



Annual Report of the Quality Assurance Department

2024-2025.

Quality Assurance Department

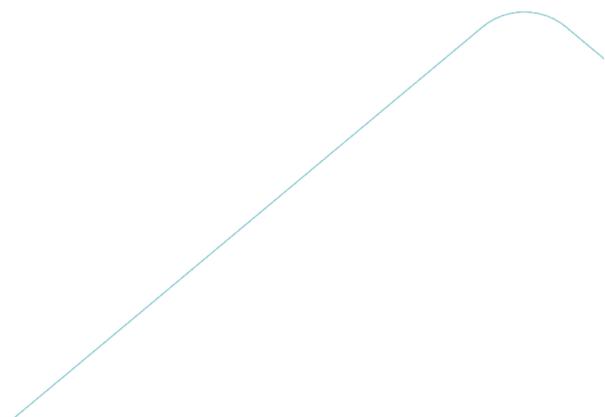


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1. Continuous improvement of teaching and learning

Student evaluations of study courses, educational programmes and lecturers

During the 2024-2025 academic year the Quality Assurance Department of Alte University continuously conducted student surveys to evaluate study courses, educational programmes and lecturers. The evaluations were carried out both systematically in accordance with the Alte University Quality Research Policy and on an ad-hoc basis, in relation to those new programmes that were subject to accreditation (Computer Science Educational Programmes Cluster) and/or accreditation-related assessment - monitoring (Once-cycle Medical Doctor Educational Programme) during the reporting period.

In addition, two needs-based thematic analyses were conducted during the past academic year: *On the teaching and organization of English language* and *The use of artificial intelligence at the university*.

The feedback received from students was shared with schools, various structural units of the university and the lecturers implementing the relevant courses themselves. In accordance to the feedback, appropriate responses were made and appropriate changes were initiated at the university, school and programme levels, in order to eliminate the challenges identified in the reports prepared by the Quality Assurance Department. Below there are some examples of this:

1. In accordance to the recommendations issued within the framework of the research, the University OSCE Center has implemented a number of changes in the OSCE and OSPE examination procedures. In particular, in the wake of student dissatisfaction, which lasted for several semesters, the examiner pool was completely replaced in the spring semester of 2024-2025. In addition, a mechanism for monitoring the examination process was developed, which is implemented by the OSCE Center Manager.

2. Considering the feedback received from students multiple times, the university has updated the chairs and desks in all examination spaces and students are enjoying the updated, more customized infrastructure. In addition, based on their own comments, the university has significantly increased the number of air-conditioned spaces.
3. The Examination Center has updated the Examination Charter, which will be approved in the near future and as part of the framework of which the issue of assigning more than one exam to students in one day has been clearly regulated. In particular, according to the new version of the regulations, only in exceptional cases may a student be assigned more than one exam in one day. This change will eliminate a number of remarks on this issue recorded in previous years, when students reported cases of assigning 2 or more exams in one day, which significantly worsened their educational experience.

Monitoring the implementation of recommendations issued by the Quality Assurance Department

It is noteworthy that since the first half of 2025, the Quality Assurance Department has implemented a mechanism for monitoring the implementation of issued recommendations, within the framework of which the Department monitors the implementation of the recommendations, by the responsible structural units according to thematic directions. In the spring of 2025, monitoring of the implementation of recommendations related to the examination center and examination processes at the university in general was carried out.

According to the monitoring results out of 58 recommendations issued regarding the examination process and the examination center, 17 were implemented, while 20 recommendations had an ongoing status. 4 recommendations out of 58 were not implemented, and no feedback was provided on 17 recommendations.

The next stages of monitoring, which began in the fall semester of the 2025-2026 academic year, will assess the implementation of recommendations regarding issues related to the satisfaction of staff and students involved in the educational process.

Student satisfaction survey results (general satisfaction, satisfaction with academic, career and psychological services)

An annual student satisfaction survey was conducted in the fall of 2024, using the Alte University-approved general student satisfaction questionnaire and covering all important aspects of the student experience.

It should be noted that in 2024, there was a significant increase in the number of students participating in the overall student satisfaction survey. Unlike in 2023, when a total of 54 students participated in the survey, in 2024, 255 students participated in the same survey.

Although students generally showed a positive attitude towards the majority of issues covered by the survey, it is worth noting that in relation to a number of issues important to the university, for which target indicators are defined in the institution's three-year action plan, taking into account the results of the general student satisfaction survey, significantly lower assessments were recorded than the target benchmarks. For example, in the section on satisfaction with academic and personal support services, according to the action plan, the target benchmark for 2024-25 is 85%, while according to the survey results, this is currently 48%. The same applies to satisfaction with educational and social spaces, food and sports facilities, the target benchmark of which is 80% and according to the survey results, it is 58% in the area of spaces and 54% in the area of food space.

A total of 20 recommendations were issued within the framework of the study and both the findings of the study and the recommendations themselves were shared with the individuals and structural units responsible for implementing the recommendations. Taking into account the challenges identified within the framework of the study, the Quality Assurance Department itself has planned and will implement a thematic analysis of international student satisfaction in the fall semester of the 2025-2026 academic year, in order to better explore student attitudes and needs.

2. Continuous development of educational programmes

Changes in educational programmes

Every year, the heads of educational programmes at Alte University present an annual programme report at the end of the academic year, which reflects the main changes implemented in the programme during the year, as well as other important activities/trends that contribute to the sustainable development of the programmes. This report summarizes the main changes within each educational programme.

Georgian and English-language one cycle educational programmes in medicine

In 2025, significant changes were made to the educational programme in terms of study courses to bring them fully in line with the modern requirements of medical education:

- **Technological integration:** The syllabus for "Medical Informatics" has been updated, strengthening the practical skills component and adding issues related to the use of artificial intelligence (AI) in medicine.
- **Social Responsibility:** The "Sociology" course has been redesigned to provide students with a better understanding of the social determinants of health.
- **Improvement of the evaluation system:** An updated evaluation system for the "Georgian Language" course was introduced in the Georgian language programme, which is focused on increasing student activity and improving the quality of objectivity.

In the 2024-2025 academic year, the content related development of medical educational programmes (Georgian and English) was carried out taking into account modern challenges in the field, technological progress, and student feedback. By decisions of the Board of the International School of Medicine, the following structural and content modifications were made to the educational programmes:

First, the study courses have undergone modernization and digital integration in response to global healthcare trends, with the syllabi of several fundamental and clinical courses being revised:

- **Medical Informatics:** The course has been significantly transformed. The focus has shifted from basic computer skills to the application of digital health (eHealth) and

artificial intelligence (AI) in medical practice. The updated content includes an introduction to the management of large medical databases (Big Data) and decision support systems.

- Sociology: The introductory part of the course and the main topics have been updated. The new syllabus focuses on the social determinants of health, which helps students understand the socio-economic and cultural factors that affect a patient's health. This change serves to develop a holistic approach in future doctors.
- Diagnostic modules: The materials in the subjects "Laboratory Diagnostics" and "Radiological Diagnostics" have been updated in accordance with the latest of European and American guidelines, so that students receive the latest evidence-based information.

In addition, it is worth noting that one of the main challenges for students of the English-language programme was communicating with patients in Georgian. In this regard, a change was made, namely: by the decision of the Council (Minutes N 25-01), the assessment system for the "Georgian Language" course was changed. A special working group was created, which developed a new scheme for distributing points.

The aim of this was to increase the validity of the assessment system and shift the emphasis to practical communication skills (Speaking/Listening), instead of only grammatical components. This change aims to strengthen students' language competence for clinical practice.

In addition, the integration of the research component into the educational process has become more targeted and clinically relevant. In 2024-2025, the following diploma and research topics were approved (Minutes N 24-02, N 24-06), which directly respond to current problems in public health:

- Endocrinology: "The Relationship Between Obesity and Insulin Resistance in Type 2 Diabetes";
- Pediatrics and Therapy: "Iron Deficiency Anemia in Adolescents", "The Impact of Passive Smoking on Asthmatic Patients";
- Oncology and Gynecology: "Biomarkers of Endometriosis", "Polycystic Ovary Syndrome". The integration of these topics into the "Research in Medicine" (Research in Medicine I-IV) modules ensures that students process and analyze real data.

Also, European standards were implemented in the curriculum. In particular, within the framework of the international project "LIFESTRAND", an updated methodology for

teaching first aid was integrated into the programme curriculum (in particular, in the “Doctor and Patient” and “Clinical Skills” modules).

- Implemented modern life-saving algorithms (BLS/ACLS elements);
- The learning process has been enriched with simulation scenarios, allowing students to manage critical patients in a safe environment.

In addition, in collaboration with the library, the direction of academic integrity was strengthened in the syllabi, the academic integrity component was strengthened in the syllabi of the training courses (especially "Academic Writing" and "Fundamentals of Research"). It became mandatory for students to use international scientific databases (Elsevier, Scopus) when completing assignments, which was reflected in the relevant assessment rubrics.

Bachelor's Programme in Business Administration

In 2024, Alte University developed a new 180-credit Bachelor of Business Administration programme, which is designed for 3 years and which began accepting students in 2025, and students of the university's previous 240-credit Bachelor of Business Administration programme transferred to the 180-credit programme through internal mobility. This programme is focused on the development of entrepreneurial thinking and the study of modern business technologies.

During the reporting period, several elective subjects were added to the educational programme, such as fundamentals of management and human resource management. The existing syllabi were improved in financial and managerial accounting.

Master of Business Administration Programme

The study of entrepreneurship and technology has been strengthened in the master's programme, which has been reflected in the syllabi accordingly. In addition, practical elements have been strengthened, teaching and learning methods have been updated, and more modern topics have been introduced into the main subjects. The improvement of the programme is due to changes in the modern business environment.

The presented programme updated the list of literature in all courses and made maximum use of foreign language literature used in the relevant courses taught at Western universities, with a special focus on developing research skills.

In order to strengthen students' practical skills, significant changes were made to the master's programme, which serve to connect theoretical learning with the real work environment. In this area, the changes included the following issues:

The elective course package has been expanded to include new subjects such as strategic talent management and case analysis. Organizational behavior has been introduced as a mandatory component.

Practical activities, real-life case studies, and teamwork were integrated into theoretical courses, which increased analytical, communication, and teamwork skills. Accordingly, the training was based on “embedded practice” experiences.

A mandatory project management component has also been added, where students work on real data in various sectors.

At the final stage of the programme, students' master's theses were based on examples of real organizations.

In order to conduct research, SPSS training has been added to the Research Methods course starting in the fall semester of 2025. At the beginning of the current academic year, the university acquired an official version of SPSS, which was implemented in the computer center and is used in courses such as “Statistics and Data Analysis” and “Research Methods” to enable students to process practical data and develop analytical skills.

Notably the programme involves practicing specialists from the private sector, who, together with lecturers, develop students' practical experience, as well as the introduction of practical exercises, including accounting simulations and examples of financial management.

In addition, the expansion of the implementation of simulation and innovative teaching methods in a number of courses is envisaged, including the use of Capsim Business Simulation, Markstrat Simulation, and Project Management Simulation, which allows

students to manage a company, marketing strategy, and projects in an environment close to real business situations.

It is also planned to add courses focused on AI and strategic IT to the programme, which will prepare students for leadership roles in the technology-driven job market.

Bachelor's Programme in law

A number of changes were made to the Bachelor programme in Law during the reporting period. The practical component of the bachelor's programme was strengthened, more attention was paid to the peculiarities of the technique of drafting legal documents, and each course was better adapted to each course. The assessment methods included document drafting, namely: drafting legal acts, drafting contracts, drafting protocols, drafting lawsuits, etc.

Through the changes made, the teaching-learning and assessment methods in the intended training courses have become fully aligned with the course content and achievement of learning outcomes.

New courses have been added to the curriculum of the Bachelor of Law programme: namely, the mandatory subject - the state language and academic writing (integrated course). 4 new elective courses in the field of law and technology have also been added to the programme: " Technology Law", "Legal Regulation of Smart Contracts", "Modern Technologies and Labor Law" and "Protection of Consumer Rights in Telecommunications Law".

Master programme in law

The Master programme in Law is focused on deepening/expanding knowledge in a specific direction (criminal, public, private law) that is relevant to the interests of students. Accordingly, adding new elective courses and offering them to students are priority issues. During the reporting period, new elective courses were added to the curriculum in the direction of public, private and criminal law, namely: Modern challenges of Georgia and foreign countries in enforcement law; Insolvency proceedings and their practical aspects;

Covert investigative actions in the criminal process; Standards for the protection of human rights in the criminal process.

In addition, 2 English-language courses will be added to the programme, which are also presented in Georgian, and the student will be able to choose in which language to study the course, namely: Litigation in International Human Rights Law and The Practical Application of International Humanitarian Law.

Bachelor's programme in psychology

During the 2024–2025 academic year, some courses were updated within the framework of the Bachelor's Programme in Psychology, with the aim of improving the quality of teaching, providing the latest materials, and developing students' practical skills.

Several syllabi of the programme have been revised and updated in terms of both theoretical and practical components. The study literature has been updated, and modern international sources have been added that reflect the latest research and trends in the field of psychology.

Special attention was paid to further strengthening the practical learning component and more case-based assignments were integrated into the courses, allowing students to develop their skills in analyzing and solving real psychological situations. The assessment system was also refined to better reflect the multifaceted development of students' competencies.

Another important direction of the programme renewal was the introduction of a new elective course - sports psychology, which aims to popularize a new, still underdeveloped direction, sports psychology, in Georgia and introduce students to the basic principles of this field.

These changes are generally aimed at making the programme more practical, flexible, and focused on modern content.

One-cycle educational programme in Dentistry

During the reporting period, first of all, the existing version of the one-cycle educational programme in Dentistry was refined. In addition, in accordance with the initiative of the

President and Vice President, a completely new educational programme was created and refined according to the British GDC standard, in which an emphasis was placed on in-depth and intensive clinical training. In addition to the above, individual point changes were also made to the programme in order to refine it and increase clinical effectiveness.

Bachelor's Educational Programme in Tourism

The educational programme is based on labor market demands, employer surveys, student opinions, graduate evaluations, and recommendations from stakeholders involved in the educational process.

At the hearing of the Educational Programmes' Accreditation Council on June 28, 2024, the issue of planned monitoring of the Programme was discussed, within the framework of which the Council determined recommendations, which were later clarified by the Council.

Based on the revised recommendations, the programme Committee reviewed and approved the updated programme package at the Academic Council, which foresees full implementation of the issued recommendations. The changes made to the programme concerned the following issues:

In the first and second academic semesters, students are now able to choose the following courses over 2 semesters: "Russian Language", "Chinese Language" or "French Language". The addition of mandatory courses required other structural changes to the curriculum. Accordingly, the course "Team Entrepreneurship Programme 2" was removed and the credit load for the course "Geographic Information Systems in Tourism" was reduced (from 6 to 5 credits).

In addition, the course "Tourism Statistics" was moved to the 3rd academic semester, the course "Research Methods" was moved to the 4th academic semester, the course "Microeconomics" was moved to the 3rd semester (before the course "Macroeconomics" (4th academic semester)), the course "Principles of Marketing Research" was moved to the 4th academic semester, and the programme component "Practice" was moved to the 8th semester.

Due to the changes in semester distribution and the goal of creating a better balance between mandatory and elective components, the courses “Fundamentals of Accounting” and “Product Design” were removed from the mandatory component. To counterbalance/compensate for the removal of the course “Fundamentals of Accounting” from the programme, the topic of the “Financial Accounting” syllabus was changed and learning resources were added.

In addition, the teaching literature was updated in the following courses: “Fundamentals of Management”, “Project Management”, “Fundamentals of Operations Management”, “Sustainability and Social Responsibility in Tourism”, “Tourism Policy”, “Sales and Marketing in the Tourism Industry”, “Fundamentals of Tourism”, “Tourism Management” and “Information and Communication Technologies in Tourism”. Also, the 2021 lecture course - “Principles of Microeconomics” was added to the mandatory teaching literature for the “Microeconomics” course.

In addition to the above, a number of specific changes were made to the programme, in accordance with the recommendations issued by the expert group.

Bachelor's programmes in Computer Science (Georgian and English)

The learning outcomes map of the programme has been clarified in the programmes - the completion of training courses based on the learning outcomes of the programme has been divided into three groups - a) group: lays the foundation for the formation of the learning outcome; b) group: which develops it; c) group: which completes the formation of the learning outcome;

In addition, Final Student Project 1 was renamed to Introduction to Bachelor's Project; Final Student Project 2 was renamed to Bachelor's Project .

The indicators of passing the learning outcomes of the "Computer Architecture" course have been adjusted. As a result of the changes to the course, the first, second, and fifth outcomes of the programme are passed.

Project Management was added to the list of elective subjects in the Georgian-language Computer Science programme, and this change was reflected in the programme curriculum.

The courses “Georgian Language 1” and “Georgian Language 2” have been added to the foreign language component of the English-language Computer Science programme. The corresponding subject syllabi have been added to the programme.

Changes were made to content, literature, assessment methods and tools, and contact hours in certain syllabi.

In the courses Calculus I and Calculus II, minimum thresholds were removed for all other assessment components except for the midterm and final exams.

In the course Probability and Statistics, the presentation will be removed from the assessment component, which will be replaced by a quiz. The sequence of topics in graphic design will be changed, in some cases they will be grouped or separated, and Photoshop elements will be added to the syllabus. In the course “Physics”, the presentation will be removed from the assessment criteria, and the presentation points will be distributed among other assessment components. In the course “Calculus 1”, the minimum thresholds will be removed from all other assessment components, except for the midterm and final exams. In the course “Calculus II”, the minimum thresholds will be removed from all other assessment components, except for the midterm and final exams.

the course "Probability and Statistics", the presentation was removed from the assessment component, which was replaced by a quiz. In the course "Graphic Design", the sequence of topics was changed, in some cases they were grouped or separated, and Photoshop elements were added to the syllabus. In the course "Object-Oriented Programmaming", the assignments on the midterm and final exams were replaced with open and multiple choice questions. In the course "Computer Architecture", the sequence of topics for the study week was changed, and homework in the assessment components was replaced with a group project.

In the course "Introduction to Microprocessors", the order of topics for the study week has been changed and laboratory work has been added.

In the "Introduction to Programmaming" course, the formats of midterm and final exams were changed. Practical assignments have been replaced with test and open-ended questions, and the exam time has been reduced.

The course Introduction to Relational Databases has changed the assessment components. The number of homework assignments has been reduced, the presentation has been removed, and the number of questions in the midterm and final exams has changed.

These changes aim to increase the effectiveness of achieving the goals set in educational programmes, as well as to ensure flexibility in assessing programme outcomes.

Key quantitative trends (enrollment, graduation, suspension and termination of student status, mobility)

There was a steady trend in enrollment on educational programmes at Alte University during the reporting period. In the 2024-25 academic year, the university admitted a total of 690 students to educational programmes, of which 372 students were enrolled in the institution based on the Unified National Exams and the Common Master's Exam , and 318 outside the Unified National Exams.

As for the admission trends by educational programmes (based on the Unified National Exams and the Common Master's Exam), the main quantitative trend was as follows:

Educational programme	Announced places	Number of enrolled students	End of the programme
Law (Bachelor's Degree)	60	44	32
Psychology	90	80	5
Law (Master's)	30	19	18
Business Administration (Bachelor's Degree)	90	21	41

Tourism	60	21	10
Business Administration (Master's)	25	11	
Computer Science	90	86	
Computer Science (English)	20	13	203
Medicine	90	68	
Medicine (English)	20	4	13

Trends in internal and external evaluation of educational programmes of Alte University

The implementation of internal and external evaluation mechanisms for the quality of educational programmes ensures the identification of areas for improvement and their further development.

As a result of the internal evaluation of educational programmes (by programme heads, students, and other stakeholders), the need to promote the development of students' practical skills was identified, and for this purpose, the need to strengthen the practical components of programmes and intensive use of appropriate teaching-learning and assessment methods.

As a result of external (by the Higher Education Institutions Authorization Council, the Higher Education Programmes Accreditation Council, and peer reviewers) evaluations - the need for effective use of learning outcome assessment mechanisms of programmes, strengthening and supporting human resources of programmes, developing material, especially library resources, strengthening research activities and integrating results into the educational process, strengthening elements of internationalization, and ensuring compliance of programmes with dynamically developing labor market requirements - were identified.

Student achievements

During the 2024-2025 academic year, Alte University actively implemented various student activities, including: a freshman party, an orientation meeting with Georgian, international and mobility students, and an alumni event. In addition, extracurricular events were held, such as: blood donation (2 events), a meeting on HIV/STD prevention, a festival of colors, Halloween, etc.

A total of 3,500 Georgian and international students participated in these events. It is worth noting that upon completion of each event, students are sent a standardized feedback questionnaire that assesses both satisfaction with the event and recommendations for future improvement from the students. According to the results, the majority of students involved in the study (90% and above) positively assess most of the events.

During the 2024-2025 academic year, about 40 initiatives were initiated by students, and 26 of them were confirmed. The total number of students involved in the implemented initiatives was 4,259, of which 649 were Georgian students. In addition, during the next academic year, it is planned to record not only the number of students and their satisfaction, but also their citizenship, in order to have more accurate indicators of student diversity in initiatives.

Also, with the support of the Student Services, an awareness-raising campaign about the Student Ombudsman was carried out last academic year, information posters and business cards were produced, an Ombudsman email address was created, and information about this service is periodically shared with students via email.

In addition, a group of volunteer students was created - all students were sent a registration form, in which they expressed their desire to become a member of the Alte's volunteer student group. Volunteer students will be involved in organizing all events organized by the Student Experience Unit in their free time. An ambassador project was also created, the goal of which is to support newly enrolled international students and facilitate their adaptation.

In addition, students benefited from the University's Student Wellbeing and Success Mentor service, and during the reporting period, 170 visits were made by students, representing 102 unique students.

In addition, the university actively worked in the direction of career development and alumni relations. During the reporting period, agreements were signed with 16 different partner organizations. Vacancies were also shared with alumni, for which they actively applied. Of these, 7 shared vacancies were announced directly at Alte University. In addition, it should be noted that Alte University itself employed 7 students during the reporting period.

Additionally, the university organized a job forum and industry days, during which students of Alte University had the opportunity to get acquainted with organizations representing various industries.

Finally, it should also be noted that during the reporting period, 40 students from Alte University took the Foreign Medical Graduate Examination (FMGE) in India, of which 75% successfully passed the exam.

Student Learning Outcomes Assessment Report

The heads of educational programmes of Alte University presented annual reports of each educational programme, in which they also carried out a learning outcomes assessment report for the reporting period. The reports presented by the programme heads analyzed the academic performance of students in each course within the 2024-2025 academic year and calculated the Gaussian distribution and the average standard deviation for each course.

The average grades recorded in undergraduate courses were significantly lower than in both one-cycle and master's programmes. The lowest average student grade was recorded in the Bachelor programme in Business Administration, where the average semester grade for courses in both the fall and spring semesters was 38 points.

The highest average score in this section was recorded for the one-cycle medical education programme, in which the average score in the fall semester was 73.7, and in the spring

semester - 76.4. It is noteworthy that this programme has the largest number of students at the university, and the high average score indicates the consistently high academic performance within the programme.

Table 1 below shows the average grades recorded in courses of each educational programme of the university in the fall and spring semesters of the 2024-2025 academic year.

Table 1: Average scores by educational programmes

Programme	Average score fall	Average score spring
<i>Tourism</i>	40	38.6
<i>Master of Business Administration</i>	67.4	58.4
<i>Bachelor of Business Administration</i>	38	38
<i>Computer Science</i>	47	43.4
<i>Computer Science (English)</i>	46.2	51.8
<i>Psychology</i>	39	46.8
<i>Bachelor of Laws</i>	41.4	40.6
<i>Master of Laws</i>	77.8	64
<i>Medicine</i>	63.7	60.7
<i>Medicine (English)</i>	73.7	76.4
<i>Dentistry</i>	76.3	61.4

As for the distribution of points by programmes, during the reporting period, a fairly high rate of failure was observed in the courses of educational programmes. The main quantitative trends in the grades accumulated within the programmes are presented in Table 2 and Table 3.

Table 2: Percentage distribution of points by programme: Fall semester

Programme	A	B	C	D	E	F
<i>Tourism</i>	4.3%	5.7%	6%	6%	10.1%	67.8%

<i>Master of Business Administration</i>	36.7%	31.6%	22.7%	7.5%	8.8%	29.1%
<i>Bachelor of Business Administration</i>	3%	5.6%	8.7%	13.7%	16.7%	55%
<i>Computer Science</i>	5%	5.9%	10.4%	11%	15.2%	52.3%
<i>Computer Science (English)</i>	6.4%	6.4%	5.6%	8.7%	7.9%	64.6%
<i>Psychology</i>	4.1%	4.8%	9.1%	7.7%	14.4%	59.7%
<i>Bachelor of Laws</i>	2.6%	4.7%	7.8%	12.2%	21.5%	51%
<i>Master of Laws</i>	38.3%	21%	18.7%	9%	5.2%	7.55
<i>Medicine</i>	10%	20.5%	19.3%	14.4%	12.8%	22.7%
<i>Medicine (English)</i>	18.8%	30.7%	22%	15.7%	7.5%	5.2%
<i>Dentistry</i>	26.1%	36.1%	10.7%	16.1%	8.4%	2.3%

Table 3: Percentage distribution of points by programme: Spring semester

Programme	A	B	C	D	E	F
<i>Tourism</i>	9.6%	7.6%	11.2%	12.8%	9.2%	49.4%
<i>Master of Business Administration</i>	30.7%	19.2%	21.7%	7.6%	6.4%	44.8%
<i>Bachelor of Business Administration</i>	6.6%	6.5%	11%	9.7%	12%	60%
<i>Computer Science</i>	7%	7%	9.5%	10.4%	17.7%	48.1%
<i>Computer Science (English speaking)</i>	6.9%	5.7%	8.6%	8.1%	10.8%	59.6%
<i>Psychology</i>	8.2%	6.5%	12.3%	12.2%	16.3%	44%
<i>Bachelor of Laws</i>	2.5%	7.5%	9.8%	13.4%	16.8%	49.7%
<i>Master of Laws</i>	17.7%	18.6%	13.5%	12.7%	11.8%	25.4%
<i>Medicine</i>	10.7%	19.8%	19.4%	20.7%	14.5%	14.6%
<i>Medicine (English-)</i>	23.3%	28.5%	21.5%	14.8%	6.8%	4.7%

<i>Dentistry</i>	32.1%	13%	12%	9.5%	8.3%	25%
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As shown in Table 2 and Table 3, similar to the average scores, the lowest cut-off rate is recorded for the English-language one-cycle medical doctor programme. As for the highest failure rates, the bachelor's programmes are particularly noteworthy in this section, where, with one exception (the bachelor's programme in tourism in the fall semester), the failure rate exceeded 40% during both semesters.

3. Staff professional development activities

The 2024–2025 academic year at Alte University was distinguished by the stable implementation of the educational process and systematic and targeted steps towards the professional development of staff. The university continued its activities in accordance with the university's mission and strategic priorities, which was reflected in both the effective implementation of programmes and the strengthening of human capital.

During the reporting period, the staff involved in the implementation of the programmes ensured high-quality teaching, adherence to a student-centered approach, and implementation of teaching practices based on learning outcomes.

In 2024–2025, the University significantly strengthened its personnel development system. In this direction, two important positions were filled: the Head of the Training and Simulation Center was selected in the International School of Medicine, and the People Development Manager was selected in the People Development and Chancellery Department . This step ensures a more structured, systematic and result-oriented management of professional development processes.

With the involvement of the Head of the Training and Simulation Center, the teaching staff of the International School of Medicine was actively retrained in accordance with the requirements of the medical field. In the fall semester of the 2024-2025 academic year, a training was held on the tools for creating and using a portfolio, led by international expert Mairi Scott. During the same period, a training was held on the topic of leadership in the

medical field. In total, approximately 50 employees were involved in various professional development activities.

The personnel development policy included both professional and team culture strengthening components. In the spring semester of 2024-2025, a so-called team building event was organized for 80 employees, the aim of which was to strengthen a unified vision, cooperation, and an approach aimed at common goals.

In parallel with these processes, professional development activities were implemented through the active initiatives and organization of the Library and the Research Support and Projects Development Department. These activities served to strengthen research skills and the effective use of academic resources.

Based on the analysis of the professional development needs of the staff, priority areas were identified, such as more active use of innovative and digital teaching tools, further strengthening of research competencies, expansion of international cooperation and development of academic management skills. The university continues to support the staff to ensure continuous quality improvement and sustainability of institutional development.

4. Research

Research funding and publication review

During the reporting period, a total of 93,197 GEL was spent on research at Alte University. As for publications, during the 2024-25 academic year, Alte University lecturers and administration staff, according to the information provided by them, published about 70 scientific articles. The mentioned articles were published in both Georgian and international journals, some of which are international peer-reviewed journals.

Approximately 10% of published papers are published in journals indexed in high-ranking databases. It is important that the university continues to work actively to increase both research productivity in general and the number of publications in high-ranking journals. It is also worth noting that, as mentioned above, the information presented in the report is based on information provided by the staff themselves, which does not fully reflect the

research productivity of the staff during the year, therefore, it is necessary to develop a certain mechanism in this direction that will oblige the staff to fully indicate their own research activities. In addition, it is worth noting that the above information includes publications not only by affiliated but also by unaffiliated staff. Given that unaffiliated staff are mainly involved in the teaching process, their scientific activity can be considered a positive trend in relation to the teaching-learning process, although this does not affect the scientific productivity of Alte University, since their scientific activities are attributed to other institutions.

In addition, given that Alte University, within the framework of its mission and goals, is mainly focused on applied research, it is desirable that in the future, a peer review approach be used more when evaluating research activity, which will better enable the assessment of the importance of applied research.

Overview of other research activities

In addition to published publications, lecturers of Alte University participated in dozens of international conferences, congresses and other scientific/research events during the reporting period. Most of these activities were international scientific events held outside Georgia, while a small part were held in Georgia. Lecturers participated in conferences as speakers and attendees, and in some cases as abstract reviewers.

In this regard, it is also worth noting that last year's report highlighted the need for greater efforts in the areas of responsible research assessment and applied research assessment following the signing of the CoARA agreement. In 2025, Alte University, together with the Saxoion University of Applied Sciences, applied for a second CoARA Cascade Funding call in order to more actively promote the principles of responsible research assessment and applied research assessment mechanisms at the institution. However, this project application did not receive funding.

5. Developing academic integrity

Staff and student development activities

During the reporting period, 16 trainings were organized by the Alte University Library for students on the topic of academic integrity and the use of electronic scientific databases. A total of 253 students attended these trainings, of which 145 were students of the School of Business, 175 students of the School of Law and Social Sciences, 17 students of the International School of Medicine, and 15 students of the School of Information Technologies.

Plagiarism detection statistics

In the 2024-2025 academic year, 98 lecturers and 178 classes were registered using the anti-plagiarism software Turnitin. This represented progress from the previous academic year, when the figures were 130 lecturers and 86 classes. This trend is shown in Figure 1.

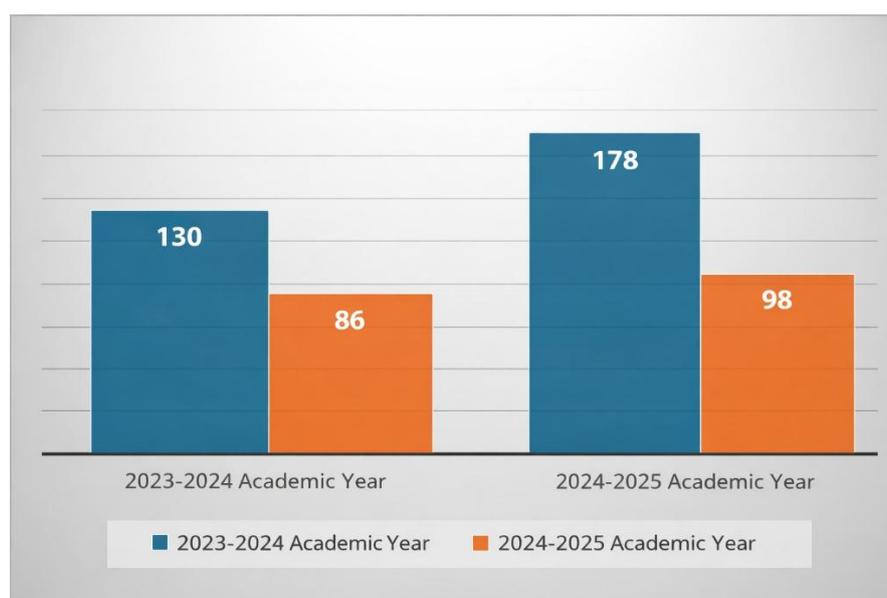


Figure 1: Turnitin usage in 2023-24 and 2024-25

It is noteworthy that in the 2024-2025 academic year, the number of papers uploaded to the programme almost tripled, amounting to 3,624 student papers, compared to 1,372 papers in 2023-2024. Figure 2 shows a comparison of the number of papers uploaded in the 2023-24 and 2024-25 academic years.



Figure 2: Number of papers uploaded to Turnitin in 2023-24 and 2024-25

It is worth noting that there is a clear difference between the percentage of similarity of papers between the 2023-2024 academic year and the 2024 -2025 academic year. In the 2023-2024 academic year, the similarity rate was high at 25-49% similarity; 50-74% and 75-100%. In the 2024-2025 academic year, the percentage of high-percentage similarity rates was significantly reduced and increased to 0% (477 papers) and 1-24% (2579 papers). Figure 3 shows the number of papers under different similarity types, by similarity type, and the percentage distribution of papers is given in Figure 4.

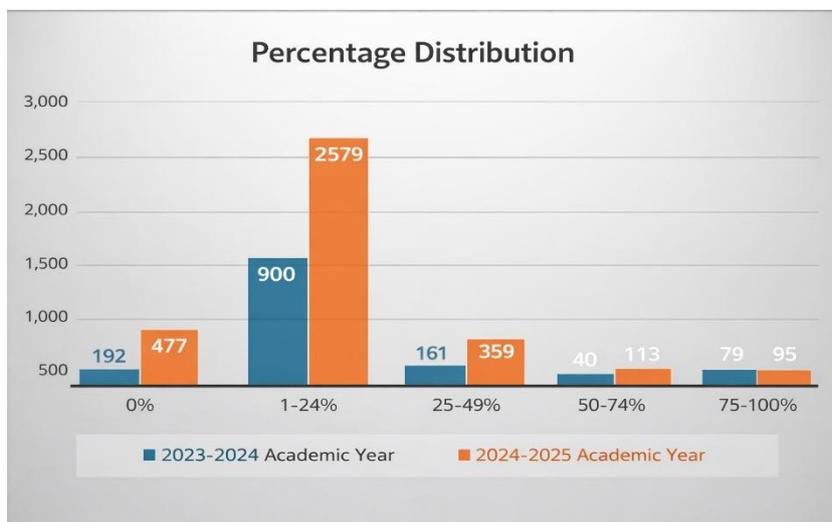


Figure 3: Turnitin hit rate by number of papers in 2023-2024 and 2024-2025.

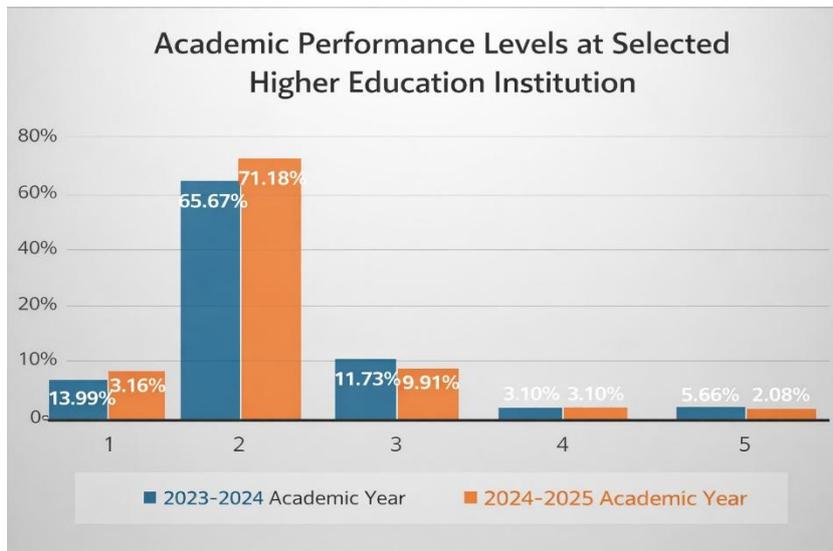


Figure 4: Turnitin hit rate by hit type percentage in 2023-2024 and 2024-2025.

2024-2025 are largely due to the trainings conducted by the library on academic integrity. Lecturers, administrative staff and students are familiar with and share the principles of academic freedom. Lecturers and students are informed about this at the very first stage of integration into university life (so-called onboarding).

6. Internationalization

Internationalization at Home: Strengthening Intercultural Components in Educational Programmes

During the reporting period, the use of the latest, English-language textbooks in university educational programmes significantly increased.

In addition, the institution organized adaptation measures for international students enrolled in English-language educational programmes in computer science, medicine, and dentistry, which took into account the possible cultural differences of the students.

In addition, during the next academic year, it is planned to involve international personnel in the implementation of various educational programmes at the university.

Dynamics of the number of international students and staff

Currently, approximately 70% of the university's students are international students.

Student and staff engagement in international mobility

During the 2024-2025 academic year, 8 students from Alte University were selected for international mobility (out of 3 students selected within the first competition, 2 were finally able to go, and out of 5 students selected within the second year, 3 left for mobility. This represents approximately 0.4% of the total number of students, which is a rather low figure.

As for the international mobility of Alte University staff, they did not participate in international mobility during the 2024-2025 academic year.

Staff involvement in international projects and other internationalization activities

During the 2024-2025 academic year, Alte University staff actively participated in various international projects. The following activities are noteworthy in this regard:

- 2 academic staff members were funded through the Research Support and Project Development Department
- Representatives of the Business School participated in the week held in Lithuania
- Within the framework of the CIF project, 3 staff members went on a business trip to Sweden and three staff members also participated in an activity held in Telavi.
- 2 academics participated in the conference in Bulgaria and Poland and one in the ENAI online conference.
- Other academic staff participated in conferences in Switzerland and Latvia.

It should also be noted that the University has been consulted by the Academic Cooperation Association on the inclusive organization of exchange projects. The project is funded by the European Union and will last for 6 months, with appropriate communication and reporting.

In April 2025, the university held an International Staff Week, in which the university's administrative and academic staff participated.

A Sevres University participated in international staff weeks in Lithuania and Portugal, as well as in the European Quality Assurance Forum EQAF 2024 and the NEAA Conference on Sustainable Development, the ENAI Conference and other scientific events.

It should also be noted that the Dean of the Business School of Alte University joined the Swedish Institute's Impact Pioneers programme, the institution joined the PROFFORMANCE+ Ambassadors programme, launched the NASA Hackathon, and the administrative staff of the University of Gdańsk visited the university to share Alte's practices in the field of research evaluation - within the framework of the CoARA initiative;

In addition, the Lifestrand CBHE project continued during 2024-25, and university staff also participated in the preparation of new project applications (CBHE, EIT, Jean-Monnet); the institution developed a procedure for obtaining funding for participation in such events, which was communicated to staff.

International student satisfaction

The overall student satisfaction survey conducted in the fall of 2024 revealed a trend of low satisfaction with the university among international students. This was particularly evident in their Net Promoter Score (NPS), which had a negative numerical indicator in the case of international students.

In light of this, the Quality Assurance Department will conduct a thematic analysis of international student satisfaction in the fall of 2025-2026, within the framework of which student attitudes and needs will be studied in more detail in order to offer a better student experience to international students.

Overview of trends in international cooperation

In terms of international cooperation, the university had quite high success during the reporting period. In particular, during the 2024-2025 academic year, the university signed more than 35 new memorandums of understanding with international partners. Also, as mentioned above, the International Staff Week was held for the first time in the history of the institution.

7. Entrepreneurship and Innovation Facilitation and Third Mission

Activities

Promoting innovation and entrepreneurship

During the reporting period, Alte University was actively involved in activities promoting innovation and entrepreneurship. The Alte University Innovation and Entrepreneurship Center was particularly active in this area. The following activities are noteworthy among the activities implemented in this direction:

In June 2025, a 2-day Arduino Hackathon was held for students in grades X–XII, the goal of which was to offer practical experience to young people interested in technology, share with the innovative environment, and develop the basic skills necessary for electronics and programming. The hackathon served to popularize STEM directions among schoolchildren, encourage engineering thinking, and strengthen the innovative ecosystem. 9 teams of 3-4 students were selected to participate in the project. For two days, the participants worked on generating ideas, creating code and prototypes, and preparing presentations under the mentorship of information technology students and lecturers. The students practically tested the functionality of the Arduino platform and electronic modules, improved their communication, critical thinking, and innovative problem-solving skills. At the end of the project, the teams presented their work to a jury. The winning team was awarded a cash prize and resource support from Alte University to implement their initiative.

In June 2025, the STEM Olympiad was also held, organized by the Bank of Georgia and the Komarov School for students interested in natural sciences and engineering. This was the first time that Alte University was also a partner in the project, hosting the school participants throughout the entire project. In preparation for the finals, consultation meetings were held for the students, where the participating teams and selected mentors underwent an intensive training course with Komarov specialists.

Also, in May 2025, an intensive 3-week practical Arduino course was organized by students of the School of Information Technologies of Alte University for students of grades XI–XII,

which aimed to popularize basic knowledge of engineering, programming and electronics among young people. The programme included the basics of the Arduino platform, familiarization with the operation of various types of sensors and physical devices, and the development of skills needed to create real engineering projects. At the end of the course, participants were given the opportunity to participate in the Arduino Hackathon. The learning process was led by students of the School of Computer Science, Saba Gvaramadze and Levan Omadze. The programme gave students the opportunity to actually experience engineering processes and better understand how modern electronics work.

During the reporting period, Alte University was actively involved in community development activities. These community development activities were diverse and included the following:

Public lectures: within the framework of which well-known representatives of various fields at the university hold meetings where they provide information about professions to interested parties.

Third Mission Activities

Alte University implemented about 40 projects within the framework of its public activities during the 2024-2025 academic year. This included both informational, educational and extracurricular activities, as well as commercial projects that Alte University implemented on behalf of various companies.

Within the framework of the third mission activities, one of the main target groups was schoolchildren, with whose participation the university implemented about 20 projects (meetings, trainings, competitions, courses) during the year, and in total several hundred students participated in them. Examples of such projects are: Psychology School for final year high school students, in which more than 100 students participated, Start-up Marathon for schoolchildren, in which more than 400 students expressed a desire to participate, Career Hunter Camp - a professional camp, in which 50 students participated, etc.

In addition to events oriented on students, Alte University also implemented a number of events for teachers of general education institutions. About 100 teachers participated in the events intended for this target group and the events included activities such as: a first aid course within the framework of the Erasmus+ funded project “LIFESTRAND”; a non-formal education competition for teachers; as well as the annual conference of the top ten list of the National Teacher Award. .

In addition, some of the activities carried out within the framework of the third mission were aimed directly at students of Alte University. A number of similar events were held during the reporting period, examples of which are workshops: Creative Problem Solving; How to Work Effectively in a Team - which were attended by 30 students of Alte University.

As for the commercial activities carried out within the framework of the third mission, these were mostly carried out within the framework of the activities of the University's Continuing Education Department and included activities carried out in cooperation with such important Georgian companies as Vian, IRAO, and Georgian banks.

8. Review of student and staff interaction with electronic systems

In terms of student use of electronic systems, the university's learning management information system was most frequently used by students of the International School of Medicine, with nearly 50,000 logins during the reporting period, the majority of which were from students of the English-language one-cycle medical doctor programme.

After the International School of Medicine, the portal was most actively used by students of Law and Social Sciences, especially students of the Bachelor's programme in Law, however, considering that the number of students of the International School of Medicine is several times higher than the number of students of the School of Law and Social Sciences, on average, the portal was used more frequently by individual students in the School of Law and Social Sciences.

After that, the frequency of student platform usage again corresponded to the number of students in the schools, with business school students coming first, and the school of information technology students last.

It is also worth noting that in the general satisfaction survey of , almost 60% of students reported high satisfaction with the electronic learning management system.

As for the administration and academic/visited staff, the number of entries into the system from the administration was 2254, and from academic/visited staff 9001. In addition, it is noteworthy that almost 75% of the academic/visited staff expressed high satisfaction with the electronic platform, while in the case of the administration, satisfaction was much lower, although in the case of the administration, it should also be noted that almost 50% of the respondents stated that they had no contact with the system.

9. Response and improvement based on the previous year's report

The annual quality assurance report for the 2023-2024 academic year, prepared at the end of 2024, emphasized the need for more active involvement of heads of educational programmes in order to continuously improve educational programmes. It is noteworthy that in 2025, the Quality Assurance Department significantly improved the quality of cooperation with programme heads in this area, and by the end of 2025, all programme heads prepared an annual report on the programme, along with an assessment of the programme learning outcomes.

It is noteworthy that the 2023-2024 report did not issue recommendations regarding specific educational programmes, however, it indicated the need for a transparent reporting mechanism to ensure thorough implementation of the recommendations issued regarding the programmes, which would improve the quality assurance cycle at the university. It is noteworthy in this section that during the reporting period, the mechanism for monitoring recommendations issued within the framework of internal quality assessments at the university was improved and refined, including changes to be implemented within specific programmes.

In addition, last year's report noted the need for research development, both in terms of the quality and quantity of published publications. It should be noted that, as mentioned above, the number of publications by staff has increased significantly this year, although the quality of their publications remains a challenge and the university needs to make more efforts in this direction.