultetebi/socialur-mecnierebata-biznesisa-da-samartlis-fakulteti/wliuri-reitingebi/>, the ranking list of academic and invited staff of the Faculty of Medicine: <https://cue.edu.ge/fakultetebi/medicinis-fakulteti/wliuri-reitingi/>. In the view of the university administration, the public availability of this information increases both the motivation of students to actively participate in the research and survey processes conducted by the university, and the motivation of staff to improve student and administrative satisfaction and evaluation results.

3.2.3. Evaluation of Thesis Supervisors by Students. Since the 2020–2021 academic year, a student survey for the purpose of evaluating Bachelor's, Master's, and Doctoral thesis supervisors was added to the quality assurance mechanisms, specifically to the Guide for Conducting Satisfaction Surveys. The purpose of this survey is to evaluate students' work with their supervisors in several directions: the supervisor's fulfillment of contact hours defined by the syllabus; provision of complete information on the thesis syllabus, objectives, learning outcomes, and thesis assessment system; assistance in the process of planning the thesis, preparing the thesis structure, and defining the research methodology and methods; providing guidance on ways to find materials necessary for completing the thesis; providing information on the accessibility of electronic scientific databases and the possibilities of finding materials through them; providing regular feedback on completed work; the significance of



consultations, explanations, directions, assignments, comments on completed assignments, explanations, and feedback received from the supervisor in the process of completing and refining the thesis; and the supervisor's emphasis on matters of academic integrity, source citation, and plagiarism. The student also evaluates their general satisfaction with working with the supervisor and has the opportunity to express additional opinions and comments. For the purpose of ensuring the survey process, the Quality Assurance Service uses the electronic platform: <https://www.surveymonkey.com/>. In the 2024–2025 academic year at the Central University of Europe, Bachelor's, Master's, and Doctoral program students participated in this evaluation process, and accordingly Bachelor's, Master's, and Doctoral thesis supervisors were evaluated.

The evaluation results are positive; in response to the question "How satisfied are you with your supervisor? Please evaluate the thesis supervisor in general," the respondents' rating is the highest score of 5. The evaluations did not reveal any noteworthy issues that would require any type of response by the faculty or other relevant structural unit.

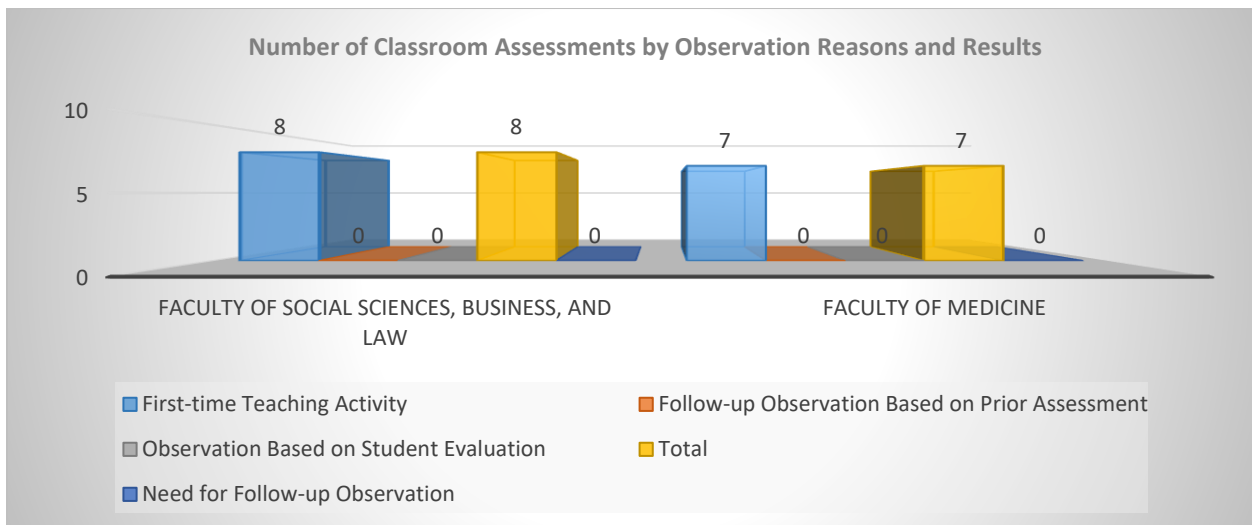


The obtained evaluation results were analyzed and shared with the staff of the respective faculty for the purpose of familiarizing them with the results (for details, see Appendix 5 — Evaluation of Thesis Supervisors, Analysis of the Results, Response Report).

3.2.3. Evaluation of Program Implementation Staff through the Assessment of Classroom Work. The evaluation of program implementation staff is also carried out through the assessment of classroom work. The evaluation process is governed by the Procedures for Evaluating Classroom Work of the Central University of Europe (approved by the University Rector's Order No. 17, dated September 17, 2020). According to this document, the evaluation is carried out in several cases, including when staff are conducting pedagogical activities at the university for the first time, when a need is identified on the basis of student surveys, and when noteworthy issues are recorded on the basis of previous observation. The evaluation is carried out with the involvement of a representative of the Quality



Assurance Service, a specialist in the relevant or related field, the program director, and a representative of the Training Center for Innovative Teaching Methods. The evaluation is conducted individually by each evaluator. The summarized evaluation results and feedback are sent by the Quality Assurance Service to academic/invited staff individually. The most important purpose of the evaluation is to share best practices among colleagues and to promote the professional development of staff. The evaluation results are also sent to the program director and dean for response where necessary. The dean and program directors analyze the evaluation results and identify the activities needed for professional development. Where necessary, the faculty collaborates with the Training Center for Innovative Teaching Methods for the purpose of organizing and conducting relevant trainings for professional development. In cases where noteworthy issues are identified, a follow-up evaluation may be planned. This assessment of classroom work was also conducted at the Central University of Europe in the 2024–2025 academic year, organized by the Quality Assurance Service. A total of 15 classroom work assessments were conducted. In all cases, the assessments were prompted by the reason of conducting pedagogical activities at the Central University of Europe for the first time. It is worth noting that as a result of the 2024–2025 academic year assessments, no need for a follow-up observation was identified for any staff member. The number of classroom work assessments by faculty, taking into account the reasons for observation and the outcomes, is as follows:



The most important purpose of the classroom work assessment is to share best practices among colleagues and to promote the professional development of staff in this regard. No such cases were identified in the 2024–2025 academic year; however, in the evaluation process conducted in previous years, a best practice was identified in the active use of simulators (Virtual Reality — VR) in the teaching process by one of the invited staff members of the Faculty of Medicine, which ensured a thorough understanding of the explained material and its clear delivery to students, and also



significantly increased student interaction during lectures. The faculty organized a corresponding masterclass and offered it to colleagues for the purpose of sharing the identified good practice with those staff members for whose courses this activity is appropriate and relevant.

The head of the Training Center for Innovative Teaching Methods is actively involved in the process of classroom work assessments and responses, for the purpose of evaluating the teaching and learning methods used in the teaching process, as well as observing, identifying, and taking into account best practices identified during the evaluation process. The summarized evaluation reports have been shared with the dean of the respective faculty and the program director(s) for responses where necessary. On the basis of the evaluation results of the 2024–2025 academic year, the training modules "Contemporary Teaching Methods in Higher Education" and "Case Study Methodology" were offered by the Training Center for Innovative Teaching Methods to staff members (2 staff members from the Faculty of Social Sciences, Business, and Law and the Faculty of Medicine), and the staff members made use of this offer (for details, see Appendix 6 — Classroom Work Assessment Reports, Feedback Provided, Summary Assessment Reports, and Response Reports).

In general, the Training Center for Innovative Teaching Methods in operation at the Central University of Europe actively organizes and conducts trainings related to teaching and assessment methods. The regular offering of these training modules to staff takes place both on the basis of various studies and assessments conducted within the framework of internal quality assurance mechanisms, and in accordance with the needs of staff identified as a result of surveys conducted by the center itself. In the 2024–2025 academic year, the center regularly offered 15 different training modules to academic and invited staff implementing educational programs, specifically:

1. Student-Centered Academic Process Planning — the aim of the training module is to deepen participants' knowledge of the principles of effective planning of a student-centered course; to provide participants with information on the use of contemporary approaches and technologies for effective course planning, as well as to familiarize them with general and university accreditation standards; to demonstrate to participants the correct definition of course objectives, outcomes, content, and methods in the syllabus, and to strengthen their practical skills.
2. Assessment Strategies and Their Application in the Educational Process — the aim of the training module is to improve assessment methods at the university and to promote the introduction of contemporary methods through the continuous professional development of academic and invited staff; to familiarize participants with the need and importance of diverse assessment methods; to provide participants with information on the main assessment approaches, national standards, assessment principles, and key criteria; to help participants develop skills in contemporary assessment methods.



3. Contemporary Teaching Methods in Higher Education — the aim of the training module is to familiarize participants with contemporary teaching methods and technologies and the instruments needed for active teaching; to promote the introduction of contemporary teaching methods at the university through the continuous professional development of academic and invited staff; to deepen participants' knowledge of the need and importance of using contemporary student-centered teaching methods; to demonstrate to participants the correct identification of learning methods oriented toward course objectives and outcomes, and to strengthen participants' practical skills.
4. Effective Use of Distance Learning Platforms in the Teaching Process — the aim of the training module is to familiarize participants with the latest electronic tools used in blended learning, to present the advantages of selected e-platforms, online courses, and applications taking into account the main characteristics of face-to-face and online teaching, and to implement them in courses.
5. Principles of Academic Integrity — the training module focuses on the effective use of the plagiarism detection program <https://strikeplagiarism.com/> in the teaching and assessment process.
6. Use of Artificial Intelligence in the Teaching and Learning Process — the aim of the training module is for participants to become acquainted with artificial intelligence tools and the mechanisms of their use in teaching and learning. Topics to be discussed at the training include: what artificial intelligence is, artificial intelligence in education, chat-based AI tools and their use, and the use of various artificial intelligence-based tools.
7. Problem-Based Learning Strategies: Teaching with Cases and Dilemmas — the aim of the training module is to strengthen the use by program implementation staff of teaching strategies and approaches that develop students' analytical, creative, and critical thinking and independent decision-making skills. Topics to be discussed at the training include: the importance of teaching with cases and dilemmas, types of cases, main components of cases, stages of working on cases and dilemmas, characteristics of a good case and the effectiveness of its use, risks arising in case-based teaching and ways of managing them, and examples of cases and dilemmas.
8. Emotional Intelligence in Teaching — the training serves to strengthen educators' awareness and professional competencies regarding the importance of emotional intelligence, its development methods, and ways of effectively integrating it into the teaching and learning process, which promotes students' academic success, motivation, and emotional well-being.

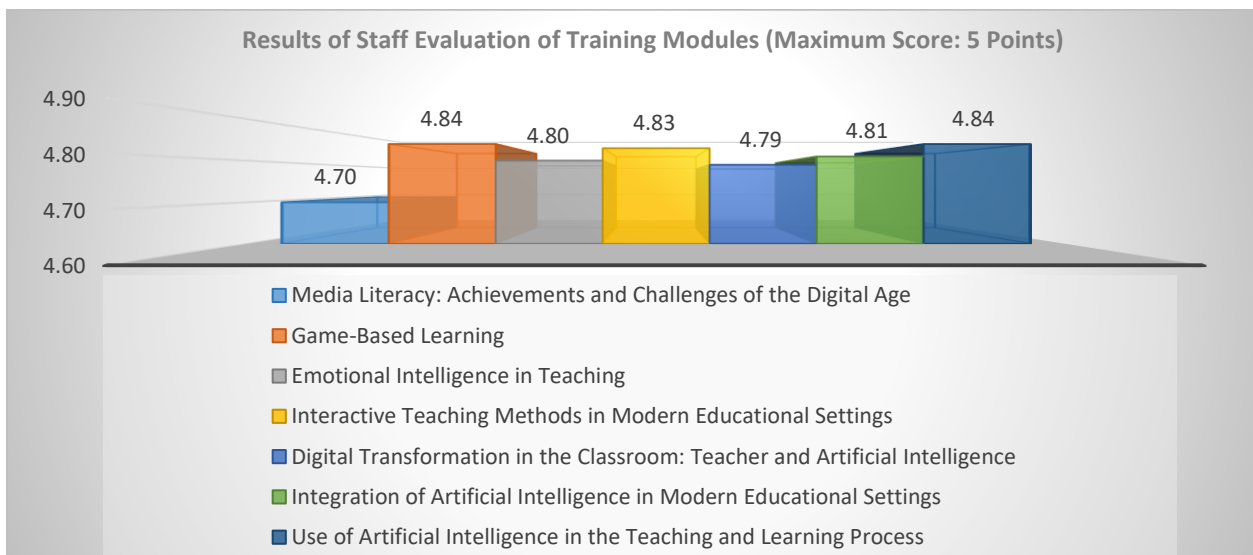
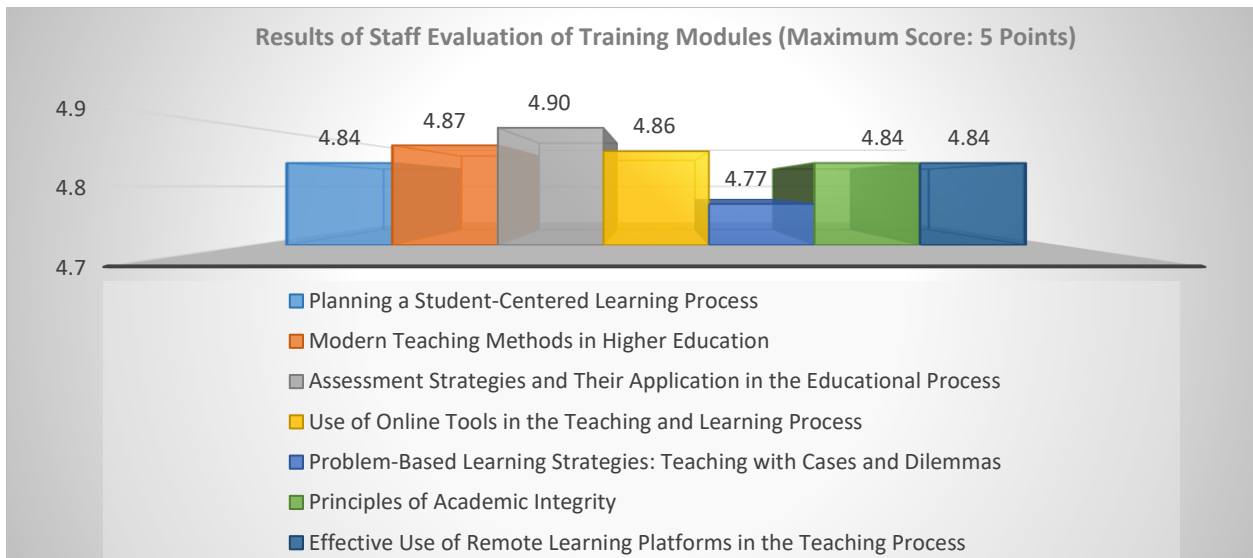


9. Game-Based Learning — training participants will develop knowledge and skills in the use of game-based learning methods, which promotes the activation of the teaching and learning process, increases motivation, and effectively achieves learning objectives. Participants will become acquainted with the principles of game-based learning and their pedagogical purpose, learn how to select or create games tailored to learning objectives, ensure active engagement and knowledge transfer, and how to encourage creativity and critical thinking. The experience gained will enable them to enrich their own subject-specific and teaching practice with interactive, cognitive, and thinking skills-oriented activities, which will have a positive impact on both the quality of the learning process and students' engagement and academic outcomes.
10. Media Literacy: Achievements and Challenges of the Digital Age — the aim of the training is to deepen participants' knowledge of media literacy and to develop critical thinking skills, which helps them in assessing the reliability of information and disseminating accurate information in the teaching and learning process. Participants will become acquainted with the mechanisms of media influence, distinguishing between false and reliable sources, methods of maintaining digital hygiene, and practical ways of decoding information. The knowledge and skills acquired will contribute to both improving the quality of educational resources and strengthening students' information and media culture.
11. Use of Online Tools in the Teaching and Learning Process — the training aims to develop participants' digital competencies and to promote the use of contemporary online tools in the teaching and learning process. Training participants will become acquainted with various web platforms and programs, will be able to create interactive, visually appealing, and educationally tailored resources, which enhances the diversity of the learning process, increases student engagement, and improves the quality of teaching.
12. Interactive Teaching Methods in the Contemporary Educational Environment — the training serves to inform educators and develop practical skills in the use of interactive teaching methods, so that the teaching and learning process becomes more effective, interesting, and student-centered. Participants will become acquainted with the advantages and ways of using group work, role-playing, and case-based learning, which will contribute to improving the quality of the learning process and increasing student engagement in the university environment.
13. Current Issues in Labor Law — the aim of the training is to strengthen participants' knowledge and practical skills in current issues of labor law, so that educators can effectively carry out the teaching and learning process relying on the relevant legal frameworks, protect employees' rights, and manage administrative and educational processes in a legally correct manner.

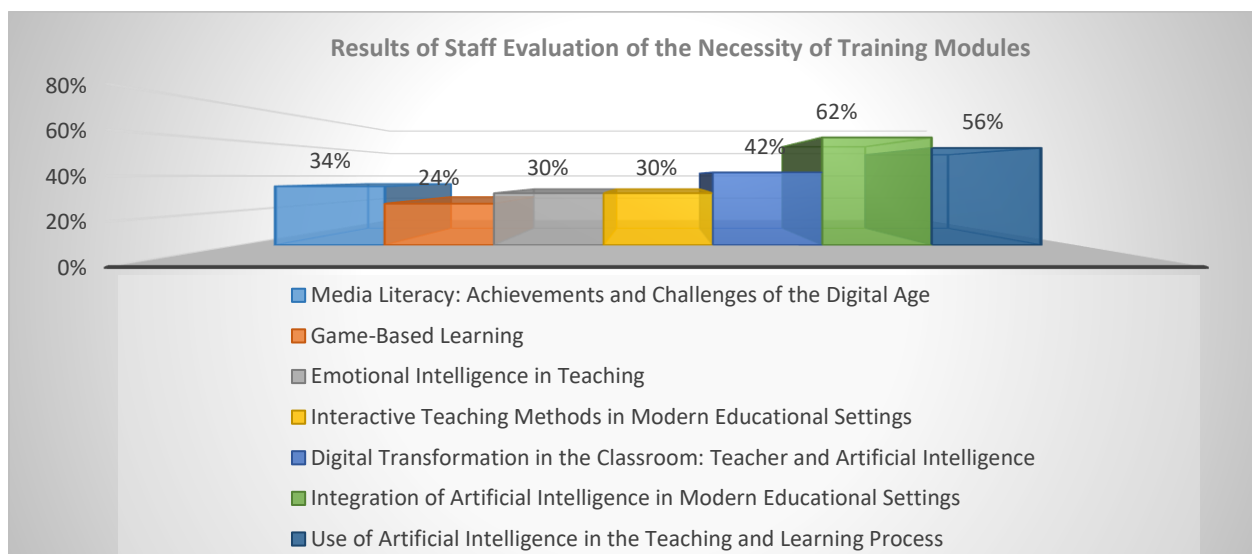
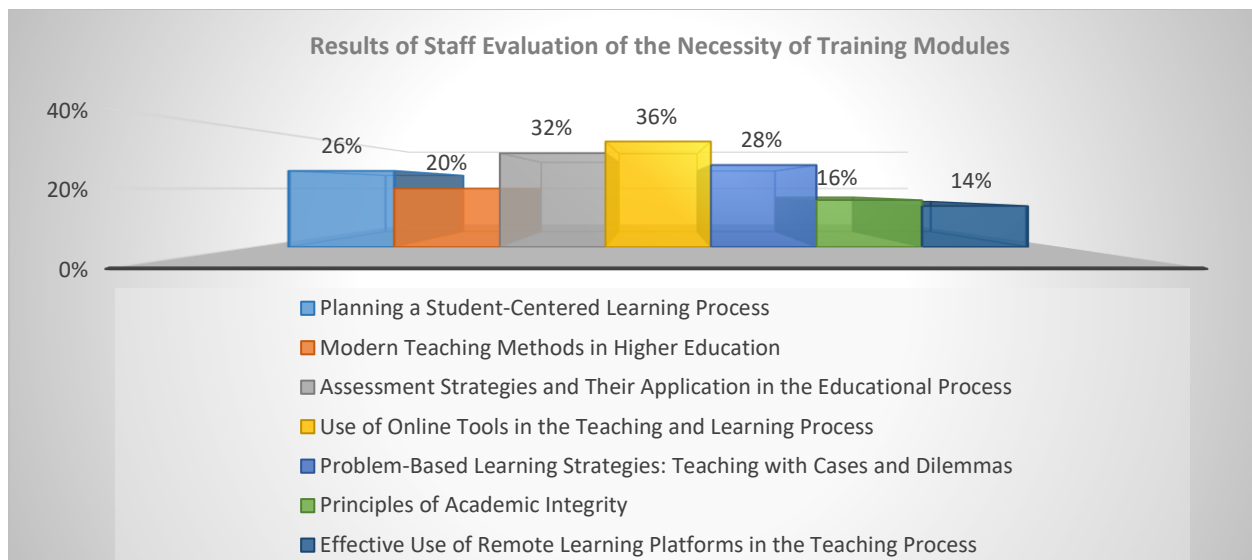


14. Digital Transformation in the Classroom: The Teacher and Artificial Intelligence — the working meeting aims to discuss issues relating to the integration of artificial intelligence in the educational environment. Within the framework of the meeting, the operational principles of artificial intelligence, EU regulations (in particular the AI Act), as well as the ethical aspects of using artificial intelligence are discussed. Meeting participants will become acquainted with various AI platforms and practical strategies for their use in different disciplines. Through demonstrations, educators will learn how AI can be used to increase student engagement, create individualized learning experiences, and improve the assessment process. Accordingly, the aim of the meeting is to provide participants with both theoretical knowledge and practical skills in the direction of responsible use of artificial intelligence in the learning process.
15. Integration of Artificial Intelligence in the Contemporary Educational Environment — the aim of the working meeting is to familiarize participants with how artificial intelligence tools can be used in the contemporary educational environment to strengthen interaction and student engagement. Within the framework of the meeting, participants will become acquainted with: AI platforms: ChatGPT, Claude, Perplexity, Deepseek; interactive digital tools: Socrative, Quizizz, Canva Magic Write, and Prezi. Training participants will learn: how to create interactive quizzes; how to formulate discussion questions with the help of AI; how to prepare lecture assignments; how to create interactive presentations; how to create seminar activities. As a result of attending the workshop, participants will acquire specific strategies and resources that will facilitate the effective integration of AI technologies in the learning process, ensuring a student-centered, creative, and critical thinking-based learning experience.

The selection of these training module directions was driven by the trends in the development of contemporary teaching and assessment methods in higher education and the necessity of using digital technologies in the learning process. As already noted, for the purpose of evaluating the offered training modules and also researching staff needs, the Training Center for Innovative Teaching Methods conducts an annual staff survey. The research provides an opportunity to evaluate the activities of the training center, assess the trainings that have been completed and make recommendations about them, as well as to suggest new topics for training modules. The survey was also conducted in the 2024–2025 academic year. Fifty academic and invited staff members of the Central University of Europe participated in the survey process, of whom 46 (92%) had attended the training modules conducted by the center in the previous academic year; accordingly, their evaluation was particularly valuable in the process of making decisions regarding the assessment, modification, or continued offering of existing training modules. The survey results were analyzed, and according to the analysis results, staff evaluate the above-mentioned 15 training modules positively and affirm the need for their continued offering:



The results of the 2024–2025 academic year survey also positively assessed the need to offer the named training modules to program implementation staff. Accordingly, based on the responses, a corresponding portion of staff would wish to attend the presented training modules in the future as well. The evaluations of academic and invited staff (percentage indicators of respondents) regarding the need for the modules are distributed as follows:



Accordingly, based on the above-mentioned results of the staff needs assessment, the training center will continue to regularly offer the named training modules to the academic and invited staff of the Central University of Europe.

In addition, as a result of the research, program implementation staff identify topics of interest to them, taking into account which they would like the training center to develop and offer new training modules in the future, for the purpose of further strengthening their teaching competencies. It is important to note that the training module entitled "Effective Use of Distance Learning Platforms in the Teaching Process" was developed in the 2020–2021 academic year precisely on the basis of the needs assessment of academic and invited staff, while on the basis of the survey conducted, the training module entitled "Contemporary Assessment Methods" is being provided to the relevant staff of the



Faculty of Medicine in a modified format in a classroom setting, with an emphasis on the practical component.

In the 2021–2022 academic year, the topic of access to scientific databases was added to the existing training module "Effective Use of Distance Learning Platforms in the Teaching Process," in collaboration with the library, where attention is focused on matters relating to the use of electronic library resources. Accordingly, the training module entitled "Effective Use of Distance Learning Platforms in the Teaching Process" was significantly updated in the 2021–2022 academic year.

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

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

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

It is important to note that in the 2024–2025 academic year, the training modules "Assessment Strategies and Their Application in the Educational Process" and "Student-Centered Academic Process Planning" were delivered to staff in an updated format. It is also worth emphasizing that during the development and updating of the training modules "Interactive Teaching Methods in the Contemporary Educational Environment," "Current Issues in Labor Law," and "Assessment Strategies and Their Application in the Educational Process," based on the 2024–2025 academic year needs assessment, the specialized educational direction of staff was taken into account in accordance with staff requests, as a result of which the trainings were focused on specific faculties and educational programs.

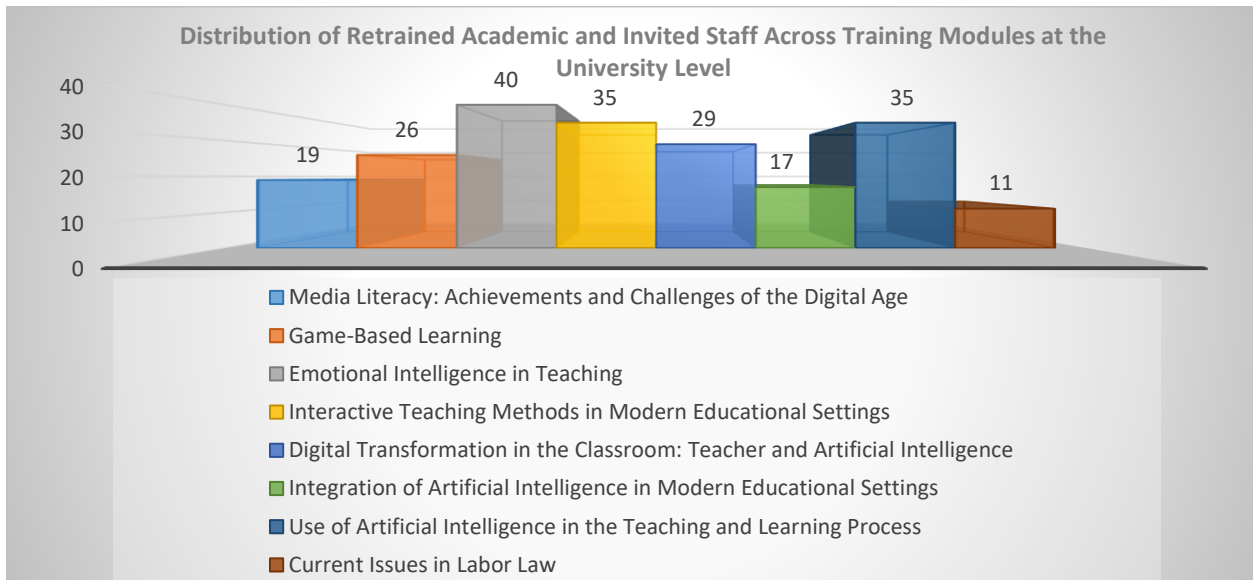
In the above-mentioned survey conducted in the 2024–2025 academic year, staff expressed a desire for more practice-oriented trainings, in response to which the Training Center for Innovative Teaching Methods conducted two working meetings — "Digital Transformation in the Classroom: The Teacher

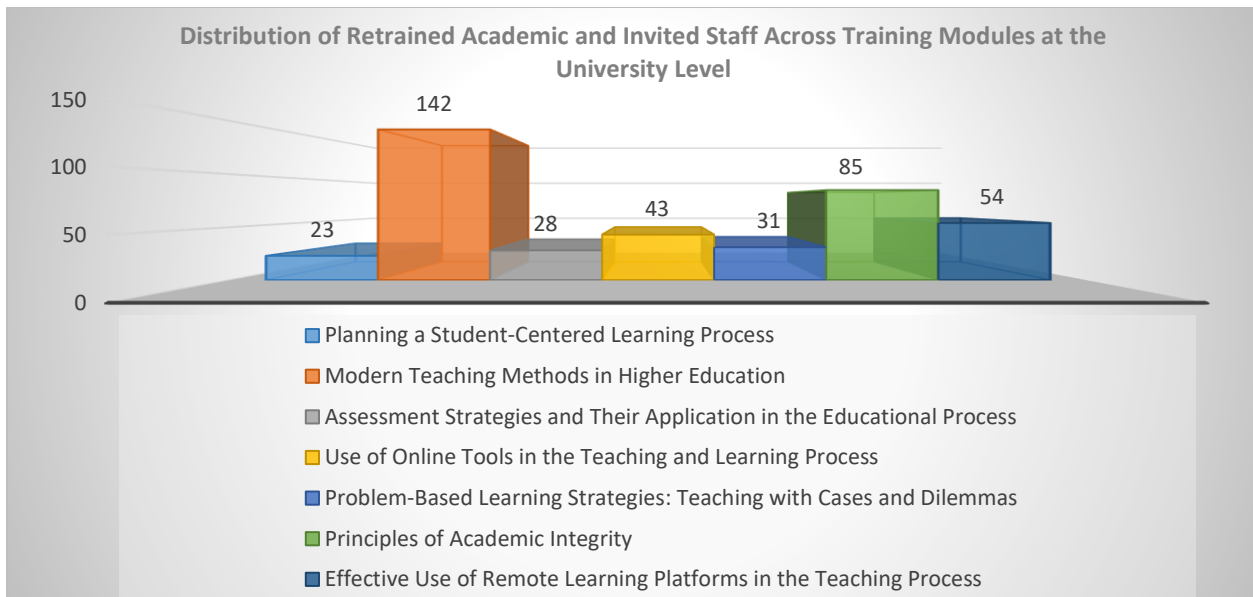


and Artificial Intelligence" and "Integration of Artificial Intelligence in the Contemporary Educational Environment." It is worth noting that the working meetings were also held in a classroom format, in accordance with the request recorded in the same survey.

In the 2024–2025 academic year, the Training Center for Innovative Teaching Methods conducted 52 trainings and 3 working meetings for the academic and invited staff of the Central University of Europe. The total number of attendances at the trainings and working meetings offered to staff across the entire university is 618. It should be taken into account that attending staff are repeated across specific training modules. The data on the retraining of academic and invited staff by faculty is distributed as follows: in the 2024–2025 academic year, 279 academic and invited staff members of the Faculty of Social Sciences, Business, and Law and 339 academic and invited staff members of the Faculty of Medicine were retrained in the above-mentioned training modules. It should be noted that in the figures presented, staff are again repeated, as the same staff members attended multiple modules.

The retraining of staff by training module at the Central University of Europe across the entire university during the 2024–2025 academic year is as follows:





Name of the academic course	Number of attending staff
Principles of Academic Integrity	85
Effective Use of Remote Learning Platforms in the Teaching Process	54
Emotional Intelligence in Teaching	40
Game-Based Learning	26
Media Literacy: Achievements and Challenges of the Digital Age	19
Use of Online Tools in the Teaching and Learning Process	43
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	31
Planning a Student-Centered Learning Process	23
Modern Teaching Methods in Higher Education	142
Interactive Teaching Methods in Modern Educational Settings	35
Assessment Strategies and Their Application in the Educational Process	28



Use of Artificial Intelligence in the Teaching and Learning Process	35
Current Issues in Labor Law	11
Digital Transformation in the Classroom: Teacher and Artificial Intelligence	29
Integration of Artificial Intelligence in Modern Educational Settings	17

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

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

Name of the academic course	Number of attending staff
Principles of Academic Integrity	85
Effective Use of Remote Learning Platforms in the Teaching Process	54
Emotional Intelligence in Teaching	40
Game-Based Learning	26
Media Literacy: Achievements and Challenges of the Digital Age	19
Use of Online Tools in the Teaching and Learning Process	43
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	31
Planning a Student-Centered Learning Process	23
Modern Teaching Methods in Higher Education	142
Interactive Teaching Methods in Modern Educational Settings	35
Assessment Strategies and Their Application in the Educational Process	28



Use of Artificial Intelligence in the Teaching and Learning Process	35
Current Issues in Labor Law	11
Digital Transformation in the Classroom: Teacher and Artificial Intelligence	29
Integration of Artificial Intelligence in Modern Educational Settings	17

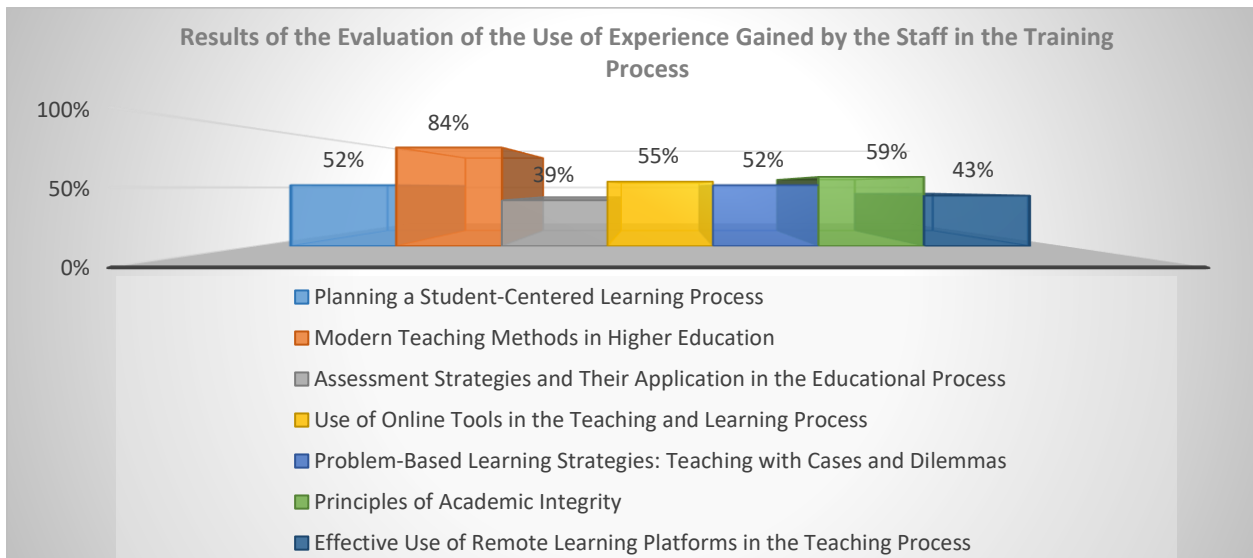
Academic and invited staff trained at the Faculty of Medicine are distributed according to training modules as follows:

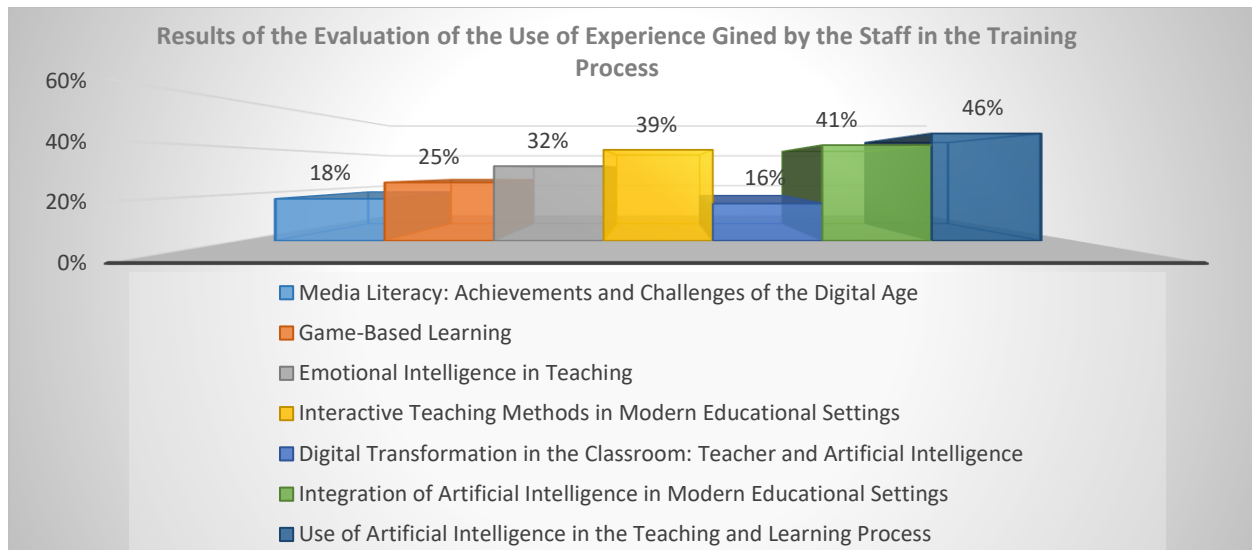
Name of the academic course	Number of attending staff
Principles of Academic Integrity	46
Effective Use of Remote Learning Platforms in the Teaching Process	26
Emotional Intelligence in Teaching	17
Game-Based Learning	14
Media Literacy: Achievements and Challenges of the Digital Age	9
Use of Online Tools in the Teaching and Learning Process	19
Problem-Based Learning Strategies: Teaching with Cases and Dilemmas	15
Planning a Student-Centered Learning Process	15
Modern Teaching Methods in Higher Education	115
Interactive Teaching Methods in Modern Educational Settings	17
Assessment Strategies and Their Application in the Educational Process	16
Use of Artificial Intelligence in the Teaching and Learning Process	18



Digital Transformation in the Classroom: Teacher and Artificial Intelligence	8
Integration of Artificial Intelligence in Modern Educational Settings	4

It is important to note that as a result of the survey conducted in the 2024–2025 academic year, the staff of the Central University of Europe also positively evaluate the training modules offered by the Training Center for Innovative Teaching Methods in terms of applying the acquired knowledge and experience in the teaching process. Accordingly, the evaluation results are positive regarding the application in the teaching process of the knowledge and experience acquired within the framework of the above-mentioned training modules offered to academic and invited staff implementing educational programs in the 2024–2025 academic year. These evaluation results (percentage indicators of respondents) were distributed by each training module as follows (during the evaluation process it was possible to select multiple training modules):





The positive evaluations were expressed in the following directions: more effective use of case-based teaching in the learning process, more active use of game-based learning, use of more diverse and new artificial intelligence tools, ensuring greater student engagement in the course delivery and teaching process, better understanding and more active use of teaching methods oriented toward the development of student competencies, better and more correct organization of courses and the learning process, more effective use of remote learning platforms in the learning process, conducting the learning process in general in a more effective, interesting, and engaging manner, etc. This expresses and underscores the importance and value of the training modules offered by the Training Center for Innovative Teaching Methods in the direction of promoting the professional development of staff and strengthening their teaching skills.

For details on the survey results, Analysis of the Results, and responses, see Appendix 17 — Reports on Staff Development Support Activities, Results of the Staff Survey Conducted by the Training Center for Innovative Teaching Methods, Analysis of the Results, and Report of the Training Center for Innovative Teaching Methods on Trainings Conducted for the Purpose of Supporting Staff Development.

3.3. Evaluation of the Academic Process

The evaluation of the proper functioning of the academic process is ensured in several directions:

3.3.1. Methodology for Planning and Monitoring Student Contingent. A methodology for planning student contingent has been developed and is in force at the university (approved by the University Rector's Order No. 52, dated October 9, 2020). According to the methodology, the material resources of educational programs are evaluated (the number of classrooms and their capacity based on the contact hours to be conducted within the framework of educational programs), human resources (both



staff involved in the program administration process and program implementation staff, in accordance with the benchmarks established by the methodology), as well as the university's library resources (taking into account the number of seats in the library and the average time spent by a student in the library), the capacity of practical training bases (taking into account the number of facilities/clinics and the maximum number of students that can be admitted simultaneously as defined by the contracts), and in the case of the relevant educational program (the one-cycle educational program of Medical Doctor), the capacity of laboratories is also evaluated (taking into account the number of laboratories, their possible hourly workload, and the hours to be conducted in the laboratory within the framework of the educational program), while in the case of the one-cycle educational program of Medical Doctor, the capacity of the simulation center is also evaluated (taking into account the number of simulation rooms in the center, their possible hourly workload, and the hours to be conducted in the simulation center within the framework of the educational program). Detailed information on the requirements defined by the methodology, the established target benchmarks, and the methods of evaluating each resource is described in the above-mentioned methodological document.

In accordance with this methodology, on the basis of the evaluation of the educational program's resources, the number of students that the university will be able to serve effectively and with quality within the framework of the educational program is calculated for each program. The numbers established in accordance with the methodology are taken into account, along with other data (such as the number of students with active status and the number of students completing the academic year), by the university in cases of announcing places for applicants to be admitted through the Unified National Examinations / Common Master's Examinations / candidates to be admitted to doctoral programs, announcing places for students to be admitted through external mobility, and granting consent for the enrollment of persons without sitting the Unified National Examinations / Common Master's Examinations, for the purpose of monitoring the maximum numbers defined for the university.

Within the framework of the Quality Assurance Service's mechanisms, a procedure for monitoring student contingent has also been developed and is in force (approved by the University Rector's Order No. 19, dated September 17, 2020). The procedure provides for the monitoring of the number of students in the process of making decisions regarding the above-mentioned cases of announcing places.

Accordingly, in accordance with the student contingent planning methodology, the number of students who can be provided with quality education taking into account the program's resources is determined at the Central University of Europe, while the student contingent monitoring procedure and the mechanisms provided for by the procedure ensure the maintenance and monitoring of the numbers defined by the methodology within the framework of the program.



It is important to note the changes made to the student contingent planning methodology in the 2022–2023 academic year, which relate to the evaluation of the capacity of laboratories and the simulation center existing at the university in the case of the respective programs; specifically, the evaluation of these resources was added to the methodology. The evaluation of the resources and capacity of laboratories and the simulation center used in the learning process within the framework of educational programs was considered particularly important for the purpose of pre-verifying/assessing the possibilities of adequately ensuring the learning process with these resources and, accordingly, ensuring the quality implementation of educational programs.

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

The existing maximum number of students at the university (1,200 students) has been calculated precisely in accordance with this methodology. Accordingly, the existence of adequate resources and the possibility of adequately serving students with existing resources has been confirmed in accordance with the above-mentioned updated methodology.

It should also be noted that during the course of the 2024–2025 academic year, in cases of announcing places for applicants to be admitted through the Unified National Examinations / Common Master's Examinations / candidates to be admitted to doctoral programs, announcing places for admission through mobility, and granting consent for the enrollment of persons without sitting the Unified National Examinations / Common Master's Examinations, the university was guided by the student contingent monitoring procedures and monitored the number of students using the form defined by the document. (For details, see Appendix 20 — Student Contingent Determination and Monitoring: Student Number Determination Table and Student Number Monitoring Tables).

3.3.2. General Satisfaction Surveys: Survey of Students and Program Implementation Staff. For the purpose of evaluating the progress of the academic process, satisfaction surveys are conducted within the framework of quality assurance mechanisms — specifically, a general satisfaction survey of program



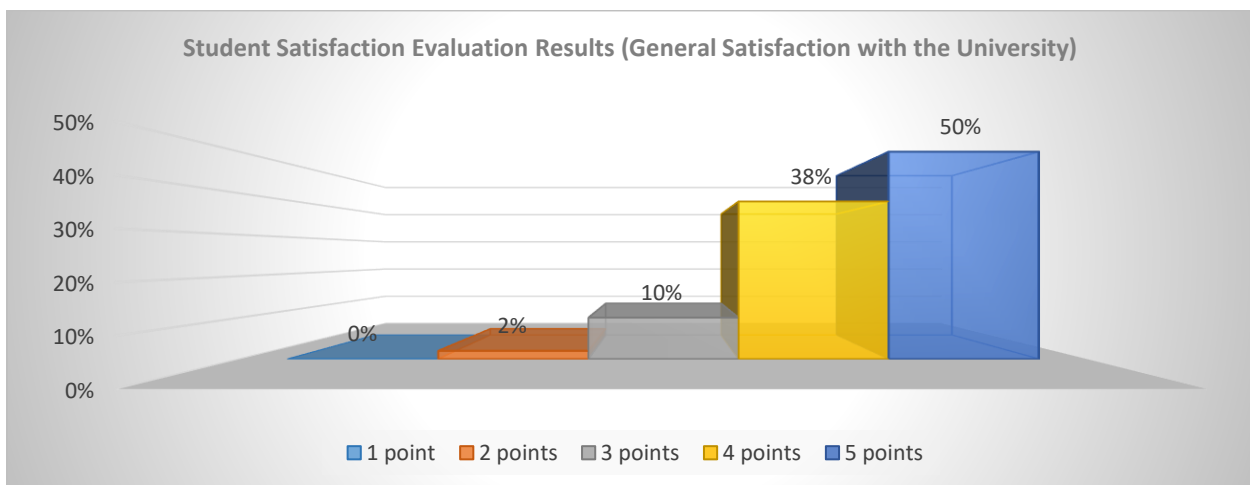
implementation staff and a general satisfaction survey of students. The survey processes, as already noted, are governed by the Guide for Conducting Satisfaction Surveys (approved by the University Rector's Order No. 20, dated September 17, 2020). As a result of this survey, academic and invited staff evaluate the university's material-technical base, the university's support for their professional development, management style, remuneration matters, etc. The general student satisfaction survey serves to receive feedback from students on matters such as the academic process, university infrastructure, procedures, student services, and others. For the purpose of ensuring the above-mentioned surveys, the Quality Assurance Service uses the electronic information system of Central University of Europe: <https://eunsis.unik.edu.ge/> and/or the electronic platform: <https://www.surveymonkey.com/>.

The above-mentioned surveys were also conducted at the Central University of Europe in the 2024–2025 academic year, organized by the Quality Assurance Service.

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

Faculty of Social Sciences, Business, and Law

In response to the question "Overall, how would you rate your general satisfaction with the university," the evaluation of students of the Faculty of Social Sciences, Business, and Law according to the survey results is an average of 4.4 points out of a maximum of 5 points. The evaluation results in more detail are as follows: 50% of students participating in the survey rate their satisfaction with the university at the highest score of 5 points, 38% at 4 points, 10% at 3 points, and 2% (1 respondent) at 2 points:

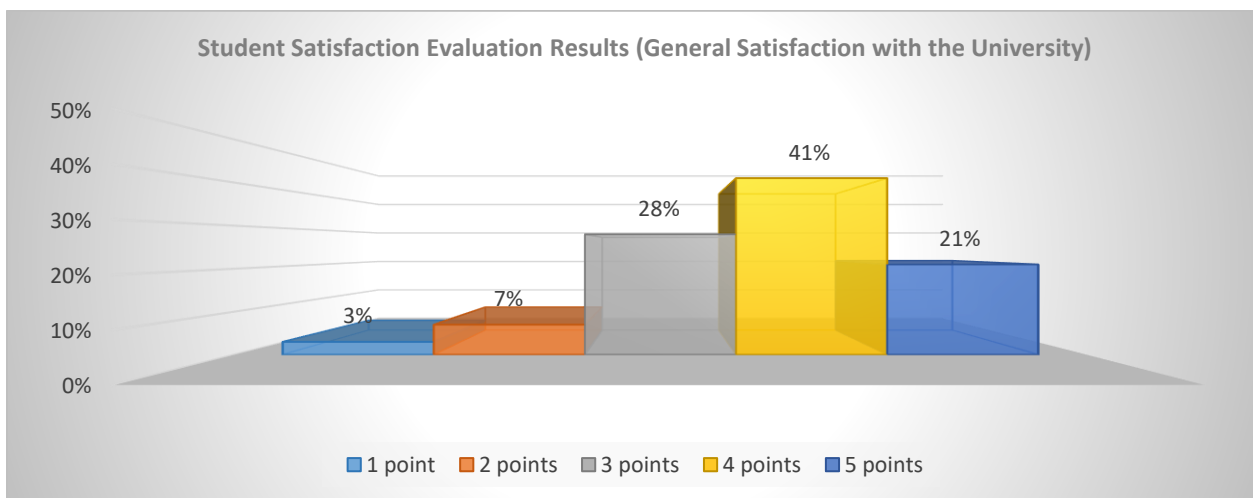




	1 point	2 points	3 points	4 points	5 points	Average evaluation
General Satisfaction with the University	0%	2%	10%	38%	50%	4.4 points

Faculty of Medicine

Regarding the question "Overall, what score would you give to your general satisfaction with the university," the assessment of Medical Faculty students, based on the survey results, is an average of 3.7 out of a maximum of 5 points. The evaluation results look as follows in more detail: 21% of students participating in the survey rate their satisfaction with the university at the highest score of 5 points, 41% — 4 points, 28% — 3 points, 7% (2 respondents) — 2 points, and 3% (1 respondent) — 1 point:



	1 point	2 points	3 points	4 points	5 points	Average evaluation
General Satisfaction with the University	3%	7%	28%	41%	21%	3.7 points

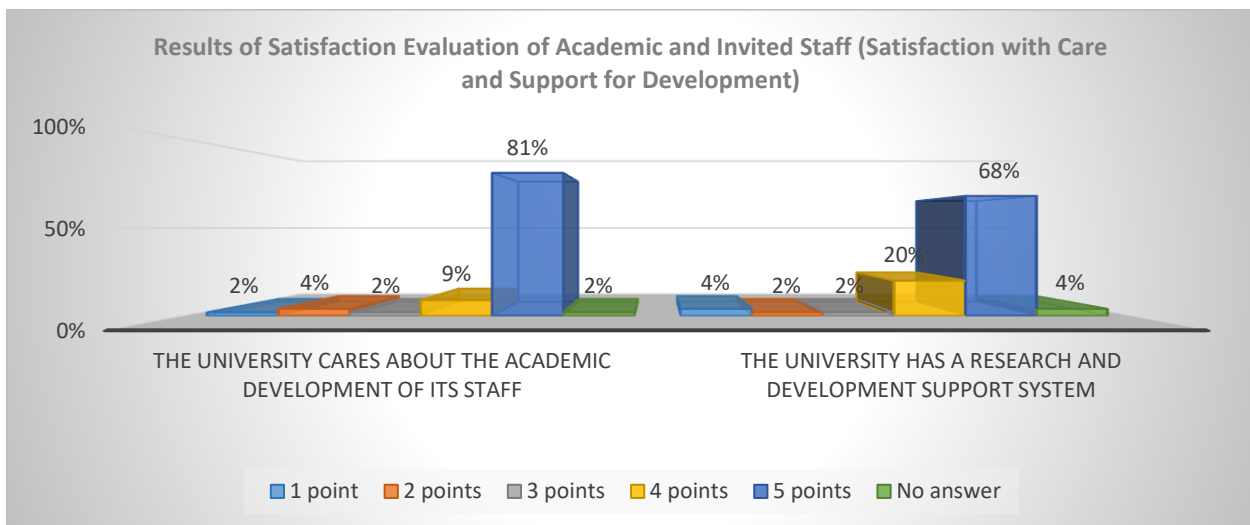
The questionnaire developed to determine student satisfaction is structured in such a way that, during the survey process, it is possible to record additional comments and clarifications, opinions and recommendations from respondents, so that the university can properly analyze the results, draw appropriate conclusions and respond with the aim of improving outcomes — which, in some cases, a portion of the surveyed students took advantage of.

In the 2024-2025 academic year, the survey conducted to study the satisfaction of program-implementing personnel reveals their satisfaction with regard to support for staff development and cooperation with the university:



Faculty of Social Sciences, Business, and Law

Regarding the question "Please evaluate whether the university cares about the academic development of its staff," the average assessment given by the program-implementing personnel participating in the survey is 4.7 out of a maximum of 5 points. The results in more detail are as follows: 81% of the surveyed personnel rate the university's care for academic development at the highest score of 5 points, 9% — 4 points, 2% (1 respondent) — 3 points, 4% (2 respondents) — 2 points, 2% (1 respondent) — 1 point, while 2% (1 respondent) did not provide an answer to the question, finding it difficult to respond. The assessment of "the university's existing research and development support system" by the program-implementing personnel participating in the survey is an average of 4.5 out of a maximum of 5 points. The results in more detail are as follows: 68% of the surveyed personnel rate the university's support at the highest score of 5 points, 20% — 4 points, 2% (1 respondent) — 3 points, 2% (1 respondent) — 2 points, 4% (2 respondents) — 1 point, while the remaining 4% of respondents did not answer the question posed:

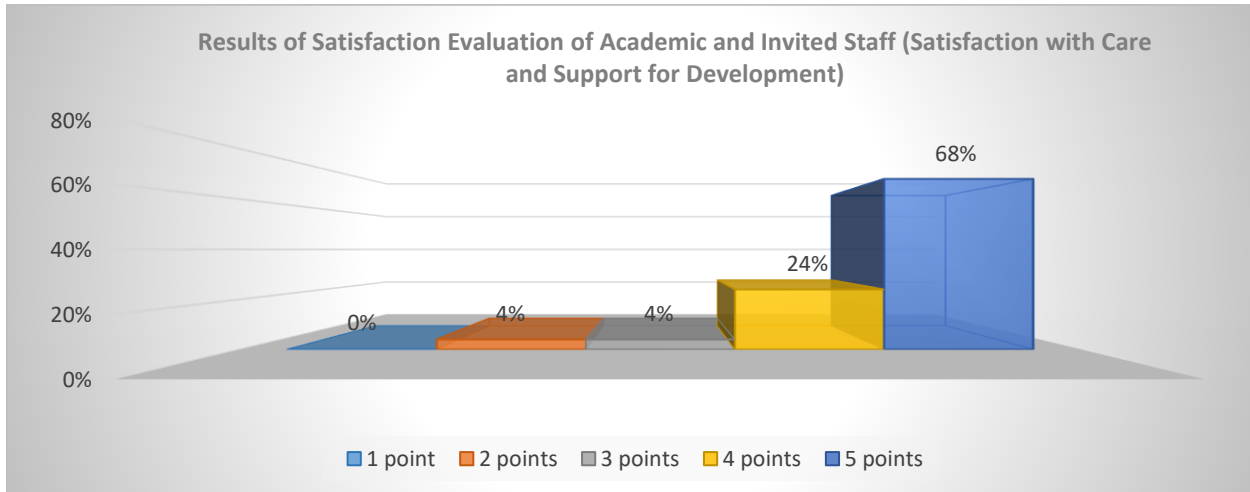


	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The University cares about the academic development of its staff	2%	4%	2%	9%	81%	2%	4.7 points

	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The university has a research and development support system	4%	2%	2%	20%	68%	4%	4.5 points



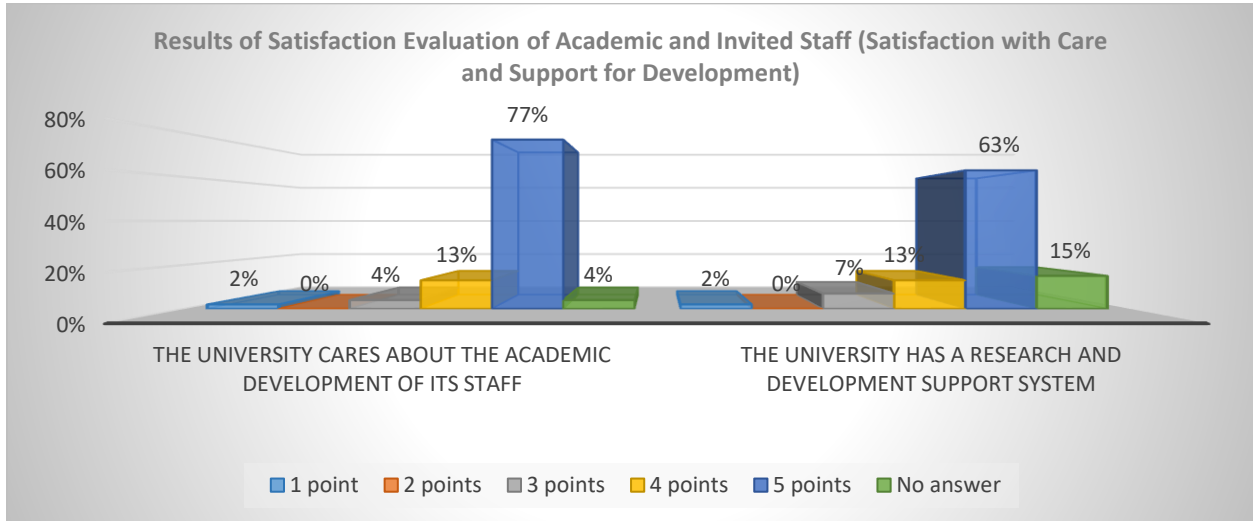
Regarding the question "Overall, what score would you give to your general satisfaction with cooperation with the university," the respondents' assessment is an average of 4.6 out of a maximum of 5 points. The results in more detail are as follows: 68% of the surveyed personnel rate their satisfaction with the university at the highest score of 5 points, 24% — 4 points, 4% (2 respondents) — 3 points, and likewise 4% (2 respondents) — 2 points:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
General satisfaction with cooperation with the university	0%	4%	4%	24%	68%	0%	4.6 points

Faculty of Medicine

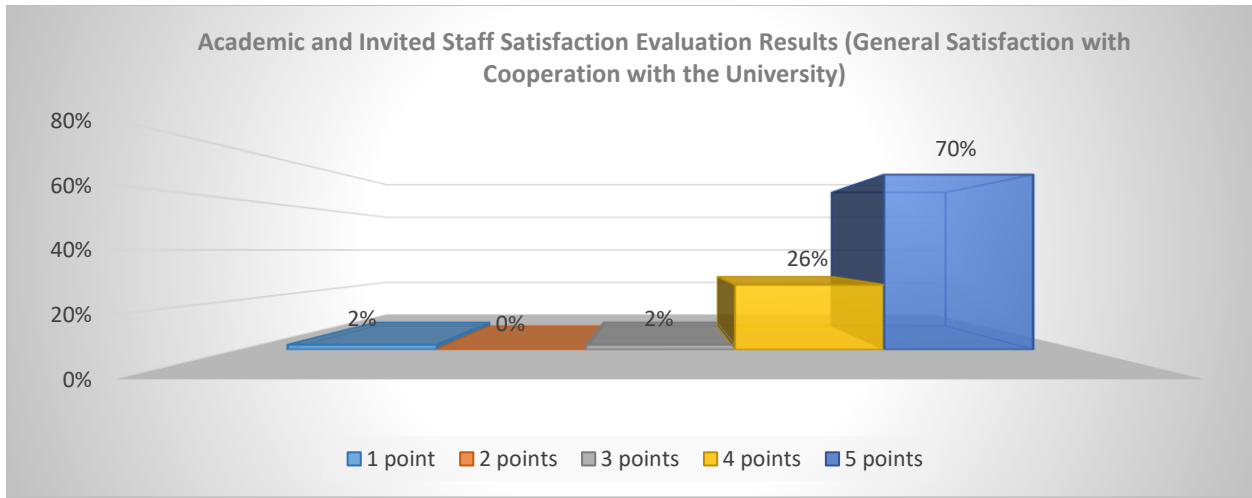
Regarding the question "Please evaluate whether the university cares about the academic development of its staff," the average assessment given by the program-implementing personnel participating in the survey is 4.7 out of a maximum of 5 points. The results in more detail are as follows: 77% of the surveyed personnel rate the university's care for academic development at the highest score of 5 points, 13% — 4 points, 4% (2 respondents) — 3 points, 2% (1 respondent) — 1 point, while 4% (2 respondents) did not provide an answer to the question, finding it difficult to respond. The assessment of "the university's existing research and development support system" by the program-implementing personnel participating in the survey is an average of 4.6 out of a maximum of 5 points. The results in more detail are as follows: 63% of the surveyed personnel rate the university's support at the highest score of 5 points, 13% — 4 points, 7% (3 respondents) — 3 points, 2% (1 respondent) — 1 point, while the remaining 15% of respondents did not answer the question posed:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The University cares about the academic development of its staff	2%	0%	4%	13%	77%	4%	4.7 points

	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
The university has a research and development support system	2%	0%	7%	13%	63%	15%	4.6 points

Regarding the question "Overall, what score would you give to your general satisfaction with cooperation with the university," the respondents' assessment is an average of 4.6 out of a maximum of 5 points. The results in more detail are as follows: 70% of the surveyed personnel rate their satisfaction with the university at the highest score of 5 points, 26% — 4 points, 2% (1 respondent) — 3 points, and likewise 2% (1 respondent) — 1 point:



	1 point	2 points	3 points	4 points	5 points	I find it difficult to answer	Average evaluation
General satisfaction with cooperation with the university	2%	0%	2%	26%	70%	0%	4.6 points

The questionnaire developed to determine personnel satisfaction is, in this case as well, structured so that during the survey process it is possible to record additional comments and clarifications, opinions and recommendations from respondents, so that the university can properly analyze the results, draw appropriate conclusions and respond with the aim of improving outcomes — which, in some cases, a portion of the surveyed personnel utilized.

The survey results are considerably more multifaceted, detailed and comprehensive, both in the case of student and program-implementing personnel surveys. The analyzed assessment results are grouped by the Quality Assurance Service according to structural units and services. Each structural unit and service (faculty administration, library, human resources management and administration service, student and alumni services center, logistics service, academic process administration service, information technology service, the Center for Scientific and Research Activities Support, the Training Center for Innovative Teaching Methods, examination center, international relations service, etc.) receives an analysis of the survey results and noteworthy issues for in-depth review and response. Structural units, in collaboration with all relevant stakeholders, respond to noteworthy issues and plan and implement certain steps aimed at improving outcomes. Response reports on already implemented or planned activities are sent to the Quality Assurance Service for reporting and evaluation purposes. These surveys are conducted annually at the Central University of Europe. It is important to note that as a result of the above-mentioned surveys in the 2024-2025 academic year, certain noteworthy issues were identified and shared with the relevant structural units/individuals by the Quality Assurance



Service. Structural units have responded by implementing numerous significant activities (for example, various structural units holding informational and working meetings with students, program-implementing personnel, and examination observers regarding various important issues identified during the assessment process; increasing internet speed through various supplementary means and upgrading the internet service package; refining the electronic information system of Central University of Europe for academic process management — the database (<https://eunsis.unik.edu.ge/>) adding new functions, specifically creating the ability for program-implementing personnel of each component of integrated courses to view the total cumulative course grade, as well as enabling questionnaires to be sent in a targeted manner only to the relevant respondents; updating computer equipment in the library space and in other university spaces, including the examination space, and enhancing software capabilities; maintaining the technical resources of teaching auditoria; regularly organizing intercultural events, offering public lectures, meetings, and off-campus activities for students and program-implementing personnel; reviewing compensation matters and making appropriate changes in specific cases (during the reporting period, changes affected 7 program-implementing personnel members); adding staff to various structural units, etc.), reports on which have been shared with and positively evaluated by the Quality Assurance Service (for details, see Appendix 8 — Results of the General Satisfaction Survey of Program-Implementing Personnel and Students, Analysis of the Results, and Response Reports on Noteworthy Issues).

3.3.3. Student Satisfaction Research Through Meetings. In the spring semester of the 2024-2025 academic year, the Quality Assurance Service conducted a general student satisfaction study through meetings and discussions of specific issues. The series of meetings took place during the period of July 10–25, both in person on university premises and remotely in online format (primarily for master's and doctoral program students) using an electronic platform (Google Meet). Meetings were held with student groups from each educational program. All students wishing to participate were invited to attend.

Within the framework of the meetings, students of each educational program were provided with information about their communication options with the Quality Assurance Service, were briefly informed about important matters regulated by internal legal acts, and were also given information about the accessibility of these documents on the website, with explanations of what type of information they can find in documents relating to their rights and obligations at the university.

The meetings also aimed to obtain students' general assessments of educational programs, program-implementing personnel, academic and examination processes, material and technical resources, and infrastructure. The meetings further served the purpose of sharing with students information about what responses had been implemented and what steps had been taken by the university in response to



recommendations, comments and opinions recorded by students in the previous period. Students had the opportunity to freely express their views on any matter and to ask questions.

The results of the meetings were summarized and analyzed. Both positive assessments and noteworthy issues raised by students were identified. The analysis of the meeting results was sent to the faculty administration and all relevant structural units in connection with which certain noteworthy issues had been raised. Faculties and structural units were asked to plan and implement response steps and to provide the Quality Assurance Service with response reports for reporting and evaluation purposes. The Quality Assurance Service assessed the steps taken in response (for example, various structural units holding informational meetings with students and program-implementing personnel regarding various important issues identified during the assessment process, such as reacquainting students with their rights including appeals procedures, resharing information on the proper use of library resources and the learning platform, providing information once again on examination process regulations, other regulatory documents and existing procedures, sharing information about students' opportunities to attend Educational Program Development Committee sessions in order to present their views, etc.; organizing and holding working meetings to introduce changes made to educational programs; adding English-language examination observers; reorganizing examination schedules differently, specifically increasing the interval between exams for integrated (multi-component) courses and establishing a reasonable gap; reviewing the built-in examination module in the academic process management electronic system (<https://eunsis.unik.edu.ge/>) and refining technical matters; the Training Center for Innovative Teaching Methods regularly offering relevant training modules to program-implementing personnel aimed at improving the quality of student engagement in the learning process, ensuring student-centered instruction, and promoting greater use of practice-oriented teaching methods; sharing information with students regarding certain issues identified during the assessment process, both via email and through meetings; adding staff to certain structural units to improve the quality of communication with and information provided to students; improving material accounting procedures in the simulation center; upgrading the internet service package; updating and enhancing the software capabilities of computer equipment in various university spaces, including the examination space, etc.). The Quality Assurance Service sent detailed feedback to students regarding the consideration of results and responses from faculties and various structural units, which serves to increase student motivation to actively participate in future surveys conducted by the Service by demonstrating the tangible outcomes of their responses (see Appendix 9 — Summary Reports of Meetings with Students, and Response Reports of Structural Units on Assessment Results).

3.3.4. Assessment of Examination Processes by Students. The Quality Assurance Service also organizes the assessment of examination processes by students. For this purpose, student surveys are conducted following the completion of midterm and final examinations. During the survey, students evaluate the



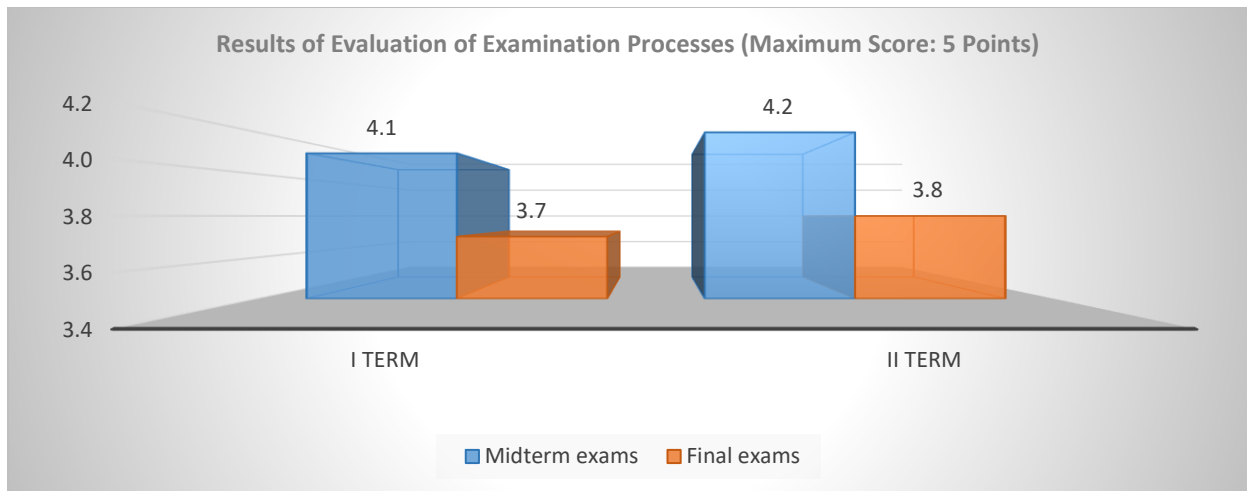
organization of examination processes, the correspondence of examination questions to the syllabus content and examination tasks defined by the syllabus, the provision of necessary instructions to students during examinations, and the organization of examination observers. This enables the Quality Assurance Service to assess the general conduct and organization of examination processes, student satisfaction with these processes, and to identify possible areas for improvement and ensure that work is carried out in the direction of improving them. To ensure the survey process, the Quality Assurance Service uses the electronic information system of Central University of Europe: <https://eunsis.unik.edu.ge/> and the electronic platform: <https://www.surveymonkey.com/>.

The organization and conduct of midterm and final examinations held in the 2024-2025 academic year were assessed by students of both faculties, including, in the case of the Faculty of Medicine, the organization and conduct of Objective Structured Clinical Examinations (OSCE), which were also assessed by examiners.

The organization and conduct of examination processes were generally assessed positively by students, and in the case of OSCE examinations, by both students and examiners: in response to the question "Overall, how would you assess the organization and conduct of examination processes," the majority of surveyed students and examiners responded positively; specifically, the average assessment of this issue by students and examiners of both faculties in the case of midterm and final examinations is 3.96 out of a maximum of 5 points (average assessment across both semesters). The assessment results are distributed by faculty as follows:

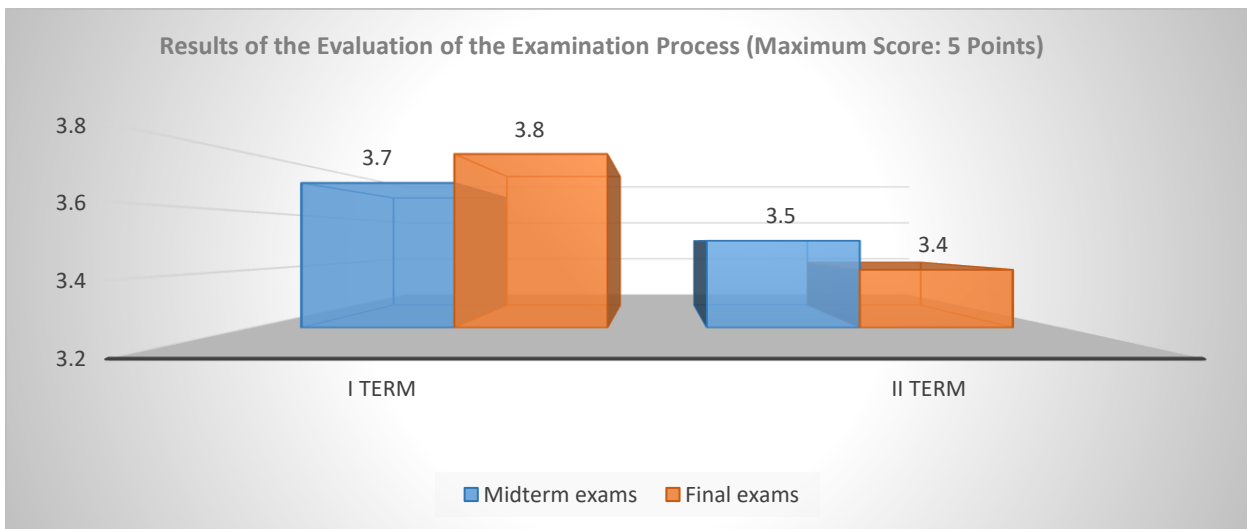
Faculty of Social Sciences, Business, and Law

The general satisfaction of Faculty of Social Sciences, Business, and Law students with the organization of examination processes was assessed at an average of 4.2 out of a maximum of 5 points for midterm examinations (average across both semesters), and at an average of 3.8 points for final examinations (average across both semesters). The assessment results for midterm and final examinations by semester at the Faculty of Social Sciences, Business, and Law are distributed as follows:

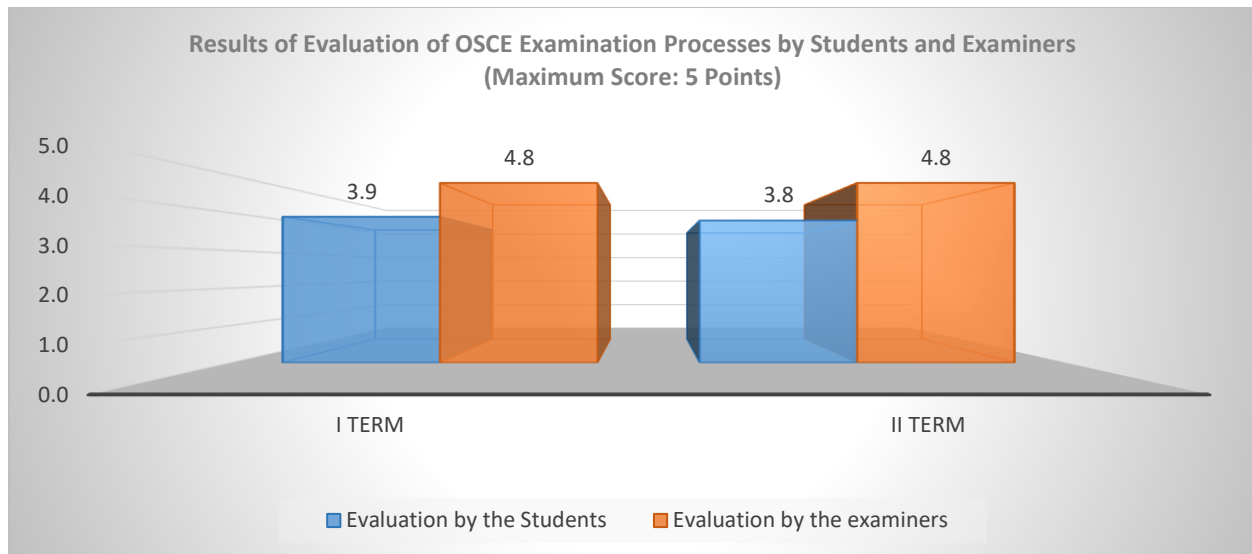


Faculty of Medicine

The general satisfaction of Faculty of Medicine students with the organization of examination processes was assessed at an average of 3.6 out of a maximum of 5 points for midterm examinations (average across both semesters), and at an average of 3.6 points once again for final examinations (average across both semesters). The assessment results for midterm and final examinations by semester at the Faculty of Medicine are distributed as follows:



In the case of the Faculty of Medicine, as already noted, examination processes — specifically satisfaction with the organization and conduct of OSCE examinations — were assessed by both students and examiners. The assessment results are positive and are as follows:



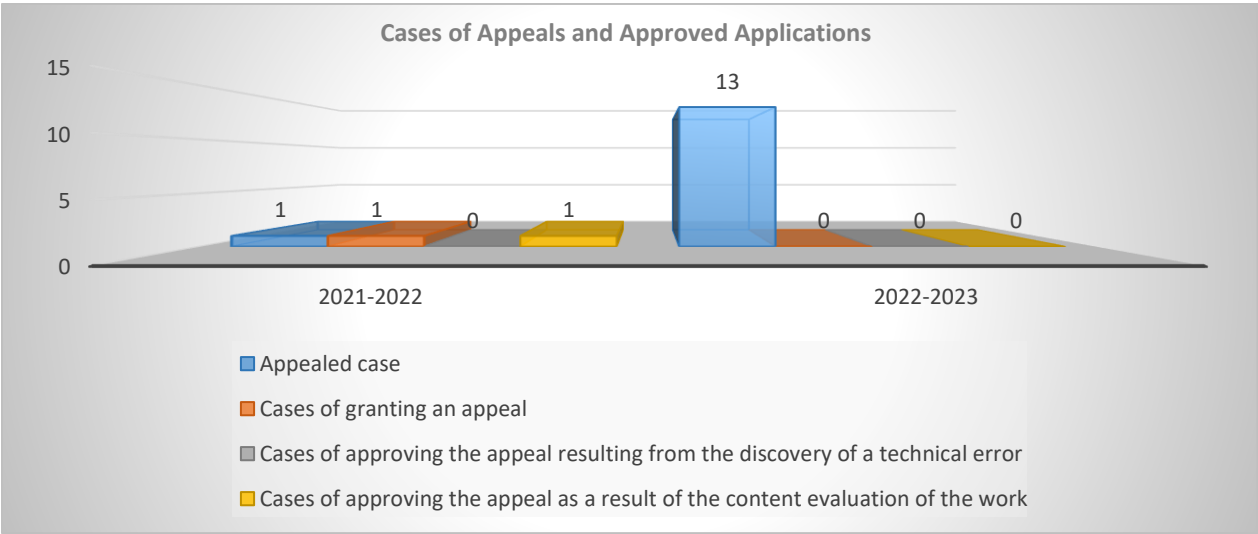
The analysis of the results obtained, along with noteworthy issues identified through the analysis, is sent according to content to the Examination Center, the faculty, and in the case of OSCE examinations, to the Simulation Center for response. The Examination Center, faculty, and Simulation Center staff provide the Quality Assurance Service with reports on work carried out and planned activities aimed at increasing student and examiner satisfaction and improving outcomes, for the purpose of evaluating and monitoring the steps taken. As a result of the survey conducted to assess the organization and conduct of midterm and final examinations in the 2024-2025 academic year, certain noteworthy issues were identified in some cases, and significant steps have been taken during the course of the academic year to address them by the Examination Center, the faculty, and the Simulation Center alike. It is also worth noting that work toward improving outcomes continues on an ongoing basis by all relevant structural units. A report on responses already implemented and activities planned has been submitted to the Quality Assurance Service for evaluation by the Dean of the Faculty and the heads of the Examination Center and Simulation Center. It is also worth noting that in some cases no need for response was identified (for details, see Appendix 12 — Results of Examination Process Assessments, Analysis of the Results, and Response Reports on Assessment Results).

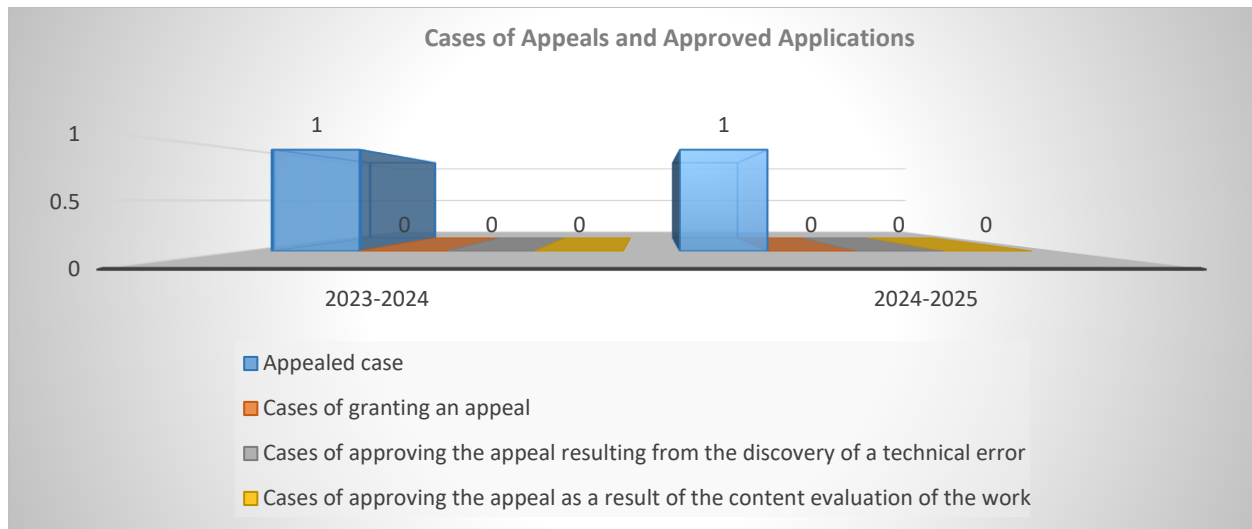
Following the completion of midterm and final examinations, the Quality Assurance Service requests a report from the Examination Center on instances of students being removed from examinations during the examination process, the reasons for removal, appeals filed in connection with examination results, whether appeals were granted or denied, and the reasons for granting or denying appeals. The Examination Center submits, as appendices, the minutes confirming the review of student appeal applications and the decisions reached as a result of that review. The report serves the purpose of the Quality Assurance Service's assessment of the regulation of the above-mentioned processes and the consideration of student interests. According to reports submitted to the Quality Assurance Service by



the Examination Center in the 2024-2025 academic year, instances of students being removed from examinations for substantiated reasons have been recorded, as have instances of students filing appeals. The university generally records both cases of substantiated granting and substantiated denial of student requests.

In both the 2024-2025 and the previous 2023-2024 academic years, only one instance each of appeals against midterm, final, and additional examination results was recorded by the Examination Center. The Appeals Commission did not grant the appeal application in either case. It is important to note that in previous years, considerably more instances of appeals against midterm, final, and additional examination results were recorded: 13 instances in total in the 2022-2023 academic year, and one instance in the 2021-2022 academic year. In some cases, appeal applications were granted by the Appeals Commission following a substantive review of the work. According to the aforementioned reports of the Examination Center head, the number of appeal cases and instances of appeals being granted or denied are distributed as follows among midterm, final, and additional examinations held in the stated academic years:





The above data confirms that students are aware of and make use of the mechanisms available at the university regarding appeals, and also confirms that objective responses are made to appeal cases.

In the 2024-2025 academic year, no noteworthy issues were identified as a result of the above assessments and, accordingly, no need arose for the Quality Assurance Service to request any type of response (see Appendix 13 — Examination Center Reports on Instances of Removal from Examinations and Appeals).

3.3.5. Assessment of the Practical Component by Students. The assessment of the practical component is carried out by students upon completion of the practical component. The assessment of the practical component of educational programs by students serves to examine student satisfaction with the knowledge and skills acquired through completing the practical component, as well as to evaluate the achievement of the learning outcomes defined for the practical component of the educational program. Through the survey, students assess the organizational matters handled by the university and the practical placement site, the supervision of the practical process by the practice supervisor, the supervision of the practical process by the mentor, the receipt of necessary instructions from the mentor, the mentor's assistance in ensuring the acquisition of knowledge and skills within the framework of the practical component, the knowledge and skills related to the main field of study acquired by the student through the practical component, and the mentor's ensuring of the fulfilment of activities and contact hours defined by the syllabus. Through the survey, students also identify and assess any factors hindering the development of the knowledge and skills established by the practical syllabus, where such factors exist.

In the case of the Doctor of Medicine educational program, the assessment of the practical placement site (clinic) and clinical courses is carried out by students upon completion of the clinical courses. The



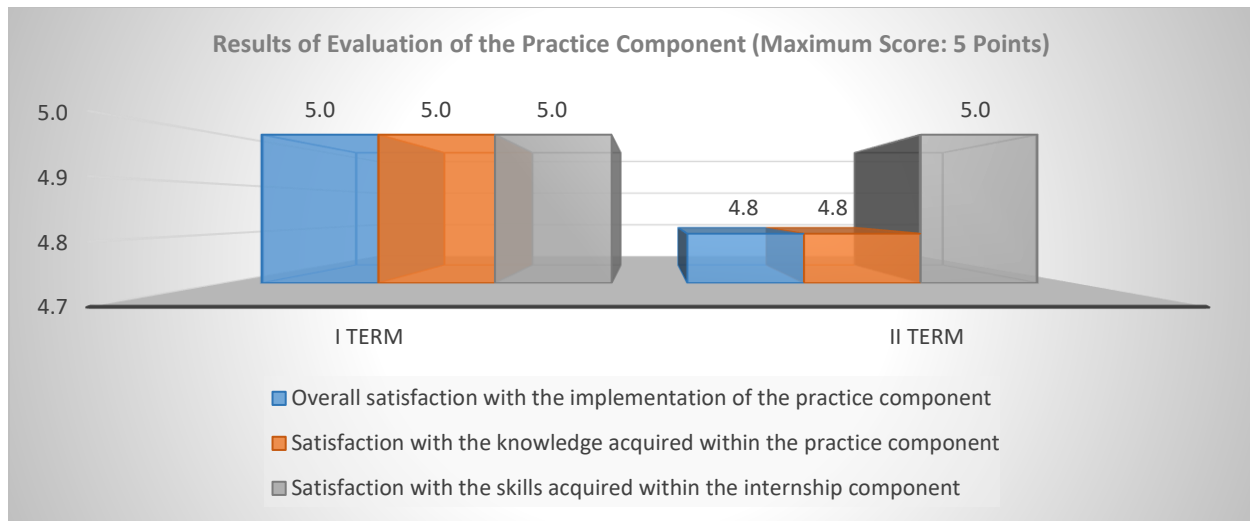
assessment of the clinic and clinical courses by students serves to examine student satisfaction with the knowledge and skills acquired through clinical courses, as well as to evaluate the achievement of the learning outcomes defined for the clinical courses of the educational program. Through the survey, students assess the organizational matters handled by the clinical placement site (clinic), the clinic's equipment necessary for the effective conduct of the learning process, the knowledge and skills related to the main field of study acquired by the student through the clinical courses, the provision to the student of the opportunity to demonstrate the knowledge and skills acquired through the clinical course on a patient/mannequin under the supervision of a lecturer, and the lecturer's ensuring of the fulfilment of the time defined by the syllabus. Through the survey, students also identify and assess any factors hindering the development of the knowledge and skills established by the clinical course syllabus, where such factors exist.

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

In the 2024-2025 academic year, the assessment of the practical component and clinical courses by students was carried out within the framework of educational programs at both the Faculty of Social Sciences, Business and Law and the Faculty of Medicine.

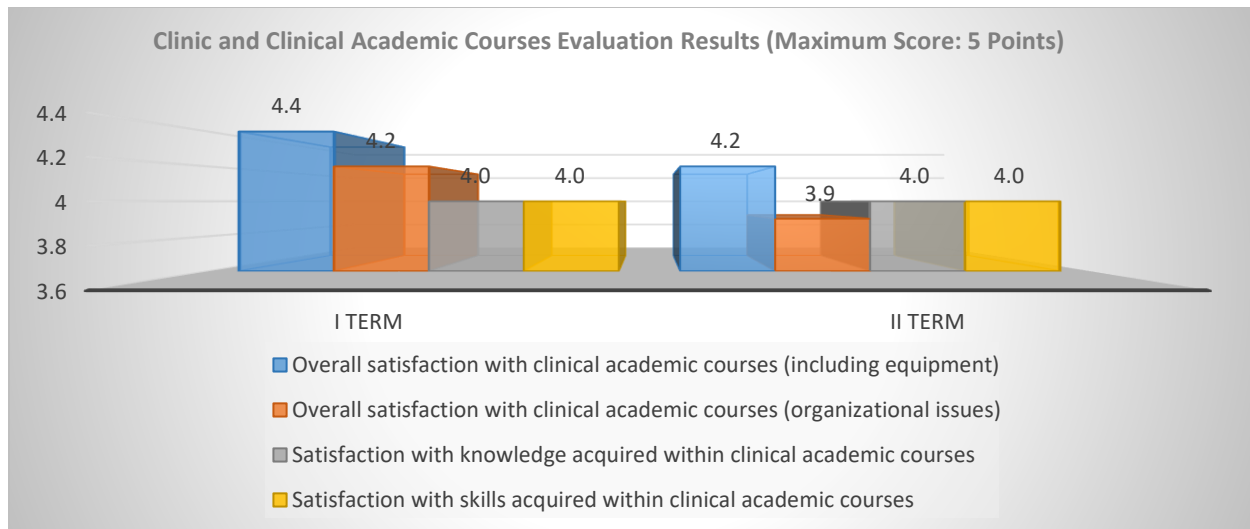
Faculty of Social Sciences, Business and Law

The assessment results for educational programs at the Faculty of Social Sciences, Business and Law are unequivocally positive: in response to the question "Please assess how satisfied you are overall with the completion of the practical component of the educational program," the assessment of students participating in the survey is an average of 4.9 out of a maximum of 5 points based on the results of both semesters. Positive assessments are also recorded in connection with the following important matters: "Please assess the knowledge related to the main field of study (specialization) that you acquired through completing the practical component" and "Please assess the skills related to the main field of study (specialization) that you acquired through completing the practical component." The knowledge acquired through completing the practical component was assessed by students participating in the survey at an average of 4.9 points based on the results of both semesters, while the skills developed through completing the practical component were assessed at the maximum score of 5 out of 5 based on the assessment results of both semesters. The assessment results are distributed by semester as follows:



Faculty of Medicine

The assessment results for clinical courses and clinics carried out within the framework of the one-cycle Doctor of Medicine educational program at the Faculty of Medicine are also positive: in response to the question "How satisfied are you with the equipment of the clinics necessary for the effective conduct of the learning process (projector, computer, teaching mouldages)," the assessment of students participating in the survey is an average of 4.3 out of a maximum of 5 points based on the results of both semesters. Satisfaction with the organizational matters handled by the clinics in connection with the implementation of clinical courses is an average of 4.1 out of a maximum of 5 points based on the results of both semesters. Positive assessments are also recorded in connection with the following important matters: "Please assess the knowledge related to the main field of study (specialization) that you acquired through clinical courses" and "Please assess the skills related to the main field of study (specialization) that you acquired through clinical courses." The knowledge acquired through clinical courses was assessed by students participating in the survey at an average of 4.0 out of 5 points based on the results of both semesters, while the skills developed through clinical courses were likewise assessed at an average of 4.0 out of 5 points based on the results of both semesters. The assessment results are distributed by semester as follows:



The assessment results of the 2024-2025 academic year were analyzed and the results of the analysis were shared with the faculty administration. Based on the assessment results, certain noteworthy issues were identified in some cases through the survey, in response to which the Quality Assurance Service requested a response report from the faculty, for the purpose of evaluating and monitoring responses implemented, activities planned, or counter-positions offered by the relevant parties regarding the noteworthy issues. The faculty has shared the relevant response reports, describing both actions already taken and response matters and counter-positions planned for the future (see Appendix 7 — Results of Practical Component Assessments, Analysis of the Results, and Response Reports).

3.3.6. Assessment of International Academic Mobility by Students, Program-Implementing Personnel, and Administrative Personnel.

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

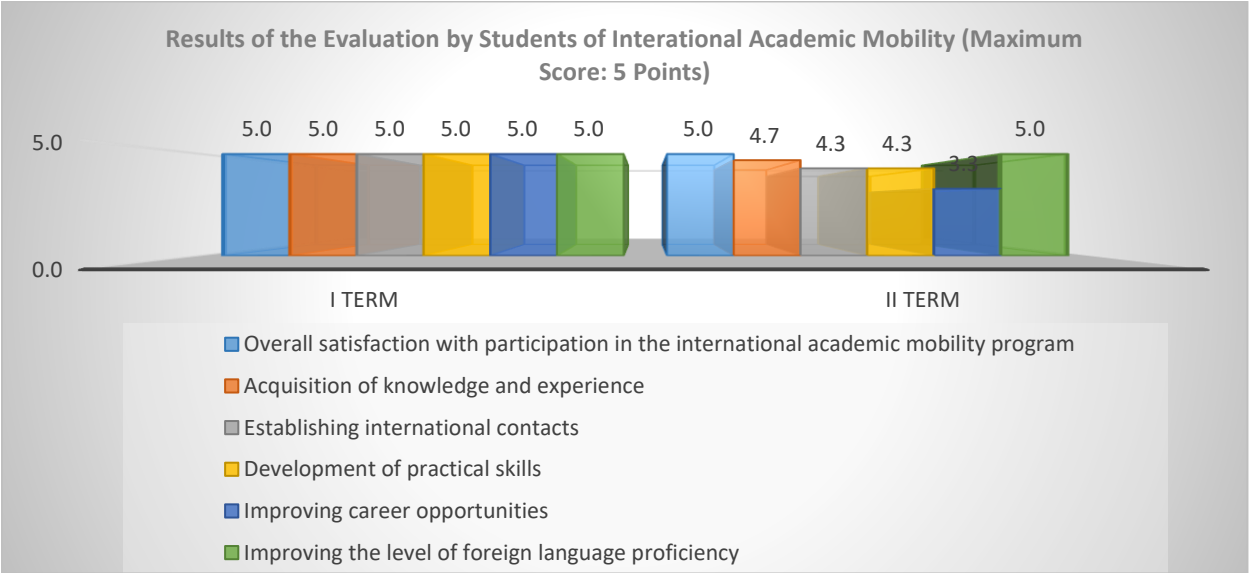
The assessment of participation in the international academic mobility program by personnel is likewise carried out by participating personnel upon their return from mobility. The purpose of the survey is to assess personnel satisfaction with participation in the international academic mobility program, specifically satisfaction with the organizational matters handled by the sending and host



universities, the primary interests in participating in the international academic mobility program, the enhancement of qualifications and experience through participation in the program, other types of outcomes, and the application of acquired knowledge and experience in the learning process. The survey also serves to record any other positive or negative assessments related to the sending and host higher education institutions during participation in the mobility program.

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

In the 2024-2025 academic year, students of the Faculty of Social Sciences, Business and Law participated in international academic mobility in both the first and second semesters, and were surveyed for the purpose of assessing the above-mentioned matters. The survey results are positive: in response to the question "How satisfied are you with your participation in the international academic mobility program," the assessment of surveyed students is the maximum score of 5 out of 5 based on the results of both semesters; in response to the question "Please assess the knowledge and experience you acquired through participation in the exchange program," the assessment of surveyed students is an average of 4.9 out of a maximum of 5 points based on the results of both semesters. Students also positively assessed such outcomes of international academic mobility participation as establishing international contacts, developing additional practical skills, improving career opportunities, improving foreign language proficiency, and so on. These matters were assessed by students participating in international mobility at an average of 4.2 points or more based on the assessment results of both semesters. The results of the student satisfaction survey on international academic mobility are distributed between the semesters according to the assessed matters as follows:

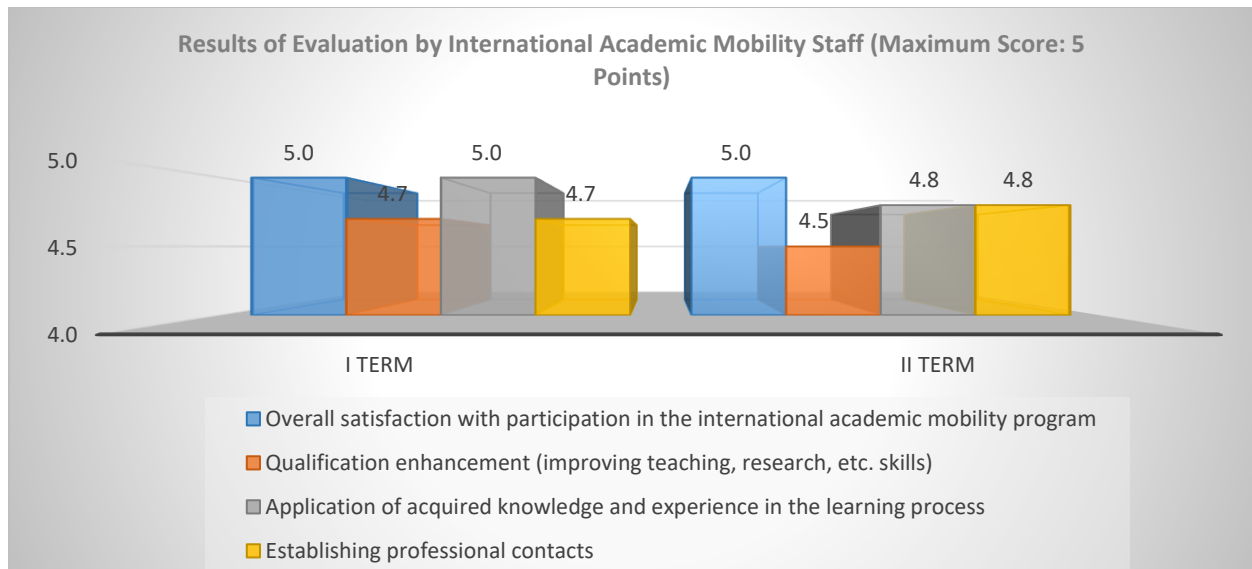




In the 2024-2025 academic year, program-implementing personnel of the Central University of Europe also participated in international academic mobility, and were surveyed for the purpose of assessing the above-mentioned matters. Program-implementing personnel of both faculties of the university participated in international academic mobility in both semesters of the 2024-2025 academic year. The survey results are positive in this case as well: in response to the question "How satisfied are you with your participation in the international academic mobility program," the assessment of surveyed personnel of both faculties is the maximum score of 5 out of 5 based on the assessment results of the 2024-2025 academic year. Personnel also positively assessed such outcomes of international academic mobility participation as enhancement of qualifications (improvement of teaching, research, and other skills), application of acquired knowledge and experience in the learning process, establishment of professional contacts, and so on. These matters were assessed by personnel of both faculties participating in international mobility at an average of 4.7 points or more out of a maximum of 5, based on the assessment results of both semesters of the 2024-2025 academic year. The results of the personnel satisfaction survey on international academic mobility are distributed among faculties and semesters according to the assessed matters as follows:

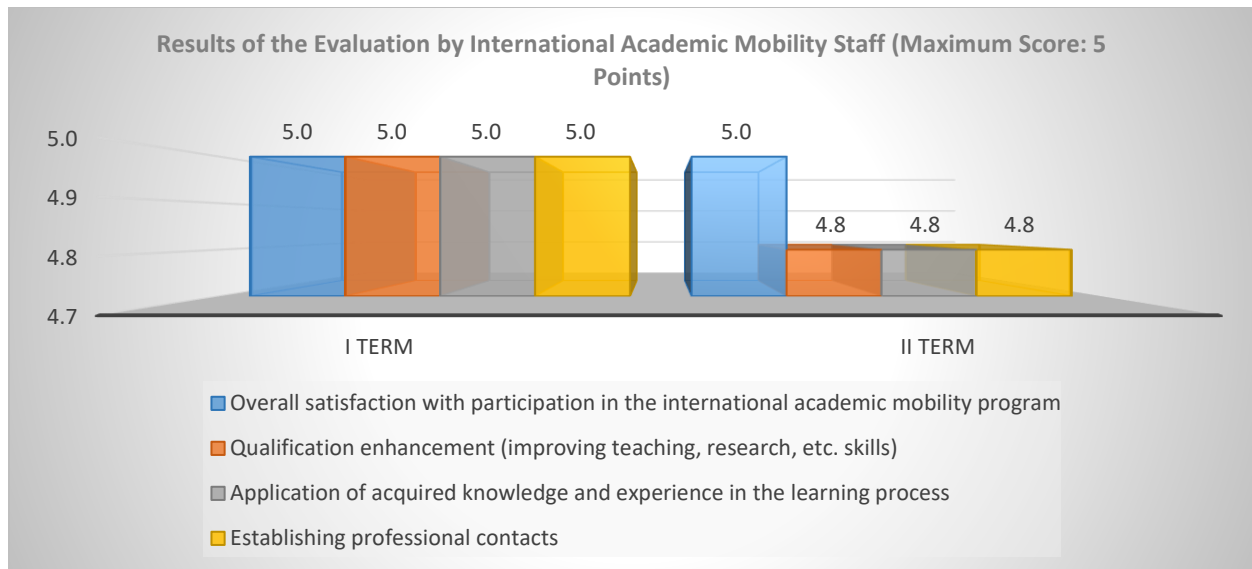
Faculty of Social Sciences, Business and Law

In response to the question "How satisfied are you with your participation in the international academic mobility program," the assessment of surveyed personnel of the Faculty of Social Sciences, Business and Law is the maximum score of 5 out of 5 based on the assessment results of both semesters of the 2024-2025 academic year. Personnel also positively assessed such outcomes of international academic mobility participation as enhancement of qualifications (improvement of teaching, research, and other skills), application of acquired knowledge and experience in the learning process, establishment of professional contacts, and so on. These matters were assessed by participating personnel at an average of 4.6 points or more out of a maximum of 5, based on the assessment results of both semesters of the 2024-2025 academic year. The results of the personnel satisfaction survey on international academic mobility are distributed between the semesters according to the assessed matters as follows:

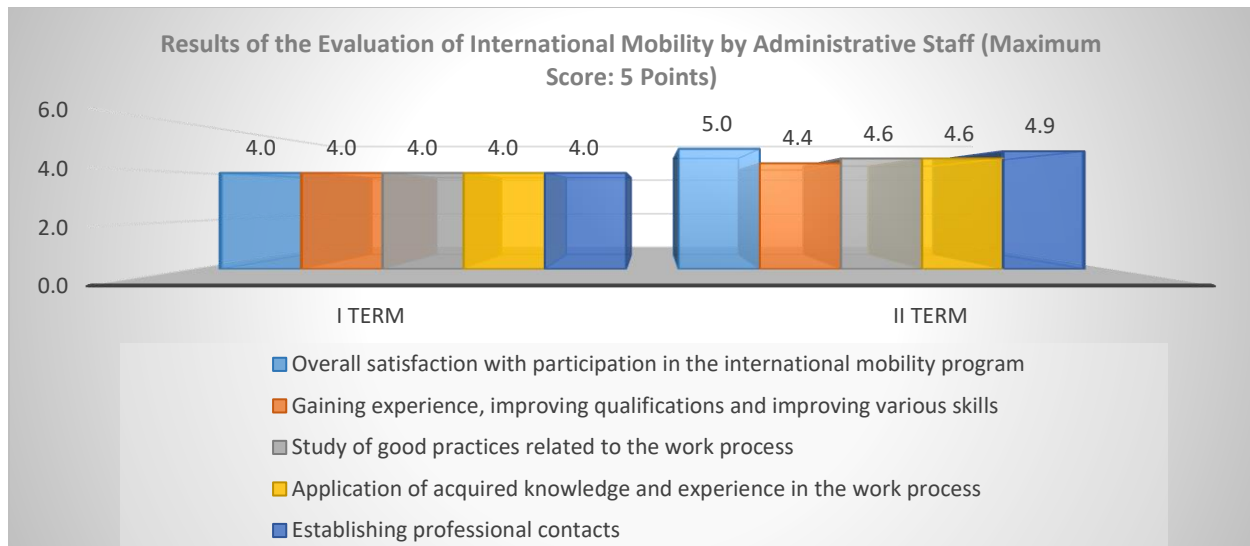


Faculty of Medicine

In response to the question "How satisfied are you with your participation in the international academic mobility program," the assessment of surveyed personnel of the [Faculty of Medicine](#) is the maximum score of 5 out of 5 based on the assessment results of both semesters of the 2024-2025 academic year. Personnel also positively assessed such outcomes of international academic mobility participation as enhancement of qualifications (improvement of teaching, research, and other skills), application of acquired knowledge and experience in the learning process, establishment of professional contacts, and so on. These matters were assessed by participating personnel at an average of 4.8 points or more out of a maximum of 5, based on the assessment results of both semesters of the 2024-2025 academic year. The results of the personnel satisfaction survey on international academic mobility are distributed between the semesters according to the assessed matters as follows:



In the 2024-2025 academic year, administrative personnel of the Central University of Europe also participated in international mobility within both semesters. The survey results are positive in this case as well: in response to the question "How satisfied are you with your participation in the international mobility program," the assessment of surveyed personnel is an average of 4.8 out of a maximum of 5 points based on the assessment results of both semesters. Personnel also positively assessed such outcomes of international mobility participation as gaining experience, enhancing qualifications and improving various skills, establishing professional contacts, learning good practices related to work processes, applying acquired knowledge and experience in work processes, and so on. These matters were assessed by administrative personnel participating in international mobility at an average of 4.8 points out of a maximum of 5, based on the assessment results of both semesters of the 2024-2025 academic year. The results of the administrative personnel satisfaction survey on international mobility are distributed between the semesters according to the assessed matters as follows:



The results of the surveys and assessments conducted in the 2024-2025 academic year were shared with the relevant structural units for review and response. Based on the assessment results, no significant noteworthy issues were largely identified, and accordingly, in most cases no need arose to present a response report to the Quality Assurance Service. However, in certain cases minor noteworthy issues were identified, in response to which the International Relations Service shared a response report with the Quality Assurance Service, along with information on responses implemented, for reporting and evaluation purposes (see Appendix 11 — Results of International Academic Mobility Assessments and Analysis of Results).

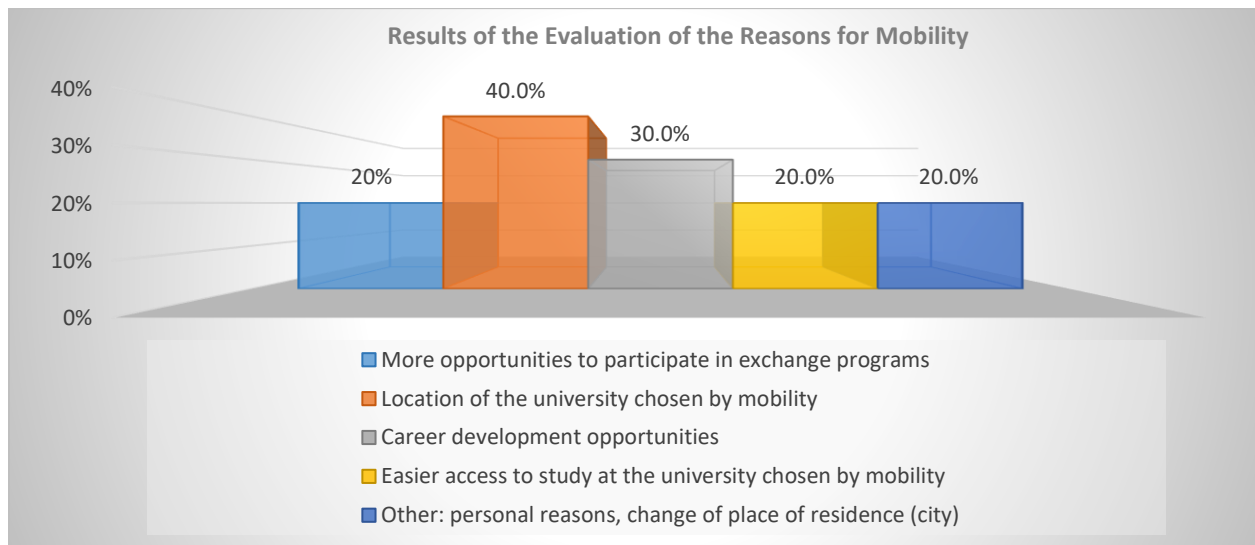
3.3.7. Survey of students who transferred out and into the Central University of Europe through mobility.

As part of the quality assurance mechanisms, surveys are conducted with students who have transferred out of and into the Central University of Europe through mobility, during each mobility period, with the aim of identifying the reasons behind students' decisions to transfer to other universities as well as to the Central University of Europe. The university uses an electronic platform — <https://www.surveymonkey.com/> — to study the general satisfaction of students participating in mobility. This survey was also conducted at the Central University of Europe during the 2024–2025 academic year. The survey was completed by 9 students from the Faculty of Social Sciences, Business and Law who transferred to other higher education institutions through mobility (5 in the first semester survey and 4 in the second semester survey) and 1 student from the Faculty of Medicine. Below is a summary of the most frequently cited reasons for transferring out of the Central University of Europe, with percentage rates of 20% or higher. According to the survey results, students cited several reasons for transferring to other higher education institutions. Based on the combined results of both semesters, the largest share of respondents — 40% — cited the location of the chosen university as the reason for transferring, 30% of respondents cited career development opportunities available at the chosen



university, 20% of respondents cited greater opportunities to participate in exchange programs and the possibility of easier study conditions at the chosen university, and 20% also cited personal reasons, including a change of city of residence.

It should be noted that the questionnaire allowed respondents to select multiple reasons for transferring. The distribution of reasons for transferring out of the Central University of Europe through mobility among respondents is as follows:

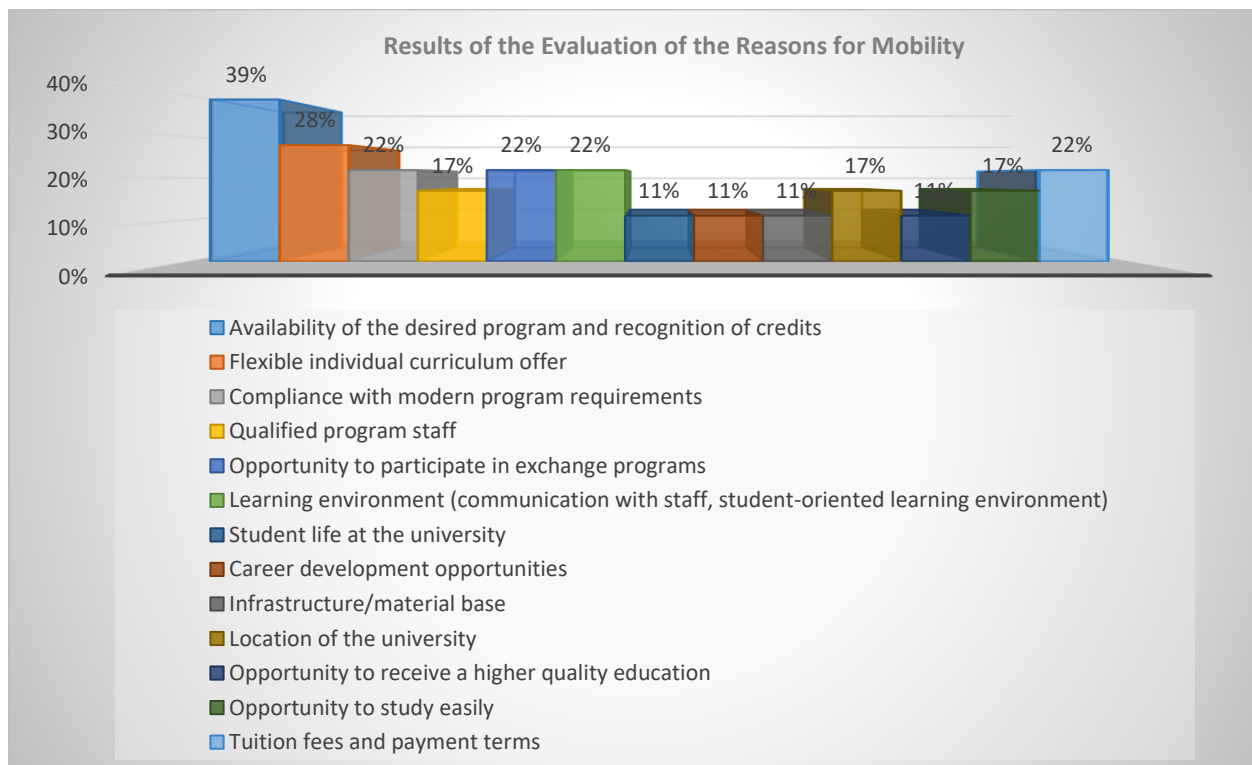


The questionnaire also provided respondents with the opportunity to record additional comments and explanations, with the aim of identifying any further noteworthy issues or providing additional clarification on those already mentioned. The survey results highlight several important aspects that a large proportion of the participating mobility students identified as strengths of the Central University of Europe: the alignment of educational programs with contemporary requirements (program content, teaching, learning and assessment methods, academic literature, etc.), qualified academic staff delivering the educational programs, the learning environment at the university (communication with staff, student-centered learning environment, etc.), the location of the Central University of Europe, the university's infrastructure and material-technical base, and support for student involvement in research activities. The survey and assessments also revealed several noteworthy issues — specifically, the reasons for transferring cited by the participating students. It is important to note, however, that certain reasons recorded by respondents as motivating their transfer were simultaneously identified by a portion of those same respondents as strengths of the university. It is worth emphasizing that the aforementioned strengths were identified by students who transferred out through mobility, which gives these assessments particular significance and value.



The survey of students who transferred into the Central University of Europe through mobility was completed by 18 students from other higher education institutions who enrolled at the Faculty of Social Sciences, Business and Law (6 in the first semester and 12 in the second semester). Below is a summary of the most frequently cited reasons for transferring in, with percentage rates above 10%. The survey results indicate that students' decisions to transfer to the Central University of Europe were driven by several reasons, namely: the existence of a desired educational program at the Central University of Europe on which the student was already enrolled (credit compatibility), the university's offer of a flexible individual study plan, the greater alignment of educational programs at the Central University of Europe with contemporary requirements (program content, teaching, learning and assessment methods, academic literature, etc.), the delivery of educational programs by qualified staff, greater opportunities to participate in exchange programs, the learning environment at the university (communication with staff, student-centered learning environment, etc.), student life at the Central University of Europe, career development opportunities, the university's infrastructure and material-technical base, the university's location, the opportunity to receive a quality education at the Central University of Europe, the possibility of easier study conditions, and tuition fees and payment terms.

It should be noted that the questionnaire allowed respondents to select multiple reasons for transferring in. The distribution of reasons for transferring into the Central University of Europe through mobility among respondents is as follows:





It is noteworthy that a large proportion of those who transferred in (39%) cite the existence of their desired educational program at the Central University of Europe as the reason for transferring, a similarly large proportion (28%) cites the flexible individual study plan offered by the university as the reason for transferring, a significant portion (22%) cites the greater alignment of educational programs with contemporary requirements, greater opportunities to participate in exchange programs, tuition fee payment support, and the learning environment (communication with staff, student-centered learning environment, etc.) as reasons for transferring, 17% of those who transferred in cite the delivery of educational programs by qualified staff as a reason for transferring, 11% of respondents cite the university's infrastructure and material-technical base as a reason for transferring to the Central University of Europe, and 11% also believe they will have greater opportunities to receive a quality education and greater career development opportunities, which is likewise associated with the expectation of quality education.

Accordingly, based on the survey results, the assessments made by students who transferred out of and into the Central University of Europe through mobility are largely positive. The Activities of the Quality Assurance Service included analyzing the obtained results and sharing them with the relevant structural units for the purposes of familiarization and response as necessary. The structural units did not consider the issues identified through the assessments to be noteworthy enough to warrant a response during the current academic year for the purpose of improving outcomes. Accordingly, no information regarding actions taken or planned response activities/response considerations was shared with the Quality Assurance Service through the relevant report, for the purposes of accountability and evaluation (for details, see Appendix 10 — Results of the Mobility Students' Survey, Analysis of the Results, and Response Reports).

Chapter 4. Research

The assessment of research activities constitutes another area within the internal quality assurance mechanisms and involves the evaluation and analysis of the scientific productivity of academic staff.

4.1. Assessment of Academic Staff's Scientific-Research Activity Productivity

For the purpose of assessing research activities, the Quality Assurance Service collaborates with the Center for Scientific and Research Activities Support. The Center requests annual reports on scientific-research activities from the university's academic staff. Within the framework of the staff evaluation procedure, the possible scientific-research activities of academic personnel are pre-defined and each activity is assigned a corresponding score. The scientific-research activity report is completed annually by academic staff and submitted to the Center for Scientific and Research Activities Support along with



evidence of completed activities. Reports on scientific-research activities completed by academic staff and verified by the Center for Scientific and Research Activities Support are then forwarded to the Quality Assurance Service. The Center for Scientific and Research Activities Support, together with the Quality Assurance Service, analyzes the results, identifies the needs of academic staff, and plans and organizes future activities with the aim of supporting the scientific-research work of academic staff.

The aforementioned procedure defines minimum requirements (minimum score thresholds) for each academic position. When the established minimum requirements are satisfied, the university's affiliated staff receive the remuneration stipulated by the procedure, which is regarded as financial support from the university for their scientific-research activities. The assessment of academic staff's scientific-research activity using this procedure was carried out at the Central University of Europe at the end of the 2024–2025 academic year (for details on the assessments conducted, results obtained, and activities carried out by the Center for Scientific and Research Activities Support with the aim of supporting scientific-research work, see Section 3.2.1 of this report — Assessment of Academic Staff Based on Scientific-Research Activities Conducted).

4.2. Assessment of Staff's Scientific-Research Productivity Through Participation in Grant Competitions

In order to identify the needs for supporting scientific-research activities and to assess the scientific-research productivity of the university's academic staff, the Quality Assurance Service requests a report from the Head of the Center for Scientific and Research Activities Support on the participation of Central University of Europe staff in international, local, and university-level grant competitions. Based on this report, the activity of academic staff in the area of grant competition participation is evaluated. Recommendations may be issued regarding increased information sharing by the Center in this area, the provision of relevant consultations, and/or more intensive planning of activities (see Appendix 15 — Report of the Head of the Center for Scientific and Research Activities Support on Staff Participation in Grant Competitions). According to the report submitted to the Quality Assurance Service by the Center for Scientific and Research Activities Support for the 2024–2025 academic year, the Faculty of Social Sciences, Business and Law and the Faculty of Medicine submitted multiple applications for participation in both international and local grant competitions. More specifically, 4 applications were submitted for participation in international grant competitions and 1 application for participation in a local grant competition. In total, 5 applications were submitted during the 2024–2025 academic year: 2 were funded, 1 is pending, and negative results are known for 2 applications. The majority of the submitted applications (3 applications) passed the selection stage:



#	Grant Application Title/Topic	Foundation/Organization where the grant application was submitted	Faculty/ Educational Program	Passed the qualifying round	Status
Application for participation in the international grant competition					
1	Youth-led Democratic Resilience	Erasmus+	Faculty of Social Sciences, Business, and Law	Yes	Funded
2	Enhancement of Research and Innovation Capacity in Georgian HEI's	Program ERASMUS2027 DG / Agency EACEA	Faculty of Social Sciences, Business, and Law	Yes	Funded
3	Advancing Professionalism Assessment in Medical Education and Healthcare in Georgia (PROFMED)	ERASMUS-EDU-2025-CBHE	Faculty of Medicine	No	Not funded
4	CareerCare	ERASMUS-EDU-2025-CBHE	Faculty of Social Sciences, Business, and Law	No	Not funded
Application for participation in the local grant competition					
1	Problems of Human Capital Development in Georgia and Their Impact on Economic Growth Competition for State Scientific Grants for Fundamental Research (Project Code FR-25-8616)	LEPL - Shota Rustaveli National Science Foundation of Georgia	Faculty of Social Sciences, Business, and Law	Yes	Pending

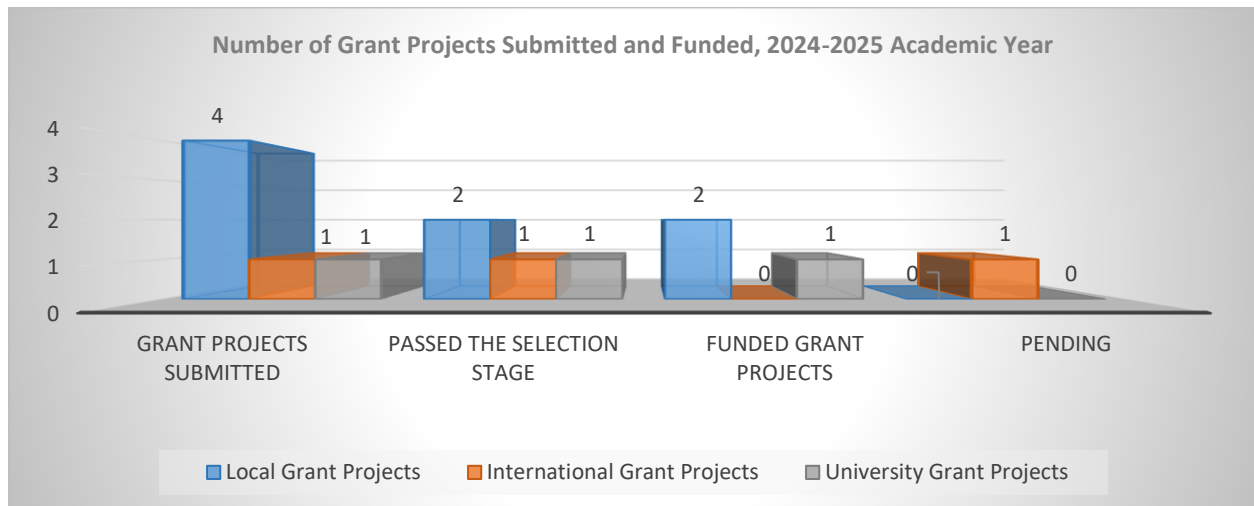
According to the report submitted by the Center for Scientific and Research Activities Support, the faculties demonstrate considerable activity in participating in local and international grant competitions. It is important to emphasize that the Center for Scientific and Research Activities Support, both in the aforementioned cases and in general during participation in grant competitions, offers staff intensive collaboration and consultations with the relevant parties and application authors at the grant application preparation stage, with the aim of supporting them and, more specifically, ensuring that grant applications are properly prepared and fully developed.

It is also worth noting that during the 2024–2025 academic year, the Central University of Europe announced an internal, university-level grant competition, in which the Faculty of Medicine staff project was funded: "The Role of Plasma Interleukin-6 and Neuron-Specific Enolase Levels in



Predicting Functional Recovery After Acute Ischemic Stroke." The project was carried out in 2025 and has been completed.

The 2024–2025 academic year data on grant project applications submitted by Central University of Europe staff and their funding status is as follows:



4.3. Assessment of the Progress and Significance of Grant Project Outcomes by the Center for Scientific and Research Activities Support

With the aim of assessing the progress of funded grant projects by the Center for Scientific and Research Activities Support and analyzing the significance of project outcomes for the university, the Central University of Europe has developed a quarterly progress report form for grant projects. The Center for Scientific and Research Activities Support analyzes the outcomes of ongoing and completed university-level projects and evaluates the significance of those outcomes for the university. This assessment is carried out by the Center for Scientific and Research Activities Support on the basis of reports received from the faculty on the progress and completion of grant projects. These reports make it possible to assess the scientific productivity of the projects — for example, whether publications were produced or any other type of output or result was achieved within the project, and whether the results obtained were disseminated through various events. The report also allows for an assessment of the project's key achievements, its practical value, and/or the plan for incorporating the results into educational processes (for details, see Appendix 16 — Grant Research Project Progress Reports). The results of grant projects that were ongoing and/or completed during the 2024–2025 academic year, as assessed through the submitted reports, are as follows:



Grant project "The Role of Plasma Interleukin-6 and Neuron-Specific Enolase Levels in Predicting Functional Recovery After Acute Ischemic Stroke" - Project duration: 3 months; Project budget: 10,000 GEL; Status: Completed; Scientific supervisor: Professor Andrii Netliukh, academic staff of the Faculty of Medicine, Central University of Europe. The project also involved other staff members of the Faculty of Medicine of the Central University of Europe and a student enrolled in the one-cycle educational program of Medical Doctor, as well as a doctoral student from Danylo Halytsky Lviv National Medical University (Ukraine).

The aim of the project was to identify predictive plasma biomarkers of recovery following mechanical thrombectomy in patients with acute ischemic stroke, while the project objectives were: quantitative determination of IL-6 and NSE plasma biomarkers; correlation of biomarker dynamics with neurological recovery; assessment of the impact of stroke care organizational models on thrombectomy outcomes; and dissemination of the results obtained at international conferences and in scientific journals.

Research findings: Within the framework of the project, the levels of two biomarkers — Interleukin-6 (IL-6) and Neuron-Specific Enolase (NSE) — were studied. The research confirmed a clear correlation between IL-6 and NSE plasma biomarkers and clinical recovery following mechanical thrombectomy.

The research has the following theoretical and practical value: by combining biochemical analysis with clinical and imaging data, the study established the foundation for individualized post-thrombectomy prognostic models. In terms of the research value, it is noteworthy that the methodology strengthens precision medicine in stroke management, enabling clinicians to assess recovery potential and tailor rehabilitation strategies to individual patients. Accordingly, the research holds the following significance for the scientific community: new scientific insights were obtained in the area of biomarker-based prognostic modeling, contributing to the advancement of precision medicine in stroke management. With regard to the practical application of the research findings, it is noteworthy that the results enable optimization of post-stroke rehabilitation planning.

The experience gained is currently being utilized in the teaching process within the framework of the one-cycle educational program of Medical Doctor at the Faculty of Medicine of the Central University of Europe, and the research results can be integrated into the following courses: "Advanced Neurovascular Physiology" and "Translational Neuroscience".

Within the framework of the research project, it is additionally worth noting the strengthened collaboration between the Central University of Europe and research centers in Ukraine.



Regarding the dissemination of research results obtained within the project, it is important to note that the findings were presented at the international level at the EANS Vascular Section Meeting and the ESMINT Congress 2025, held in Marseille at the Pharo Palace:

Event title: ESMINT Congress 2025; Paper title: Prognostic biomarkers of functional recovery in acute ischemic stroke: the role of plasma interleukin-6 and neuron-specific enolase levels, authors: Andrii Netliukh, Andrian Sukhanov, Harini Boobalan, Viswesh Anand, Nana Tchanchaleishvili; Publishing house: The Journal of NeuroInterventional Surgery (JNIS); Status: Published; URL / DOI: https://jnis.bmj.com/content/17/Suppl_2/A89.

Article title: Predicting Recovery After Mechanical Thrombectomy Using Plasma Biomarker; Authors: Netliukh A., Sukhanov A., Tchanchaleishvili N.; Journal title: Brain and Spine (EANS Official); Status: Submitted.

4.4. Assessment of Plagiarism Cases

The Central University of Europe has developed a document titled "Procedures and Mechanisms for Detecting and Preventing Plagiarism and Responding to Plagiarism Cases" (approved by Order No. 23 of the University Rector dated September 17, 2020), which serves to ensure the objective conduct of teaching and research at the university, to establish the principles of academic integrity, and also promotes the advancement of the level of scientific and academic activity and accountability at the university, the enhancement of the university's prestige within the university community, and the regulation of standards of conduct and the establishment of forms of accountability for the implementation of high academic standards. The requirements of the document apply to academic, invited, and research staff employed at the university, as well as to students of the university and individuals involved in scientific conferences and publications organized by the university.

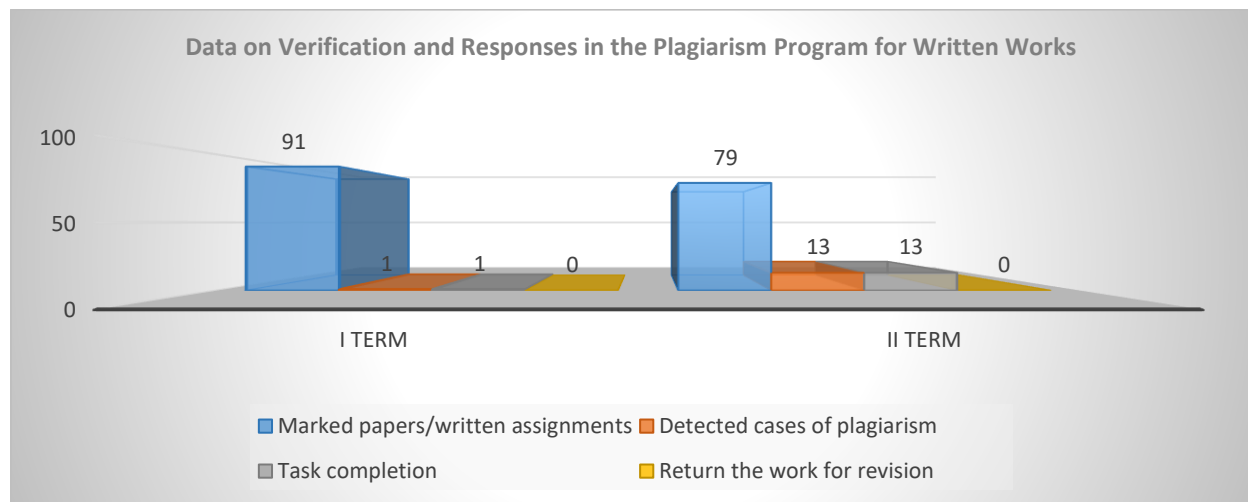
For the purpose of detecting plagiarism and assessing works in this regard, the Central University of Europe uses the electronic program: <https://strikeplagiarism.com/>. It should be noted that, in accordance with the university's internal regulations, the program is used not only for checking bachelor's, master's, and doctoral theses, but is also widely used in the learning process for checking all written assignments (essays, papers, projects, etc.) where the course instructor requires the citation of materials and sources used in the assignment. Course instructors are required, upon detecting signs of plagiarism in written assignments, to automatically nullify the assignment grade, while in the case of detecting signs of plagiarism in bachelor's, master's, and doctoral theses, the thesis is returned to the student by the supervisor for revision.

It is noteworthy that, against the backdrop of the growing trend of artificial intelligence (AI) use in the modern world, in 2025 the Central University of Europe added an AI-generated text detection



functionality to the existing Strike Plagiarism package, in response to which a training on the use of the Strike Plagiarism platform was conducted on July 4, 2025 for academic and invited staff of the Central University of Europe. The main topic of the training was the detection of AI-generated texts using the Strike Plagiarism platform. The session was led by Strike Plagiarism representatives, who demonstrated, through practical examples, how to carry out AI text detection, report generation, and [interpretation](#).

Within the framework of the internal quality assurance mechanisms, a report form has been developed for verifying students' written works through plagiarism detection software and recording responses. The Quality Assurance Service requests completed reports from the faculties at the end of each semester, with the aim of assessing compliance with the above-described regulations within educational programs. The report was completed and submitted to the Quality Assurance Service by the faculty at the end of both semesters of the 2024–2025 academic year. The data on the verification of works through the plagiarism detection program, broken down by semester, is as follows:



According to the reports submitted by the faculties, there are no cases of students appealing the nullification of their work. In accordance with the reports, students in whose work signs of plagiarism were identified received feedback from instructors regarding the completion of work in compliance with academic integrity principles, with the aim of further increasing their awareness in this area.

On the basis of the assessment of the completed reports, compliance with the existing regulations in this area within the framework of educational programs was confirmed on the part of the faculty. Works and written assignments were checked across various educational programs (where there is a need and possibility for this). Both bachelor's/master's/doctoral theses and various types of written assignments completed within the framework of courses were checked for signs of plagiarism, including essays, research projects, papers, and internship reports. No noteworthy issues were



identified on the basis of the assessment of the reports submitted by the faculty; accordingly, there was no need for the Quality Assurance Service to request responses (for details, see Appendix 14 — Reports on Verification of Students' Written Works Through the Plagiarism Detection Program and Response Reports).

Additionally noteworthy are the activities and events organized by the Center for Scientific and Research Activities Support of the Central University of Europe that contribute to increasing students' awareness in the area of academic integrity:

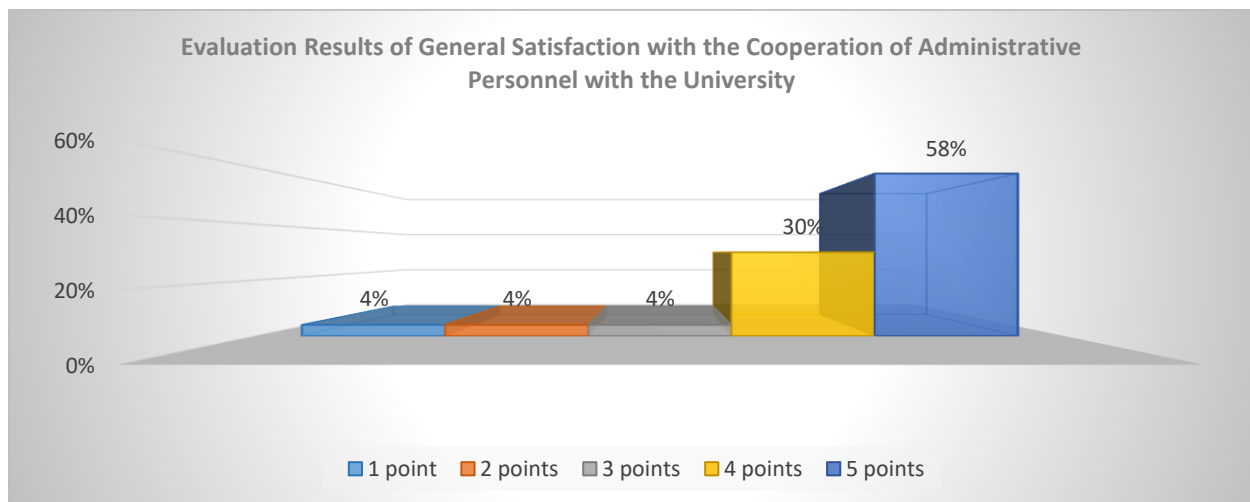
1. On December 18, 2024, an informational meeting on the topic of "Academic Integrity and Plagiarism Prevention" was held for students enrolled in Georgian- and English-language programs at the Faculty of Social Sciences, Business and Law and the Faculty of Medicine of the Central University of Europe. The meeting addressed issues of academic integrity and plagiarism prevention, as well as the university's procedures and [mechanisms](#) for detecting and preventing plagiarism and responding to plagiarism cases.
2. During the period of May 6–25, 2025, within the framework of the "Academic Integrity and Plagiarism Prevention Week" planned by the Center for Scientific and Research Activities Support and the faculties of the Central University of Europe, a poster competition on the topic of "[Plagiarism Prevention](#)" was announced for students.
3. During the period of June 9–13, 2025, "Science Week for Students 2025" was held, co-organized by the Center for Scientific and Research Activities Support and the faculties. Within the framework of the week, working meetings and seminars on various topics were held for students, led by academic and invited staff of the European University, the Central University of Europe, and the Black Sea International University. On June 10, a film screening was held for students. The aim of the week was to promote the development of research skills among students, to introduce them to the preparation of scientific articles and research projects, and to familiarize them with the principles of research integrity and ethics. All students who participated in the week received a [certificate](#) of participation.

Chapter 5. Management Processes

The assessment of management processes constitutes another area within the internal quality assurance mechanisms and involves studying the general satisfaction of administrative staff and assessing the effectiveness of the university's management processes in this regard. The survey process, as already noted, is regulated in accordance with the Guidelines for Conducting Satisfaction Surveys (approved by Order No. 20 of the University Rector dated September 17, 2020). Through this survey, the strengths



and weaknesses of structural units and services are identified, each employee evaluates the functions and objectives of the structural unit or service to which they belong, and administrative staff identify factors that would increase the effectiveness of their performance. At the same time, administrative staff share opinions, suggestions, and recommendations regarding the effective functioning of structural units and services. The assessment of management processes makes it possible to evaluate the effectiveness of the work of the university's structural units and services, identify noteworthy issues and areas for improvement in this regard. To conduct the survey process, the Quality Assurance Service uses the electronic platform: <https://www.surveymonkey.com/>. Based on the analysis of the results obtained, recommendations may be developed addressed to specific services and structural units, including to the management level, with the aim of improving the results obtained and increasing the effectiveness of the work of services and structural units. The results of the analysis and recommendations are sent to the relevant structural units, services, and individuals for review and response. This survey was conducted at the Central University of Europe at the end of the 2024–2025 academic year and the results were analyzed. The survey was completed by 26 administrative staff members of the Central University of Europe. The survey conducted for the purpose of studying the general satisfaction of administrative staff revealed that they are largely satisfied with their collaboration with the university: in response to the question "Overall, how would you rate your general satisfaction with collaborating with the university?", the administrative staff's average rating is 4.4 out of a maximum of 5 points. The assessment results in more detail are as follows: 58% of staff rate their general satisfaction with collaborating with the university at the maximum of 5 points, 30% at 4 points, 4% (1 respondent) at 3 points, 4% (1 respondent) at 2 points, and again 4% (1 respondent) at 1 point:





	1 point	2 points	3 points	4 points	5 points	Average evaluation
General satisfaction with cooperation with the university	4%	4%	4%	30%	58%	4.4 points

The survey results reveal significant positive assessments from administrative staff and numerous strengths of existing practices related to university management: simple and effective communication, competent and proper conduct of work, motivation, commitment to continuous development, care for the professional development of staff, support for and promotion of development, creation of opportunities for skills enhancement, encouragement based on annual evaluation, dedicated attitude toward work, a strong sense of responsibility, openness to new ideas, constant support from direct supervisors, care for and support of young staff, communication and mutual respect among services and employees, promotion and support of staff competence growth both through the identification of needs and through offering appropriate development pathways, an environment where people can realize their potential, delegation of responsibilities, teamwork, an excellent working environment, simple and timely resolution of problems which contributes to effective management of work, and so on.

At the same time, certain noteworthy issues were identified, including: challenges related to the delegation of responsibilities, unequal distribution of responsibilities, the correspondence between the intensity of the workload and remuneration, a low level of teamwork in certain cases, a lack of standardization in certain processes which in some instances delays timely decision-making, and so on. It should be noted, however, that the areas for improvement identified are simultaneously cited as strengths of the university by a certain portion of staff, and it is also important to emphasize that the majority of the aforementioned areas for improvement were mentioned only in isolated cases by staff, whereas the same issues are cited as strengths very frequently and by a large proportion of staff — for example, simple and effective communication, competent and proper conduct of work, simple and timely resolution of problems contributing to effective management of work, delegation of responsibilities, teamwork, and so on.

The questionnaire provides the opportunity to share additional recommendations, opinions, and comments on specific issues, so that the relevant structural units and individuals may take appropriate action with the aim of increasing management effectiveness and administrative staff general satisfaction. Staff in most cases made use of this opportunity.

On the basis of the results of analogous surveys conducted in previous academic years, numerous responses were implemented, including the establishment of the practice of regular meetings among services, joint discussion of important issues, collective deliberation, and the sharing of opinions — which may be one of the contributing factors to the results obtained.



The results and analysis of the 2024–2025 academic year survey were sent to the management of the Central University of Europe and to the heads of services and structural units. The Quality Assurance Service also held individual meetings with services, during which noteworthy issues were discussed in detail. The heads of services and structural units in which noteworthy issues were identified were instructed by the Quality Assurance Service to prepare response reports and submit them to the Quality Assurance Service. Through the response reports, detailed information was submitted to the Quality Assurance Service for evaluation purposes regarding the responses implemented by the relevant structural units (the Human Resources Management and Administration Service, the Information Technology Service, and the Logistics Service) in response to the identified noteworthy cases — for example, a 15% increase in administrative staff remuneration, as well as individual review of additional remuneration matters and corresponding adjustments in specific cases, taking into account workload, scope of responsibilities, and the specifics of the work (during the reporting period, the change affected 7 employees); the organization and offering of off-site events and team activities for administrative staff; a full upgrade of internet services, including improvements to the quality and coverage of the Wi-Fi network to ensure the effective conduct of work processes; and so on — as well as information on planned activities. The reports also present reasoned response positions and opinions regarding cases where a response was not deemed necessary (for details, see Appendix 18 — Assessment of Management Processes, Analysis of Assessment Results, and Response Reports on Assessment Results).

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

Chapter 6. Use of Assessment Results

With the aim of effectively utilizing the results of assessments carried out within the framework of the internal quality assurance mechanisms, the Quality Assurance Service of the university analyzes the results of the assessments conducted and develops corresponding recommendations. The recommendations of the Quality Assurance Service are submitted to the relevant service and structural unit for response. With the aim of improving the results obtained, certain responses are planned and implemented by structural units, and the steps taken and planned are submitted to the Quality Assurance Service in the form of response reports, which makes it possible to evaluate the responses already implemented and to monitor the completion of planned steps.

The assessment procedures developed within the framework of the internal quality assurance mechanisms are carried out regularly, at pre-defined intervals. Repeated assessments provide the opportunity to evaluate the effectiveness of the mechanisms used and to refine and improve them.



Based on the evaluation and analysis of survey results, the quality assurance mechanisms and the instruments used within those mechanisms are continuously refined and modified.

During the 2024–2025 academic year, on the basis of the aforementioned assessment processes and analyses, a number of instruments used within the quality assurance mechanisms were reviewed, modified, and refined — for example, the classroom observation assessment report form was refined and a field was added allowing the reasons for an assessment to be indicated, which enables a more comprehensive and multifaceted analysis; the questionnaire for student and examiner assessment of OSCE examinations was modified; and the general satisfaction survey questionnaires for program implementing staff, administrative staff, and students were reviewed and modified. Based on the aforementioned assessments, significant changes were also made to the quality assurance mechanisms and corresponding instruments in previous academic years — specifically, certain changes were made to a number of questionnaires and report forms developed within the framework of the quality assurance mechanisms; for example, the annual educational program development report form was refined and updated, with fields added to allow for the indication and assessment of changes implemented on the basis of recommendations received during external evaluation processes (accreditation/authorization). Additionally, on the basis of observation and with the aim of increasing process efficiency, the graduate questionnaire developed for the purpose of conducting both direct and indirect assessments of educational programs was merged, and so on. Based on general observation of processes and assessment of the effectiveness of mechanisms, the need for adding a new questionnaire was identified in order to ensure the assessment of certain important issues; accordingly, a new questionnaire was added to the internal quality assurance mechanisms — specifically, a questionnaire on the general satisfaction of administrative staff with their participation in international mobility processes. Among the measures taken to increase the effectiveness of the quality assurance mechanisms, it is important to note the changes introduced to the Student Contingent Planning Methodology document (approved by Order No. 52 of the University Rector dated October 9, 2020). These changes are related to the assessment of the capacity of the laboratories and simulation center existing at the university for the relevant programs — specifically, the assessment of these resources was added to the methodology. The assessment of the resources and capacity of the laboratories and simulation center used in the teaching process within educational programs was considered particularly important for the purpose of advance verification and assessment of the possibilities of adequately providing the teaching process with these resources and, accordingly, ensuring the quality implementation of educational programs. Within the framework of the changes implemented, the methodology was also supplemented with an assessment of the capacity of internship sites, and the approaches to assessing the capacity of clinics were also clarified. The methodology incorporates the assessment of the provision of the practical component for students admitted to the program, taking into account the



maximum number of students to be accepted at internship sites and the number of internship facilities, while in the case of the one-cycle educational program in Medicine, it incorporates the assessment of the provision of students with the clinics required for the implementation of each clinical course, taking into account the number of partner clinics and the resources of program implementing staff employed at the clinics. These changes and clarifications were also considered particularly important for the purpose of advance verification and assessment of the possibilities of providing educational programs with their practical components and, accordingly, ensuring the quality implementation of programs.

Noteworthy issues identified on the basis of assessments conducted during the 2024–2025 academic year were shared by the Quality Assurance Service with the relevant structural units, services, and individuals. Reports on the responses implemented by them have been received, as well as information on what responses are planned for the future regarding certain noteworthy issues that could not be addressed in the short term — specifically, during the period of the report's submission. The report specifies the timelines for the implementation of these planned responses. The response reports also present response opinions and positions related to the identified noteworthy issues in cases where a response was not deemed necessary or appropriate.

The responses implemented by various structural units to the noteworthy issues identified on the basis of assessment results obtained within the framework of the internal quality assurance mechanisms during the 2024–2025 academic year are as follows:

Type of survey	Period of survey conduct	Identified areas for improvement on which a response was implemented	Activities carried out for the purpose of a response	Person / structural unit responsible for the activities carried out
General Satisfaction Survey of Students (Faculty of Social Sciences, Business, and Law)	2024-2025 academic year	During the evaluation process, students noted the issue of noise in the library space in a number of cases and accordingly expressed a desire to add an employee in order to evenly supervise the spaces on different floors.	In response, a library employee was added to provide full service to students and better supervise the situation in library spaces. In addition, it is noteworthy that during the information and working meetings held with students by library employees, the importance of observing the rules of conduct in the library was emphasized, as a result of which, according to the assessment of library employees, their attitude towards maintaining order in the library has significantly improved.	Library



<p>General Satisfaction Survey of Students (Faculty of Social Sciences, Business, and Law)</p>	<p>2024-2025 academic year</p>	<p>As a result of the evaluation, students noted a desire to strengthen the Internet and work with better quality.</p>	<p>In terms of response, it is noteworthy that during 2025, a complete renewal of the Internet service was carried out, including the improvement of the quality of Wi-Fi network provision and coverage area.</p> <p>The Internet provision package has been updated at the university, especially on the floor of the examination center. It is additionally noteworthy that in accordance with the updated examination module, it is no longer necessary to use the Internet with the load that was previously required to conduct the examination process.</p>	<p>Information Technology Service</p>
<p>General Satisfaction Survey of Students (Faculty of Social Sciences, Business, and Law)</p>	<p>2024-2025 academic year</p>	<p>During the assessment process, the issue of more intensive renovation of bathrooms was identified.</p>	<p>The university has hired additional housekeepers for each floor, who take care of maintaining cleanliness on the respective floors, including wet areas, throughout the day.</p>	<p>Logistics Service</p>
<p>General Satisfaction Survey of Students (Faculty of Social Sciences, Business, and Law)</p>	<p>2024-2025 academic year</p>	<p>Students participating in the research process noted issues related to the behavior of exam invigilators.</p>	<p>Before each exam, the Examination Center holds a working meeting with the observers of the examination processes. The meeting discusses the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center explains to the observers the rules of conduct during the exam, as well as their rights and obligations. It is noteworthy that during the 2024-2025 academic year, the Examination Center added 8 new employees to the position of observers. They were given an information meeting in advance, where a number of issues related to the exam process were introduced in detail, their rights and obligations, as well as those of the student, and the rules of conduct during the exam were shared.</p> <p>Meetings were also held with students to discuss the exam processes and the issues identified. During the meetings, issues identified during the exams</p>	<p>Examination Center</p>



			<p>were discussed in detail, and after the meetings, the Examination Center shared information about the rights and responsibilities of exam observers and students.</p>	
<p>General Satisfaction Survey of Students (Faculty of Medicine)</p>	<p>2024-2025 academic year</p>	<p>As a result of the evaluation, students noted the issue of the technical operation of the projector in several auditoriums.</p> <p>Also, a desire to improve the quality of the Internet, especially in the examination areas, was expressed.</p> <p>In the evaluation process, the issue of the technical disconnection of computers in the library space was additionally noted.</p>	<p>The Information Technology Service constantly periodically checks, evaluates and, if necessary, responds to the technical resources available at the university, eliminating the defect or replacing the existing one with a new one. In order to respond, the equipment of the named auditoriums was also checked, in one of the named auditoriums the proctor is working properly, and in the other case the existing technical defect was eliminated.</p> <p>In terms of response, it is noteworthy that during 2025, a complete update of the Internet service was carried out, including the improvement of the quality and coverage area of the Wi-Fi network. The Internet service package has been updated at the university, especially on the Examination Center floor. It is additionally noteworthy that in accordance with the updated examination module, there is no longer a need to use the Internet with the load that was previously required to conduct the examination process. However, it is also worth emphasizing that Wi-Fi does not function in the examination rooms, since there is no need for students to use the Internet during the exams.</p> <p>The Information Technology Service replaced most of the computers in the library with new ones last academic year, and computers that were not replaced as a result of the inspection and evaluation by the Library were repaired and software was upgraded. It is worth noting that in the event of a software or technical defect being detected, the Information Technology Service immediately eliminates the</p>	<p>Information Technology Service</p>



			defect or replaces the computer equipment with new ones. The service continues to check computer and other equipment and respond as necessary.	
General Satisfaction Survey of Students (Faculty of Medicine)	2024-2025 academic year	<p>During the research process, students noted dissatisfaction with the behavior of exam observers.</p> <p>Students also reported cases of exams being canceled without prior notice.</p>	<p>Before each exam, the Examination Center holds a working meeting with the observers of the examination processes. The meeting discusses the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center explains to the observers the rules of conduct during the exam, as well as their rights and obligations. It is noteworthy that during the 2024-2025 academic year, the Examination Center added 8 new employees to the position of observers. They were given an information meeting in advance, where a number of issues related to the exam process were introduced in detail, their rights and obligations, as well as those of the student, and the rules of conduct during the exam were shared.</p> <p>Meetings were also held with students to discuss the exam processes and the issues identified. During the meetings, the issues identified during the exams were discussed in detail, and after the meetings, the Examination Center shared information about the rights and obligations of the observers of the examination processes and students.</p> <p>The Examination Center recorded several cases of cancellation of the exam on the appointed date. As for informing students about this, it is worth noting that in the event of a change in the examination schedule, information about this is sent to students from the electronic learning process management system, through changes made to the database and an additional function, automatically,</p>	Examination Center



			both to e-mail and to mobile phones, in the form of a notification.	
General Satisfaction Survey of Students (Faculty of Medicine)	2024-2025 academic year	During the survey, students expressed a desire to add cultural activities.	<p>In response to the issue raised by the students, it is worth noting that intercultural events have become a regular feature at the Central University of Europe.</p> <p>In the fall semester of the 2024-2025 academic year, a freshman induction ceremony was held. Later, with the support of the Student and Alumni Service Center, the traditional Indian holiday “DIWALI” was held. An educational excursion was also planned and implemented, which allows students to explore and get to know different regions of Georgia. Due to the large number of students, the excursions are held in stages, which students are informed about in advance during working meetings.</p>	Student and Alumni Service Center
General Satisfaction Survey of Academic and Invited Staff (Faculty of Social Sciences, Business, and Law)	2024-2025 academic year	The staff participating in the survey expressed a desire for a salary increase.	In response to the issue raised, it is worth noting the review of the hourly pay of staff at the beginning of the 2024-2025 academic year. As a result, the hourly pay of 7 staff members of the Faculty of Social Sciences, Business, and Law was increased.	Human Resources Management and Administration Service
General Satisfaction Survey of Academic and Invited Staff (Faculty of Social Sciences, Business, and Law)	2024-2025 academic year	The issue of more intensive maintenance of bathrooms was raised by the staff participating in the survey.	The university has hired additional housekeepers for each floor, who take care of maintaining cleanliness on the respective floors, including wet areas, throughout the day.	Logistics Service
General Satisfaction Survey of Academic and Invited Staff (Faculty of Social Sciences, Business, and Law)	2024-2025 academic year	As a result of the survey, the staff expressed an opinion about ensuring and facilitating more communication between students and staff - e.g. organizing and holding meetings and discussions on topics and issues of	In cooperation with the faculty, Student and Alumni Service Center, Student Tourism Club and Student Self-Government, public lectures and meetings, field trips with students are regularly organized, where opportunities are created for them to talk about topics of interest. It is also worth noting that both university students and academic staff often participate in excursions. The above-mentioned public lectures on topics of	Faculty of Social Sciences, Business, and Law



		<p>interest to students, organizing field trips and educational picnics, etc.</p>	<p>interest to students or field trips were often held in the 2024-2025 academic year, for example, a public lecture on the topic "Digital Era and Emotional Intelligence for Success", "Discover Digital Professions and Create an Effective CV", "Fundamental Human Rights and Freedoms, Essence and Meaning", "Tax System in Georgia", "The Role of the Prosecutor in Judicial Proceedings", etc. In October 2025, an field trip was organized by the Student and Alumni Service Center and the Tourism Center in the Kareli region. Along with students, the event also included the involvement of staff implementing educational programs.</p>	
<p>General Satisfaction Survey of Academic and Invited Staff (Faculty of Medicine)</p>	<p>2024-2025 academic year</p>	<p>The personnel participating in the research process expressed a desire to improve the quality of the Internet, although at the same time, a trend of improvement was observed compared to previous years.</p>	<p>In the 2024-2025 academic year, in accordance with the identified needs, the university ensured an increase in internet speed. In terms of response, it is noteworthy that during 2025, a complete update of internet services was carried out, including the improvement of the quality and coverage of the Wi-Fi network. The internet provision package at the university has been updated.</p>	<p>Information Technology Service</p>
<p>General Satisfaction Survey of Academic and Invited Staff (Faculty of Medicine)</p>	<p>2024-2025 academic year</p>	<p>According to the respondents, the evaluation system for academic and invited staff needs to be revised. The issue concerns the mechanism for evaluating lecturers by students.</p> <p>According to the staff, in order to ensure the validity of the evaluation, a larger number of students should participate in the evaluation process.</p>	<p>In response to the respondents' opinions, it is worth noting that starting from the 2025–2026 academic year, a change was made to the administration of course and lecturer evaluation. Before the change, questionnaires automatically appeared in the study database at the end of the semester for all students with active status, including those students who were enrolled in sessions where studies had just begun and whose evaluations at this stage may not have been fully relevant. According to the updated approach, questionnaires are sent individually, after the end of each study session and only to those students who actually participated and have completed the study process. As a result of these changes, the</p>	<p>Quality Assurance Service</p>



			<p>evaluation system has become fairer and more reliable. This approach contributes to increasing student engagement, the accuracy of the data received, and the objectivity of assessments.</p>	
<p>General Satisfaction Survey of Academic and Invited Staff Faculty of Medicine</p>	<p>2024-2025 academic year</p>	<p>Staff participating in the research process expressed a desire for the staff implementing each component of integrated academic courses to be able to view the students' total score in the given academic course.</p>	<p>In response to the received recommendation, in the 2024-2025 academic year, a column indicating the total score was added to the electronic learning process management system/database, through which, in the case of integrated academic courses, the staff implementing each component has the opportunity to view the student's total score.</p>	<p>Academic Process Administration Service</p>
<p>Evaluation of the organization's management processes and general satisfaction survey of administrative staff</p>	<p>2024-2025 academic year</p>	<p>During the evaluation process, an issue related to the review of employee remuneration was noted, and a reassessment of the existing incentive mechanism at the university and a desire to improve it were also expressed.</p>	<p>In response, based on the results of the survey, the Human Resources Management and Administration Service analyzed the issue and presented it to management, sharing relevant analytical information and recommendations. In accordance with the review of the information presented by management and the decisions made, a 15% increase in the remuneration of administrative personnel was implemented, which served to improve the remuneration policy and, consequently, increase the satisfaction and motivation of administrative personnel. In addition, in the process of reviewing the remuneration system, individual increases in remuneration were implemented for employees of various structural units, taking into account their functional workload, scope of responsibilities and specifics of the work, the change affected the remuneration of a total of 7 employees.</p> <p>In accordance with the recommendation received, the university also implemented targeted actions to reassess and develop</p>	<p>Human Resources Management and Administration Service</p>



			<p>existing incentive mechanisms. As part of the implementation of the recommendation, an outing event was planned and implemented in cooperation with the European University, which was held in the format of a team activity - rafting. This activity served to increase employee motivation, promote teamwork and strengthen cooperation with institutional partners. In addition, a New Year corporate evening was held with the full organizational and financial support of the university, in which academic staff, invited staff and administrative staff participated. As part of the New Year events, symbolic gifts were presented to employees. Additionally, a birthday celebration practice has been introduced for administrative staff, which involves the presentation of gift vouchers. These events and initiatives indicate the institution's constant efforts to improve the employee incentive and motivation system.</p>	
Evaluation of the organization's management processes and general satisfaction survey of administrative staff	2024-2025 academic year	The issue of monitoring cleaning and more intensive maintenance of bathrooms was raised by the staff participating in the survey.	The university has hired additional housekeepers for each floor, who take care of maintaining cleanliness on the respective floors, including wet areas, throughout the day.	Logistics Service
Evaluation of the organization's management processes and general satisfaction survey of administrative staff	2024-2025 academic year	During the evaluation process, a desire to improve the quality of internet provision was expressed.	In the 2024-2025 academic year, in accordance with the identified needs, the university ensured an increase in internet speed. In terms of response, it is noteworthy that during 2025, a complete update of internet services was carried out, including the improvement of the quality and coverage area of the Wi-Fi network. The internet service package at the university has been updated. As a result, all administrative units of the university are provided with a stable	Information Technology Service



			and uninterrupted internet connection, which contributes to the effective implementation of work processes.	
Meetings with students conducted by Quality Assurance Service (Faculty of Social Sciences, Business, and Law)	2024-2025 academic year	<p>As a result of the meetings with students, the desire of the International Relations Office to hold additional introductory meetings, where students would be explained the role of the office, details of participation in exchange programs, including issues related to the financial side of participation in exchange programs.</p> <p>Students also expressed a request for timely sharing of information about international activities, public lectures and webinars.</p>	<p>In response to the issues identified, the International Relations Office, in agreement and cooperation with relevant structural units and individuals, has taken several important steps:</p> <p>A staff member has been appointed to the university to meet with students on site and provide necessary recommendations, including on the procedures for participating in exchange programs and other details.</p> <p>The office regularly holds and, in response to the feedback received, held a working meeting with students: https://cue.edu.ge/erazmus-sainphormatsio-shekhvedra-studentebisthvis/, where the following issues were discussed in detail:</p> <ul style="list-style-type: none"> - The function and role of the International Relations Office in the international activities of the university; - Procedures and stages of participation in exchange programs; - Financial issues related to participation in exchange programs. <p>A practice has been introduced whereby information about international meetings, seminars, and workshops is posted on the university website well in advance, allowing stakeholders to receive the necessary information in a timely manner and plan opportunities for participation.</p>	International Relations Office
Meetings with students conducted by Quality Assurance Service (Faculty of Social	2024-2025 academic year	During the survey, students expressed a desire to improve the quality of internet access, especially during exam periods.	In terms of response, it is noteworthy that during 2025, a complete renewal of the Internet service was carried out, including the improvement of the quality and coverage of the Wi-Fi network. The Internet service package	Information Technology Service



<p>Sciences, Business, and Law)</p>		<p>Students also raised the issue of the technical maintenance of computers at the exam center.</p>	<p>has been renewed at the university, especially on the Examination Center floor. It is additionally noteworthy that in accordance with the updated examination module, there is no longer a need to use the Internet with the load that was previously required to conduct the examination process. However, it is also worth highlighting the fact that Wi-Fi does not function in the examination rooms, since there is no need for students to use the Internet during the exams.</p> <p>Additionally, it is noteworthy that 26 computers were renewed at the Examination Center (in some cases, the software of the computers was updated, and in some cases, a completely new computer was installed).</p>	
<p>Meetings with students conducted by Quality Assurance Service (Faculty of Social Sciences, Business, and Law)</p>	<p>2024-2025 academic year</p>	<p>As a result of meetings with students, the need for students to become better acquainted with the electronic library program - Openbiblio, as well as electronic scientific databases available at the university was identified.</p>	<p>It is important to note that library representatives regularly hold information meetings with students regarding the issues raised. In order to respond, at the beginning of the 2024-2025 academic year, library representatives again held information meetings with students: https://cue.edu.ge/972/, https://cue.edu.ge/1626/. At the meetings, students were explained in detail the rules and opportunities for using the electronic library program - Openbiblio, as well as provided with information on the details of using library resources.</p> <p>In addition, the meeting discussed the necessity and rules for using electronic scientific databases available at the university. The students of the law education program were explained the specifics of using the "Matsne" portal and ways to access relevant resources. Instructions for use and information materials were sent to students via e-mail.</p>	<p>Library</p>



			<p>After the meeting, all university students were sent the above-mentioned information by email, as well as a link to access detailed information on the university website, including instructions and video tutorials with a detailed description of the use of library resources.</p>	
<p>Meetings with students conducted by Quality Assurance Service (Faculty of Social Sciences, Business, and Law)</p>	<p>2024-2025 academic year</p>	<p>During the meetings with students, it was confirmed that students generally have knowledge of the appeal procedures, however, the need for more information about certain details of the appeal procedures was identified.</p> <p>Also, the need to clarify certain technical issues of the exam module built into the electronic learning process management system was identified, for example, the issue of moving to another type of task only after completing one type of task.</p> <p>During the survey, issues related to the behavior of exam observers were noted.</p> <p>Students also mention the issue of simultaneously scheduling exams in several academic years and changing the exam time.</p>	<p>In order to respond to the identified issues, the Examination Center planned a working meeting with students: https://cue.edu.ge/1770/, students were provided with detailed information regarding the examination processes, including the issue of appealing the examination paper: possibilities, procedures, etc. In addition, the Examination Center provides students with detailed information regarding the examination processes via e-mail before the start of the examination processes.</p> <p>In order to respond, the Examination Center, in cooperation with the relevant structural units, improved the technical issues of the examination module built into the electronic system for managing the educational process, developed a structure for correctly and consistently displaying the examination tests, as a result of which the types of examination tasks are consistently provided to students during the examination.</p> <p>It is worth noting that the Examination Center holds a working meeting with the observers of the examination processes before the start of each examination. The meeting will discuss the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center will explain to the observers the rules of conduct during the exam, as well as their rights and responsibilities. It is noteworthy that</p>	<p>Examination Center</p>



		<p>The assessment also noted the desire to reflect the results of midterm and final exams in the electronic learning process management system in a timely manner.</p>	<p>during the 2024-2025 academic year, the Examination Center added 8 new employees to the position of observers. An information meeting was held in advance for them, where a number of issues related to the exam process were introduced in detail, their rights and responsibilities, as well as those of the student, and the rules of conduct during the exam were shared. Meetings were also held with students to discuss the exam processes and the issues identified. The issues identified during the exams were discussed in detail during the meetings, and after the meetings, the Examination Center shared information about the rights and responsibilities of the exam process observers and students.</p> <p>In the process of drawing up the schedule, the Examination Center takes into account the issue of the coincidence of exams in the course of study or the interval between exams as much as possible. Since students have other additional courses to take, in addition to the courses specified in the curriculum for a specific semester, it is impossible to manage the process in such a way that each individual case is taken into account. It is also worth noting that a function has been added to the electronic system for managing the educational process, which allows for the possibility of checking and identifying the coincidence of exams in the courses of study when drawing up the examination schedule and, accordingly, avoiding the mentioned issue as much as possible, if this is physically possible considering the examination period. In the exceptional case when a student, despite the above-mentioned possibilities, may have an exam due to a non-standard curriculum, the exam dates are individually shifted</p>	
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			<p>according to the request, which creates the opportunity to optimally plan the examination schedule and ensures that the interests of students are taken into account as much as possible.</p> <p>The Examination Center always ensures communication with lecturers about the deadlines for uploading assessment results, in order to remind them of the issue and meet deadlines. It is also important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning process management system was completed and, accordingly, the process of conducting exams completely electronically began, which significantly simplified and, accordingly, accelerated the process of reflecting assessments in the educational database.</p>	
Meetings with students conducted by Quality Assurance Service (Faculty of Social Sciences, Business, and Law)	2024-2025 academic year	The meetings highlighted the need to better inform students about the use and capabilities of the Moodle learning platform.	<p>In order to respond, a working meeting with students was organized by the Academic Process Administration Service at the beginning of the 2024-2025 academic year. The meeting discussed, among other important issues related to the educational process, the importance and possibilities of using the Moodle learning platform. During the meeting, students were introduced in detail to the platform's resources and ways to use them effectively.</p> <p>The Academic Process Administration Service also communicated with the staff implementing educational programs about reviewing and updating educational materials at the beginning of the semester and posting all necessary information on the platform, which ensures the smooth sharing of all necessary materials with students during the educational process.</p>	Academic Process Administration Service



<p>Meetings with students conducted by Quality Assurance Service (Faculty of Social Sciences, Business, and Law)</p>	<p>2024-2025 academic year</p>	<p>As a result of the meetings, the need to disseminate information about the University's Psychological Counseling Center to students was identified.</p>	<p>The Student and Alumni Service Center, using various means of communication, intensively shares information with students about the services available at the university:</p> <ul style="list-style-type: none"> - During the working meetings held at the beginning of each semester, special attention is paid to the opportunities for psychological counseling. - In addition, information about this service is posted on the information board on the first floor of the university, as well as in the library spaces and in the Student and Alumni Service Center. - When presenting documents to freshmen during their first visit to the university, the Center shares an information brochure with information about psychological counseling with all the necessary details: contact email, mobile number, room number, etc. - In order to respond, in the spring semester of the 2024-2025 academic year, the Center planned a campaign called Wellness-Day, reminding students of the opportunities available in this direction at the university. - Also, starting from the 2024-2025 academic year, the Center is implementing events dedicated to Mental Health Awareness Month (May), where information about the services available at the university is shared. <p>The Center continues to work in the above-mentioned direction and will continue to implement the described activities.</p>	<p>Student and Alumni Service Center</p>
<p>Meetings with students conducted by Quality Assurance Service (Faculty of Social</p>	<p>2024-2025 academic year</p>	<p>Based on the meetings, the importance of informing students in the following areas</p>	<p>Information meetings with students are regular and are held every semester with the participation of the faculty administration and other structural units:</p>	<p>Faculty of Social Sciences, Business, and Law</p>



<p>Sciences, Business, and Law)</p>		<p>was identified: about periodic changes in educational programs, in the case of the doctoral level, about the changes reflected in the university's internal regulatory documents and the doctoral educational program, which were related to the Framework Document for Doctoral Level Education approved by Order #141 of the Minister of Education, Science and Youth of Georgia of August 30, 2024.</p>	<p>https://cue.edu.ge/evropis-tsentralur-universitetshi-studentebthan-sainphormatsio-shekhvedra-gaimartha/. As a result of the received assessments, in order to respond, several information meetings were held with students again, https://cue.edu.ge/biznesis-administrirebis-sabakalavro-programis-khelmdzghvanelthan-sainphormatsio-shekhvedra-gaimartha/, in which the Dean of the Faculty, heads of programs and representatives of the administration participated. Within the framework of the meetings, the program heads discussed in detail the content, goals and results of the educational programs, the qualifications to be awarded, as well as the main components of the curriculum. Special attention was paid to the changes reflected in the programs at the last stage. In the case of the doctoral program, special attention was paid to the changes made in accordance with the doctoral program framework document, the specifics of the program, and the innovations reflected in the relevant regulatory documents.</p>	
<p>Meetings with students conducted by Quality Assurance Service (Faculty of Social Sciences, Business, and Law)</p>	<p>2024-2025 academic year</p>	<p>The meetings highlighted the importance of increasing student attendance at the meetings of the Educational Programs Committee, as well as increasing information about the students currently attending.</p>	<p>In order to respond, the Quality Assurance Service held a working meeting with students. The meeting discussed the role and functions of students attending the meetings of the Educational Program Committee, as well as the necessity and importance of communication between the students attending and other students in order to ensure a common and coordinated discussion of students' opinions at the committee meetings. In addition, it is noteworthy that the meeting was attended by students who are currently participating and attending committee meetings within the framework of various programs, and it is important that they also</p>	<p>Quality Assurance Service</p>



			shared additional details about their activities with the students.	
Meetings with students conducted by Quality Assurance Service (Faculty of Medicine)	2024-2025 academic year	As a result of the meetings with students, a desire was identified for the International Relations Office to hold additional introductory meetings, where students would be explained the role of the office and the details of participation in exchange programs. There was also a request to offer more exchange programs in medicine to international students.	<p>In response to the issues identified, the International Relations Office, in agreement and cooperation with relevant structural units and individuals, has taken several important steps:</p> <p>A staff member has been appointed to the university to meet with students on site and provide necessary recommendations, including on the procedures for participating in exchange programs and other details.</p> <p>The office regularly holds and, in response to the feedback received, held a working meeting with students: https://cue.edu.ge/erazmus-sainphormatsio-shekhvedra-studentebisthvis/, where the following issues were discussed in detail:</p> <ul style="list-style-type: none"> - The function and role of the International Relations Office in the international activities of the university; - Procedures and stages of participation in exchange programs; - Financial issues related to participation in exchange programs. <p>It is noteworthy that during the first semester of the 2025-2026 academic year, admissions to several international mobility programs were announced, including within the framework of the Medical Doctor program, where the specificity and compatibility of the programs were maximally taken into account.</p>	International Relations Service
Meetings with students conducted by Quality Assurance Service (Faculty of Medicine)	2024-2025 academic year	During the survey, students expressed a desire to improve the quality of internet access, especially during exam periods.	In terms of response, it is noteworthy that during 2025, a complete renewal of the Internet service was carried out, including the improvement of the quality and coverage of the Wi-Fi network. The Internet provision package has been updated at the	Information Technology Service



			<p>university, especially on the Examination Center floor. It is also noteworthy that in accordance with the updated examination module, the examination process no longer requires the use of the Internet with the load that was previously required. However, it is also worth emphasizing that Wi-Fi does not function in the examination rooms, since there is no need for students to use the Internet during the exams.</p>	
<p>Meetings with students conducted by Quality Assurance Service (Faculty of Medicine)</p>	<p>2024-2025 academic year</p>	<p>During the meetings with students, the general knowledge of the examination procedures, including the appeal procedures, was confirmed by the students, however, the need for more information about certain details of the above-mentioned procedures and regulations was identified.</p> <p>The students also mentioned the level of English language proficiency of the examination process observers and the need to communicate with them in English.</p> <p>The necessity of a reasonable interval between exams when compiling the examination schedule, especially in the case of integrated study courses, was noted.</p> <p>The students also mentioned technical issues related to the proper functioning of</p>	<p>The Examination Center, in order to respond to the identified issues, planned a working meeting with students: https://cue.edu.ge/1770/, students were provided with detailed information regarding the examination processes, including the issue of appealing the examination paper: possibilities, procedures, etc. In addition, the Examination Center sent students detailed information via e-mail regarding the examination processes, before the start of the examination processes.</p> <p>In terms of response, it is also worth noting that English-speaking observers of the examination processes were added to ensure effective and full-fledged communication for foreign-speaking students both with the Examination Center and directly during the examination process.</p> <p>In the process of compiling the table, the Examination Center takes into account the issue of the appropriate interval between exams as much as possible. However, taking into account the recommendations of students regarding the planning of examination schedules, special attention was once again paid to the issue of drawing up an examination schedule in the case of integrated academic courses. It has been ensured that in the case of integrated, multi-</p>	<p>Examination Center</p>



		<p>the examination module in the electronic learning process management system.</p>	<p>component academic courses, there is an appropriate interval between examinations (at least 2 days), and the two-week examination period is used rationally and taking into account the interests of students.</p> <p>Regarding the proper functioning of the examination module, a review of the examination module built into the electronic system for managing the learning process was carried out, within the framework of which the content of the test tasks was checked by the program director and the examination group and they were reflected in the test bank, cases of repeated use of the same tests were eliminated, and in certain cases the indicated answers were modified for greater clarity.</p>	
<p>Meetings with students conducted by Quality Assurance Service (Faculty of Medicine)</p>	<p>2024-2025 academic year</p>	<p>As a result of the meetings, the need to disseminate information about the University's Psychological Counseling Center to students was identified.</p>	<p>The Student and Alumni Service Center, using various means of communication, intensively shares information with students about the services available at the university:</p> <ul style="list-style-type: none"> - During the working meetings held at the beginning of each semester, special attention is paid to the opportunities for psychological counseling. - In addition, information about this service is posted on the information board on the first floor of the university, as well as in the library spaces and in the Student and Alumni Service Center. - When presenting documents to freshmen during their first visit to the university, the Center shares an information brochure with information about psychological counseling with all the necessary details: contact email, mobile number, room number, etc. - In order to respond, in the spring semester of the 2024-2025 academic 	<p>Student and Alumni Service Center</p>



			<p>year, the Center planned a campaign called Wellness-Day, reminding students of the opportunities available in this direction at the university.</p> <p>- Also, starting from the 2024-2025 academic year, the Center is implementing events dedicated to Mental Health Awareness Month (May), where information about the services available at the university is shared.</p> <p>The Center continues to work in the above-mentioned direction and will continue to implement the described activities.</p>	
Meetings with students conducted by Quality Assurance Service (Faculty of Medicine)	2024-2025 academic year	<p>The students positively assessed the program implementation staff, however, during the meetings and evaluation process, a desire was noted for more interactive lectures with a specific lecturer.</p> <p>Students also expressed a desire for a more detailed explanation of the evaluation system, despite the fact that the issue of accessibility and familiarization with the syllabus was confirmed for them.</p> <p>As a result of the evaluations, students additionally expressed a desire for more control of materials in the simulation center and verification of the operation of laboratory</p>	<p>In order to respond to the above-mentioned issues, working meetings were held at the initiative of the Dean of the Faculty and the Head of the Program: with academic and invited staff involved in the educational process. The meetings discussed the importance of ensuring interaction with students during lectures and the use of modern teaching and learning methods. In addition, the Training Center for Innovative Teaching Methods regularly organized relevant training modules for university staff: student-centered learning process planning, modern teaching methods in higher education, interactive teaching methods in a modern educational space, assessment strategies and their use in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, etc. The staff expressed their willingness and willingness to use the offered trainings and attend the training modules. During the meeting, the implementing staff was also recommended to pay due attention to the assessment system and discussion of details during the discussion of</p>	Faculty of Medicine



		<p>equipment, mainly microscopes.</p>	<p>syllabi at the beginning of the semester.</p> <p>The faculty responded to issues related to the simulation center and laboratories in cooperation with the relevant structural units, in particular, working meetings were held with the simulation center staff and the academic course implementation staff, and the procedures for recording materials were improved in order to ensure timely and complete availability of the necessary inventory during practical classes. Also, the existing infrastructure was once again checked to assess the equipment and technical condition of the laboratories. A technical inspection of the microscopes was carried out, as a result of which no defects of any kind were detected. It is also worth noting that, in accordance with the identified needs, the process of updating laboratory materials and equipment is underway in order to ensure that the resources necessary for the quality performance of practical work meet modern requirements.</p>	
<p>Meetings with students conducted by Quality Assurance Service (Faculty of Medicine)</p>	<p>2024-2025 academic year</p>	<p>The meetings highlighted the importance of increasing student attendance at the meetings of the Educational Programs Committee, as well as increasing information about the students currently attending.</p>	<p>In order to respond, the Quality Assurance Service held a working meeting with students. The meeting discussed the role and functions of students attending the meetings of the Educational Program Committee, as well as the necessity and importance of communication between the students attending and other students in order to ensure a common and coordinated discussion of students' opinions at the committee meetings. In addition, it is noteworthy that the meeting was attended by students who are currently participating and attending committee meetings within the framework of various programs, and it is important that they also shared additional details about their activities with the students.</p>	<p>Quality Assurance Service</p>



<p>Student evaluation of the practice component (Faculty of Medicine)</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>During the evaluation process, a student commented on the teaching approaches and methods of the staff implementing a specific academic course, more specifically, on the need for more interaction with students and the use of more modern and diverse teaching methods.</p>	<p>As a result of the evaluation, the Faculty of Medicine held individual and working meetings with the staff implementing the named academic course, where the evaluations received from the students were shared, a discussion was held on the importance of the teaching-learning methods used within the academic course and the necessity of their effective use. In addition, the Training Center for Innovative Teaching Methods regularly organized relevant training modules for the university staff: student-centered learning process planning, modern teaching methods in higher education, interactive teaching methods in the modern educational space, assessment strategies and their use in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, etc. The staff took advantage of this offer and, accordingly, targeted retraining of the staff in modern teaching methods was planned and implemented, which served to improve the quality of the educational process and ensure greater compliance with modern teaching standards.</p>	<p>Faculty of Medicine</p>
<p>Survey of administrative staff satisfaction with international mobility</p>	<p>2024-2025 Academic Year I Semester II Semester</p>	<p>During the evaluation process, a desire was expressed for the International Relations Service to be more involved in organizing issues at the host university.</p>	<p>It is worth noting that the International Relations Service is fully and systematically involved in the planning and implementation of international mobility. Among other things, with the direct involvement of the service, a relevant agreement is drawn up with the host university, which defines in detail the goals of the mobility, expected results, as well as the structural units and responsible persons from the host university who participate in the implementation of the visit.</p> <p>However, since certain noteworthy issues were identified in this direction, communication was</p>	<p>International Relations Service</p>



			<p>significantly strengthened and intensively implemented in subsequent mobilities, both with the administrative staff abroad during the mobility and with the host universities, which aimed to improve the efficiency of the process.</p> <p>In addition, in order to further strengthen and coordinate international cooperation and mobility processes, an Erasmus+ Mobility Manager has been added to the International Relations Service, ensuring closer cooperation with staff, continuous communication, and more effective management of international mobilities.</p>	
Survey of academic staff satisfaction with international mobility	2nd semester of the 2024-2025 academic year	<p>During the evaluation process, one of the respondents noted the desire to know in advance the period of mobility implementation in order to plan processes accordingly.</p> <p>The survey also noted the issue of frequent changes in program details at the host university, on site.</p>	<p>In order to improve the planning of processes within the framework of response and international mobility, the International Relations Service has taken appropriate steps, in particular, in subsequent mobilities, the service has significantly strengthened preliminary communication with the staff participating in the mobility and has ensured that the estimated terms of the mobility are known even at the selection stage, which contributes to better planning of the processes and the effectiveness of the involvement of the participants. In addition, taking into account the above assessment, the university has strengthened coordination with the host universities in subsequent mobilities and paid special attention to the process of preliminary agreement on the details of the visit program. Also, during the mobility period, intensive communication is carried out with both the host institution and the staff participating in the mobility in order to identify possible changes in a timely manner and exchange information. These steps are aimed at improving the quality of mobility</p>	International Relations Service



			programs and increasing participant satisfaction.	
Student Satisfaction Survey with International Academic Mobility	2nd semester of the 2024-2025 academic year	As a result of the evaluation, students expressed a desire for the host university to plan and offer other activities in addition to lectures and seminars.	In this regard, it is worth noting that the ESN, or Erasmus Student Network, is very active in Europe. Presumably, the student did not attend the orientation week and did not contact the Student Service Center for additional information, which led to a lack of information in this area. In accordance with the identification of the issue and the recommendations received, all students will be provided with information on planning their student life at the host university, as well as the opportunities for joining ESN, in order to make their mobility processes even more interesting for the student.	International Relations Service
Student Evaluation of Examination Processes - Midterm Exams (Faculty of Social Sciences, Business, and Law)	1st semester of the 2024-2025 academic year	During the survey, students raised the issue of the technical condition of the computers at the exam center.	In the first semester of the 2024-2025 academic year, the Examination Center's computers underwent a technical and software upgrade. In addition, 10 new personal computers were added to the Examination Center. The Examination Center, with its updated computer equipment, ensures the smooth implementation of examination processes.	Information Technology Service
Student Evaluation of Examination Processes - Midterm Exams (Faculty of Social Sciences, Business, and Law)	1st semester of the 2024-2025 academic year	The survey expressed a desire to share information in a timely manner in the event of a change in the exam date. The evaluation process also identified issues related to the behavior of exam observers.	It is noteworthy that the exam schedule is shared with students via e-mail 2 weeks before the start of the exams, and information messages are periodically sent to students to remind them of the exam details. It is also noteworthy that the electronic learning process management system was improved during the reporting period, namely the exam schedule, exam date, time and audience are reflected in the electronic learning process management system 2 weeks before the start of the exams, and in case of changes in the exam schedule, information about this is automatically sent to students from	Examination Center



			<p>the electronic learning process management system, both by e-mail and on mobile phones, in the form of a notification.</p> <p>Before the start of each exam, the Examination Center holds a working meeting with the observers of the exam processes. The meeting discusses the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center explains to the observers the rules of conduct during the exam, as well as their rights and obligations. It is noteworthy that during the 2024-2025 academic year, the examination center added 8 new employees to the position of observers. They were given an informational meeting in advance, where they were introduced in detail to a number of issues related to the exam process, shared their rights and obligations, as well as those of the student, and the rules of conduct during the exam.</p>	
<p>Student Evaluation of Examination Processes - Final Exams</p> <p>(Faculty of Social Sciences, Business, and Law)</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>During the survey, students noted the need for simultaneous exams in several academic years and a reasonable gap between exams.</p> <p>Additionally, issues related to the behavior of exam invigilators were noted during the evaluation process.</p>	<p>In the process of drawing up the schedule, the Examination Center takes into account the issue of the coincidence of exams in the course of study or the interval between exams as much as possible. Since students have other additional courses to take, in addition to the courses specified in the curriculum for a specific semester, it is impossible to manage the process in such a way that each individual case is taken into account. It is also worth noting that a function has been added to the electronic system for managing the educational process, which allows for the possibility of checking and identifying the coincidence of exams in the courses of study when drawing up the examination schedule and, accordingly, avoiding the mentioned issue as much as possible, if this is physically possible considering the</p>	<p>Examination Center</p>



		<p>examination period. In the exceptional case when a student, despite the above-mentioned possibilities, may have an exam due to a non-standard curriculum, the exam dates are individually shifted according to the request, which creates the opportunity to optimally plan the examination schedule and ensures that the interests of students are taken into account as much as possible.</p> <p>In the 2024-2025 academic year, a total of 6 cases of exam overlap and corresponding applications were recorded. In this case, an individual exam schedule was drawn up and students took the exam at an individually agreed time for them.</p> <p>It is worth noting that the Examination Center holds a working meeting with the observers of the exam processes before the start of each exam. The meeting discusses the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center explains to the observers the rules of conduct during the exam, as well as their rights and obligations. It is worth noting that during the 2024-2025 academic year, the Examination Center added 8 new employees to the position of observers. An information meeting was held in advance for them, where a number of issues related to the exam were introduced in detail, their rights and obligations, as well as those of the student, and the rules of conduct during the exam were shared. Meetings were also held with students to discuss the examination processes and identified issues. During the meetings, issues identified during the exams were discussed in detail, and after the meetings, the Examination Center shared information about the rights and</p>	
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			responsibilities of the examination process observers and students.	
<p>Student Evaluation of Examination Processes - Midterm Exams</p> <p>(Faculty of Social Sciences, Business, and Law)</p>	<p>2nd semester of the 2024-2025 academic year</p>	<p>The survey identified the issue of availability of supporting materials to be used during the exam in the electronic learning process management system.</p> <p>The assessment also identified the issue of proper control of silence by the observers of the exam processes.</p> <p>During the survey, students additionally noted the issue of simultaneously scheduling exams in several academic years and the need for a reasonable interval between exams.</p>	<p>In response, from the second semester of the 2024-2025 academic year, the electronic learning process management system has been updated with additional materials needed by students during exams, so that students do not have to log out of the system and search for additional materials separately on the screen during the exam. This update has simplified students' access to additional materials, saved their time, and provided students with easy and complete access to the resources necessary for the exams.</p> <p>It is worth noting that the Examination Center holds a working meeting with the observers of the examination processes before the start of each exam. The meeting discusses the challenges and issues of concern identified during previous exams. During the meeting, the head of the center explains to the observers the rules of conduct during the exam, as well as their rights and obligations. These types of information meetings were regularly held with the observers of the examination processes in the 2024-2025 academic year before the start of each exam period.</p> <p>In the process of drawing up the schedule, the Examination Center takes into account the issue of the coincidence of exams in the course of study or the interval between exams as much as possible. Since students have other additional courses to take, in addition to the courses specified in the curriculum for a specific semester, it is impossible to manage the process in such a way that each individual case is taken into account. It is also worth noting that a function has been added to the electronic system for</p>	<p>Examination Center</p>



			<p>managing the educational process, which allows for the possibility of checking and identifying the coincidence of exams in the courses of study when drawing up the examination schedule and, accordingly, avoiding the mentioned issue as much as possible, if this is physically possible considering the examination period. In the exceptional case when a student, despite the above-mentioned possibilities, may have an exam due to a non-standard curriculum, the exam dates are individually shifted according to the request, which creates the opportunity to optimally plan the examination schedule and ensures that the interests of students are taken into account as much as possible.</p> <p>In the 2024-2025 academic year, a total of 6 cases of overlapping exams and corresponding applications were recorded. In these cases, an individual exam schedule was drawn up and students took the exam at an individually agreed time.</p>	
<p>Student Evaluation of Examination Processes - Final Exams</p> <p>(Faculty of Social Sciences, Business, and Law)</p>	<p>2nd semester of the 2024-2025 academic year</p>	<p>The survey identified an issue related to the behavior of exam observers.</p>	<p>It is noteworthy that the Examination Center holds a working meeting with the observers of the examination processes before the start of each exam. The meeting discusses the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center explains to the observers the rules of conduct during the exam, as well as their rights and obligations. It is noteworthy that during the 2024-2025 academic year, the Examination Center added 8 new employees to the position of observers. An information meeting was held in advance for them, where a number of issues related to the exam process were introduced in detail, their rights and obligations, as well as those of the</p>	<p>Examination Center</p>



			<p>student, and the rules of conduct during the exam were shared.</p> <p>Meetings were also held with students to discuss the exam processes and identified issues. During the meetings, issues identified during the exams were discussed in detail, and after the meetings, the Examination Center shared information about the rights and responsibilities of exam observers and students.</p>	
<p>Student Evaluation of Examination Processes - Final Exams</p> <p>(Faculty of Social Sciences, Business, and Law)</p>	<p>2nd semester of the 2024-2025 academic year</p>	<p>Students of the Bachelor of Law program expressed a desire to increase the amount of exam time in the course.</p>	<p>The issue was discussed in detail with the staff implementing the academic course by the Dean of the Faculty and the Head of the Program. According to the lecturer, the established examination time fully corresponds to the volume and complexity of the tasks and, with proper preparation, ensures the proper performance of the relevant theoretical and practical tasks. Therefore, no decision was made regarding the change in the examination time. In order to fully investigate the issue, a meeting was also held with the students. The meeting was attended by students of the relevant educational program and academic course. Feedback was returned and the details of the meeting with the staff were discussed with them. As a result of the meeting, no additional circumstances regarding the issue were identified.</p>	<p>Faculty of Social Sciences, Business, and Law</p>
<p>Student Evaluation of Examination Processes - Midterm Exams</p> <p>(Faculty of Medicine)</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>During the survey, the issue of the technical condition of the computers at the exam center was raised, as well as the desire to improve the quality of Internet access. The assessment also noted the absence of a function to return to the home page due to</p>	<p>In the first semester of the 2024-2025 academic year, the Examination Center computers underwent a technical and software upgrade. In addition, 10 new personal computers were added to the Examination Center. The Examination Center will ensure the smooth implementation of the examination processes with updated computer equipment.</p> <p>In terms of response, it is also worth noting that during 2025, a complete upgrade of the Internet service was carried out, including the</p>	<p>Information Technology Service</p>



		<p>the use of Safe Website.</p>	<p>improvement of the quality and coverage of the Wi-Fi network. The Internet service package has been updated at the university, especially on the Examination Center floor. It is also worth noting that in accordance with the updated examination module, there is no longer a need to use the Internet with the load that was previously required to conduct the examination process. However, it is also worth emphasizing that Wi-Fi does not function in the examination rooms, since there is no need for students to use the Internet during the exams.</p> <p>As for the Safe Website issue, the mentioned platform ensures the security and fair assessment of the exam, while the function of returning to the home page automatically implies the possibility of opening other pages in parallel during the exam process, which is limited in order to ensure the integrity of the exam process. In order to respond to this issue, on the one hand, appropriate explanations and feedback were provided to the students, and on the other hand, the observers of the exam process were provided with instructions on technical assistance to students, in case of identifying a need in this direction, in order to ensure the smooth conduct of the exam.</p>	
<p>Student Evaluation of Examination Processes - Midterm Exams (Faculty of Medicine)</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>During the survey, students identified technical issues related to the proper functioning of the exam module in the electronic learning management system.</p> <p>During the survey, issues related to the behavior of exam</p>	<p>In order to respond, the Examination Center conducted a detailed investigation of the issue and identified courses (biophysics, medicine and society), where in several cases the student was not awarded a point for the correct answer marked by the student. The mentioned inaccuracy was corrected and the appropriate point was assigned to the assignment. In order to prevent the above-mentioned incident from happening again, an examination</p>	<p>Examination Center</p>



		<p>observers were noted.</p> <p>Also, the need for a reasonable interval between exams when compiling the exam schedule was noted, taking into account the specifics of the academic courses.</p>	<p>group was created at the university, where specialists in the field, in cooperation with the course implementer and program leaders, assess the compliance of examination questions with the syllabus and also their technical soundness. As a result of the inspection,</p> <p>such technical issues as the resolution of photos or graphic images, improper visibility were also identified. As a result of intensive communication with the Examination Center's manager of the electronic learning process management system, the named technical issue was eliminated.</p> <p>Before the start of each exam, the Examination Center holds a working meeting with the observers of the examination processes. The meeting will discuss the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center will explain to the observers the rules of conduct during the exam, as well as their rights and responsibilities. It is noteworthy that during the 2024-2025 academic year, the Examination Center added 8 new employees to the position of observers. An information meeting was held in advance for them, where a number of issues related to the exam process were introduced in detail, their rights and responsibilities, as well as those of the student, and the rules of conduct during the exam were shared. Meetings were also held with students to discuss the exam processes and the issues identified. The issues identified during the exams were discussed in detail during the meetings, and after the meetings, the Examination Center shared information about the rights and responsibilities of the exam process observers and students.</p>	
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			<p>Examination Center takes into account the issue of appropriate intervals between exams in the process of drawing up the schedule as much as possible. However, taking into account the recommendations of students regarding the planning of exam schedules, special attention was once again paid to the issue of drawing up the exam schedule in the case of integrated study courses. It is ensured that in the case of integrated, multi-component academic courses, there is an appropriate interval between exams (at least 2 days), and the two-week exam period is used rationally and taking into account the interests of students.</p>	
<p>Student Evaluation of Examination Processes - Final Exams (Faculty of Medicine)</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>During the survey, students expressed a desire to improve the quality of internet access, especially during exam periods.</p>	<p>In terms of response, it is noteworthy that during 2025, a complete renewal of the Internet service was carried out, including the improvement of the quality and coverage of the Wi-Fi network. The Internet provision package has been updated at the university, especially on the Examination Center floor. It is also noteworthy that in accordance with the updated examination module, the examination process no longer requires the use of the Internet with the load that was previously required. However, it is also worth emphasizing that Wi-Fi does not function in the examination rooms, since there is no need for students to use the Internet during the exams.</p>	<p>Information Technology Service</p>
<p>Student Evaluation of Examination Processes - Final Exams (Faculty of Medicine)</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>The survey noted issues related to the strictness and behavior of the examiners.</p> <p>Students also mentioned the level of English language proficiency of the examiners and the need to</p>	<p>It is noteworthy that the Examination Center holds a working meeting with the observers of the examination processes before the start of each exam. The meeting discusses the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center explains to the observers the rules of conduct during the exam, as well as their rights and obligations. It</p>	<p>Examination Center</p>



		<p>communicate with them in English.</p> <p>The assessment also noted a desire to reflect the results of midterm and final exams in a timely manner in the electronic learning management system.</p>	<p>is noteworthy that during the 2024-2025 academic year, the Examination Center added 8 new employees to the position of observers. An information meeting was held in advance for them, where a number of issues related to the exam process were introduced in detail, their rights and obligations, as well as those of the student, and the rules of conduct during the exam were shared. Meetings were also held with students to discuss the exam processes and identified issues. During the meetings, the issues identified during the exams were discussed in detail, and after the meetings, the Examination Center shared information about the rights and obligations of the observers of the examination processes and students.</p> <p>In terms of response, it is also worth noting that English-speaking observers of the examination processes were added to ensure effective and full-fledged communication for foreign-speaking students both with the examination center and directly during the examination process.</p> <p>The Examination Center always provides communication with lecturers about the deadlines for uploading assessment results, in order to remind them of the issue and meet the deadlines. It is also important to note that in the 2024-2025 academic year, the integration of the examination module into the electronic learning process management system was completed and, accordingly, the process of conducting exams completely electronically began, which significantly simplified and, accordingly, accelerated the process of reflecting assessments in the educational database.</p>	
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<p>Student Evaluation of Examination Processes - Final Exams</p> <p>Faculty of Medicine</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>During the survey, students talk about their emotional state during the exam process.</p>	<p>In terms of stress management related to the examination process, it is important to note the opportunity available at the university to consult a psychologist. Information about this opportunity is provided to students systematically, and practice confirms that students actually use the support mechanism mentioned. Students were also informed about this opportunity in the 2024-2025 academic year.</p> <p>In addition, the university/Student and Alumni Service Center systematically carries out various types of informational and educational meetings, including public lectures and trainings, aimed at stress management, maintaining mental well-being, and effective management of academic workload. Students of all educational programs, including the medical educational program, are involved in these activities. These activities aim to raise awareness among students, offer practical strategies, and strengthen psycho-emotional resilience during the examination period.</p>	<p>Student and Alumni Service Center</p>
<p>Student Evaluation of Examination Processes - Final Exams</p>	<p>2nd semester of the 2024-2025 academic year</p>	<p>During the survey, students identified technical issues related to the proper functioning of the exam module in the electronic learning management system (the issue of uploading images as needed) and the issue of properly formulating questions/answers.</p> <p>During the survey, issues related to the strictness and behavior of the exam</p>	<p>In connection with the proper functioning of the examination module, a review of the examination module built into the electronic system for managing the learning process was carried out, within the framework of which the content of the test tasks was checked by the program director and the examination group and they were reflected in the test bank, photo-based test tasks were also checked, related technical issues were corrected, and in some cases the question or indicated answers were modified for greater clarity. In order to prevent the above-mentioned cases in the future, an examination group was created at the university, where specialists in the field, in cooperation with the course implementer and</p>	<p>Examination Center</p>



		<p>process observers were noted.</p> <p>Students also identified the level of English language proficiency of the exam process observers and the need to communicate with them in English.</p>	<p>program leaders, assess the compliance of the examination questions with the syllabus and also their technical soundness.</p> <p>It is worth noting that the Examination Center holds a working meeting with the observers of the examination processes before the start of each exam. The meeting discusses the challenges and issues of concern identified during the previous exams. During the meeting, the head of the center explains to the observers the rules of conduct during the exam, as well as their rights and obligations. It is noteworthy that during the 2024-2025 academic year, the Examination Center added 8 new employees to the position of observers. They were given an information meeting in advance, where a number of issues related to the exam process were introduced in detail, their rights and obligations, as well as those of the student, and the rules of conduct during the exam were shared. Meetings were also held with students to discuss the exam processes and the issues identified. The issues identified during the exams were discussed in detail during the meetings, and after the meetings, the Examination Center shared information about the rights and obligations of the exam process observers and students.</p> <p>In terms of response, it is also noteworthy that English-speaking observers of the examination processes were added to ensure effective and full communication for foreign-speaking students both with the examination center and during the examination process itself.</p>	
<p>Student Evaluation of Examination Processes - OSCE Final Exams</p>	<p>2nd semester of the 2024-2025 academic year</p>	<p>The evaluation resulted in a student comment regarding the OSCE examiners providing</p>	<p>After the OSCE exam, examiners have the obligation to share feedback with students, about which each of them is informed and this is done in a space specially designated for feedback.</p>	<p>Simulation Center</p>



<p>(Faculty of Medicine)</p>		<p>appropriate feedback.</p>	<p>However, it is worth noting that examiners provide general, not individual, feedback to a group of students. Students have the opportunity to discuss exam questions in detail with lecturers and receive individual feedback from the lecturer. During the information meetings held with lecturers during the 2024-2025 academic year, the importance of sharing appropriate feedback with students was once again explained. In addition, attention was paid to the issue of regularly organizing relevant training modules for university personnel by the Training Center for Innovative Teaching Methods, such as: assessment strategies and their use in the educational process. In the past academic year, a training module was also regularly held: Strategies for Formative Assessment, Feedback, and Reflection, which served to strengthen competencies in this area. The staff often uses the aforementioned offers and opportunities, which creates an expectation of improved results in this area.</p>	
<p>Staff Evaluation (Faculty of Social Sciences, Business, and Law)</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>The survey revealed mostly positive assessments of the lecturers' knowledge, competencies, and experience. During the evaluation process, a relatively low assessment was recorded for only one lecturer of the study course, which was mainly related to cases of missing lectures and rescheduling them.</p>	<p>Based on the evaluation results, individual communication was carried out with the staff, where the feedback and comments from the student were discussed.</p> <p>It is noteworthy that the lecturer expressed full readiness for proper cooperation, and it is also noteworthy that no cases of absence were recorded in the course in the spring semester of the 2024-2025 academic year.</p> <p>Additionally, it is noteworthy that in the event of absence, the faculty has confirmed that the missed hours will be fully made up by the staff implementing the course.</p>	<p>Faculty of Social Sciences, Business, and Law</p>



<p>Staff evaluation Faculty of Medicine</p>	<p>1st semester of the 2024-2025 academic year</p>	<p>The survey revealed mostly positive assessments of the lecturers' knowledge, competencies, and experience. During the evaluation process, students noted certain noteworthy issues regarding several implementing personnel, forms of feedback sharing, general communication forms, diversity of the lecture process, more interactive delivery, use of more diverse teaching methods, and cases of missing and postponing lectures.</p>	<p>Based on the submitted assessments and comments from students, the faculty conducted individual communication with the staff implementing each of the aforementioned academic courses. The students' feedback was discussed.</p> <p>It is noteworthy that the lecturers expressed their full willingness to cooperate appropriately, regarding issues such as conducting the lecture process more interactively, using more diverse teaching methods and making the lecture process more diverse and interesting, as well as sharing appropriate feedback and communication, and conducting lectures as much as possible at the time specified in the schedule.</p> <p>Additionally, it is noteworthy that in case of absence, the faculty has confirmed that the staff implementing the academic course will fully make up for the missed hours.</p> <p>In addition, the Training Center for Innovative Teaching Methods regularly organized relevant training modules for university staff: student-centered learning process planning, modern teaching methods in higher education, interactive teaching methods in a modern educational space, assessment strategies and their use in the educational process, problem-based teaching strategies: teaching with cases and dilemmas, etc. The staff expressed their desire and readiness to benefit from the offered trainings and attend the training modules. It is noteworthy that after a certain period of time, the faculty again communicated with the students, where the improvement of the mentioned issues in the named academic courses was confirmed.</p>	<p>Faculty of Medicine</p>
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<p>Personnel Evaluation (Faculty of Social Sciences, Business and Law)</p>	<p>2nd semester of the 2024-2025 academic year</p>	<p>The survey revealed mostly positive assessments of the lecturers' knowledge, competencies, and experience. During the evaluation process, only one student raised an issue regarding communication with the lecturer of the course.</p>	<p>Based on the evaluation results, individual communication was carried out with the staff, where the feedback and comments received from the student were discussed.</p> <p>It is noteworthy that the lecturer expressed full willingness to cooperate appropriately on the issue.</p>	<p>Faculty of Social Sciences, Business, and Law</p>
<p>Staff evaluation (Faculty of Medicine)</p>	<p>2nd semester of the 2024-2025 academic year</p>	<p>The survey revealed mostly positive assessments of the lecturers' knowledge, competencies, and experience. During the evaluation process, students noted only one issue related to the course implementing staff: the use of more practical activities and real-world situations in the learning process to further enhance practical skills.</p>	<p>Based on the submitted assessments and comments from students, the faculty conducted individual communication with the staff implementing the aforementioned academic course. The students' feedback was discussed.</p> <p>It is noteworthy that the lecturer expressed full readiness for proper cooperation regarding such issues as the increased use of activities and tasks focused on the development of practical skills in the learning process, and the increased discussion of real situations.</p> <p>In addition, the Training Center for Innovative Teaching Methods regularly offered relevant training modules to the university staff: modern teaching methods in higher education, interactive teaching methods in a modern educational space, problem-based teaching strategies: teaching with cases and dilemmas, etc. The staff expressed their willingness and readiness to benefit from the offered trainings and attend the training modules.</p> <p>It is noteworthy that after a certain period of time, the faculty again communicated with students, confirming the improvement of the aforementioned issues in the named course.</p>	<p>Faculty of Medicine</p>



Classroom performance assessment Faculty of Medicine	1st semester of the 2024-2025 academic year	As a result of the evaluations, recommendations were developed in only one case, regarding the greater use of more diverse and modern teaching methods.	The Center for Innovative Teaching Methods offered relevant training modules regularly organized for university staff. The staff took advantage of the offer and participated in the training organized by the Center on "Modern Teaching Methods in Higher Education".	Faculty of Medicine
Classroom Performance Assessment (Faculty of Social Sciences, Business and Law)	1st semester of the 2024-2025 academic year	As a result of the evaluations, recommendations were developed in only one case, regarding the use of more diverse, modern teaching methods that were more tailored to the specifics of the course.	The Center for Innovative Teaching Methods offered relevant training modules regularly organized for university staff. The staff took advantage of the offer and participated in the training organized by the Center on "Case Study Methodology".	Faculty of Social Sciences, Business, and Law

It is important to note that since the 2022–2023 academic year, the electronic learning management system/database (<https://eunsis.unik.edu.ge/>) has been supplemented with the ability for the Quality Assurance Service to send short notifications to students and program implementing staff through the database, through which information is shared about the responses implemented by various structural units of the university in response to the opinions, recommendations, and suggestions expressed by the respondents participating in the surveys. This serves to increase their motivation and, accordingly, constitutes an important mechanism for increasing the participation of the relevant stakeholders in the surveys conducted by the Quality Assurance Service. Short notifications regarding the aforementioned responses and changes shared by structural units were also sent by the Quality Assurance Service through the electronic learning management system during the 2024–2025 academic year, both to students and to program implementing staff, with the aim of ensuring their awareness and increasing their motivation to participate in surveys.

Certain steps are also planned to be taken in the future by various structural units in response to the noteworthy issues identified through the assessments. The timelines for their implementation have also been defined. It is important to note that appropriate responses have been implemented by the relevant structural units and individuals to the majority of the noteworthy issues identified on the basis of assessments conducted during the 2024–2025 academic year, which is also reflected in the table provided above. There are several planned activities whose implementation requires a certain amount



of time, and the deadline for their completion is primarily set as the following academic year (for details, see Appendix 22 — Summary Report on Responses to the Results of Assessments Carried Out within the Framework of Quality Assurance Mechanisms during the 2024–2025 Academic Year). It should also be noted here that the Quality Assurance Service continues to monitor and evaluate the completion of planned activities.

Attached Reports/Evidence

Appendix 1 - Annual Assessment Reports of Educational Programs.

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

Appendix 3 - Direct Assessment of Learning Outcomes, Academic Performance Analysis, Results Assessment According to the Program's Appendix 4, Reports on the Utilization and Response to Analysis Results.

Appendix 4 - Indirect Assessment of Learning Outcomes, Graduate Survey Results, Analysis of the Results, and Results Utilization Reports.

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

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

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

Appendix 8 - Practical Component Assessment Results and Results Analysis.

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

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

Appendix 11 - Survey Results of Mobility Participant Students, Analysis of the Results, and Response Reports.

Appendix 12 - International Academic Mobility Assessment Results and Results Analysis.



Appendix 13 - Examination Process Assessment Results, Analysis of the Results, and Response Reports on Assessment Results.

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

Appendix 15 - Reports on the Verification of Students' Written Works through the Plagiarism Detection Program and Response Reports.

Appendix 16 - Report of the Head of the Center for Scientific and Research Activities Support on the Participation of University Staff in Grant Competitions.

Appendix 17 - Research Grant Project Progress Reports.

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

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

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

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

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