



NATIONAL EDUCATIONAL UNIVERSITY

Labor Market Research Standard



Article 1. General Provisions

1.1. The Labor Market Research Standard of the “NEU - National Educational University” (hereinafter referred to as the “University”) is the procedure for determining the goals and objectives of the research, planning, implementation, analysis and preparation of the conclusion;

1.2. The University Labor Market Research Standard is a guide to analyzing the labor market and employer requirements of the University’s educational programs.

Article 2. Labor Market Research Objectives

2.1. The purpose of the research is to determine the demand, needs and relevance of educational programs;

2.2. The purpose of the research is to study the attitudes and needs of interested persons towards educational programs;

2.3. The purpose of the research is to implement the research results.

Article 3. Research Objectives

3.1. The objectives of the research are:

- Identifying employment market trends;
- Assessing employer demand;
- Assessing educational programs by employers;
- Assessing the demand of applicants for programs;
- Assessing the demand of graduates for programs;
- Developing recommendations for the development of educational programs based on the current market situation.

Article 4. Research Object

- 4.1. The object of the research is to study the attitudes of employers representing the public and private sectors;
- 4.2. The object of the research is to study the attitudes of applicants to public and private schools;
- 4.3. The object of the research is to study the attitudes of graduates.

Article 5. Research Implementers

- 5.1. The research is carried out by a special group, the members of which are determined by the order of the university rector;
- 5.2. The special group is led by the head of the Quality Management Service, who determines the list of research objects, develops questionnaires, conducts trainings on the research objectives and tools for the members of the working group, prepares conclusions after statistical processing of the questionnaires;
- 5.3. The special group conducts interviews in accordance with the instructions of the head of the Quality Management Service and submits the completed questionnaires for further processing.

Article 6. Research methodology

- 6.1. The research is carried out using a combination of qualitative and quantitative methods;
- 6.2. Within the framework of the qualitative research, meetings with focus groups are held. In particular, meetings with employers by field and assessment of the employment market;
- 6.3. Within the framework of the quantitative research, a structured questionnaire (with open and closed questions) is used. The quantitative research is conducted online.

Article 7. Research area

- 7.1. The research is carried out throughout Georgia;
- 7.2. The research may be carried out outside the borders of Georgia by appropriate decision and within the framework of the relevant educational program.

Article 8. Population selection method

8.1. The sampling method is defined as the probability sampling type simple random sampling;

8.2. Probability sampling type - simple random sampling establishes a complete framework for population selection.

Article 9. Research instrument

9.1. In accordance with the objectives of the research, a quantitative research instrument is developed - structured questionnaires for applicants;

9.2. In accordance with the objectives of the research, a quantitative research instrument is developed - structured questionnaires for surveying graduates;

9.3. In accordance with the objectives of the research, a quantitative research instrument is developed - structured questionnaires for surveying employers.

Article 10. Entrant Questionnaire

10.1. The entrant questionnaire consists of 7 (seven) questions:

- Gender;
- Name of school;
- Do you intend to study at a higher educational institution;
- Which higher educational institutions do you prefer, “public” or “private”;
- Which educational program do you intend to study at;
- Would you consider choosing the ‘New National University of Education’?
- Why would you choose the “New National University of Education”?
- Why would you not choose the “New National University of Education”.

10.2. The graduate questionnaire consists of 17 (seventeen) questions:

- Are you employed or not?

- Are you employed in your specialty (answer if you marked a positive answer in the first question);
- Where are you currently employed (answer if you marked a positive answer in the first question);
- What position are you currently employed in (answer if you are currently employed);
- To what extent do the competencies developed on the basis of the educational program correspond to the requirements of the labor market;
- To what extent do the educational program's training courses provide the development of skills relevant to the qualification;
- How complete were the resources provided for the purpose of mastering the training components;
- How satisfied are you with the practice completed within the educational program;
- Which competencies necessary for professional activity did the university's educational program help you develop (you can mark several answers)?

A. Obtaining theoretical knowledge related to the profession;

B. Acquisition of practical skills related to the profession;

C. Development of communication skills;

D. Foreign language component;

E. Development of critical thinking skills;

F. Formation of appropriate values;

G. Other;

- Which of the competencies acquired at the university is the most important for your employer (several answers are possible)?
- Which competency necessary for employment could not be developed by the university educational program (several answers are possible)?

A. Acquisition of theoretical knowledge related to the profession;

B. Acquisition of practical skills related to the profession;

C. Development of communication skills;

D. Foreign language component;

- E. Development of critical thinking skills;
- F. Formation of appropriate values;
- G. Other;
- H. It is difficult for me to name such a competency.

What additional skills did you need to acquire to successfully perform your job at work?

- Which of the following factors increases the probability of employment of a graduate of a higher educational institution (choose a maximum of 3 options)?

- A. Mastering a demanded profession;
- B. Academic degree (Master, Doctor);
- C. Work experience;
- D. Internship;
- E. Prestigious higher educational institution;
- F. High academic performance;
- G. Studying/working abroad experience;
- H. Other.

- In your opinion, what changes are needed to make a university graduate more competitive and in demand in the labor market (indicate the 3 most important changes)?

- A. Strengthening the theoretical component;
- B. Teaching - diversity of learning methods;
- C. Improving textbooks/learning materials;
- D. Strengthening the foreign language component;
- E. Improving infrastructure;

F. Increasing career support;

G. Providing internships;

H. Increasing funding allocated by the university for students' participation in various programs (research projects, trips abroad, etc.);

I. Promoting the improvement of the qualifications of professors and teachers;

J. Greater involvement of the university's administrative structural units in solving students' problems;

K. Other;

- Please name the strengths of the educational program.
- Please name the areas that need improvement in the educational program.
- Additional comments or recommendations.

10.3. The employer's questionnaire consists of 14 (fourteen) questions:

- How often does your company/organization advertise vacancies:

A. Once a year

B. Twice a year

C. Rarely

D. Depending on the need

- Is there a shortage of young qualified personnel in the labor market:

A. Yes;

B. More or less;

C. No.

- Please indicate the ways/means by which new personnel are recruited in your organization/company (note: several options can be selected);

- A. Recruiting personnel through "internal resources" (from current employees of the organization/company);
- B. Communication with career support services of universities;
- C. Posting an announcement on the organization/company's website;
- D. Databases containing resumes of job seekers;
- E. Other.

▪ How often does an internship in your company/organization lead to employment:

- A. Never;
- B. Rarely;
- C. Often;
- D. Very often.

▪ Has your company/organization had any problems finding suitable staff/employees:

- A. Yes;
- B. No;
- C. I don't know;
- D. More or less.

▪ What was the reason(s) for the problem of finding a new employee:

- A. Lack of qualified staff in the labor market;
- B. Lack of cooperation with university employment centers;
- C. Lack of information about university graduates;
- D. Insufficient readiness of graduates for employment in the regions.

- What is the HR policy in your organization regarding offering part-time work to students:

- A. We have part - time offers with a fixed schedule;
- B. We have part-time offers with flexible schedules;
- C. We also have so-called freelance offers (task - based, without an office schedule);
- D. We cannot offer students part-time work, we can only allow a discount during the exam period;
- E. We have a system of individual schedules.

- Please name a maximum of 3 (three) most important competencies that a university graduate must meet in order to be employed by you:

- A. Practical knowledge;
- B. Theoretical knowledge;
- C. Teamwork skills;
- D. Ability to work independently;
- E. Presentability;
- F. Knowledge of a foreign language/languages;
- G. Analytical thinking;
- H. Creativity;
- I. Decision - making skills.

- Please, evaluate the structure of the educational program using a five-point system (five is the highest rating):

5 4 3 2 1

Note:

- Please, evaluate the extent to which the learning outcomes of the educational program meet the graduate's employment requirements using a five-point system (five is the highest rating):

5 4 3 2 1

Note:

- Would you like to employ graduates equipped with the competencies provided by the educational program in your company/organization:

Yes No

Note:

- Please, name the strengths of the educational program;
- Please, name the areas for improvement of the educational program
- In what direction do you intend to deepen cooperation with higher education institutions within the framework of the educational program:

A. Joint training courses;

B. Internship programs;

C. Applied research;

D. Joint events (conferences, workshops, seminars);

E. Other.

Article 11. Transitional and Final Provisions

11.1. This Regulation is approved by the University Senate;

11.2. This University Regulation shall enter into force upon signing;

11.3. The adoption, cancellation, amendments and supplements to the Regulation shall be carried out by the Senate;

11.4. This Regulation shall cease to be valid in the event of the approval of a new Regulation.