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## **The System of Implementation, Development and Assessment of Bachelor, Master and One Step Educational Programs**

### ***Article 1. Planning of Bachelor's Program, Master's Program and One Step Educational Programs***

Educational program (curriculum) is the combination of study course/modules necessary to achieve higher education qualification, with the goal of program, learning outcomes, study course/modules with the appropriate credits, the student assessment system and peculiarities of organization of educational process, designed to achieve general and specialty competences in graduates. The program is designed according to national qualification framework, describing the relevant level of higher education and characteristic of a specialty (in case of its existence), therefore allowing the graduate to continue studies at the next educational level, or work at the relevant position.

The goals of educational program and outcomes should be in compliance with the University's goals and mission.

Educational programs are planned according to the analysis of the labor market by the quality assurance department. The above mentioned department reports the research results to the academic council with recommendation to implement the educational program.

### ***Article 2. Elaborating Bachelors, Masters and one step programs***

- 1) Educational programs must be implemented according to the national "Higher Education Law", accreditation standards, and international standards;
- 2) Educational program is implemented by the program director, academic and invited personnel and with the involvement of employers;
- 3) The head of educational program must be PhD Degree holder of or its equivalent, being invited or academic position lecturer, and having the relevant knowledge and experience in implementing the program;
- 4) Syllabuses for educational program should be implemented by the University's academic or invited personnel, according to syllabus implementing guidelines;
- 5) For the implementation of the educational program, material-technical base has to be prepared and consequently renovated, depending on the requirement;
- 6) An electronic and hardcopy catalogue must be created for the library database, to be accessible at University's website. Permanently update of the resources with newest editions and literature.
- 7) Bachelors, Masters and one-step educational programs must meet the standards of accreditation and specialty characteristics (in case of existence of the mentioned) set by the Georgian law and must include:
  - a. Name of the University;
  - b. Name of educational program;

- c. Program approval date;
- d. Head of the study program;
- e. Program level;
- f. Granted qualification (academic qualification);
- g. Program value in credits;
- h. Program duration;
- i. Language of instruction;
- j. Prerequisite for program entry;
- k. Aim of the study course: the aim must match University's mission and description of the higher education study level qualification frame. The aim must be declared clearly and has to be achievable. Showing students possible employability.
- l. Outcomes of the study program: must correlate with aims, include basic knowledge, skills and competences gained within the study process. Learning outcomes must meet the higher education qualification frame description standards, achieved qualification and specialty characteristics (if such exists)
- m. Teaching format;
- n. Methods of achieving study outcomes: the combination of teaching methods in various components of the program, designed according to University's authorization/accreditation standards, guarantee accomplished outcomes;
- o. Student knowledge assessment system;
- p. Study plan;
- q. Program has attached all mandatory and elective course/module syllabuses, which are developed according to University's instructions (see instructions of elaborating syllabus);
- r. Map of learning outcomes;
- s. Matrix of study course prerequisites;
- t. Field of employment;
- u. Program structure description: number of semesters, credits, assessment system, duration of semesters; Each study course has appropriate number of credits, which is determined by study program director in cooperation with lecturers; study course structure gives students flexibility to choose optional components upon request;
- v. Material-technical base required for the implementation of program – resources that assure execution on high level and meets authorization standards;
- w. Human resources for implementing program – competent academic/scientific and invited personnel, which meet authorization/accreditation standards;
- x. Opportunity to continue studies: Possibility to continue studies on the next educational level;
- y. First cycle (baccalaureate) – educational program, which comprises of no less than 240 credits;  
Second cycle (masters) – educational program, which comprises of no less than 120 credits;

8) Medical/Dentistry educational program is a one-step higher educational program, which grants Medical Doctor Degree/Degree in Dentistry. Achieved academic degree after completing 360-credit MD program or 300-credit dentistry educational program is equivalent to masters degree.

Outcomes of bachelors, masters and one-step educational programs must be evaluated according to Article 4.

9) Methodology of determining optimal number of students on bachelors, masters and one step educational programs and sufficient number of academic/invited personnel should be designed according to Article 4.

***Article 3. The rule for approving, changing and annulling of the Bachelor, Master and one step educational programs.***

1. Elaborated educational program is discussed on faculty council session. Decisions are made by majority of council members;
2. Approved version of educational program is handed to quality assurance department;
3. Department of quality assurance checks program's compliance with legal accreditation standards and specialty characteristics (if such exists);
4. If the study program meets all criteria indicated in chapter 3, department of quality assurance presents program to academic council for approval;
5. If study program does not meet requirements of accreditation standards, specialty characteristics (if such exist) and criteria, indicated in chapter 3, the department of quality assurance returns submitted program to faculty's council for Processing / perfection;
6. The educational programs at the university are approved by academic council;
7. Modifications and changes in educational program are made upon the report of quality assurance department. The report is based on conclusion of educational program assessment. Process of modifying educational program actively involves the head of program, academic and invited personnel and students.
8. Annulling the educational program is possible, if:
  - a) No students are registered on the study program;
  - b) Educational program does not meet the legal requirement;
  - c) Other cases envisaged by legislation;
  - d) Decision about annulling educational program is made by academic council of the University. Rector of the university issues the order about decision;
9. In case of changes or termination of educational program University attains importance to future education possibilities of its students;
10. In case of modification or termination of educational program by academic council, in purpose of ensuring further education for registered students, University must:
  - a) Offer students relevant educational programs, which will give opportunity to ensure approval of maximum number of credits;
  - b) If necessary, department of quality assurance will develop individual curriculum;
  - c) Provide students with information on compatible educational programs available at other higher education institutions;
  - d) Introduce to students mobility rules, deadlines and terms/conditions according to legislation;

***Article 4. Mechanisms of evaluation and monitoring of bachelor, masters and one step educational programs learning outcome implementation.***

To monitor and assess the implementation of the educational program, the university operates monitoring and assessment system, feedback from which is considered to improve the overall quality of the educational process.

1) To ensure quality control, reveal inconsistencies and improve overall quality, university assesses compliance of achieved results with expected learning outcomes at every stage of the educational program.

The assessment of the learning outcomes is implemented in two stages:

- a. During the educational process
  - b. After the completion of the program
- a) The assessment of the learning outcomes during the educational process**
1. The semester analysis of student and professor/teacher surveys;
  2. The analysis of students' mid-year and final evaluation;

3. The analysis of students' scientific activities (metrics for conference participation, published theses, articles, research engagement) (ref. annex #1)

**b) The assessment of the learning outcomes after the completion of the program**

1. Surveys of invited personnel, administrative personnel, employers, graduates; Subsequent analysis of the surveys.
2. Statistics for graduates, who pursue further degrees (creating the database)
3. Graduate statistics for employment – classified according to specialization.
4. GPA statistics for graduates (ref. Annex #2)

**c) Instruction for monitoring the achievement of specialty skills**

One-step MD educational programme specialty skills achievement monitoring are held for the purpose of measuring results.

Monitoring of programme results should be carried out gradually (annual) and at the end of the programme.

- 1) Each specialty competence and all other vertical and horizontal competences are evaluated at the end of every study year. Each evaluation for horizontal and vertical competence is individual (ref. competence assessment list).
  - a) 3 points - 70-100% of students registered on the study course for one competence result during single year has been graded A (91-100 points);
  - b) 2 points - 30-69% of students registered on the study course for one competence result during single year has been graded B (81-90 points);
  - c) 1 point – 10-29% of students registered on the study course for one competence result during single year has been graded C (71-80 points);
- 2) For the final assessment all the competences result scores for 6 years are calculated. Each competence at the end of the years is assessed by 1-3 points.
  - a) 3 points - 70-100% of students registered on the study course for one competence result during single year has been graded A (91-100 points);
  - b) 2 points - 30-69% of students registered on the study course for one competence result during single year has been graded B (81-90 points);
  - c) 1 point – 10-29% of students registered on the study course for one competence result during single year has been graded C (71-80 points);

Program can be evaluated at the end of 6<sup>th</sup> study year with the following range of scores:

- 1) 165-210 points - very good
- 2) 120-164 points - good
- 3) 70-119 points - satisfactory
- 4) Less than 70 points will be counted as negative

- 2) To ensure quality control, regular monitoring measures (e.g. attendance on lectures and seminars) are in place. Feedback is thoroughly analyzed for the purpose of ensuring best practice.

- 3) To ensure that the appropriate status of the educational program meets state standards defined as “good” and “very good”, university administration has determined the optimal number of students per class with the maximum number of 15.
- 4) To ensure that the appropriate status of the educational program meets state standards defined as “good” and “very good”, the university administration has determined the optimal number of academic and invited personnel with the maximum student-to-faculty ratio of 8:1.

*Chapter 5. Evaluation criteria of bachelors, masters, and one step educational programs*

1. Learning outcomes are declared clearly and is in compliance with higher education level and awarded qualification;
2. In the process of elaboration of the study program are used legislation and ECTS-credit transfer system guidelines;
3. The structure and content of the program ensures logical compatibility of its components and ensures learning outcomes in average academic achievers in a reasonable timeframe;
4. Program’s learning outcome is based on specialty characteristics, determined by qualification frame;
5. Determining the volume of program components is made upon its content, learning outcome and specifics of the specialty;
6. Teaching-learning methods used in educational program are designed accordingly to fit specifics of the study program and ensures accomplishing learning outcomes;
7. It is considered that individual curriculum will be provided to students with different needs, requirements and academic achievements and ensures their full engagement in the learning process;
8. The study program has study outcomes’ adequate, transparent and fair assessment system, which ensures better academic achievement in students;
9. There are effective mechanism of appeal assessment by students.

## Instructions for evaluating the learning outcomes of the educational program

### In the process of learning

#### 1) Analysis of the assessment questionnaire filled by student regarding lecturer and training course:

- A) Students' 100% assessment is positive - 3 points
- B) Students' positive assessment is 75% - 99% - 2 points
- C) Students' positive assessment is 51% --74% - 1 point

(1. For the accuracy of the study 75% and more registered students with active status should be involved. 2. The form will be considered positive when receiving 30-51 points)

#### 2) Questionnaire Analysis, program and service evaluation by academic and invited personnel:

- A) Positive assessment of program implementing professors / teachers 100% - 3 points
- B) Positive assessment of program implementing professors / teachers 75% - 2 points
- C) Positive assessment of program implementing professors / teachers 51% -1 point

(For the study's accuracy, 75% and more involvement of the program-implementing professors / teachers are required 2. The form will be considered positive when receiving 20-32 points)

#### 3) Ranking midterm assessment scores for students' academic performance:

- A) 70-100% of students registered for the program received the maximum number of midterm scores (50-70 points) - 3 points
- B) 30-60% of students registered for the program received the maximum number of midterm scores (50-70 points) - 2 points
- C) 10-30% of students registered for the program received the maximum number of midterm score points (50-70 points) - 1 point

#### 4) Assessment of students' final scores:

- A) 91-100% of students receiving A, B, C grades - 7 points
- B) 81-90% of students receiving A, B, C grades - 6 points
- C) 71-80% of students receiving A, B, C grades - 5 points
- D) 61-70% of students receiving A, B, C grades - 4 points
- E) 51-60% of students receiving A, B, C grades - 3 points
- F) 41-50% of students receiving A, B, C grades -2 points
- G) 0-40% of students receiving A, B, C grades -1 points

#### 5) Evaluation of student scientific activity:

- A) Over 40% of students registered for the program are involved in scientific activities (published an article, thesis, participated in the conference, got involved in the grant project, scientific research) -4 points

B) 30-39% of students registered for the program are involved in scientific activities (published an article, thesis, participated in the conference, got involved in the grant project, scientific research) -3 points

C) 10-29% of students registered for the program are involved in scientific activities (published an article, thesis, participated in the conference, got involved in the grant project, scientific research) - 2 points

D) 1-9% of students registered for the program are involved in scientific activities (published an article, thesis, participated in the conference, got involved in the grant project, scientific studies) -1 points

**Evaluation points will be accumulated in the following order:**

1) 15-20 points - excellent level of achieving program outcomes

2) 10-14 points- good level of achieving program outcomes

3) 5-9 points - satisfactory level of achieving program outcomes

4) 0-4 points - the program failed to meet outcomes

## **Instructions for evaluating the learning outcomes of the educational program**

### **After completion of study:**

#### **1) Analysis of program and service evaluation questionnaire by academic and invited personnel:**

- A) Positive assessment of program implementing professors / teachers 100% - 3 points
  - B) Positive assessment of program implementing professors / teachers 75% - 2 points
  - C) Positive assessment of program implementing professors / teachers 51% -1 point
- (For the study's credibility, 75% and more involvement of the program-implementing professors / teachers are required 2. The form will considered positive when receiving 20-32 points)

#### **2) Analysis of University Management Assessment Questionnaire by Administrative personnel:**

- A) Positive assessment of administrative staff is 100% - 3 points
- B) Positive assessment of administrative staff 75% - 2 points
- C) Administrative staff positive assessment 51% -1 point

(For the study's accuracy, 75% and more involvement of the administrative personnel are required 2. The form will considered positive when receiving 10-24 points)

#### **3) Analysis of the evaluation Questionnaire for practical use of program and competence by employed students and graduates**

- A) Positive Assessment of Employed Students and Graduates 100% - 3 points
  - B) Positive assessment of employed students and graduates is 75% - 2 points
  - C) Positive assessment of employed students and alumni 51% -1 point
- (For the study's accuracy, 75% and more involvement of the employed students and graduates are required 2. The form will considered positive when receiving 7-16 points)

#### **4) Analysis of Employer Questionnaire:**

- A) Positive assessment of employer 100% - 3 points
- B) Positive assessment of employer 75% - 2 points
- C) Positive assessment of employer 51% -1 point

(For the study's credibility, 75% and more involvement of the employers are required 2. The form will considered positive when receiving 3-6 points)

#### **5) Analysis of Graduates Statistics which continued to study further;**

- A) 30% and more of the graduates continue to study at the next level - 3 points
- B) 10-29% of graduates continue to study at the next level - 2 points
- C) 1-9% of Graduates continue to study at the next level - 1 point

#### **For stomatology and medical faculty educational programs (including residency programs)**

- A) 50% and more of the graduates continue to study at the next level - 3 points
- B) 20-49% of graduates continue to study at the next level - 2 points
- C) 1-19% of Graduates continued their studies at the next level - 1 point

#### **6) Analysis of Graduates statistics who are employed according to their specialty:**



- A) Number of graduates employed within 6 months after completing the program, exceeding 70% and more - 5 points
- B) The number of graduates who are employed within 1-2 years after completing the program exceeds 70% and more- 4 points
- C) Number of graduates who are employed according to their specialty does not exceed 70% will be assessed negatively- 0 point

**7) Analysis of the GPA statistics of Graduates:**

- A) GPA of 91-100% of Graduates are estimated to be 2, 5-4 with 5 points
- B) GPA of 71-80% of Graduates are estimated to be 2, 5-4 with 4 points
- D) GPA of 61-70% of Graduates are rated by 2, 5-4 with 3 points
- E) 60% of less of Graduates are rated with GPA 2, 5-4 - measured by negative 0 point

**Points of evaluation components will be summarized:**

- 1) 20-25 points – excellent level of achieving program outcomes
- 2) 15-19 points – good level of achieving program outcomes
- 3) 0-14 points the program failed to meet outcomes