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LEPL – David Aghmashenebeli National Defence Academy of Georgia

Subject: Quality Assurance Policy

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References:

Bi-SC Education and Individual Training Directive 075-007, dated 20 March 2025.

Regulations of the Academy Quality Assurance Service.

Academy Quality Assurance Manual.

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1. Purpose

The purpose of this document is to define the Quality Assurance Policy of the LEPL David Agmashenebeli National Defence Academy of Georgia (hereinafter referred to as the Academy). It establishes the fundamental principles, standards, and procedures of the Academy's quality assurance framework, ensuring the continuous evaluation and advancement of its educational and scientific-research initiatives.

2. Background

The Academy is a premier accredited military higher education institution in the South Caucasus, dedicated to training competitive officers equipped with modern methodologies and robust theoretical and practical expertise. The formation of a sophisticated, successful, and highly principled officer corps remains the fundamental priority of the National Defence Academy.

The Academy offers nine accredited educational programs at both the undergraduate and graduate levels. Additionally, it provides an accredited Georgian Language Preparatory Program, which enables non-Georgian-speaking students to achieve B1+ proficiency in writing, reading, listening, and speaking. Completion of this preparatory program is a mandatory prerequisite for non-Georgian-speaking students to advance to undergraduate studies.

The Bachelor's degree program constitutes the first cycle of academic higher education. The current undergraduate offerings include Defense and Security, Defense Management, Cyberspace Operations and Information Security, Mechanical Engineering, and Aeronautical Engineering. As of 2026, the Bachelor's programs in Law and Informatics are being phased out (conducted in a teach-out mode).

The Master's degree program represents the second cycle of both higher military and academic education. It is designed to foster the critical competencies and strategic leadership skills required by officers of the Georgian Defense Forces and representatives from various state agencies.

The Master's degree programs include Defence Analysis, State Resource Management, Security Studies, and International Relations and Military Diplomacy.

The Academy conducts the Officer Candidate Training Course and the Reserve Officer Training Course to provide foundational initial military education. Furthermore, coordinated

by the Distance Learning Centre, the Academy delivers various online modules, including the NATO-selected course "Counter-Terrorism and Counter-Insurgency"—initially launched in a pilot phase and subsequently attaining official selected status.

The Academy is situated on a modern, well-equipped installation designed to meet international standards, providing an optimal environment for academic study, professional development, physical conditioning, and recreation. Students have access to various athletic sections and extracurricular creative clubs. Additionally, Junkers and students are encouraged to participate actively in both domestic and international engagement initiatives.

2.1. Mission of the Academy

The mission of the National Defence Academy is to develop an honorable, highly ethical, and morally resilient officer corps for the nation and the Ministry of Defence. The Academy aims to cultivate leaders of international caliber through the delivery of high-standard educational programs and scientific research activities.

2.2. Vision of the Academy

The Academy is committed to strengthening the democratic foundations of the state by providing the Ministry of Defence with state-minded officers. These leaders are distinguished by their adherence to national values, mastery of essential leadership competencies, and an uncompromising standard of military and academic excellence.

3. Applicability

The Quality Assurance Policy applies to all institutional sectors, including: administrative and support personnel, academic and visiting faculty, Junkers and students and external stakeholders.

4. Core values:

The Academy's values are aligned with the Academy's goals, which are as follows:

1. Integrity The Academy upholds the highest ethical standards in all educational, research, and administrative activities. Junkers, students, and personnel are expected to act with honesty and moral responsibility, reflecting the Academy's commitment to producing officers of uncompromising character and professional ethics.

2. Accountability The Quality Assurance Service holds primary responsibility for the effective implementation of the quality policy and is mandated to provide all stakeholders with comprehensive information regarding standards, mechanisms, and procedures. All structural units and personnel are accountable for the quality of their assigned functions and for the outcomes of their activities.

3. Transparency to guarantee the accessibility and openness of institutional data, all regulatory quality assurance documents are published on the ILIAS e-learning platform and the Academy's official website. Monitoring results, strategic analyses, and recommendations are disseminated to senior leadership and relevant stakeholders through the EMOD electronic management system, ensuring that information is available to all interested parties in a timely and comprehensible manner.

4. Learner-Centredness The Academy places the development and well-being of Junkers and students at the heart of its educational mission. This is reflected in the comprehensive support package provided to students, including full tuition coverage, housing, academic advising, financial scholarships, personal computing resources, and access to international exchange programs. The educational environment is deliberately designed to foster individual growth, critical thinking, leadership, and physical readiness.

5. Impartiality Quality assessment is conducted objectively and transparently, according to predefined and publicly known mechanisms and criteria. All evaluations — whether of educational programs, personnel performance, or student achievement — are carried out free from bias, and appeal mechanisms are in place to ensure fairness in every assessment process.

6. Continuous Improvement the Academy's quality assurance system is based on the PDCA (Plan–Do–Check–Act) cycle. The Quality Assurance Service regularly monitors educational programs, surveys stakeholders, prepares post-course reports, and implements recommendations to ensure that teaching, research, and institutional processes are consistently enhanced.

7. Cooperation and Stakeholder Engagement the Academy actively involves all stakeholders including Junkers, students, academic and invited faculty, administrative staff, employers, and international partners in quality assurance and development processes. Evidence-based decisions are reached through the analysis of stakeholder feedback and are discussed with relevant structural units prior to implementation, ensuring that all perspectives are taken into account.

8. Relevance All educational initiatives remain responsive to the evolving needs of the Georgian Defence Forces, the Ministry of Defence, Ministry of Education science and youth of Georgia and the broader national security environment and since 2023 Academy have developed the course „counter-terrorism and counter-insurgency” which responds NATO requirements and NATO standards which are strictly grounded in current NATO doctrine, policies, directives, and established best practices.

These core values are grounded in the vision of the Academy's Commander, which is presented below and is also available on the Academy's official website: <https://eta.edu.ge/en/page/108/commander%E2%80%99s-vision>

5. Policy Statement

The seamless operation of the Quality Assurance system is vital to the Academy's strategic objectives. To fulfill its mission, the Academy must maintain the highest standards of instruction and training, ensuring the development of elite officers dedicated to national service. The evolving challenges facing the nation necessitate increasingly sophisticated skills and competencies from Junkers and students, requiring the Academy to produce highly qualified specialists who meet rigorous international benchmarks. Academy is committed to delivering high-quality academic education that meets NATO Education and Training standards (Bi-SC 075-007).

The following principles form the basis for continuous quality improvement at the Academy:

1. Establishing systematic self-assessment and developing quality assurance mechanisms to enhance the quality of education;
2. Involving stakeholders in the quality assurance and development system;
3. Information accessibility for all interested parties;
4. Using mechanisms and criteria discussed and agreed upon with stakeholders to ensure the reliability of quality assurance processes (quality assessment must be conducted objectively and transparently, according to predefined and publicly known mechanisms and criteria);
5. Making evidence-based decisions resulting from the analysis of information available to the Quality Assurance Service (The Quality Assurance Service informs stakeholders of research/monitoring results and recommendations. these must be discussed with relevant structural units and stakeholders to ensure decisions are based on comprehensive information and take into account the feedback and positions of respondents and the evaluated parties);
6. Taking appropriate measures to rectify any identified deficiencies.

7. Compliance with, NATO quality standards;
8. Systematically monitoring, evaluating, and improving the quality of teaching, assessment, and institutional governance through evidence-based review cycles, stakeholder surveys, and corrective action processes regarding the academy's educational processes and NATO Selected course;
9. Maintaining open, documented, and auditable quality processes, with clear roles and responsibilities as defined in the RACI¹ Matrix and organizational structure of the QA Service;
10. Working with Georgian and international higher education institutions, military academies, and external experts to develop and apply transparent quality criteria and methodology.

6. Guiding Principles:

The Academy's Quality Assurance Policy, along with other institutional regulatory documents, is publicly accessible on the Academy's official website. This policy is available to all stakeholders and constitutes an integral component of the Academy's quality assurance framework. The Quality Assurance Policy is predicated on the following principles:

- a. **Systems Approach to Training (SAT):** All academic programmes are designed, delivered, and evaluated using a systematic, evidence-based approach — from needs analysis through design, development, implementation, and evaluation — ensuring that training outputs meet defined competency requirements.
- b. **Compliance with NATO Policies, Doctrines and Directives:** The Academy aligns its quality assurance processes with NATO Education and Training standards, including Bi-SC 075-007 and applicable NATO directives, ensuring full compliance with institutional accreditation and course certification requirements.
- c. **Accountability:** The Quality Assurance Service holds primary responsibility for the effective implementation of the Academy's quality policy. The Head of the QA Service reports directly to the commander of the Academy. All staff, including QA experts and Junkers, operate within clearly defined roles and responsibilities, as established in RACI Matrix.

R -responsible
A-accountable
C-counsulted
I-informed

- d. **Transparency:** To guarantee the accessibility and openness of institutional data, the Quality Assurance Service publishes all regulatory quality assurance documents within the ILIAS e-learning platform via the Academy's website. Utilizing the EMOD electronic management system, the Service disseminates monitoring results, strategic analyses, and recommendations to the Academy's senior leadership and relevant stakeholders. Furthermore, the Quality Manual and other essential resources are maintained on the Academy's public website, facilitating seamless information sharing for all interested parties.

7. Quality Management System

Quality Management System is founded upon two equally vital objectives: **Quality Control** **which covers** assessment/inspection/reporting and Quality Assurance which means system of policies and mechanisms development. An effective Quality Management Office not only provides stakeholders with transparent data regarding institutional performance (assessment/inspection /reporting) but also offers strategic guidance and recommendations to enhance organizational efficacy (development). Consequently, quality assurance and quality improvement are intrinsically linked. Activities directed toward these goals foster a robust institutional quality culture that engages all stakeholders: Junkers, students, academic and adjunct faculty, lecturers, senior leadership, and administrative staff.

7.1 Quality Assurance Service²

The Academy has established a Quality Management System (QMS) designed to implement and advance quality management standards, facilitated by the Quality Assurance Service. The institutional structure of the Service comprises the Head of the Quality Assurance Service, a Senior Quality Assurance Officer, two Quality Assurance Experts, and a NATO Accreditation Quality Assurance Expert. The Service operates under the mandate of the Quality Assurance Regulations and the Quality Policy Document, both of which are ratified by the Academy's Academic Council.

²**Inspection** — formal examination against standards

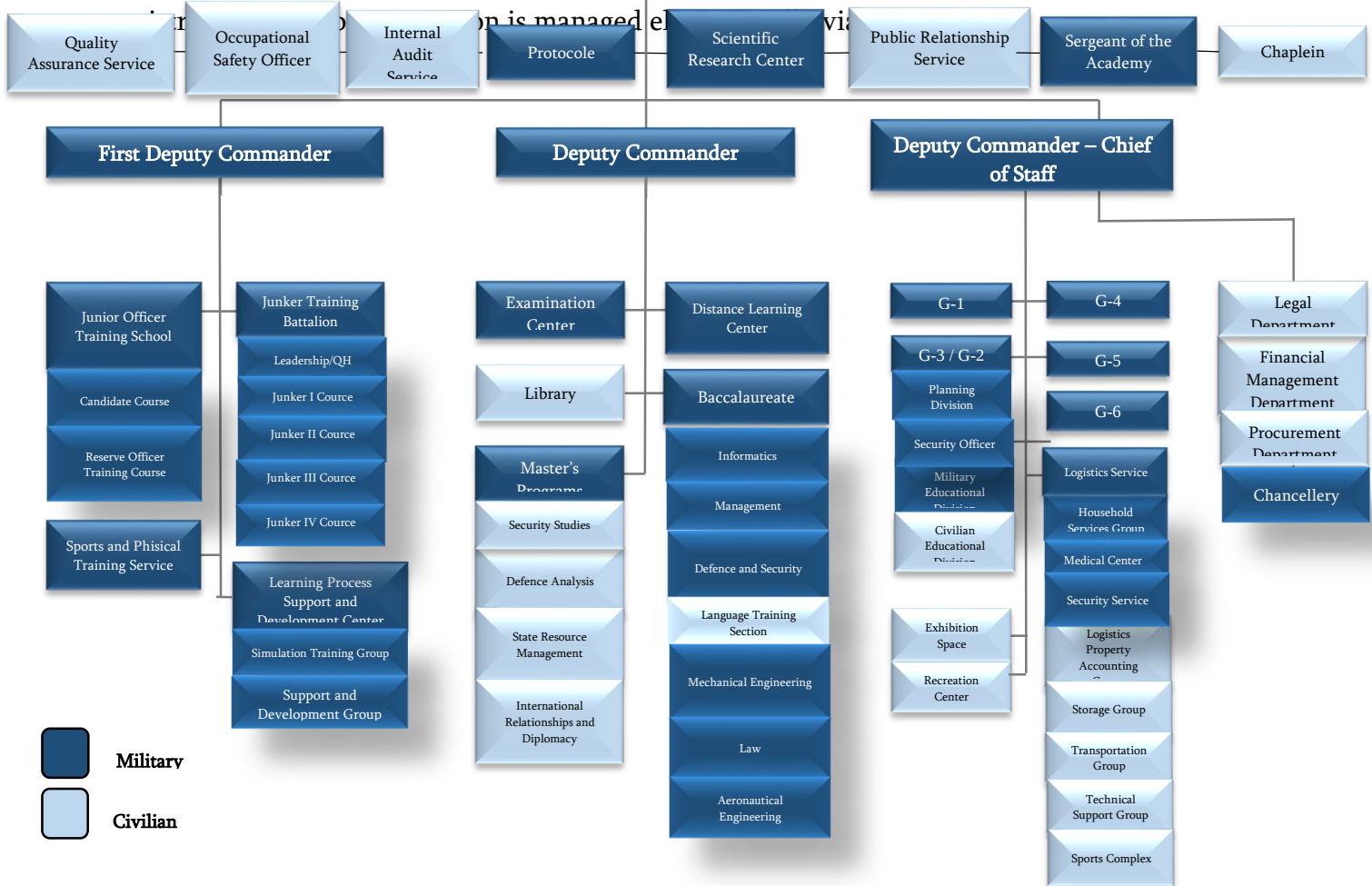
Quality Control (QC) — operational verification of outputs at point of delivery

Quality Assurance (QA) — the full planned system of policies and mechanisms

Quality Management (QM) — the overarching framework (integrates QC, QA, improvement)

Quality Management System (QMS) — the formalized documented system with named roles

All processes of the Academy are directed by the **Commander**. The Academy's Chancellery maintains their



7.1.1 Roles and responsibilities of the Academy's Quality Assurance Service

The activities carried out in terms of quality assurance are based on two equally important goals: evaluation/reporting and development. A successfully functioning Quality Assurance Service provides stakeholders with information regarding the quality of activities (evaluation/reporting) while simultaneously providing advice, recommendations, and consultations on how the institution's performance can be enhanced (development). Thus, quality assurance and quality improvement are interconnected; activities aimed at these goals contribute to the formation of an institutional quality culture involving all stakeholders: Junkers, students, academic and visiting staff, teachers, lecturers, and management.

7.1.2 The Head of Quality Assurance Service is responsible for:

- Responsibility for the work of the service;

- Determination of priorities for the service's activities and responsibility for their implementation;
- Monitoring and evaluating the activities of the service's employees and taking care of their professional development;
- Submitting various proposals and initiatives to the commander of the Academy within the scope of competence;
- Responsibility for the service and labor discipline of the service's employees;
- Distribution of correspondence and work among the service's employees;
- Supervision of the activities of all structural and educational units of the Academy within the scope of competence and giving them relevant instructions in order to improve the quality of teaching;
- Development of quality assurance policies, quality assurance mechanisms and procedures;
- Preparation of instructions related to the educational process, implementation of the Bologna Process, and authorization/accreditation; organization and coordination of the development of regulations, resolutions, and orders;
- Systematic monitoring of educational programs based on established criteria and indicators;
- Based on the results of educational program monitoring, providing recommendations to educational divisions, departments, and the Academic Council for the continuous improvement of educational programs;
- Development of questionnaires for surveying Junkers/students and academic/visiting personnel, conducting surveys, and developing recommendations based on data analysis to be submitted to relevant services for activity enhancement;
- Development of recommendations based on the analysis of Junkers/students' assessments and submitting them to management to resolve issues within the educational process;
- Organizing the preparation and collection of documentation accompanying the authorization/accreditation self-assessment report/form;
- Determining the compliance of educational programs, human resources, and the material-technical base with authorization/accreditation standards and submitting recommendations to the commander of the Academy;
- Initialing documents and signing within the scope of competence;

- Submitting reports on the activities performed by the service at the request of management;
- Intervening with the commander of the Academy for the purpose of encouraging subordinates or imposing disciplinary responsibility;
- Periodically receiving reports from service employees regarding their performed work;
- Requesting necessary information from the structural units of the Academy within the scope of authority;
- Determining the vacation schedule for the service employees;
- Petitioning the commander of the Academy for the purpose of improving the qualifications and retraining of service personnel;
- Ensuring that, upon his/her dismissal or the transfer of subordinate personnel to another unit, the turnover sheet is completed and submitted to the Academy Headquarters G-1 Service no later than two working days;
- Accountability to the Commander of the Academy.

7.1.3 Quality Assurance Expert is responsible for:

- Participation in the development of Quality Assurance policies, mechanisms, and procedures;
- Participation in the development of instructions related to the educational process, the implementation of the Bologna Process, and authorization/accreditation; support of the Head of Service in developing unified educational regulations, resolutions, and orders within the scope of competence;
- Participation in the systematic monitoring of educational programs based on established criteria and indicators;
- Coordination of the provision of recommendations to educational divisions, departments, and the Academic Council for the continuous improvement of educational programs based on monitoring results;
- Participation in the surveying process of Junkers/students and academic/visiting personnel, and development of recommendations within the scope of competence based on the analysis of results;
- Development of recommendations based on the analysis of Junkers/students' assessments;

- Participation in the preparation of the Authorization/Accreditation Self-Assessment Report (SAR) and accompanying documentation;
- Organization of events planned under the auspices of the Service;
- Monitoring of educational programs, syllabi, the instructional process, and the academic achievements of Junkers/students;
- Participation in the development of survey instruments for Junkers/students, academic/visiting personnel, lecturers, and employers;
- Responsibility for conducting surveys and analyzing the subsequent results;
- Participation in the implementation of procedures for the enhancement of learning and teaching quality;
- Participation in self-assessment procedures and the preparation process for Accreditation and Authorization in accordance with the law;
- Accountability to the Head of Service.

7.1.4 Senior Officer is responsible for:

- Participation in the development of Quality Assurance policies, mechanisms, and procedures;
- Organization of events planned under the auspices of the Service;
- Providing consultation on service-related matters to the Academy's structural units within the scope of competence;
- Monitoring educational programs, syllabi, the instructional process, and the academic achievements of Junkers and students;
- Participation in the development of survey instruments for Junkers/students, academic and visiting personnel, lecturers, and employers;
- Responsibility for conducting surveys and performing qualitative and quantitative analysis of the results;
- Participation in the implementation of procedures for the enhancement of learning and teaching quality;
- Participation in annual self-assessment procedures and the preparation processes for Accreditation and Authorization in accordance with the law;
- Accountability to the Head of Service.

7.1.5 NATO Accreditation Quality Assurance Expert is responsible for:

- Ensuring the implementation of activities specified in the “NATO Bi-Strategic Command Directive (Bi-SCD) 075-007 on Education and Individual Training” for the purposes of NATO institutional accreditation;
- Facilitating the Academy’s compliance with NATO institutional accreditation standards;
 - Conducting information sessions on NATO institutional accreditation for Academy personnel and other stakeholders;
- Coordinating with relevant Academy personnel to prepare the Self-Assessment Report (SAR) and accompanying documentation for the purposes of NATO institutional accreditation;
- Responsibility for the preparation of the annual self-assessment for the purposes of NATO institutional accreditation;
- Facilitating the development of NATO-certified courses and the certification of new courses;
- Systematic monitoring of NATO-certified course control documents and the educational process based on established criteria and indicators to improve the quality of learning and teaching;
- Providing recommendations to the Academic Council of the Academy for the continuous improvement of NATO-certified courses and their respective control documents;
- Developing survey instruments for students and instructional personnel of NATO-certified courses, conducting surveys, and formulating recommendations within the scope of competence based on data analysis;
- Developing recommendations within the scope of competence based on the analysis of the academic achievements of students enrolled in NATO-certified courses;
- Participating in the development and enhancement of the Academy's Quality Assurance Policy, mechanisms, and procedures;
- Accountability to the Head of Service.

7.2 Course Administrator is responsible for:

- Participate in course planning and implementation in accordance with NATO Education and Individual Training (Bi-SCD 075-007) requirements.
- Support course design, planning, and delivery in accordance with the established Course Control Documents (CCD 1, 2, 3).

- Collaborate with the Deputy Academy Commander, Course Director, lecturers, and other target audiences to ensure the smooth delivery of the course.
- Facilitate effective communication between course lecturers and trainees.
- Provide administrative support to trainees before, during, and after the course, including logistics, scheduling, and documentation.
- Prepare and maintain all administrative documentation related to the course, including the course schedule and timetable, participant lists and attendance records, official correspondence, and the issuance of certificates.
- Preparing classrooms with the necessary inventory and training materials required for the course.
- Coordinating logistical arrangements, including accommodation, transportation, and meals, as necessary.
- Ensuring coordination with the relevant structural units of the Academy and the NATO Quality Assurance Expert of the Quality Assurance Service to facilitate effective course implementation.
- Administering assessments and student feedback surveys during the course in accordance with approved evaluation strategies and providing the results to the NATO Quality Expert for further qualitative analysis.
- Preparing relevant administrative reports upon the completion of the course.
- Posting and administering training materials and other essential information on the ILIAS learning management platform to support the course.
- Uploading all required course documentation and maintaining relevant information throughout the year in the NATO Education and Training Opportunities Catalogue (ETOC) and the Partnership Real-time Information, Management and Exchange System (ePRIME).
- Reporting to the Deputy Commander of the Academy and the Head of the Distance Learning Center.

7.3 Course Director is responsible for:

Course Director's Role and Responsibilities:

- Develop, create, conduct and evaluate courses on terrorism-related topics in accordance with the relevant standard procedures of the National Defense Academy and NATO SAT.
- Support the conduct of Education and Training Needs Analysis (TNA) within NATO.

- Participate in the development of Academy training courses and share experience. Review the existing course “Counter-Terrorism and Counter-Insurgency” and plan for changes based on shortcomings.
- Close communication with relevant authorities, the course DH and other educational institutions to improve the course content and quality of teaching in order to ensure specific course requirements.
- Develop and update educational goals, objectives, standards and learning objectives for the course in close coordination with external bodies supporting the Academy and relevant structural units and reflect relevant information in the course control documents.
- Creating a course in accordance with NATO requirements, identifying needs and creating course control documents.
- Developing the course content, determining the target audience, identifying the necessary knowledge, skills and competencies to be achieved by the audience. Active and close communication with the relevant structural units of the Academy during the course.
- Ensuring the implementation and delivery of the assigned course/courses in accordance with the set goals and outcomes.
- Conducting course evaluations to determine the extent to which the course objectives have been achieved.
- Preparing a post-course report, analyzing the conducted course based on recommendations and evaluations, and lessons learned, for further improvement.

7.4 Roles and responsibilities of the Academy Personnel

- **The Deputy Commander of the National Defence Academy:** controls and is responsible for the progress and results of the Academy's activities; is responsible for the fulfillment of the tasks and functions assigned to the Academy; approves organizational and personnel orders and protocols regarding the activities of subordinate structural units; oversees the planning and comprehensive execution of the educational process within the academic direction at the Academy; submits reports and proposals to the Commander for consideration; and is accountable to the Commander of the Academy.
- **Functions and responsibilities of the Head of the G-1 Service of the Academy Headquarters:** Leadership of the G-1 Service personnel's activities and control over the fulfillment of the functions assigned to the service; responsibility for the service and

labor discipline of the G-1 Service personnel; based on the approved qualification requirements, submitting proposals to the Academy leadership regarding personnel recruitment, appointment, transfer, dismissal/discharge, hiring under a non-staff contract, assignment of rank, and other personnel-related issues, as well as ensuring the preparation of appropriate documentation.

Participation in the process of organizing competitions announced for vacant positions at the Academy, and ensuring the implementation of relevant documentary and procedural activities.

- **The functions and responsibilities of the Head of the Academy's Distance Learning Center:** Leads the Distance Learning Center, is responsible for the planning, organization, and implementation of the Center's activities, determines the main priorities and directions of the Center, leads the process of creating relevant courses by the Center and is responsible for their implementation, ensures the analysis of activities carried out and determines directions for improving the Center's operations, establishes relationships and cooperates with both local and international organizations within the scope of competence to ensure the effective fulfillment of the goals and objectives of the Distance Learning Center.

- **Functional duties of the Head of the Finance Management Division of the Academy Headquarters:** management of the activities of the division and making decisions on issues within the competence of the division, responsibility for the service and labor discipline of the division's personnel, distribution of correspondence and work among staff, management of financial support planning, proper management of accounts and legal expenditure of funds; within the scope of competence and based on the documentation drawn up by the structural units of the Academy, implementation of financial operations according to relevant requisites, and signing of bank, treasury, and other financial documents.

Control over the progress of the cost estimate implementation, settlements with legal and physical entities, as well as the purposefulness of cash management.

- **Functional duties of the Head of the G-3/G-2 Service of the Academy Headquarters:** management of the service's activities and control of the work performed by subordinates, organization of combat training in accordance with the priorities of the Academy, drawing up curricula and programs and participating in the implementation control, participation in the planning and implementation of field exercises, as well as control of the readiness of lecturers and the quality of classes conducted during field exercises, control over the development of plans for the academic year, calendar year,

and monthly main events within the scope of competence, distribution of correspondence and work among the service's employees, development of operational plans in coordination with various structural units of the Academy, and development of measures and documents necessary for monitoring combat readiness at the Academy.

- **Functional duties of the Head of the G-5 Service of the Academy Staff:** determining the priorities of the Academy's international relations, drafting action plans and presenting them to the leadership, organizing official and working visits to foreign countries for the Academy personnel, reviewing the work performed by the service, ensuring its correctness and submitting them to the Deputy Commander-Chief of Staff for decision-making, working on joint NATO-Georgia documents, as well as on plans and documentation for bilateral cooperation with international organizations, participating in the signing of international memoranda, and supporting the implementation of protocol measures within the framework of international cooperation.
- **Functional duties of the Head of the G-6 Service of the Academy Headquarters:** Effective management and leadership of the activities of the G-6 Service, responsibility for the service and labor discipline of the service employees, distribution of correspondence and work among the service employees, ensuring the proper functioning and security of the computer network at the Academy, promoting and executing the network access level policy, as well as supporting the proper functioning of servers (e-mail, website), planning and implementing research and analysis necessary for the development of the Academy's computer network, preparing communication plans for both operations and exercises, ensuring the effective use of communication means, and maintaining communication equipment in constant combat readiness.

8. Implementation Strategy

The Academy implements its Quality Assurance Policy through a three-tiered approach comprising **Inspection**, **Quality Control (QC)**, and **Quality Assurance (QA)**. Each tier serves a distinct but complementary function, and together they form an integrated quality management framework aligned with NATO Education and Training standards (Bi-SC 075-007) and grounded in the PDCA (Plan–Do–Check–Act) cycle.

8.1 Inspection

Inspection is implemented primarily to identify and correct issues before they can affect the quality of the Academy's educational and administrative outputs.

Each member of the Academy's Quality Assurance Service (QAS), as well as each structural unit and member of academic or administrative personnel, is responsible for ensuring that all processes adhere to the relevant Standard Operating Procedures (SOPs).

Before each educational activity whether an academic program module, the Officer Candidate Training Course, or the NATO-selected Counter-Terrorism and Counter-Insurgency Course Coordination **Meeting** is held to confirm that all tasks are identified and properly assigned. The aim of this meeting is to coordinate the management, academic, support, and administrative functions necessary for the successful conduct of the activity. In addition, prior to each course, all required facilities, rooms, equipment, and training materials are checked and relevant person notifies the relevant support unit if maintenance or repairs are needed. QAS is responsible to expertise the materials connected with the educational activities such as curricula, syllabais, tests for examinations, course CCDs and so on.

During the conduct of educational activities, Course Director, the Distance Learning Centre's Course Administrator (for the NATO-selected course), NATO Quality Assurance Expert and all participating academic and administrative personnel are responsible for monitoring and ensuring the quality of execution. Lecturers are assessed by the Course Director and by the Quality Assurance Service. They also are assessed by the participants attending the course. These assessments are documented in the **Course Evaluation Brief** and the **Activity Evaluation Report (After-Action Report – AAR)**, and the findings are used to develop the educational activities.

8.2 Quality Control

Quality Control aims to identify and rectify problems at each step of all educational activities conducted at the Academy to development and delivery cycle, ensuring that deviations from established standards are addressed promptly and systematically.

Activity evaluation is a continuous process at the Academy, enabling immediate corrective action for significant issues at any stage of the course development cycle. During an

activity, information is collected through feedback from all relevant stakeholders (Surveys/Researches are permanently conducted by the QAS) Junkers, students, lecturers, invited faculty, and administrative staff to support subsequent evaluation.

For example: Students are formally assessed during courses to ensure that the learning objectives defined in the relevant **Course Control Documents (CCD I, II, III)** are achieved. The dual purpose of this assessment is to verify individual student progress and to obtain feedback that drives continuous improvement of the Academy's educational quality. For the NATO-selected Counter-Terrorism and Counter-Insurgency course, the Course Administrator administers assessments and feedback surveys and NATO Accreditation Quality Assurance Expert evaluates the lesson in accordance with approved evaluation strategies defined under Bi-SCD 075-007.

The Quality Assurance Service also monitors lectures and seminars conducted in online or hybrid formats through the Academy's electronic platforms. The findings of all quality control activities are analysed by the QAS.

8.3 Quality Assurance

Quality Assurance widens the responsibility for quality beyond the direct activities of course delivery to encompass all functions that influence the overall quality of the Academy's educational and institutional output including support functions, administrative processes, personnel development, and information management. The focus of QA is on preventing issues, inconsistencies, and systemic flaws before they arise, rather than merely correcting them after the fact.

As a rule, each member of the Academy's staff meet the minimum criteria specified in the relevant job descriptions, which define the required professional experience, language proficiency, and education and training qualifications. There are structured procedures for the initial and continuation training of all academic, military, and administrative personnel.

All Academy processes and procedures are reviewed continuously in an internal loop. The QAS conducts technical monitoring and academic expertise reviews of all educational programs before the start of each semester. The QAS also monitors the effectiveness of quality assurance tools and mechanisms on an ongoing basis, and implements more effective mechanisms where necessary.

QAS is responsible conducting the trainings for staff development such as trainings connected to Authorization and Accreditation standards, NATO Standards such as teaching

and assessment methodology, planning and conducting affective lectures, Field training and theoretical and practical training.

Quality guide documents, including the policy document, are reviewed at least annually or immediately as needed. Changes made to the document are documented, and the updated document is approved by the Academic Council of the Academy.

9. QA Review Cycle / Continuous Improvement processes

The Quality Assurance Service, utilizing established mechanisms and tools, systematically assesses the quality of the Academy's educational and scientific-research activities, as well as staff professional development. By monitoring the implementation of educational programs, the Service develops proposals and recommendations aimed at improving academic and research work, refining instructional methods, enhancing program structures, and raising the qualifications of academic personnel.

The Quality Assurance Service also conducts meetings and training sessions as needed to improve the quality of the learning and teaching process.

The mandate of the Academy's Quality Assurance Service and those involved in program development includes the regulation of syllabi and educational programs. Recognizing that internal quality assurance is an ongoing process, the Service conducts technical monitoring and academic expertise for all educational programs prior to the start of each semester.

The Quality Assurance Service regularly monitors quality assurance tools/mechanisms, discusses their effectiveness, and, if necessary, implements more effective mechanisms.

In order to evaluate program implementation and determine the quality of the educational process and the training courses provided within the educational programs, the Quality Assurance Service develops survey instruments and conducts surveys and interviews with Junkers, students, academic and visiting personnel, teachers, and lecturers.

The Quality Assurance Service monitors lectures and seminars conducted in an online format through electronic platforms, in accordance with the established distance learning regulations.

The quality assurance system is based on the PDCA cycle. The PDCA cycle is a four-step model used for the control, modification, and continuous improvement of processes and products: Plan, Do, Check, and Act.



Quality assurance in the educational context aims to maintain and develop high standards of teaching, assessment, and research by academic and visiting staff, teachers, and lecturers. The Quality Assurance Service achieves this through the evaluation and monitoring of the educational process, utilizing established quality assurance mechanisms. Furthermore, quality assessment is conducted through external evaluation mechanisms.

For example:

Level	PLAN	DO	CHECK	ACT
Course Level	CCD development; learning objectives setting	Course delivery; lecturer monitoring; student assessment	Post-Course surveys; AAR; employer survey (6 months)	Update CCDs; retrain lecturers; revise assessment tools
Institutional Level	Strategic Plan alignment; QA Annual Work Plan; SAR timeline	Implement QA Plan; OSV readiness; staff development activities	AQAR; KPI scorecard; OSV/accreditation body findings	Corrective & preventive action plan; policy amendments; Academic Council approval

- The quality assurance system is based on the concept of a self-critical community, where employees are actively involved in quality assurance and development processes.

- The self-evaluation of teachers contributes to maintaining high standards in teaching and research through their academic independence, self-regulation, and personal responsibility. The purpose of evaluating the instructional process and research work through quality assurance mechanisms is to support and reinforce their professional aspirations and efforts to enhance their existing knowledge and skills, thereby improving the outcomes of both teaching and research activities.

To ensure the Quality Assurance Cycle and the process of continuous improvement, the Academy's Quality Assurance Service has developed the "Quality Manual" and this document. The aforementioned documents provide information about the Academy's quality assurance system, as well as the main principles, standards, and procedures that define and ensure the quality of the academic and military educational programs implemented at the Academy.

In particular, an integral part of the quality assurance cycle is the After-Action Report (AAR), course evaluation, and annual internal and external evaluation (reaccreditation). The Academy systematically conducts surveys (of students, graduates, supervisors, lecturers, and staff) and lecturer/course monitoring.

Furthermore, the Academy establishes Key Performance Indicators (KPIs) to measure progress. This document is approved by the Academy's Academic Council, and any subsequent amendments are made by resolution of the Academy's Academic Council. Quality assurance at the Academy is implemented through both internal and external mechanisms.

10. Course Evaluation:

The evaluation of the NATO-certified "Selected" status course at the Academy is carried out by the Quality Service, as well as by the Course Director and the Distance Learning Center. The Quality Service conducts the evaluation according to the lesson evaluation checklist provided in BI-STRATEGIC COMMAND DIRECTIVE 075-007, which assesses the following:

- a. Alignment of lesson** objectives with course control documents;
- b. Teaching methods** whether the lecturer used effective teaching methods;

- c. **Assessment methods** how well the students were informed about the assessment methods, how they were assessed, and whether they received feedback after the assessment;
- d. **Learning environment** whether the learning environment was properly equipped to conduct the training process without interruption;
- e. **Alignment of learning** materials with course control documents;
- f. **number, duration and quality** of media used during the course;

After completion of the course, the Quality Assurance Service conducts a detailed analysis of the evaluations. A corresponding report is prepared in which each criterion is discussed in detail with each lecturer, and the Quality Assurance Service issues relevant recommendations for further improvement of the course.

10.1 Internal Quality Assurance

Internal quality assurance is implemented through internal mechanisms by the Academy's Quality Assurance Service with the involvement of stakeholders.

For quality assurance and development, the Quality Assurance Service is guided by the Law of Georgia on Higher Education, associated bylaws, relevant orders approved by the Minister of Defense of Georgia, the Academy's Statute, and other regulatory documents. It also utilizes authorization and accreditation manuals, the doctrines of the U.S. Defense Forces aimed at the quality assurance of educational programs, and other normative documents and standards as guidelines. Furthermore, it adheres to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) for internal quality assurance.

The functions and duties of the Quality Assurance Service are regulated by the Quality Assurance Service's Regulations.

To fulfill the mission and goals of the National Defence Academy and improve the quality of education, the Quality Assurance Service regularly evaluates educational and scientific and research activities. The internal quality assurance mechanisms are described in (but are not limited to) this document. To ensure quality, it may be necessary to employ additional mechanisms, which shall be agreed upon with the Commander of the academy, Deputy commanders, and the Academic Council.

Internal quality assurance mechanisms also involve active support for the internal evaluation of the "Counterterrorism and Counterinsurgency" course. An internal

evaluation system is an essential component of a sound quality management framework, and the Academy's Quality Assurance Service faithfully performs this function.

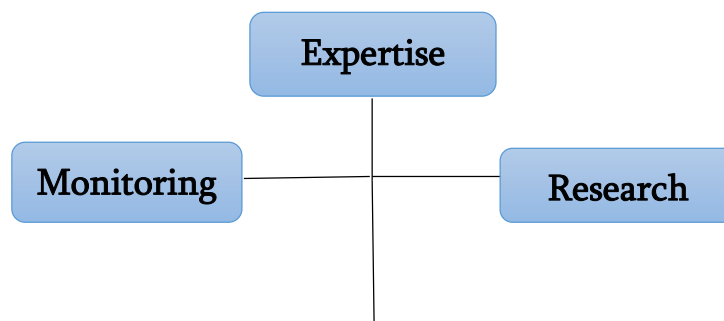
During the course, the Quality Assurance Service monitors the progress of the program, evaluates lecturers and lecturers, and conducts a summary survey of students. This evaluation includes the learning materials utilized, the effectiveness of teaching, the quality of access to the e-learning platform, and the accessibility of communication with lecturers and lecturers.

The Post-Course Report, which is based on the monitoring conducted during the course and the results of various assessments and surveys, provides a detailed reflection of both strengths and areas for improvement. This practice ensures the continuity of the continuous improvement process.

The main functions of (internal) quality assurance are:

- a) Educational and scientific-research work, including the systematic assessment of the quality of professional development for personnel, in which Junkers and students must participate, and the results of which must be public and accessible to all stakeholders;
- b) Establishing contacts and cooperation with foreign countries and their higher educational institutions to develop transparent quality control criteria and a methodology for their implementation;
- c) Implementing modern methods of learning, teaching, and assessment (modules, credit systems, etc.) and preparing the self-evaluation for the authorization and accreditation processes.

Quality assurance at the Academy operates in the following directions:



10.2 External Quality Assurance

- External mechanisms for promoting the development of education quality consist of authorization and accreditation, which are conducted by the LEPL – National Center for Educational Quality Enhancement.
- Authorization is the procedure for obtaining the status of an educational institution; its purpose is to ensure the fulfillment of standards necessary to conduct activities and issue state-recognized documents confirming education.
- Accreditation is an external assessment mechanism used to determine the compliance of educational programs with established standards. Its objective is to implement systematic self-evaluation to enhance educational quality and promote the development of quality assurance mechanisms. Accreditation is a prerequisite for receiving state funding and for the implementation of doctoral and regulated programs (such as Law, Medicine, and Teacher Education).
- The analysis of the content and effectiveness of military educational programs and the military components of academic educational programs is carried out by the J-7 Military Education and Combat Training Department of the General Staff, which develops military education plans, determines military educational standards by branch, and determines the compatibility of educational programs with established regulations. Based on the tasks of the Defense Forces, it develops the combat training planning strategy and organizational-methodological guidelines; within its scope of competence, it participates in the planning, coordination, and monitoring of exercises.
- The Quality Assurance Service conducts evaluations of programs and courses, which include the analysis of both quantitative and qualitative data. The evaluation by the Quality Assurance Service is essential for improving course outcomes and measuring the quality of performance against established goals.
- During and after the "Counterterrorism and Counterinsurgency" course, evaluations and surveys are conducted continuously. Upon completion of the course, the Quality Assurance Service, in collaboration with other stakeholders, prepares a Post-Course

Report highlighting strengths, recommendations, and shortcomings to be addressed in future iterations. The evaluation is carried out in accordance with the principles of the NATO Education and Individual Training (Bi-SCD 075-007) manual. Furthermore, an employer survey is conducted within six months of course completion to further validate the fulfillment of course objectives. The Academy utilizes these results for ongoing course development.

- The certification of the NATO-selected course and the institutional accreditation of the Academy are conducted by the NATO Quality Assurance Team (QAT), while HQ SACT (Headquarters Supreme Allied Commander Transformation) is responsible for the final accreditation decision.

11. Quality Assurance Support Elements and Resources

11.1 Teaching-Learning Process

The Academy's undergraduate and master's educational programs are developed in accordance with the Academic Process Regulatory Rules approved by the Academy's Academic Council. The Academy's educational programs are developed in accordance with the Rules for the Analysis, Planning, Development, Implementation, Evaluation, and Approval of Academic Educational Programs approved by the Academy's Academic Council.

When developing the "Counterterrorism and Counterinsurgency" course, the Academy relied on the Systems Approach to Training (SAT) model, which the Academy utilizes to ensure the course aligns with the Global Programming methodology.

To ensure this, the Academy's Academic Council approved the "ADDIE Model" document:

A - Analysis

The goal of the analysis phase is to generate clear and precise performance goals.

D - Design

The goal of the design phase is to develop a program that enables the achievement of the performance objectives and needs identified during the analysis phase. During the design phase, the program content, teaching methodology, and tools for monitoring the educational process and assessing learning outcomes must be determined.

D - Development

The development phase involves the preparation of the instructional techniques defined during the design phase and detailed in the course control documents. The resulting

educational products vary in terms of their complexity, sophistication, and instructional strategies.

I - Implementation

The goal of the implementation phase is to activate the administrative measures necessary for the course's execution. These activities encompass various processes and procedures, and the ultimate outcome of the implementation phase is the production of qualified graduates.

During the implementation phase, the Academy's management activities are directed toward:

A. Recruiting, supervising, motivating, and developing faculty and staff according to clearly defined roles and responsibilities.

B. Managing the program budget and contracts.

C. Setting program objectives, allocating resources, and monitoring progress throughout the course.

E. Communicating effectively internally and externally with stakeholders, including through the Academy's established feedback system.

F. Collecting, analyzing, and effectively using relevant information for the efficient management and conduct of the program and its related activities.

G. Systematically gathering, analyzing, and utilizing data regarding the program and its associated initiatives.

H. Evaluating, designing, and planning infrastructure, equipment, and related operating costs, as well as providing logistical support.

I. Planning and implementing organizational improvement projects, including support initiatives for both staff and trainees.

K. Identifying problems and developing effective solutions.

As mentioned above, the implementation phase consists of a combination of various procedures and processes. These include managing the execution of training processes, organizing logistical needs such as meals and transportation for trainees, and conducting the piloting of the program.

E - Evaluation

The purpose of this phase is to assess the effectiveness and accessibility of the program and to determine how it can be improved within the Academy. This phase involves gathering information that serves as a prerequisite for program development.

The goal of evaluation is to contribute to the improvement of the quality of education rather than merely identifying poor results. Evaluation should provide an impetus for progress and instill the motivation and confidence to enhance the institution's performance. The results of the evaluation, as well as the methods and materials used, are made available to stakeholders, and these findings must be taken into account when planning and implementing future iterations of the course.

11.2 Evaluation System

Information regarding the assessment of students in the NATO-selected course "Counterterrorism and Counterinsurgency" is available in the course CCD documents and is approved by the Academy's Academic Council.

The assessment of Junkers and students within academic programs complies with Georgian legislation and the regulations approved by the Academic Council, specifically the "Instructions for Organizing, Conducting, and Assessing Examinations for Higher Academic Education and Georgian Language Preparatory Programs." The purpose of these regulations is to define the conditions for the organization, administration, and evaluation of exams across academic programs.

These regulations also include appeal mechanisms; specifically, in case of dissatisfaction with exam results or for the purpose of contesting an assessment, a Junker or student may submit a written application to the responsible person, through the mediation of the Head of the Course, within 3 (three) working days of the announcement of results.

An Appeals Commission has been established and is operational at the Academy to review applications submitted by Junkers and students in the event of dissatisfaction with their assessments.

11.3 Personnel Development

The Academy's human resources consist of the following categories of personnel employed at the institution:

- a) Military personnel;
- b) Administrative staff;

- c) Support staff;
- d) Academic/visiting personnel;
- e) Contractual (non-staff) personnel.

The Academy has developed and maintains a development-oriented personnel management policy—specifically the Uniform Rules for Recruitment and Competitive Selection of Academic Personnel—which defines the principles and regulations for personnel management. In response to institutional challenges, this document focuses on the effective selection of qualified staff, professional development, and the implementation of robust retention strategies. Its objective is to create an environment where personnel are empowered to realize their full potential.

The purpose of the document is to define the frameworks and mechanisms for attracting, selecting, managing, and retaining staff at the Academy. It aims to recruit individuals whose expertise and experience align with the implementation of the Academy's Strategic Plan, while simultaneously fostering professional development, career advancement, and increased motivation among employees.

The document outlines/compiles information on personnel selection and recruitment, personnel development and evaluation, personnel motivation and incentives, and personnel retention.

The Academy places a particular emphasis on its recruitment mechanisms. As the only military educational institution in the labor market, it stands out from other higher education institutions due to its unique mission: enabling personnel to contribute to the country's defense capabilities by providing higher academic education. This distinctive role positively influences potential employees. To attract personnel, the Academy utilizes various methods, including posting vacancies on its official website and social media platforms. There is a positive correlation between information shared by social media users and the volume of applications received. Additionally, the Academy leverages the personal professional networks of current staff to attract new, qualified candidates. The Academy is also committed to attracting young talent across administrative, academic, scientific, and visiting positions. To support this, the Academy facilitates professional development through workshops and training sessions, funding and publishing both local and international research, and providing opportunities to participate in conferences. Furthermore, the

availability of study leave serves as a significant factor in fostering professional growth.

The Academy carries out various activities for the development of academic, scientific, and visiting personnel, teachers and lecturers, administrative and support personnel, including trainings and business trips; provides for attendance at qualification courses, participation in conferences, and exchange programs; and offers the opportunity to engage in international and/or local projects focused on the development of professional and/or teaching skills. The Academy has a unique opportunity to engage in international professional development activities; however, in some cases, due to a lack of English language proficiency, involvement does not maintain the intensive nature required by the proposed programs. To address this, the Academy has identified individuals who have the desire and need to deepen their knowledge of the English language. This year, the Academy's Undergraduate Language Department will provide English language training to the aforementioned personnel.

11.4 Educational Resources and Junker/Student Support Services

The Academy Library is a structural unit whose mission is to support and actively participate in the educational, scientific, and research processes by providing all necessary information resources and services. The library responds to modern educational challenges by developing and implementing resources that meet the specific demands and needs of its users. Based on this mission, the library's goal is to analyze the information requirements of the Academy's Junkers, students, and staff, and to plan and implement actions to meet those needs through the development of general and specialized information services and programs.

To achieve these objectives, the library's priority areas include: the library fund, electronic catalog, electronic databases, infrastructure, accessibility, the printing house, translation services, the professional development of library staff, and the evaluation of library operations.

The Academy Library is housed in a dedicated building containing a book depository (organized in accordance with library regulations), a reading room with a capacity for 60 readers, a workspace for library staff, and dedicated areas for meetings and group work consisting of three rooms, each accommodating up to 10 individuals. Additionally, there is an information technology space equipped with necessary hardware, including printers, copiers, and scanners.

It is important to note that the Academy provides all undergraduate Junkers with a portable computer to be used throughout the educational process, including within the library.

Furthermore, the library provides 13 desktop computers with internet access, which are available for use by Junkers, academic and visiting personnel, teachers, and lecturers.

The library provides wireless internet access and houses various multimedia resources, including CDs, documentaries, historical and military-themed films, and audiobooks. The collection includes mandatory educational, scientific, and fiction literature, as well as periodicals, master's theses, collections, and the Academy's proceedings. The library's total book fund comprises approximately 20,000 items.

The Academy library's print and electronic collection is diverse, as evidenced by the extensive materials available in various fields, including information technology, religion, economics, sociology, management, demography, politics, international relations, engineering, law, ethnography, art, education, military science, history, fiction, linguistics, and language-learning textbooks.

The literature housed in the Academy Library corresponds to the references specified in the syllabi of all educational programs implemented at the Academy and is accessible within the library. The Library maintains constant cooperation with the academic staff to identify educational materials, receiving syllabi and recommendations from them. Following this, the Library ensures a thorough comparison of the literature listed in the syllabi against the existing library fund. Regarding fiction, selection and procurement are carried out based on reader requests, where applicable. Periodic monitoring of the alignment between the literature in the syllabi and the library fund is conducted by the library personnel, with the involvement of the Bachelor's and Master's programs, as well as the Quality Assurance Service. The collection is updated through procurement, institutional printing by the Academy, or donations.

The Academy ensures the creation of a student-oriented environment and the protection of their rights. It offers students relevant services, including employment support mechanisms, ensures that students are fully informed, implements a diverse range of events, and promotes student involvement in these activities. In particular:

In order to plan the educational process and improve academic achievements, the Academy operates Junker services, through which all interested individuals are provided with detailed information regarding both academic and military directions.

At the Academy, Junkers receive appropriate advice on educational planning, academic achievement improvement, and career development support. In this regard, the Academy regularly holds informational meetings with target groups. The topics and schedule are always predetermined. During these meetings, representatives of structural units, in addition

to introducing their functions and responsibilities, discuss such important topics as contract terms and consequences of violations, ethical norms, plagiarism rules, evaluation systems, prerequisites for termination of Junker and military status, military disciplinary regulations/disciplinary liability and incentives, scholarship calculation/issuance rules and criteria, information about ILIAS and Moodle platforms, library usage rules, textbook maintenance rules, information about conferences and participation conditions, distance and online training procedures, rules and control for the correct operation of computer equipment, information on short-term and long-term exchange programs and selection procedures, evacuation plans, safety rules, and more.

The Academy ensures that Junkers and students are well-informed and actively involved in various university-level, local, and international projects and events, while also promoting and supporting student-led initiatives.

Furthermore, the Academy maintains mechanisms to support socially vulnerable Junkers and students, including providing financial assistance.

The aforementioned services are available to Junkers and students of the Academy's educational programs, as well as to those enrolled in the NATO-selected course Counterterrorism and Counterinsurgency.

11.5 Information Systems and Learning Platforms

An information technology infrastructure has been established at the Academy, with administration managed by the Academy Headquarters G6 Service. This service supports the Academy's operations by providing computer equipment, necessary software, and internet access. The Academic Council has approved an Information Technology Management Policy, which regulates the IT management procedures implemented at the Academy. This policy defines the rules for utilizing information systems and electronic services, as well as established regulations and development mechanisms. This document serves as a guide for both the G6 Service and the Distance Learning Center, the latter of which represents a key structural unit within the Academy's functional framework.

The Distance Learning Center ensures the continuous and high-quality delivery of the educational process at the National Defense Academy. Additionally, the Distance Learning Center coordinates the development of distance learning capabilities within the Defense Forces and facilitates the exchange of expertise with international partners. Based on its strategy and action plan, the Center develops and implements courses such as Gender, Effective Communication, Combat Stress, Law of Armed Conflict, Troop Leading Procedures, Academic Writing, Conflict Management, and Military Administration, among

others.

The Academy creates a suitable learning and working environment for its personnel, providing constant and uninterrupted access to modern computer equipment and the internet. The Academy is equipped with internet-enabled classrooms, an examination center with specialized software, and a library with computer access. Furthermore, it features specialized facilities including a CISCO networking laboratory, as well as physics, chemistry, and electricity laboratories. Classrooms are equipped with projectors, and undergraduate rooms are fitted with smartboards. Prior to the start of each academic semester, the Academy Headquarters G6 Service reviews the requirements of the higher education programs to ensure computer classes, laboratories, and other learning spaces are updated accordingly. All classrooms at the Academy are equipped with personal computers and necessary hardware, which are available for use by academic, visiting, and administrative staff. Upon request, the Academy also provides academic staff with portable computers equipped with the appropriate software.

Since the Academy is an LEPL (Legal Entity of Public Law) of the Ministry of Defense of Georgia, its computer equipment is integrated into the Ministry of Defense's internal network. Additionally, both wired and wireless (Wi-Fi) networks have been implemented throughout the Academy's territory to provide internet access. The Academy's internal network, managed from Ministry of Defense servers, receives IP addresses from a range allocated by the Ministry, which are assigned statically. For the wireless network, the addresses of computers and devices connected to the internet are configured in the router, which automatically provides addresses via DHCP. Users accessing the global network are restricted to authorized website categories only. To ensure the smooth and uninterrupted operation of the internal network and to prevent the spread of malware, Symantec antivirus is installed across the Academy's network. This system is managed from the Ministry of Defense servers, and all users are integrated into the Ministry of Defense domain. The Academy Headquarters G6 Service, specifically the main and senior specialists, ensures the full and continuous functionality of the network.

The ILIAS Learning Management System, Moodle, SharePoint, and bac.eta.edu.ge provide Junkers with the necessary resources for the educational process. These platforms host course syllabi, electronic learning materials required by the curriculum, information on exchange programs, and other essential resources. This includes legal documentation, examination schedules, educational programs, the academic year plan, scholarship criteria,

and other vital information for Junkers.

11.6 Public Information

The Academy maintains an official bilingual website in Georgian and English (www.eta.edu.ge), which serves as a platform for any interested party to access public information. This includes news updates, details regarding administrative and academic staff, organizational structure, vacancies, educational programs, and library resources. Furthermore, the site provides access to strategic and regulatory documents, normative and legal acts, reports, additional resources and services, contact details, and location information. Given the interest from various international organizations, institutions, and individuals, the Academy prioritizes the timely translation and posting of news and information in English. The information provided on the website is clear, objective, and comprehensive, with the Public Relations Department responsible for its timely publication and updates. Technical support for the Academy's website is provided by the Ministry of Defense.

12. Contact Information.

Title	LEPL – David Aghmashenebeli National Defence Academy of Georgia
Organizational and legal form	Legal Entity of Public Law
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Identification Code	218083222
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Anexes

1. **Annex 1:** Communication Plan
2. **Annex 2 :** RACI Matrix
3. **Annex 3 :** Key Performance Indicators (KPIs)
4. **Annex 4:** Quality Assurance Service Action Plan for 2026

Annex 1: Communication Plan to NDA QA Policy

Plan of the National Defence Academy of Georgia for NATO Institutional Accreditation Purposes (And represents the interaction of internal and external stakeholders connected with the „counter-terrorism and counter-insurgency”)

This Communication Plan outlines the strategies for effectively communicating within Academy and with external stakeholders. It serves as a guide to ensure clear, timely, and consistent information exchange, supporting the Academy’s objectives. The plan will be reviewed annually to ensure its relevance and to adapt to any changes in organizational needs or external factors.

Communication Objectives

1. Strategic Alignment – Ensure all communication supports Academy’s strategic objectives and adheres to center’s mission and vision.
2. Information Exchange – Enable timely, accurate and efficient internal and external information flows to support collaboration and decision-making.
3. Reputation Management – Reinforce Academy’s role and foster new international collaborations.
4. Stakeholder Engagement – Strengthen ties with internal and external stakeholders, increasing their involvement in the Academy’s activities.

Communication Values :

To uphold Academy’s credibility, communications must be:

- ✓ Aligned with the Academy’s Mission and Vision
- ✓ Timely
- ✓ Accurate
- ✓ Truthful

All messages should:

- ✓ Be consistent with previous and future communications
- ✓ Use the most appropriate channel
- ✓ Have a clear objective
- ✓ Be audience-specific in tone and format

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- ✓ Have a clear objective
- ✓ Be audience-specific in tone and format

Key Communication Channels

1. Internal:

- ✓ Shared Drives and Archives
- ✓ Weekly Activity Screens
- ✓ Outlook Email & Calendar
- ✓ Virtual Tele-Conferences

2. External:

- ✓ Website: Official and public-facing updates
- ✓ Emails & Letters: Targeted, using tailored distribution lists
- ✓ Face-to-Face: Conferences, panels, and meetings with speaking notes and presentations

Key Stakeholders List:

Internal stakeholders:

- The Academy Commander
- Deputy Commanders
- Quality Assurance Service
- Distance learning center
- G5 Service
- Public Relations Office

External Stakeholders:

- Ministry of Defence of Georgia
- NATO HQ Supreme Allied Command Transformation
- Centre of Excellence Defence Against Terrorism (COE-DAT)
- Target audience of NATO, NATO partners and other countries

Activity/Criteria	Goal	Target Audience	OPR	Communication	Frequency	Evidence	Key Performance Indicator	Status
Meeting with the Academy's Leadership	Effective internal coordination, reviewing progress, and planning new activities	Academy Commander, Deputy Commanders, Head of Quality Assurance Service	Academy Commander	Face-to-face/video teleconference	Once a month	Action plan; Order of the commander of the academy; Minutes of the meeting;	Timely completion of tasks;	Current
Coordination Meetings	Synchronizing the planning and execution of required activities	Academic/military personnel, distance learning center employees; Quality NATO Accreditation Quality Assurance Expert	Deputy Commander of the Academy	Face-to-face/video teleconference	Biweekly	Meeting minutes	Reducing efficiency gaps	Current

International Communication	Ensuring rapid information sharing	Academic/military personnel, distance learning center employees; NATO HQ Supreme Allied Command Transformation; Centre of Excellence Defence Against Terrorism (COE-DAT)	NATO Accreditation Quality Assurance Expert	Email (nda@mod.gov.ge)	As needed	Email notifications	During the response	Current
Updating Course Information	Providing accurate and up-to-date course information to facilitate course delivery	Academic staff, lecturers, distance learning center employees;	NATO Accreditation Quality Assurance Expert	Academy electronic platforms; Academy website;	Upon course update	Updated course	Data accuracy; number of corrections;	Current

Official Foreign Correspondence	Maintaining formal communication with partners and stakeholders	Ministry of Defence of Georgia NATO HQ Supreme Allied Command Transformation Centre of Excellence Defence Against Terrorism (COE-DAT)	Academy Commander; Academy Headquarters G5 Service;	Official letters, e-mail	As needed	Official letters, confirmations	Timeliness; Responsiveness	Current
Updating the Academy's Website	Informing external stakeholders about the program/courses/activities and announcements	Society, potential students, international partners	Public Relations Office	Academy website (https://eta.edu.ge/)	As needed	Published updates, announcements	Website traffic; Update accuracy;	Current

ETOC and e-PRIME Course Data Update	NATO platforms reflect accurate course offerings	Target audience of NATO, NATO partners and other countries	Distance Learning Center; NATO Accreditati on Quality Assurance Expert	ETOC, e- PRIME portals	Upon change	Published updates	Approval rate; update frequency	Current
Public Information and Public Relations	Increase visibility and awareness of the Academy's programs/course s	Society, potential candidates, partners	Public Relations Office	Social media, website, brochures	Quarterly	Brochures, posters	Participation rate, Scope of information delivery	Current

Annex 2: RACI³ Matrix to NDA QA Policy (RACI MATRIXES FOR PROCESSES IN THE ACADEMY)

Processes	Stakeholders																		Additional Comments
	Commander of Academy	First Deputy of the Commander	Deputy of the Commander	Deputy of the Commander- Chief of Staff	Head of Quality Assurance Service and NATO QA	G1	G3-G2 (Planning Branch)	G4	G5	G6	PR	Distance Learning Centre and NATO course	Scientific research Centre	Finance Service	Procurement Service	EQE	Ministry of Defense	ACT HQ	
BA Level programs (Development and Delivery)	C	A	A/R	C	C	I	C	I	I	I	I	-	C	I	I	I	I	-	The head of BA is Responsible for the process
MA Level programs (Development and Delivery)	C	A	A/R	C	C	I	C	I	I	I	I	-	C	I	I	I	I	-	The head of MA is Responsible for the process

³ R -responsible

A-accountable

C-counsulted

I-informed

Officer Candidate Training Course (Development and Delivery)	C	A/R	I	C	C	I	C	I	I	I	I	-	C	I	I	-	I	-	The head of the School is Responsible for the process
Counter-terrorism and counter-insurgency NATO Selected Course (Development and Delivery)	C	C	A/R	C	C	I	C	I	I	I	I	R/A	-	I	I	-	I	C / I	Data for uploading on ePRIME, e-ITEP and ETOC; Access to authorized stakeholders at E&T events; COE-DAT is Responsible for Course content (RA representative)
Policy and Standards	I	A	C	R	C	C	R	C	C	I	I	I	I	I	I	-	I	-	Main documents are proved by the Academic Council

Budgeting (Planning and Execution)	I	I	I	R	I	C	-	C	I/C	I	I	I	I	A	C	-	C	-	Planning of the strategic plan-G5,Monitoring of the strategic plan – G3-G2.
Procurement	I	I	I	R	-	-	C	A	I	C	I	I	I	R	R	-	I	-	
Authorization GEO/NATO institutional Accreditation processes	A	C	I	C	A/R	R	R	R	R	R	-	C	C	R	R	I	I	I/C	According the National/NATO requirement
Accreditation processes/ NATO course certification	I	C	R	I	A	I	C	I	I	I	-	R	C	I	I	I	I	I/C	The head of BA, MA and NATO Course Director are Responsible for the process
Monitoring, Expertize	A	I	I	C	R	I	R	C	C	-	-	I	I	-	-	I	C	-	According the QA policy
Measurement, Assessment	A	I	I	C	R	I	R	C	C	-	-	I	I	-	-	I	C	-	
Personal development	I	I	I	A	C	R	C	-	R	C	I	R/C	I	C	-	-	I	-	
Planning and Execution cycle	I	A	C	R	C	I	R	C	I	I	-	R	C	I	I	-	-	-	
ADDIE cycle	C	I	A	I	C	I	R	I	I	I	I	R	C	C	-	-	-	-	Appropriate policy is approved by the academic board
After Action Review /Lessons Learned	I	A/R	C	C	I	I	A	C	C	I	I	R	I	I	I	-	-	-	
Library and Publication	I	I	A	I	C	I	C	I	I	I	I	I	A/R	C	C	-	I	-	Librarian is responsible for all activities
Scientific Activities	A	I	C	I	C	I	C	I	C	I	I	I	R	C	C	-	-	-	scientific journals, conferences, projects. etc)

Web-Site Designing And Management	A	I	C	C	I	I	I	I	I	R	R	I	I	-	-	-	C	-	
Information Data Management	A	C	C	C	I	I	I	I	I	R	I	I	I	-	-	-	C	-	Personal Data Protection Officer is responsible for Personal Data Protection.
Communications and Information Systems Security Management	A	C	C	C	I	I	I	I	I	R	I	I	I	-	-	-	C	-	
Protocol Issues	I	C	C	A	I	R	I	C	I	I	I	I	I	C	C	-	C	-	
Personal management and recruitment	A	C	I	I	I	R	I	C	I	I	I	I	I	C	-	-	C	-	Work-Place Safety Specialist are responsible for the personal safety.
Moral and motivation	A	I	I	I	C	R	I	I	C	I	R	-	C	-	-	-	C	-	
Newcomers Orientation	A	C	I	I	I	R	C	C	I	I	I	-	-	-	-	-	-	-	

Annex 3 : Key Performance Indicators (KPIs) to QA Policy of NDA

Key Performance Indicators (KPIs) are established parameters used to evaluate performance and indicate how to Academy achieves the goals defined in the QA Policy. These measurements are essential for evaluating both current and future success, ensuring alignment with strategic objectives. Regular review of KPIs is crucial to support strategic and operational improvements, provide an analytical foundation for decision-making, and highlight key focus areas.

LEPL David Aghmashenebeli National Defence Academy of Georgia (hereinafter referred to as the Academy) has established Key Performance Indicators (KPIs) to evaluate institutional effectiveness, ensuring full alignment with the Academy's strategic objectives.

The KPIs outlined below provide a structured framework for assessing academic, military, and organizational performance.

Academic Achievement

The academic performance of Junkers/students remains a cornerstone of institutional success. Progress is measured through course assessments, completion rates for common core courses, and data benchmarking. This ensures that Junkers/students consistently meet the requisite academic proficiency standards and that teaching and learning methodologies remain effective and relevant.

Development of Military Competencies

The Academy evaluates Junkers'/students' readiness for junior officer roles through field exercises, leadership competency evaluations, and physical fitness testing. Annual comparative analysis enables the Academy to track performance trends and identify areas where supplemental training or curriculum adjustments may be required.

The Graduates

Junker/student retention and timely support are critical indicators for the Academy. Graduate numbers and progression rates are reviewed annually; a detailed analysis of factors influencing persistence enhances Junker/student success and reinforces institutional effectiveness.

Physical Training

Physical fitness is paramount to military effectiveness; consequently, progress is monitored through regular physical training assessments. The Academy ensures that every Junker/student meets the rigorous standards required of future officers.

Personnel Development

The effectiveness of the NDA's academic and administrative personnel is evaluated through annual assessments, structured Junker/student feedback, and credential reviews. The Academy analyzes survey data, classroom observations, and faculty development initiatives to uphold rigorous instructional standards and foster professional advancement.

Program Development

The Academy is committed to the continuous enhancement of its programs to ensure alignment with contemporary requirements, NATO standards, and the evolving operational environment. Progress is evaluated through periodic curriculum revisions, the implementation of new modules and training courses, accreditation outcomes, and stakeholder feedback.

International Relationship

International cooperation constitutes a key performance indicator for the Academy. Each year, the Academy monitors the scope and quality of its joint courses, exchange programs, and collaborative initiatives. The results of these evaluations reflect the

Academy's strategic contribution to the international security arena.

Career Achievements

The Academy continues to track graduates' achievements beyond the completion of their programs. Graduate performance is evaluated through employer feedback, promotion rates, and retention within the Defense Forces. These indicators provide critical insights into the Academy's effectiveness in preparing officers for active-duty service.

Infrastructure

The Academy regularly assesses the adequacy of its infrastructure, institutional services, the academic and research environment, and technological resources. Evaluation metrics include budget execution indicators, infrastructure development milestones, and feedback gathered from Junkers/students/personnel.

Authorization and Accreditation

Compliance with national regulations, internal policies, and NATO institutional accreditation standards is measured through external evaluations. Progress is assessed based on audit outcomes, the implementation of required corrective actions, and the Academy's standing within national and international quality assurance frameworks. Sustained adherence to these standards reflects the Academy's robust governance, accountability, and institutional maturity.

Annex 4: Quality Assurance Service Action Plan for 2026 to NDA QA Policy

Annual QA Review Schedule

The following schedule constitutes the binding QA calendar for the Academy. All activities are recurring and shall be completed within the stated month(s) unless formally deferred by the commander of the Academy. Deferrals must be recorded in the QA Risk Register. See Annex 4 (Quality Assurance Service Action Plan for 2026).

Quality Assurance Service Action Plan for 2026

The David Aghmashenebeli National Defence Academy of Georgia (LEPL)

N	Planned Event	Responsible	Executors	2026											
				Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
I	ACCREDITATION														
1	Preparation for accreditation of the Bachelor's Educational Program in Cyber Space Operations and Information Security, and submission to / decision by the LEPL National Center for Educational Quality Enhancement	Tamar Remishvili	Teimurazi, Natia, sophio												
2	Preparation for accreditation of the Bachelor's Educational Program in Mechanical Engineering, and submission to / decision by the LEPL	Tamar Remishvili	Teimurazi, Natia, sophio												

[illegible]

[illegible]

4	TOT - Training of Trainers: conducting a distance-learning course	Tamar Remishvili	Tamari																
IV	NATO ACCREDITATION																		
1	Conducting and evaluating a NATO-certified course on "Counterterrorism and Counterinsurgency" - Translated into English	Tamar Remishvili	Tamta, Teimurazi																
2	Monitoring the "Counter-Terrorism and Counter-Insurgency" course and analysis of results	Tamar Remishvili	Tamta, Teimurazi																
3	Participation in the annual Counter-Terrorism Conference	Tamar Remishvili	Tamta, Teimurazi																
5	Participation in the NATO QA Forum 2026	Tamar Remishvili	Tamta, Teimurazi																
6	Preparation and approval of the Quality Assurance Policy at the Academic Council	Tamar Remishvili	Tamta, Teimurazi																
7	Preparation of the self-assessment document for NATO accreditation	Tamar Remishvili	Tamta, Teimurazi																
8	NATO ToE visit to the Academy for NATO institutional accreditation purposes	Tamar Remishvili	Tamta, Teimurazi																
V	INTERNAL AND EXTERNAL COMMUNICATION																		

1	Written reporting of Quality Assurance Service staff	Tamar Remishvili	Tamta, Teimurazi, Natia, Sophio												
2	Meetings of Quality Assurance Service staff with Academy personnel for the purpose of receiving feedback	Tamar Remishvili	Tamta, Teimurazi, Natia, Sophio												
3	Report on the activities of the Quality Assurance Service to the commander of the Academy	Tamar Remishvili	Tamari												
4	Summary report on the activities of the Quality Assurance Service during the reporting year to the commander of the Academy	Tamar Remishvili	Tamari												

Abbreviation

AAR	After-Action Report (also referred to as After-Action Review)
ADDIE	Analysis, Design, Development, Implementation, Evaluation (instructional design model)
AQAR	Annual Quality Assurance Report
Bi-SC / Bi-SCD	Bi-Strategic Command (Directive)
CCD	Course Control Document
COE-DAT	Centre of Excellence – Defence Against Terrorism
DHCP	Dynamic Host Configuration Protocol
EMOD	Electronic management system used by the Academy for document/record management
ePRIME	Partnership Real-time Information, Management and Exchange System
EQE	(LEPL) National Center for Educational Quality Enhancement
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ETOC	Education and Training Opportunities Catalogue (NATO)
G-1	Personnel Staff Section
G-2	Intelligence Staff Section
G-3	Operations/Training Staff Section
G-4	Logistics Staff Section
G-5	Plans / International Relations Staff Section
G-6	Communications and Information Systems Staff Section
HQ SACT	Headquarters Supreme Allied Commander Transformation
ILIAS	Academy's e-learning management platform (name, not an acronym expansion given in text)
KPI	Key Performance Indicator
LEPL	Legal Entity of Public Law
NATO	North Atlantic Treaty Organization
NDA	National Defence Academy

OSV	On-Site Visit
PDCA	Plan – Do – Check – Act (continuous improvement cycle)
QA	Quality Assurance
QAS	Quality Assurance Service
QAT	Quality Assurance Team (NATO)
QC	Quality Control
QM	Quality Management
QMS	Quality Management System
RACI	Responsible, Accountable, Consulted, Informed (matrix)
SAR	Self-Assessment Report
SAT	Systems Approach to Training
SOP	Standard Operating Procedure
TNA	Training Needs Analysis
ToE	Team of Experts (NATO)
TOT	Training of Trainers