

**Educational programs and educational literature
Evaluation procedure and criteria
in Quality Assurance Service**

1. Educational (Bachelor, One-step education, Master's, Doctoral) programmes and syllabuses of training courses will be evaluated in accordance with the standards/recommendations of the National Center for Educational Quality Enhancement and according to the procedure/criteria approved by the Academic Council of tsmu (Appendix 2,3,4,5); (02.02.2024; N24/7).

2. Evaluation of educational literature / textbooks is carried out according to the qualitative criteria approved by the Academic Council of tsmu (Appendix 1);

Educational literature/textbook in handprinted and electronic form will be submitted to the quality assurance service for evaluation after its review in the relevant teaching department/-s.

In the quality assurance service, under the responsibility of its head and the head of the quality assurance service of the relevant faculty, two competent specialists-experts - academic doctors are distinguished for the substantive, qualitative expertise of the textbook. (02.02.2024; N24/7).

Expert assessments and a recommendation from the quality assurance service (a. The work does not meet the requirements of the textbook; b. The work partially meets the requirements of the textbook and needs to be refined; c. The paper fully meets the requirements recommended for publication and use as a textbook) (confidentiality of experts is maintained) will be sent to the curriculum committee and the dean of the relevant faculty for further consideration. (02.02.2024; N24/7).

Complete originals of expert assessments are kept in the quality assurance service for 3 years after reviewing the textbook, and then transferred to the tsmu archive. The above-mentioned criteria of the textbooks previously approved, published and reflected in the relevant syllabuses at tsmu will be evaluated at the time of the second edition of these textbooks, if the need arises.(02.02.2024 ¶; N24/7).

3. Master's and doctoral programs are transferred to the quality assurance service for evaluation after their technical-structural expertise at the service of master and PhD programmes;

4. Under the responsibility of the head of the Quality Assurance Service of TSMU and the head of the quality assurance service of the relevant faculty two specialists competent in the program profile - academic doctors are distinguished for substantive, qualitative expertise of Master's and doctoral (including doctoral research) programs, conflict of interest is considered. (02.02.2024.; N24/7).

5. Assessment of the master's program is carried out according to qualitative criteria approved by the Academic Council of tsmu (Appendix 2);

6. Evaluation of the doctoral research program is carried out according to the criteria approved by the Academic Council of tsmu. (Appendix 3); (02.02.2024.; N24/7).

6.1. The doctoral research program is recommended for further consideration and is referred to the service of master and PhD programmes in case of receiving expert assessments A (91-100 points), B (81-90 points) or C (71-80 points).

6.2. If the assessment of one of the two experts is D (61-70 points), E (51-60 points) or F (≤ 50 points), and of the other one – A (91-100 points), B (81-90 points) or C (71-80 points), the quality assurance service of the faculty ensures the holding of an expert session and elaboration of a reconciled expert opinion.

If the program cannot be assessed unambiguously (positively or negatively) by the reconciled conclusion of experts, the quality assurance service will allocate a third expert-specialist.

If the third expert assessment is A (91-100 points), B (81-90 points) or C (71-80 points), the program will be transferred by the assessments of all experts to the master and PhD programme service for further consideration; If the third expert assessment is D (61-70 points), E (51-60 points) or F (≤ 50 points), the programme, with the assessment conclusions of all experts and the recommendations for correction, will return to the master and PhD programme service.

6.3. Assessment of competence and experience of the head of the research programme, as well as the compliance and sufficiency of the institutions and structures involved in the implementation of the programme is the issue of responsibility of the master and PhD programme service and the quality assurance service.

6.4 The recommendation of the quality assurance service and the expert assessment report (confidentiality of experts is maintained) are transferred to the master and PhD programme service. The complete originals of the experts' assessment reports are stored in the quality assurance service for 4 years after the review of the program, and then transferred to the tsmu archive. (02.02.2024; N24/7).

7. Syllabuses of training courses/disciplines in the quality assurance service will be evaluated according to qualitative criteria approved by the Academic Council of tsmu (Appendix 4);

8. Educational (Bachelor, One-step education, Master's, Doctoral) in the quality assurance service will be evaluated according to qualitative criteria approved by the Academic Council of tsmu (Appendix 5). (02.02.2024; N24/7).

02.02.2024 ; N24/7

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By Resolution №24 /3 of March 23, 2012
of the Academic Council of Tbilisi State Medical University

Procedures and criteria for Assessment of educational programs and literature in Quality Assurance Department

Annex 1

Textbook Evaluation Criteria

- Corresponds with educational curriculum
- Fully reflects the syllabus of study course
- Content is based on the newest information in the field
- List of references is attached
- Protected by copyrights
- Content is integrated with related courses
- The level of knowledge relevant to the student's educational level is considered
- Text is written in comprehensible language
- Proper style and spelling is applied

Recommended criteria for text- book evaluation

- Additional sources of information are provided
- Self-assessment tests and/or clinical cases are attached
- Book index is applied
- Will be printed on high quality paper (in accordance with the presented sample)
- Will be printed with color printing (in accordance with the presented sample)
- Has correct font size (in accordance with the presented sample)

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Annex 2

Master's Program Evaluation Criteria

1. Qualification characteristics of the master's program

Main target issues:

- Relevance of the program
 - from sectoral perspective
 - from local view point
- Program objectives:
 - general
 - specific
- Target compliance of the program with the mission of the University;
- Compliance of the Program supervisor(supervisors) qualification with the program purpose and outcomes;
- Program similarity/ difference/ compliance with similar programs (in case of program existence).

2. Characteristics of the master's program content :

Main target issues:

- the volume of the programme (ECTS);
- the ratio of classroom, practical and independent work load s volume of students;
- compliance of program curriculum with the goals and outcomes of the program;
- quality of the syllabuses of the study courses/modules in the program;
- *content compliance of the program study courses/modules with the goals and outcomes of the program; compliance of academic staff qualification involved in the program, with the objectives of the program.*

3. Material and technical base of the master's program:

Main target issues:

- Resource description;
- Sufficiency of resources for accomplish of the program goals and objectives.

4. Admission requirements to the master's program:

Main target issues:

- list of relevant bachelor's / undergraduate specialties;

- other prerequisites for admission to the master's program (in case of program existence);
- compliance and adequacy of admission conditions for achieving the goal of the program.

5. Study and research assessment rules in master's program: Main target positions:

- study component assessment rule;
- research component assessment rule.

6. Outcomes of the program

Main target positions:

(According to the description of the second step of higher education)

Knowledge and understanding	<p>The master's program provides a deep and systematic knowledge in the field/subfield, including specific methods/issues reflecting research-based newest knowledge and/or professional practice. This is achieved by the competence of assimilation of information, facts, principles, theories, concepts, procedures, theoretical and practical methods related to the field of study and/or future activity.</p> <p>Graduate master should be able to formulate justified conclusions based on critical analysis of complex and incomplete information (including the latest research), determine ethical and social responsibilities, innovative synthesis of information. The graduate will have the ability to put knowledge into context, which involves recalling, selecting, identifying, interpreting, classifying, explaining, evaluating, systematizing and critical understanding.</p>
Skills	<p>The graduate master must be able to act in a new and multidisciplinary environment, searching for new ways to solve complex problems, conducting research independently using the latest methods and approaches;</p> <p>Graduate master has the skills to complete tasks, solve problems, communicate, transfer information effectively</p>
Responsibility and autonomy	<p>The graduate will be able to understand values and knowledge obtained with a corresponding degree of independence and application of skills, namely teaching, research or yo act responsibly in the work context and to identify and present opportunities for own learning and development.</p>

7. **Indicator of program application**
8. **Compatibility of the cost estimate with the goals and outcomes of the master's program**
9. **Employment opportunities of graduate master**

Conclusion: -----

The should be able to act in a new and multidisciplinary environment; search for new ways of solving complex problems, independently carry out the research using the latest methods and approaches

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Annex 3

Criteria for Assessment of Doctoral Research Program

1	The correlation links between thematic area, main points and the field of study	0-3 points
2	The level of argumentation for taking the expedient approach to fulfill the program (according to the last five years literature review)	0-3 points
3	Quality of scientific novelty of the program	0-17 points
4	Quality and compliance of setting/formulating the program's goal and objectives	0-12 points
5	Relevance and quality of study design and methods with research objectives	0-12 points
6	The evaluation criteria both confidence in and reliance on research results	0-7 points
7	Theoretical and practical value of the expected results of the research	0-15 points
8	The linguistic features and structure of the program	0-3 points
9	Program timetable and deadlines	0-6 points
10	Compliance of the teaching component with the curriculum of the doctoral program	0-5 points
11	The relevance of program budgeting (initial assessment)	0-5 points
12	Compliance of the educational component with the main points of research	0-5 points
13	Summative assessment of the program	0-100 points

91-100	A	Excellent
81-90	B	Very good
71-80	C	Good
61-70	D	Insufficient: There are gaps in the program, not having the principal character. After necessary amendments, the program can be relevant to the requirements for a doctoral research program. The deadline for resubmission of the (amended) program not earlier than 1 month.
51-60	E	Unsatisfactory: The program should be substantially amended for resubmission. The deadline for submission of amended program - not earlier than 3 months.
≤50	F	Completely unsatisfactory: The program should be totally changed. The deadline for resubmission of amended program- not earlier than 6 months.

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Annex 4

Syllabus Evaluation Principles/Criteria

Study course/module	
Department/Direction -	
Faculty -	
educational level -	
Validity period -	

I. Description of the course presented in the syllabus

Necessary components:

- Course duration, format,
- The purpose,
- Course prerequisites (prerequisites),
- Course content,
- Student knowledge assessment system,
- Educational literature,
- Learning outcome(s).

II. Relevance of the study course presented in the syllabus with academic policy and curriculum

Main target criteria:

- Student involvement in the learning process,
- Course teaching forms,
- The proposed format for students' independent work, its compatibility with the level of academic training of students at the given educational level,
- The importance and role of the course in the process of professional training (including continuous professional development),
- Principles of student knowledge assessment.

III. Objective of the training course

Main target criteria:

- The degree of clearly formulating the goal,
- Compliance of the goal with academic and methodological standards,

- Compliance of the goal with the interests of development of skills and analytical thinking necessary for future activities.

IV. Course prerequisites

Main target criteria:

- Compliance with the content of the given training course,
- Compliance with the educational program (curriculum). (02.02.2024; N24/7).

V. Course format

Main target criteria:

- ECTS distribution, credit volume,
- Lecture-practicum ratio,
- Ratio of auditory (contact) and independent work of students, etc.

VI. Content of the training course

Main target criteria:

- Compliance with the interests of academic and professional education,
- Compliance with the modern level of development of the discipline,
- Correspondence with the purpose of the course and the learning outcomes,
- Compliance with the possibility of "horizontal and vertical" integration of training programs (excluding program duplication).

VII. Student knowledge assessment system

Main target criteria:

- Knowledge assessment forms,
- Knowledge assessment components and their ratio,
- Ability to consider individual needs of students,
- The ability to assess the student's attitude towards the acquisition of knowledge and professional skills,
- Criteria for determining prerequisites for admission to the exam.

VIII. Educational literature (mandatory, recommended, optional)

Main target criteria:

- Sufficiency,
- Modernity,
- Accessibility.

IX. Learning outcomes (knowledge and understanding, , skill(s), responsibility and autonomy) (02.02.2024, N24/7).

Main target criteria:

- Clarity of forming results,
- Compatibility with the purpose and content of the training course,
- Correspondence with the interests of valid, transferable knowledge and future professional competence.

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https://tsmu.edu/ts/images/dxp/saganmanaTleblo_programebis_da_saswavlo_literaturis_Sefasebis_procedura_da_kriteriumebi_xarixsis_uzrunvelyofis_samsaxurSi_65c4bdf8eae_b1.pdf

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Annex 5

<i>Criteria for evaluation of educational programs</i>				
N	Criteria (N24/7; 02.02.2024)	Goals questions	Comment/Definition	Source/Argumentation
1	2	3	4	5
1	The aim and learning outcomes of the educational program, and the relevance of the program to them			
1.1	The relevance of the program goals with university mission	-Argumentation of the program. - Content and strategic relevance of the program's goals to the university's mission.	The educational program has a learning goal/goals that specify the outcome of the learning process; The goals should be correspondent with the mission of the university.	A brief description of the activities of the higher educational institution, mission, internal regulation, sectoral documents and other legal acts, development plan.
1.2	Clarity and feasibility of program goals	-Clarity of formulation of program objectives; Ways of ensuring awareness of the interested part of society. -Consistency of goals, contradictions in the implementation of the program and if there are any - ways of predicting and solving them. -Information on employment and the career development of graduates and citizenship values.	The objectives of the program should be formulated clearly and unambiguously, consistently and realistically. Career development opportunities for graduates should be included in the goals (field of employment, academic degrees, personal development, citizenship values, etc.).	Objectives of the program: -Scientific foundations of learning/teaching, -Formation of citizenship values, -Personal development, -Employment.

1.3	Qualifications and competencies that the program aims to achieve, their compliance with the higher education qualifications framework and sectoral/subject standard.	Conformity of the awarded degree and qualification level with the national qualification framework/sectoral qualifications/European qualifications framework.	The degree awarded upon completion of the educational program must be in accordance with the National Qualifications Framework and, if applicable, the relevant sectoral document.	European Qualifications Framework, National Qualifications Framework, sectoral/subject standards.
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Description of responsibility and autonomy of the knowledge and understanding, skill(s), after completing the educational program (N24/7; 02.02.2024)
(according to the descriptor of higher education qualifications)

1 – sufficient; 2 – satisfactory; 3 -insufficient
Educational program/faculty -

Learning course	Descriptive categories of program learning outcomes		
	Knowledge and understanding (theoretical and/or actual knowledge and understanding, (range, depth and type of knowledge, ability to apply knowledge in a given context)	Skill(s): - task performance, - problem solving, - Communication. (difficulty of the task, cognitive and/or practical skills needed to solve the task/problems, in communication) type of information to be transmitted, type of target group, methods of information transmission, communication technologies and their complexity)	Responsibility and autonomy (responsibility, ability to learn, The context (environment) of knowledge and ability to use and its predictability, degree of independence and taking responsibility for one's own and others' activities)