The rules for the development, implementation, development and assessment of Bachelor's, Master's and single-cycle educational program

Chapter 1. Planning the bachelor's, master's and single cycle educational programs

1. Educational program (curriculum) - A set of study courses/modules and research components required to obtain a higher education qualification; it outlines the program objectives, learning outcomes, study courses/modules with relevant credits, research components, assessment system, and specifics of the learning process. It is aimed at developing sectoral and general competencies of alumni in accordance with relevant Level of National Qualifications Framework, which therefore is allowing one to continue studies at the next educational level, or work at the relevant position.

2. Goals and learning outcomes of the study program should be in compliance with the University's goals and mission.

3. Educational programs are planned according to the analysis of the labor market and employer requirements by the quality assurance Office. Based on the obtained result, the Quality Assurance Office addresses (proposes the program to) the relevant faculty board with a recommendation for the implementation of the education program.

Chapter 2. Developing Bachelor's Master's and single cycle programs

1. Educational programs must be developed in accordance with the Law of Georgia "on Higher Education", National Qualifications Framework, accreditation standards and international standards.

2. The decision to implement the educational program is made by the relevant faculty board on the recommendation of the Dean (based on the recommendation of the Quality Assurance Service) and the head of the program is appointed.

3. The head of the educational program can be a person with a doctorate or an equivalent academic degree in the relevant field of the program, who is an academic/invited staff of the University and who has the necessary knowledge and experience to develop the program.

4. The head of the educational program will develop the educational program with the active participation of academic and invited staff, students alumni, and employers on the basis of the rules for developing the educational program;

5. The syllabi of the educational program curriculum should be developed by the academic and invited staff of the University in accordance with the syllabus development instructions.

6. The necessary infrastructure, material and technical bases should be prepared for the implementation of educational programs, which will be constantly updated as needed;

7. For the implementation of educational program, an electronic catalog of the library database, both printed and electronic, should be created, which will be linked on the official website of the University. It must be constantly updated with new editions and literature.

8. The educational program must meet the accreditation standards established by the legislation of Georgia and indicate the following:

   a. Name of the university;
   b. Name of the program;
   c. Program approval date;
   d. Head(s) of the program;
   e. Program level;
   f. Granted qualification (academic qualification);
   g. Program volume in credits;

h. Program duration;

i. Language of instruction;

j. Prerequisite for admission on the program;

k. The goal of the educational program: The goal should be in line with the mission of the University, the relevant level of the Higher Education Qualifications Framework. The goal should be achievable, clearly stated, and should include the prospect of hiring a student.

l. Outcomes of the educational program: must be in line with objectives of the program; Include basic knowledge, skills and competencies provided by the program content. The learning outcomes should correspond to the description of the relevant level of the higher education qualifications framework, the qualifications to be awarded (if such exists).

m. Teaching format;

n. Methods of achieving learning outcomes: Based on the requirements of the University Educational Programs Authorization/Accreditation Standards, a combination of teaching methods used in different components of the program ensures the achievement of the outcomes provided by the program;

o. Student's knowledge assessment system;

p. Study plan;

q. The syllabi of all compulsory and elective courses/modules, which have been developed and completed in accordance with the University Syllabus Development Instruction (see the Syllabus Development Instruction), are attached to the educational program;

r. Map of learning outcomes;

s. Matrix of preconditions for the study of educational disciplines;

t. Field of employment;

u. Description of program structure: includes the number of study semesters, the number of credits, the assessment system, the duration of the semesters. Each course has a relevant credit, which is determined by the head of the program in collaboration with the course instructor(s);

  The structure of the educational program allows the student to choose non-compulsory (optional) components at will;

v. Material and technical base required for the implementation of the educational program - the resource that ensures the implementation of the program at a high level and meets the requirements of accreditation / authorization standards;

w. Human resources for the implementation of the educational program - academic/scientific and invited staff with appropriate competences, in accordance with the authorization/accreditation standards;

x. Opportunity to continue studies: the right to continue study on the next level.

y. Level 1 of higher education (baccalaureate)-Educational program includes at least 240 credits. Level 2 of higher education (master's studies) – Educational program includes at least 120 credits. The Medical / Dentistry Education Program is a single cycle higher education program, which is awarded an academic degree in medicine/dentistry after graduation as a result of passing a 360-credit educational program in medicine or a 300-credit educational program in dentistry. The awarded degree is equal to the master's degree.

9. The education program should be accompanied by mechanisms for monitoring and evaluating learning outcomes, the results of which are used to improve the program.

Chapter 3. Rules for Approval, Modification and Termination of the bachelor's master's and single cycle educational programs.

1. The developed educational program is discussed at the relevant faculty board meeting. The decision will be made by a majority vote of the participants;

2. The draft version of the developed educational program is submitted to the University Quality Assurance Office of the for verification;

3. The Quality Assurance Office of the University verifies the compliance of the program with the accreditation standards, Sector Benchmarks (if any) and the rules for the development of educational programs;

4. If the educational program meets the requirements of Chapter 3 paragraph 3, the Quality Assurance Office shall recommend to the relevant Faculty Board to submit the program to the Academic Board for approval;

5. If the educational program does not meet the requirements Chapter 3 paragraph 3, the Quality Assurance Office shall return the program to the Faculty Board for further development/improvement;

6. Educational programs are approved by the Academic Board of the University;

7. Modification, update (changes) of the educational programs is carried out on the basis of a report prepared by the relevant Faculty Board and/or the Quality Assurance Office, which is based on the conclusions made after the evaluation of the educational program. Active participants of the education program development/improvement process are: the head of the program, co-supervisors (if any), implementing staff, alumni and employers.

8. The cancellation of the educational program is possible:

   A) if no student is enrolled in the educational program;

   B) by the decision of the Academic Board of the University;

   C) in cases provided by law;

9. The decision to cancel the educational program is made by the Academic Board of the University and approved   by the order of the Rector;

10. In case of change or cancellation of the educational program, it is important to provide the students of the relevant program with further study options;

11. In case of a modification or cancellation of the educational program by the Academic Board of the University, in order to provide further study options for students, the University is obliged to:

   A) to offer students education programs that are compatible (relevant) and the maximum number of credits shall be recognized;

   B) If necessary, the head of the program, in agreement with the Quality Assurance Office, will develop an individual curriculum;

   C) provide the compatible (relevant) programs in other higher education institutions and inform students.

   D) Inform the students about the rules, terms and conditions of mobility under the current legislation.

Chapter 4. Mechanisms for Monitoring and Evaluating the Implementation of the bachelor's master's and single cycle educational programs.

1. The University has a system for monitoring the implementation of the educational program and evaluating the results. the results are used to improve the quality of the educational process.

2. To ensure the quality of the learning process, reveal inconsistencies and improve the quality, at each stage of the program, at each stage of the program, the consistency of the results achieved with the expected learning outcome at a particular stage of the program is determined.

3. The evaluation of the learning outcomes of the educational program is carried out in two stages:

a. In the course of the program;

b. After the completion of the program

The evaluation of the learning outcomes of the educational program in the course of the program

The evaluation of the learning outcomes of the educational program in the course of the program is carried out according to the following criteria:

1. Evaluation of the lecturer and the course by the student

2. Evaluate the program and services by academic and invited staff

3. Evaluate the intermediate results of students' academic attendance

4. Evaluate the final results of students' academic attendance

5. Assessment of the performance of practical skills by the student

6. Evaluation of administrative services by the student

7. Evaluation of students' scientific activity (number of participants in conferences, number of published theses, articles, participation in research) (see Appendix # 1)

The evaluation of the learning outcomes of the educational program after the completion of the program is carried out according to the following criteria:

1. Evaluate the program and services by academic and invited staff

2. Evaluation of the practical application of the program and the acquired competencies of the alumni

3. Analyze and evaluate the employer questionnaire

4. Evaluate the statistics of alumni who have continued their studies at next step (For the educational programs of the Faculty of Stomatology and Medicine, residency programs are also meant)

5. Evaluation of employed alumni according to profile

6. Alumni statistics (how many graduated from university in the standard term)

7. Assessment of the student's portfolio

Also, in order to check the quality of the teaching process, the Quality Service regularly attends lecture-practical sessions. The results are analyzed and recommendations are developed to improve the learning process and the quality of teaching.

Instructions for evaluating the results of student's sectorial competences

During step-by-step monitoring, at the end of each academic year, each sectoral competence is assessed, as well as all sectoral competences together, both vertically and horizontally, the horizontal and vertical assessment of each competence is individual (see the sectoral competence assessment table).

1) During the step-by-step monitoring, each field competency is assessed horizontally at the end of each academic year (see Sector Competency Assessment Table)

A) 3 Point - During the one academic year, according to one competency outcome result (in 70-100%) student gets A (91-100 point) and B (81-90 point)

B) 2 points - During the one academic year, according to one competency outcome result (in 30 -69%) student gets A (91-100 point) and B (81-90 point)

C) 1 point - During the one academic year, according to one competency outcome result (in 10-29%) student gets A (91-100 point) and B (81-90 point)

Positive assessment - 13-39 point

2) For the final assessment, the points in all competencies of 6 academic years are summarized. Each competency is awarded 1-3 points vertically at the end of each academic year:

A) 3 Point - During the six-academic year, according to one competency outcome result (in 70-100%) student gets A (91-100 point) and B (81-90 point)

B) 2 points - During the six-academic year, according to one competency outcome result (in 30 -69%) student gets A (91-100 point) and B (81-90 point)

C) 1 point - During the six-academic year, according to one competency outcome result (in 10-29%) student gets A (91-100 point) and B (81-90 point)

Positive assessment - 6-18 point

The program at the end of the 6th academic year can be assessed by the following ranking of points:

1) 180-234 points -very good (this segment of the program is assessed with 3 points)

2) 130-179 points – Good (this segment of the program is assessed with 2 points)

3) 78-129 points – Satisfactory (this segment of the program is assessed with 1 point)

4) Less than 78 points - Negative (this segment of the program is assessed with 0 points)

Assessment of learning outcomes of bachelor's, master's and single cycle dentistry educational program (according to competencies)

To monitor and measure the achievement of study outcomes of undergraduate (bachelor's), graduate (master's) and single cycle dentistry educational programs, Step by step monitoring of the output of the program (Annual) and final evaluation (after completion of the program) must be carried out.

1) During the step-by-step monitoring, each field competency is assessed horizontally at the end of each academic year (see Sector Competency Assessment Table).

A) 3 Point - During the one academic year, according to one competency outcome result (in 70-100%) student gets A (91-100 point) and B (81-90 point)

B) 2 points - During the one academic year, according to one competency outcome result (in 30 -69%) student gets A (91-100 point) and B (81-90 point)

C) 1 point - During the one academic year, according to one competency outcome result (in 10-29%) student gets A (91-100 point) and B (81-90 point)

Positive assessment (dentistry) - 9-27 Points

Positive assessment (bachelor) - 6-18 Points

Positive assessment (Master's degree) - 7-21 Points

2) For the final assessment, the points in all competencies of 6 academic years are summarized. Each competency is gets 1-3 points vertically at the end of each academic year:

A) 3 Point - During the six-academic year, according to one competency outcome result (in 70-100%) student gets A (91-100 point) and B (81-90 point)

B) 2 points - During the six-academic year, according to one competency outcome result (in 30 -69%) student gets A (91-100 point) and B (81-90 point)

C) 1 point - During the six-academic year, according to one competency outcome result (in 10-29%) student gets A (91-100 point) and B (81-90 point)

Positive assessment (dentistry) – 5-15 Points

Positive assessment (bachelor) - 4-12 Points

Positive assessment (Master's degree) - 2-6 Points

I. Bachelor's educational program will be assessed by the following ranking of the points at the end of the academic year:

1. 55-72 points - very good (this segment of the program gets 3 points)

2. 40-54 points – Good (this segment of the program gets 2 points)

3. 22-39 points – Satisfactory (this segment of the program gets 1 point)

4. 0-21 points - Negative (this segment of the program gets 0 point)

II. Master's Degree educational program will be assessed by the following ranking of the points at the end of the academic year:

1. 26-36 points – very good (this segment of the program gets 3 points)

2. 16-25 points – Good (this segment of the program gets 2 points)

3. 10-15 points – Satisfactory gets 1 point)

4. 0-9 points - Negative (this segment of the program gets 0 point)

III. single-cycle dentistry educational program will be assessed by the following ranking of the points at the end of the academic year:

1. 75-90 points – very good (this segment of the program gets 3 points)

2. 60-75 points – Good (this segment of the program gets 2 points)

3. 42-59 points – Satisfactory (this segment of the program gets 1 point)

4. 0-41 points - Negative (this segment of the program gets 0 point)

IV.   Assessment of student's learning achievements

Student learning outcomes are assessed according to the learning courses included in each learning outcome:

A) 3 points - Student accumulates A grade (91-100 points) in 70-100% of courses included in one learning outcome

B) 2 points - Student accumulates A grade (91-100 points) in 30-69% of courses included in one learning outcome

C) 1 point - Student accumulates A grade (91-100 points) in 10-29% of courses included in one learning outcome

D) 0 point - Student accumulates A grade (91-100 points) in 0-9% of courses included in one learning outcome

Assessment of students' practical skills in curative courses:

Mini-CEX evaluation results of the part of the final exams:

- 19-20 – 5 Score (A)
- 16-18 – 4 Score (B)
- 13-15 – 3 Score (C)
- 10-12 – 2 Score (D)
- 0-9 – 1 Score (E)

Objectively structured clinical trial (OSCE) part of the midterm exam results:

- 11-12 – 5 Score (A)
- 9-10 – 4 Score (B)
- 7-8 – 3 Score (C)
- 5-6 – 2 Score (D)
- 0-4 – 1 Score (E)

Assess the practical skills of integrated modules

Assessment of clinical skills part of the norm and pathology integrated modules workshops:

- 10 – 5 Score (A)
- 8 - 9 – 4 Score (B)
- 6 - 7 – 3 Score (C)
- 4 - 5 – 2 Score (D)
- 0-3 – 1 Score (E)

Evaluation of the results of the objective structured practical examination (OSPE) of the practical component of the final examination in the norm modules:
· 22-24 – 5 points (A)
· 19-21 – 4 points (B)
· 16-18 – 3 points (C)
· 12-15 – 2 points (D)

• 0-11 – 1 point (E)

3) Evaluation of pathology module (clinical skills - OSCE) - 1-10 points

a) the student received a grade of 23 - 24 points - 10 points in the OSCE segment of all modules of the norm

b) The student received a grade of 21 - 22 points - 9 points in the OSCE segment of all modules of the norm.

c) the student received a grade of 19 - 20 points - 8 points in the OSCE segment of all modules of the norm

d) the student received a grade of 17 - 18 points - 7 points in the OSCE segment of all modules of the norm

e) the student received a grade of 15 - 16 points - 6 points in the OSCE segment of all modules of the norm

f) the student received a grade of 13 - 14 points - 5 points in the OSCE segment of all modules of the norm

g) The student received a grade of 11 - 12 points - 4 points in the OSCE segment of all modules of the norm.

h) In the OSCE segment of all modules of the norm, the student received a grade of 9 - 10 points - 3 points

i) In the OSCE segment of all modules of the norm, the student received a grade of 7 - 8 points - 2 points

k) The student received a grade of 1 - 6 points - 1 point in the OSCE segment of all modules of the norm.

4) Evaluation of the clinical practical skills of curations: the arithmetic mean of the mini-clinical (Mini-Cex) exam and the objectively structured practical exam of curations (OSCE) - 1-10 points

• Curation mini-clinical (Mini-Cex) test evaluation

a) The student received an assessment of 10 points - 10 points in all curation mini-clinical segments

b) The student received an assessment of 9 points - 9 points in all curation mini-clinical segments

c) The student received an assessment of 8 points - 8 points in all curation mini-clinical segments

d) The student received a grade of 7 points - 7 points in all curation mini-clinical segments

e) The student received an assessment of 6 points - 6 points in all curation mini-clinical segments

f) The student received an assessment of 5 points - 5 points in all curation mini-clinical segments

g) The student received an assessment of 4 points - 4 points in all curation mini-clinical segments

h) The student received an assessment of 3 points - 3 points in all curation mini-clinical segments

i) The student received an assessment of 2 points - 2 points in all curation mini-clinical segments

k) The student received an assessment of 1 point - 1 point in all curation mini-clinical segments

· Objectively structured practical examination of curations (OSCE) - 1-10 points

a) the student received a grade of 23 - 24 points in all the OSCE segments of curation - 10 points

b) the student received a grade of 21-22 points in all the OSCE segments of curation - 9 points

c) The student received a grade of 19 - 20 points - 8 points in all the OSCE segments of curation.

d) the student received a grade of 17 - 18 points - 7 points in all the OSCE segments of curation

e) the student received a grade of 15 - 16 points - 6 points in all the OSCE segments of curation

f) the student received a grade of 13 - 14 points - 5 points in all the OSCE segments of curation

g) The student received a grade of 11 - 12 points - 4 points in all the OSCE segments of curation.

h) The student received a grade of 9 - 10 points - 3 points in all the OSCE segments of curation

i) The student received a grade of 7 - 8 points - 2 points in all curation OSCE segments

k) The student received a grade of 1 - 6 points - 1 point in all the OSCE segments of curation

5) Clinical critical thinking - 1-5 points

a) The student received the grade (A) – 5 points in the mentioned subject

b) The student received a grade (B) in the mentioned subject - 4 points

c) The student received a grade (C) in the mentioned subject - 3 points

d) The student received a grade (D) - 2 points in the mentioned subject

e) The student received the grade (E) – 1 point in the mentioned subject

6) Scientific skills: a) academic writing b) scientific research methods c) evidence-based medicine (arithmetic average) - 1-8 points

a) The student received the grade (A) in the mentioned subjects - 8 points

b) The student received the grade (B) in the mentioned subjects - 7 points

c) The student received a grade (C) in the mentioned subjects - 6 points

d) The student received a grade (D) in the mentioned subjects - 5 points

e) The student received a grade (E) in the mentioned subjects - 4 points

f) The student has passed one of the mentioned subjects (FX) - 3 points

g) The student has passed two of the mentioned subjects (FX) - 2 points

h) The student has passed all three of the mentioned subjects (FX) - 1 point

7) GPA - 1-7 points

a) Student's GPA is 3.6 -4 - 7 points

b) Student's GPA is 3.1-3.5 – 6 points

c) Student's GPA is 3-5 points

d) Student's GPA is 2.1-2.9 - 4 points

e) Student's GPA is 2-3 points

f) Student's GPA is 1.1-1.9 - 2 points

g) Student's GPA is 0.5 -1 - 1 point

8) Participation in conferences - 1-5 points

a) The student took part in both international and local conferences as a speaker - 5 points

b) The student took part in the international conference as a speaker - 4 points

c) The student took part in the local conference as a speaker - 3 points

d) The student took part in the international conference as a co-author - 2 points

e) The student took part in the local conference as a co-author - 1 point

9) Student activities outside the curriculum (sports, culture, social projects) – 1-7 points

a) The student has a rating in any type of professional sport - 7 points

b) The student is active in university sports, cultural events, social projects - 6 points

c) The student is active in university sports events - 5 points

d) The student is active in university cultural events, social projects - 4 points

e) The student is active in university cultural events - 3 points

f) The student is active in university social projects - 2 points

g) The student took part in one social project - 1 point

10) Personal development: achievements, awards, skills, work experience, scientific/research projects, exchange programs – 1-13 points

a) The student is a scholarship holder of the President's scholarship - 13 points

b) The student took part in more than one international scientific/research project - 12 points

c) The student participated in more than one local scientific/research project - 11 points

d) The student took part in an international scientific/research project - 10 points

e) The student took part in a local scientific/research project - 9 points

f) The student took part in the international exchange program - 8 points

g) professional skills / work experience - 7 points

h) The student is/was the chairman of the student self-government - 6 points

i) The student is/was a member of the student self-government - 5 points

k) The student is/was a group member - 4 points

k) Knowledge of several foreign languages - 3 points

m) Contribution to the university - 2 points

n) University supporting activity in social networks – 1 point

11) self-esteem (strengths and weaknesses)

A) GPA rating 1-5 points

b) Work experience/ professional skills, participation in scientific projects, participation in conferences, participation in exchange programs - 4 points

c) Participation in scientific projects, participation in conferences, participation in exchange programs 3 points

d) Participation in the conference, participation in exchange programs - 2 points

e) Participation in exchange programs - 1 point

12) portfolio evaluation

A) 100-91 points - grade - A

b) 90-81 points grade - B

c) 80-71 points grade - C

d) 70-61 points grade - D

e) 60-> points grade – E

Chapter 5. Evaluation criteria of bachelor's, master's and single cycle educational programs

1. The learning outcomes of the educational program are clearly defined and are in line with the level of higher education and the qualifications to be awarded;

2. Guidelines of current legislation and ECTS-credit transfer system are used in the development of the program;

3. The structure and content of the program ensures the logical compatibility of all its components and ensures learning outcomes in average academic achievers in a reasonable timeframe;

4. The learning outcome of the program is based on the sector benchmark, developed on the basis of the education qualification framework;

5. The volume of the program component is determined taking into account its content, learning outcomes and field specifics;

6. Teaching-learning methods used in educational program are designed to fit specifics of the study program and ensures achievement of the learning outcomes;

7. Individual curriculum is offered to students with different needs, requirements and academic achievements and ensures their full engagement in the learning process;

8. The educational program has a transparent and fair system of assessment adequate to legislation and learning outcomes and it improves students' academic achievement

9. There are effective mechanisms for appealing assessment by the student

Instructions for evaluating the learning outcomes of the educational program in the course of the program

I.   Evaluation of educational program learning outcomes during the course of the program

Assessment of the learning outcomes of the educational program during the course of the program is carried out by the following criteria and methodology:

1. lecturer and study course evaluation by the student

A) Positive assessment from students is 100% - 3 points

B) Positive assessment from students is 75-99% - 2 points

C) Positive assessment from students is 51-74% - 1 point

The involvement of the 95% or more of students with active status enrolled in the program are required for the credibility of the Semester Analysis Survey of Professor / Teacher Evaluation Questionnaire. The questionnaire will be considered positive if 26-51 points are received.

2. Evaluation of programs and services by Academic and Invited Personnel

A) Positive assessment from the professors / teachers implementing the program is 100% - 3 points

B) The positive assessment from the professors / teachers implementing the program is 75-99% - 2 points

C) The positive assessment from the professors / teachers implementing the program is 51-74% - 1 point

For the credibility of the survey, the involvement of 95% or more of the professors/teachers implementing the program is required. The questionnaire will be considered positive if 25-48 points are received.

3. Ranking of midterm assessments of students' Academic Performance:

A) If 70-100% of the students registered for the program receive the maximum number of midterm evaluation points (up to 50-70 points) - 3 points,

B) If 30-69% of the students enrolled in the program receive the maximum number of midterm evaluation points (up to 50-70 points) - 2 points

C) If 10-29% of the students enrolled in the program receive the maximum number of midterm evaluation points (up to 50-70 points) –1 point

4. Evaluation of students' final assessment:

A) 91-100% of students received A, B, C grades - 7 points

B) 81-90% of students received A, B, C grades - 6 points

C) 71-80% of students received A, B, C grades - 5 points

D) 61-70% of students received A, B, C grades - 4 points

E) 51-60% of students received A, B, C grades - 3 points

F) 41-50% of students received A, B, C grades - 2 points

G) 0-40% of students received A, B, C grades - 1 point

At the end of the semester, the average percentage of A, B, C grades of students enrolled in the program is calculated in every subject and the relevant score is assigned.

5. Assess the performance of practical skills by the student

a) in one academic semester, in the practical skills part (results of practical skills of integrated modules (norm and pathology) or results of practical skills of students in curative training courses) 70-100% of students scored A and B grades - 3 points are awarded
b) In one academic semester, in the part of practical skills (results of practical skills of integrated modules (norm and pathology) or results of practical skills of students in curative training courses) 30-69% of students scored A and B grade, 2 points are assigned.
c) In one academic semester, in the part of practical skills (results of practical skills of integrated modules (norm and pathology) or results of practical skills of students in curative training courses) 10-29% of students scored A and B grade, 1 point is assigned.

6. Evaluation of the Administrative Services by the student

A) Administrative services were positively assessed by 100% - 3 points

B) Administrative services were positively assessed by 75-99% - 2 points

C) Administrative services were positively assessed by 51-74% - 1 point

For the credibility of the survey, 95% or more involvement of students with active status is required. The questionnaire will be considered positive if it receives 23-45 points

7. Assessment of students' scientific activity:

A) 40% or more of the total number of students enrolled in the program are involved in scientific activities (published an article, a thesis, participated in a conference, grant project, scientific research) – 3 points

B) 30-39% of students enrolled in the program are involved in scientific activities (published an article, thesis, participated in a conference, grant project, scientific research) – 2 points

C) 6-29% of students enrolled in the program are involved in scientific activities (published an article, thesis, participated in a conference, grant project, scientific research) – 1 point

 D) 1-5% of students enrolled in the program are involved in scientific activities (published an article, thesis, participated in a conference, grant project, research project) – 0 point

Summary of evaluation component points

1) 20-25 points: The program has **Excellent** outcome

2) 13-19 points: The program has **good** outcome

3) 8-12 points: The result of the program outcome is **satisfactory**

4) 0-7 points: The program outcome is **poor**

Appendix № 2

Assessment components and methodology of learning outcomes of the educational program after completion of the program

1. Evaluation of programs and services by academic and invited personnel

 A) Positive assessment from the professors / teachers implementing the program is 100% - 3 points

 B) The positive assessment from the professors / teachers implementing the program is 75-99% - 2 points

 C) The positive assessment from the professors / teachers implementing the program is 51-74% - 1 point

 For the credibility of the survey, the involvement of 95% or more of the professors/teachers implementing

the program is required. The questionnaire will be considered positive if 25-48 points are received.

2. Evaluation of the practical application of the program and the acquired competencies of alumni

A) Positive assessment of employed students and alumni is 100% - 3 points

B) Positive assessment of employed students and alumni is 75-99% - 2 points

C) Positive assessment of employed students and alumni is 51-74% - 1 point

For the credibility of the survey, the involvement of 95% or more of the employers is required. The questionnaire will be considered positive if it gets 11-21 points.

3. Employer questionnaire analysis and evaluation

A) Positive assessment from employers is 100% - 3 points

B) The positive assessment from employers is 75-99% - 2 points

C) The positive assessment from employers is 51-74% - 1 point

For the credibility of the survey, the involvement of 95% or more of the employers is required. The questionnaire will be considered positive it gets 3-6 points.

4. Statistical analysis of the alumni who continued their studies at the next level of education (For the educational programs of the Faculty of Stomatology and Medicine, residency programs are also meant)

A) 30% or more of alumni continue their studies at the next educational level- 3 points

B) 10-29% of alumni continue their studies to the next educational level - 2 points

C) 1-9% of alumni continue their studies at the next educational level - 1 point

5. Statistics of alumni employed according to their specialty:

A) The number of alumni employed in the field of their specialty within 6 months upon completion of the program exceeds 70% - 3points

B) The number of alumni employed in the field of their specialty in 1-2 years after completing the program is 50-70 % - 2 points

C) The number of alumni employed in the field of their specialty and number does not exceed 50% - 1 point

6. Statistics of the alumni

A) If the number of alumni is 100% - 3 points

B) If the number of alumni is 75-99% - 2 points

C) If the number of alumni is 51-74% - 1 point

For the credibility of the research, 100% involvement of employed students and alumni is required

7. Assessment of the student's portfolio

a) 70-100% of graduates scored A and B grades in the portfolio assessment - 3 points
b) 30-69% of graduates scored A and B grades in the portfolio assessment, 2 points are awarded
c) 10-29% of graduates scored A and B in the portfolio assessment, 1 point is assigned

Summary of assessment component points

1) 18-21 points: The program has **an excellent outcome**

2) 12-17 points: The program has **good outcome**

3) 0-11 points: The program **has not outcome**