

## **Annex 2**

### **The rule for realizing higher education program at the teaching University**

#### **“BAU International University, Batumi” LLC**

##### **Article 1. General provisions**

1. The rule for realizing higher education programs herein (hereinafter the rule) is worked out in compliance with the Georgian law about Higher Education and the charter of BAU International University, Batumi (hereinafter the university) and determines the rule and conditions for realizing higher education programs at the university.
2. The educational program (curriculum) unifies learning courses/modules compulsory for gaining the qualification of the higher education and gives the information about the objectives of the program, learning outcomes, learning courses/modules (blocks) with corresponding credits, students’ assessment system and peculiarities of organization of the educational process.
3. Medical education program is one cycle Undergraduate Medical Education program that leads to the qualification of Medical doctor. Medical Doctor Program consists of 360 credits.

##### **Article 2. Development and approval of the educational program**

1. The educational program is worked out by academic and/or invited personnel of the faculty. The program should be in line with the university mission and should take into consideration the requirements of stakeholders’ (the state, an applicant, labor market and a potential employer). In case of a regulated program, industry-related peculiarities shall be considered.

2. In case a new educational program is worked out, the director of the program should receive the consent of the academic council hereto agreeing with the dean.
  - 2.1. After the consent of the academic council, a working group is created on the basis of the rector's order;
  - 2.2. The worked out program will be presented to the dean and the quality assurance department;
  - 2.3 The quality assurance department might give the following conclusions about the program: corresponds, does not correspond or partially corresponds and is subject to corrections;
  - 2.4 The academic council approves the program after the quality assurance department issues positive conclusion upon the presentation of the faculty (following the positive conclusion of the council of the faculty);
3. In case already existing educational program slightly changes, it is approved solely by the council of faculty upon the presentation of the dean if the quality assurance department issues positive assessment. However, the major changes are reviewed by the council of faculty upon the presentation of the dean and approved by the academic council of the university in case the quality assurance department issues positive assessment.
4. The process of the development and effective realization of the educational program is coordinated by the director/s of the program- academic, invited personnel of the university or in cases an invited person with doctor's degree (or its equivalent);
5. The title page of the educational program should contain the following: the logo of BAU International University, Batumi, the full name of the university, name of the corresponding faculty, cycle of the higher education, the name of the educational program, qualification/academic degree to be awarded, program volume with credits, program director/s, the details of the decisions of the council of faculty and academic council about program evaluation and approval.

6. The educational program should include the following:

A) The language of instruction;

B) The objective of the program-aiming at developing competences among students tailored to the employment market, relevancy of the program as well as the requirements set by the labor market should be described and justified.

C) The prerequisites for admission on the program- the admission procedures, prerequisites set for the admission on the program should be described. The prerequisites should be described for the citizens of Georgia as well as for the citizens of foreign countries.

D) Learning- learning outcomes- declaration about what students should know (knowledge and awareness), what they should be able to do (skills) and the sense of responsibility and skills of autonomy that a student should have upon completion of the program. The learning outcomes are

described in accordance with the qualification description of the corresponding cycle and characteristics of a specific industry that meet Georgian National Qualifications Framework.

E) The methods for reaching the outcomes of learning and teaching - teaching and learning methods should be described that will be employed while realizing the educational program.

F) Students' knowledge assessment system- general assessment system as well as assessment methods for specific programs should be described (different assessment methods can be employed for different learning courses/modules that should be described in details in syllabuses of a

respective learning course/module together with assessment criteria);

G) The structure of the educational program (curriculum) –curriculum should be attached to the program that includes all components in which credits are granted. Component description should contain (annex 1)

- The code of the learning course \*;
- Name
- Volume with credits

- Types of students workload (contact-lecture, seminar, learning in a simulated environment, learning in a clinical environment, practical work, lab work, midterm and final exams, an independent work) calculated in academic hours.
- Distribution of credits according to semesters;

H) The curriculum with prerequisites should be also attached to the program (annex 2);

I) The map of the learning outcomes should be also attached to the program that includes the interrelation of the learning course or module with the learning outcomes defined in the industry-related characteristics. The map should indicate the extent to which each learning course/module reaches the specific learning outcome (annex 3);

j) The syllabuses of the learning courses/modules should be attached to the program. The syllabus should contain the following information (annex 4):

- Name of the learning course/module;
- The code of the learning course;
- A semester;
- The type of the learning course/module (compulsory or elective);
- Amount of credits and distribution of hours according to students' workload;
- The name of the faculty and the program;
- Details about the staff members involved in realization of the learning course (name, surname, telephone, email address);
- The terms of realizing a learning course/module in weeks;
- Admission prerequisites;
- Aim of the learning course/module;
- Methods of teaching and learning;
- Students' knowledge assessment system and assessment criteria;
- Main literature;
- Supplementary literature;
- Learning outcomes in a form of annex;

- Content of the learning course in a form of annex;

(The syllabus is recommended to be realized in accordance with the format given in the annex 4 in the English language)

k) The information about human and material resources necessary for realizing the educational

program;

l) The information (CVs) about the director/s of the educational program;

m) The act of educational program approval;

6. The educational program is subject to the update.

(\* ) the system of coding is based on usage of the first three letters and numbers of the Latin names of medicine and non-medicine subjects. Medicine subjects are marked with the abbreviation MED while non-medicine subjects are marked with ENG, GEO, NMED and numbers where 1000 stand for the learning courses of the first academic year, 20000- for the second, 3000-for the third etc. Odd numbers indicate the learning courses of fall semester and even numbers- the ones of spring.

(\*\*) The academic hour is defined by 40 minutes.

### **Article 3. Assessment of the achievement of the learning outcomes/the system of the assessment**

The student is awarded a credit in each learning component regarded by the educational program after the learning outcomes defined by the syllabus are achieved proved by received positive assessment. The student's knowledge at the university is assessed with 100-point system. This includes:

1. Current activity that will be carried out in the following format: a seminar (the seminar can include a group work, discussions, preparation and presentation of a project, preparation and presentation of a poster, problem-based and case based discussions, role play, analysis of written assignments, any other activities defined by the director of the learning course/or module considering the peculiarities of the subject that is described in details in the syllabus of the learning course/module), lab class, learning in a simulated environment (learning on

moulages and simulators) and learning in a clinical environment (clinical practice, bedside teaching);

2. A midterm/block exam;

3. A final exam compulsory for all learning courses.

### **3.1. The system of evaluating student's knowledge in a module (block) in an integrated learning**

Integrated learning is based on block principle unifying two and/or more learning courses within one single module (block). The topics of the mentioned learning course are integrated according to the organ systems and are arranged from simple to complex. Each learning course is allocated different amount of hours within a block considering the objectives and the outcomes to achieve. For example: block MED 1001 unifies seven learning courses. The amount of hours of the block (module) reaches 73 and the percentage share of each learning course is calculated according to the allocated number of hours (timetable 1) according to which the number of exam tests or topics are distributed in the block exam as follows:

*Timetable 1*

#### **Block MED 1001**

<b>Learning course</b>	<b>Hours</b>	<b>% share</b>
Cytology	10	13,7
Medical microbiology	2	2,5
Biochemistry	15	20,5
Biophysics	8	11
Anatomy	24	32,9
Evidence-based medicine	6	8,2
Medical biology	8	11

<b>Total</b>	<b>73</b>	<b>100</b>
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Considering the percentage share a professor should prepare a corresponding amount of topics for the block and final exams.

### 3.1.1. The forms of the assessment and their correlation in the module (block)

The student's knowledge is assessed in the following way: assessment of the student's activities over the course of the block (it is the sum of the assessments of problem-based learning or case-based learning within the block, assessment of one or more presentation/s and laboratory work), assessment of block exam I, II and the final exam (timetable 2), the final assessment of the block can be 100 % maximum and 51 % minimum.

*Timetable 2*

#### The forms of the assessment and their correlation

<b>The final assessment of the block 100 % (51 – 100 points)</b>				
<b>Assessment of the current activities of the block</b>			<b>Block exam I and II</b>	<b>Final exam 40%</b>
<b>40%</b>			<b>20-20%</b>	
<b>I component</b>	<b>II component</b>	<b>III component (PPT I, PPT II)</b>		
		<b>5%</b>		

nt(PBL, or CBL) 10%	(lab)* 5%			
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(\*) If the block does not contain laboratory studies the points of the presentation are calculated, if yes- the arithmetic mean is calculated.

- The assessment of the **current activities of the block** can be diverse considering the specifics of the learning course and it is described in details in the syllabus of the learning course. The share in the assessment: 20 %.
- **There are two block exams** and they can be conducted in a written or a test form each with 20 % share in the overall assessment;
- **Final exam** includes integrated subjects and is conducted in an oral form. Its share in an overall assessment is 40%.

### 3.1.2. Assessment of the activities within the block

The activities of each learning course within the block are assessed in an integrated way through problem-based or case-based assessment, as well as through presentation selected according to the learning courses within the block. Laboratory assessments are conducted individually for each learning course and the final score is calculated through an arithmetic mean that will be added to the point gained through other activities. Professors of each learning course can employ different activities and assess them in an informal way.

### 3.2. Types of the midterm/block exams and assessment

During the semester, students take one or two midterm exams for each learning course. In case of two exams, they are conducted on the fifth and the tenth week, while the module/block exams are conducted on the second and the fourth week. For clinical learning courses the midterm exam is conducted in the middle of the rotation.

3.2.1. A **block exam** is conducted in a computerized test form. The tests consist of multiple choice closed questions with minimum four answers and one or several correct answers



(maximum assessment 0,4 points). The number of questions in a test from different learning courses is determined according to the percentage share of a specific subject within the module. The minimum number of questions are 50. The block exam is assessed with 20 points maximum.

**3.2.2. Midterm exam** is conducted in a written form or a test. In exceptional cases an oral exam can be also conducted considering the objectives of the learning course that is defined in the syllabus of the learning course. The maximum assessment of each midterm exam is 20 points.

3.2.2.1. The written midterm exam can be:

- a) Selection of one of the proposed topics (in a form of an exam paper) –maximum assessment 20 points;
- b) Four questions of different topics (in a form of an exam paper). Maximum assessment of each question 5 points;
- c) Situational question or case-based question (formulation of the judgment in a written form), maximum assessment 5 or 10 points depending on the complexity.

3.2.2.2. The test exam can be 50 multiple choice closed questions with minimum four answers and one or several correct answers with maximum assessment 0,4 points;

### **3.3. The types of the final exams and assessment**

The prerequisite for admitting a student on a **final exam** is attendance on lectures and laboratory class/seminar and other types of activities. A student must attend 70 % of contact hours defined by the learning course. Otherwise he/she will not be admitted on the final exam and the final exam will be considered failed.

The final exams in a module (an integrated block) as well as in separate learning courses are conducted in the end of a semester during a session period.

The questions of the final exam include the material from the whole learning course/module and in case of a test it should be presented in two versions. The final exam can be conducted in written, test, oral, clinical-based assessment or combined format considering the objectives

of the learning course/module described in details in the corresponding syllabus. The maximum assessment of the final exam is **40 points**.

3.3.1. The final exam of the module (integrated block) is conducted only in oral form with integrated questions and observing the committee rule. Maximum assessment **40 points**.

3.3.2. **The final exam** of the learning course can be written, test, oral or project defense, OSCE, OSPE, 360 degree or combined.

3.3.2.1. The final exam in written can be:

a) Four questions from different topics (exam paper). Maximum assessment for each question 10 points.

b) Situational question or case-based question (formulation of the judgment in written), maximum assessment- 5-10 points depending on the complexity.

3.3.2.2. A test exam can be:

a) 100 multiple choice closed questions with minimum four answers and one correct answer, maximum assessment is 0,4 points;

b) Multiple choice closed questions with minimum seven answers and two, three or four correct answers. The assessment will be differentiated depending on the number of correct answers from one to two points, The number of tests is determined individually depending on the maximum points of correct answers making up 40 points in total.

c) An open test where a student should write an answer himself/herself. Maximum assessment one point.

d) Combination of the tests described in paragraphs a, b, c.

3.3.2.3. The final exam in oral form can be:

a) Eight questions from different topics (an exam paper), the questions must be answered orally, maximum assessment for each question 5 points;

b) Oral discussion around a situational question or a case-based question. Maximum assessment from 5 to 10 points depending on the complexity. The number/amount is defined by a professor individually;

c) Combination of questions mentioned in paragraphs a, b.

3.3.2.4. In case a combined final exam is conducted, any combination is allowed which includes: oral or written questions and/or situational questions and/or history taking and/or assessment of clinical skills through various methods and so on depending on the objectives of the learning course/module defined by the syllabus.

The final exam is considered passed if minimum pass mark 55 % is achieved, however, if a student's final assessment (in case of a module: assessment of current activities + assessment of a block exam + assessment of a final exam) is more than 40 and less than 51 regardless the fact that he/she has achieved the minimum pass mark for the final exam, the module will be considered failed and he/she has a right to retake it in an additional exam session.

The final exam in each learning course can be considered passed if a student achieves a minimum pass mark that is different depending on a course and is described in details in a syllabus. However, if a student's total assessment (in case of a learning course: assessment of current activities + assessment of a midterm exam + assessment of a final exam) is more than 40 and less than 51 regardless the fact that he/she has achieved the minimum pass mark for the final exam, the learning course will be considered failed and he/she has a right to retake it in an additional exam session.

A student can retake an exam during the same semester, in a week for additional exams.

The interval between the final exam and an additional exam to be retaken should be minimum 5 days after the results of the final exam are announced.

If a student's final assessment in a block/learning course after an additional exam is retaken (resit) (in case of a module: assessment of current activities + assessment of a block exam + assessment of a final exam; in case of a learning course: assessment of current activities +

assessment of a midterm exam + assessment of a final exam) is less than 51 %, the block/ learning course will not be considered assimilated and it should be retaken.

A student will be granted a credit in case points from 51 to 100 are accumulated.

The final assessment of the learning outcomes defined by the program includes five positive and two negative assessments.

The students are assessed with ECTS system observing the following scheme:

<b>Point</b>	<b>Assessment</b>	<b>GPA (Grade Value)</b>
91-100 (A)	Excellent	4.0
81-90 (B)	Very good	3.0
71-80 (C)	Good	2.0
61-70 (D)	Satisfactory	1.0
51-60 (E)	Sufficient	0.5
41-50 (FX)	Failed- student needs to work harder for passing an exam and he/she is given a right to work individually and resit one extra exam.	0.0
0-40 (F)	Failed – the work undertaken by a student is not sufficient and he/she must retake a course	0.0

A student should register learning courses/modules observing the prerequisites regarded by the educational program.

100-scale assessment system is valid for all components of the educational program including practical work, and/or any other type of the work.

The university also uses grade point average (GPA), 100 % and 4 scale assessment method. For calculating Grade Point Average within 100 % range, the amount of corresponding course/module credits and the points earned by students in a respective course are multiplied, then added and divided on a total number of credits. In particular:  $GPA = \frac{\sum GP \times CR}{\sum CR}$  where GP stands for an assessment (point) received in a specific learning course and CR-a corresponding credit of a mentioned learning course. For converting the grade point average on 4 scale assessment, the number calculated through 100 % system is divided (20-1).

The points/assessment of a student (current, midterm and final exam) are registered in an exam register (annex 5). In the end of the year, a transcript is filled in (annex 6).

#### **Article 4. Criteria for assessment**

The different methods for assessing the achievements of the learning outcomes in a learning course/module are defined by a professor and are described in a relevant syllabus. Mainly 5-10 point assessment system is used the criteria of which are given in details below:

##### **4.1. Criteria for assessing quizzes (10 points)**

**Quiz** –Multiple-choice questions. One correct answer is assessed with 0,5-1 point considering the level of difficulty. Professors themselves determine the quantity of quizzes for each course.

##### **4.2. Group Work assessment criteria (10 points)**

**10 points** – The student is able to present complete and thorough knowledge of the subject, a substantial amount of detailed and relevant information is used; Demonstrates considerable depth of understanding of main and additional literature; Brings forward a balanced view of the main arguments on the issue.

**9 points** – The student is able to bring forward a consistent volume of judgment on most of the topics; Makes appropriate comments on the different perspectives for the most of topics,

Demonstrates knowledge of the main literature within the subject and the ability to apply the received knowledge.

**8 points** – The student is able to bring forward a consistent knowledge, has properly developed terminology; Demonstrates knowledge of the main literature within the subject and the ability to apply the received knowledge.

**7 points** – The student is able to present some factual information sufficiently linked with the topic; Demonstrates a good understanding of the topics selected; Makes a good attempt to bring forward a balanced view of some arguments on the topics discussed. Terminology is partially developed.

**6 points** – The student is able to make some good comments on the different perspectives on some of the issues; makes poor judgment on most of the topics..

**5 points** – The student demonstrate inconsistent comments on the different perspectives on some of the issues, Student has middle level of knowledge, terminology is developed partially, makes weak conclusions.

**4 scores** – The student demonstrates general overview of the topics. Information generally is linked with the subject, but terminology is not developed sufficiently, the student demonstrates irrelevant understanding of the literature.

**3 points** – T student demonstrates general/superficial and inconsistent knowledge of the subject, has insufficient knowledge of the literature.

**2 points** – The student makes general comments, but has no knowledge of the terminology, no consistency.

**1 point** – Student provides insufficient answers, does not know terminology, no knowledge of literature.

**0 score** - Student demonstrates not even elementary knowledge of the subject.

**4.3. Laboratory work assessment (Laboratory assignment) – 5 points**

Evaluation criteria:

**5 points:** Laboratory method is properly planned, the student uses correctly the tools and equipment in the laboratory, is able to make a record of the method, can easily detect the error and plan the way for its correction. Student is able to analyze and interpret the results of investigation. Laboratory work is done accurately and thoroughly.

**4 points:** Laboratory method is properly planned, the student has the proper knowledge in laboratory equipment, is able to make a record of the method, can easily detect the error and plan the way for its correction but it is difficult to analyze the results. Laboratory work was carried with minor faults.

**3 points:** Laboratory method is properly planned, the student cannot show adequate knowledge of the tools used in the laboratory, using the equipment makes a few mistakes, is able to make a record of the method, but cannot overlook mistakes, and therefore hard to find ways to correct them. Laboratory work was carried with the faults.

**2 points:** There are the slightest mistakes in the planning method, the student could not show proper knowledge of laboratory tools and equipment used in the method, can correctly make a mark, but cannot overlook mistakes, and therefore hard to find ways to correct them. Laboratory work was with the essential faults.

**1 point:** There are the substantial errors in the planning of laboratory methods, the student is not familiar with the use of laboratory equipment, tools and rules, the method can be recorded, but cannot overlook mistakes, and therefore hard to find ways to fix. Laboratory work was with the essential faults.

**0 points:** The student does not know the method, laboratory tools and equipment. Work is not done.

#### **4.4.Presentation assessment criteria (10 points)**

1. Problem novelty - 2 points;
2. Academic level - 2 points;
3. Review of the available modern material related to the topic -2 points;
4. Visual and technical quality of the material - 2 points;
5. Culture of arguing and listening - 1 point;
6. Correct language and style - 1 point;

#### **4.5. Individual presentation assessment criteria in an integrated block (5 points)**

1. Demonstration of theoretical knowledge- 3 points
  - Subject “A”- 1 point
  - Subject “B”– 1 point
  - Subject “C” - 1 point
2. Academic side and design- 1 point
  - Visual and technical aspect of the material- 0,5 point
  - Review of modern literature (data) around the topic- 0,5 points
3. Presentation and communication skills – 1 point
  - Debating and listening culture 0,5 point
  - Proper language and style 0,5 point

**4.6. Presentation – 10 points** (student must individually prepare and present it in PPT format on given subject)

#### **Evaluation criteria:**

**10-9 points:** the presentation is made orally in front of a group, thesis is prepared based on actual up to date information, the presentation theme is performed completely, basic aspects are defined, details provision skills are manifested. A student has used photo and video materials, the presentation is supported with a computer, references are indicated (textbooks, scientific articles, websites). An oral presentation is successive, logical thinking, insight into details is



shown, a student represents a theme completely, a time schedule is observed. A student gives answers to questions asked completely, correctly and logically.

**8-7 points:** the presentation is made orally in front of a group, subject is prepared on the grounds of outdated information, the presentation theme describes basic issues, details are not considered, visual materials are not applied, list of references (manuals, scientific articles, website) is not used properly. An oral presentation is less successive, some elements of logical thinking are manifested, a student fails to represent a theme completely, time schedule is not observed. A student fails to answer questions properly.

**6-5 points:** the presentation is made orally in front of a group, when preparing an insufficient references are used, basic issues are mentioned, details are not discussed, visual materials are not applied, list of references is not used properly. A student fails to answer questions adequately.

**4-3 points:** the presentation is made orally in front of a group, subject is prepared on the grounds of outdated information, when preparing the topic few references are used, basic issues are not described properly, details are not discussed, visual aids are not applied, an oral presentation is not successive. A student fails to represent a theme completely, a time schedule is not observed. A student fails to answer questions.

**2-1 points:** the presentation is made orally in front of a group, topic is prepared on the grounds of false information and is not evidence based, presentation format is not appropriate, visual aids are not applied, A student fails to answer questions.

**0 point:** presentation is not done.

#### **4.7 I Discussion assessment criteria (10 points)**

1. Argumentation quality - 2 points;
2. Complexity of presented factual material - 2 points;
3. Engagement in the discussion – 2 points;

4. Debating and listening culture - 2 points;
5. Time management – 2 points.

**4.8.II Discussion is assessed with the following criteria (10 points)**

1. Ability to Present well-structured arguments -2 points;
2. Ability to Include and apply relevant concepts, theories, or materials correctly with citation of sources-2 points;
3. Ability to make comments to others arguments in sparked discussion -2 points;
4. Ability to apply relevant professional, personal, or other real-world experiences -2 points;
5. Ability to respond to criticisms as well as compliments -1 points;
6. Ability to demonstrate consideration and respect for others - 1 points;

**4.9.Writing Activity assessment criteria (10 points)**

1. Expressing ideas clearly-2 points;
2. Expressing ideas correctly from the grammar point of view- 2 points;
3. Cohesion-2 points;
4. Creativity -2 points;
5. Following the standards of the document requirement-2 points;

**4.10I Essay assessment criteria (10 points)**

1. Topicality of the problem - **2 points;**
2. Review of the research around the topic - **2 points;**
3. Precision of conclusions and its correspondence with the main text - **2 points;**
4. Writing style - **2 points;**
5. Visual and technical quality of the written material - **1 point;**
6. Correct citations of literature, reliability of sources - **1 point;**

**4.11 II Project preparation - Presentation (10 points)**

1. Content - 1 point;
2. Problem outline - 1 point;

3. Review of the literature on the issue -1 point;
4. Research methods relevance with the research goals -1 point;
5. Logical argumentation -1 point;
6. Deductions accuracy and correlation with the main text -1 point;
7. Visual and technical quality of the material -1 point;
8. Reliability of the sources -1 point;
9. Accuracy of the cited literature -1 point;
10. Relevance of wording and style - 1 point;

#### **4.12. Project Paper – 18 points**

##### Assessment criteria

1. Identification of theories/concepts and modern trends in XXX related to the contemporary practice - 3
2. Identification of medical, individual, group, social processes affecting the issue - 3
3. Identification of determining XXX and external factors - 3
4. Description of best course of actions, its factors and parameters - 3
5. Argumentation and coherence - 3
6. Relevance, validity and reliability of resources used for the completion of the assignment - 3

**Grading: Good – 3, Satisfactory – 2, Poor – 1, Unacceptable – 0.**

#### **4.13. Role play assessment criteria (10 points):**

1. Ability of verbal communication - 4 points;
2. Ability of nonverbal communication - 4 points;
3. Application of theoretical knowledge in problem solving - 2 points.

**4.14. Poster assessment criteria (10 points):**

1. Ability of working on the unknown topic - 2 points;
2. Ability of team working - 2 points;
3. Ability of time management - 2 points;
4. Poster design - 2 points;
5. Ability of presentation - 2 points;

**4.15. Problem Based Case (PBC) assessment criteria (10 points):**

1. Ability of problem-solving - 2 points;
2. Ability of team work - 2 points;
3. Ability of decision-making - 2 points;
4. Ability of practical application of the acquired theoretical knowledge - 2 points;
5. Ability of using additional sources - 2 points;

**4.16. PBL Tutorial assessment criteria - 10 points**

**PBL Tutorial assessment criteria -10 points**

Tutor

1. Participation and communication skills -2 points
2. Cooperation and team building skills-2 points
3. Self-directed learning skills-2 points
4. Applying knowledge and information gathering skills-2 points
5. Clinical reasoning and decision making skills-2 points

2 points	1 point	0 points
Excellent	Average	Poor

**4.17. I Clinical Case assessment criteria (10 points):**

1. Ability of case interpretation - **2 points**;
2. Ability of using additional sources - 2 points;
3. Ability of applying theoretical knowledge - 2 points;
4. Ability of correlating normal and pathological conditions - 2 points;
5. Ability of drawing conclusions – 2 points.

**4.18. II Clinical Case assessment criteria (10 points):**

1. Ability of case interpretation - **2 points**;
2. Ability of using additional sources - 2 points;
3. Ability of applying knowledge about main group of drugs - 2 points;
4. Ability of applying knowledge about drug interaction - 2 points;
5. Ability of drawing conclusions – 2 points.

**4.19. III case-based assessment criteria (10 points)**

1. The ability to interpret the information given in the case- 2 points
2. The ability to plan correctly for gathering additional information- 2 points
3. The ability to interpret the results of the laboratory analysis correctly- 2 points
4. Problem-solving ability- 2 points
5. Ability of drawing conclusions- 2 points

**4.20. Case Based Discussion (CBD) – 10 points**

The final exam will consist of ?? cases. Student will discuss cases in front of lecturer. Each case will be evaluated with maximum 10 points (?x10=?0 points). There is 5 assessment component for each case:

### **1. Defines the problem**

What are the issues raised in this case?

What are the pathological processes?

What problems are you trying to resolve?

### **2. Integrates information**

What relevant information you have?

How will the data/information/evidence you have will help you to make your decision?

How did you use the data/information/evidence available to you in this case?

What other information could have been useful?

### **3. Prioritizes options of diagnostic methods**

What are your options? Which did you choose?

Why did you choose this particular one?

What are the advantages/disadvantages of your decision?

How do you balance them?

### **4. Justifies decision of treatment**

How do you justify your decision?

What are the implications of your decision?

What evidence/information have you to support your choice?

Can you give an example? Can you apply it to this case?

### **5. Upholds duties of a doctor**

What ethical framework did you refer to in this case? How did you apply it?

How did you establish the patient's point of view?

What are your responsibilities/duties? How do they apply to this case?

How did you make sure you observed them? Why are they important?

### **Evaluation criteria for each five components:**

2 points – in full compliance

1 point – partially compliant

0 points – non compliant

#### **4.21. Case analysis (written assignment) – 4 points**

Students will discuss/analyze clinical case according to study materials individually in written manner.

##### Evaluation criteria:

- **4 points** – interpretation of examination results are correct, diagnosis is defined correctly, is evidence based, knows etiology, pathogenesis, clinical flow, treatment plan is defined correctly;
- **3 points** - interpretation of examination results are correct, diagnosis is defined correctly, is evidence based, knows etiology, pathogenesis, clinical flow, treatment plan is not correct;
- **2 points** - interpretation of examination results are correct, diagnosis is defined correctly, is evidence based, does not know etiology, pathogenesis, clinical flow, treatment plan is not correct;
- **1 point** - interpretation of examination results are correct, diagnosis is incorrect, treatment plan is not correct;
- **0 points** - interpretation of examination results are incorrect, diagnosis is incorrect, treatment plan is incorrect.

#### **4.22. Assessment of clinical skills- maximum 10 points**

1. Exact sequence of performing a manipulation- 2 points
2. Safety protection of a patient and himself/herself- 2 points;
3. Communication with a patient- 2 points;
4. The ability to orientate quickly in limited time- 2 points
5. The ability to get a consent from a patient and preparation for procedures- 2 points.

#### **4.23. Taking the sample of the medical history- assessment maximum 10 points**

1. 9-10 points- the medical history is taken in a consistent manner and all components are described in details using correct terminology. The examination plan is full, the diagnosis is formulated correctly and the treatment plan is adequate including the correct list and dosage of the drugs.
2. 7-8 points- all components are described in correct sequence using correct terminology. The examination plan is complete, a diagnosis is well formulated and the treatment plan is adequate, drugs are correctly prescribed.
3. 5-6 points- includes all components of the medical history but inconsistent and wrong terminology is used. The examination plan is not comprehensive, the diagnose corresponds to the clinical data, however, the formulation is not exhaustive, the treatment plan is adequate and includes the full list of the drugs;
4. 3-4 points- the components of the medical history are not comprehensive and consistent, the diagnosis corresponds to the complex of symptoms, however it is not evidence based. The treatment plan is adequate, the drugs are not fully presented.
5. 1-2 points- the medical history is presented in a schematic way.
6. 0 point- the task is not performed.

#### **4.24. Assessment skills of manipulation indication and complications / or History taking and interviewing skills – 2 points.**

- Assess the indication and contraindications of the procedures/manipulation – **1 point**;
- Assess and predicts the side effects, complications and outcomes of the procedures/manipulation – **1 point**;
- Cannot do assessment – **0 points**.

#### **4.25. History taking and interviewing skills**

- Demonstrates good history taking and interviewing skills – **2 points**;
- Makes mistakes during interviewing and history taking – **1 point**;



- Cannot interview/perform history taking – **0 points**.

#### 4.26. Mini Case Analysis

Each assessment **2 points**.

Evaluation criteria:

**2 point** – There is a deep and excellent understanding of the subject. Properly analyzing the problem, identifying the goals. Excellent ability of implication analyses and ideas. Student is articulating a well-developed strategy, tactics were appropriate.

**1 point** – There are few inaccuracies is analyzing the problem, identifying the goals. Good ability in implications of analyses and ideas. Several inaccuracies in articulating a well-developed strategy and appropriate tactics.

**0 point**- There is poor or no engagement from the students during the case discussion.

#### 4.27. Mini – CEX-Mini Clinical Evaluation Exercise- 5 points

Mini-CEX: Observation and Assessment Criteria for the student	
Communication	Introduces him/herself; explains the procedure to the patient; gives the patient the opportunity to ask questions; answers questions honestly. Avoids the use of technical terms; responds to the views/perceptions of the patient; obtains consent of the patient regarding further course of action. Responds suitably to verbal and non-verbal patient reactions.
Medical history / Consultation /	Skills demonstrated during performance: Structured discussion, listens actively; formulates open and closed questions, grasps the "road map" of the patient; clarification and advice are appropriate to situation and patient. Skills demonstrated during performance: Adapts the examination to the clinical

Clinical examination	problem and condition of the patient; explains to the patient what he/she is doing. The clinical examination follows an efficient and logical sequence.
Clinical Reasoning / judgement	Demonstrates good clinical judgement, is able to synthesize information; formulates relevant differential diagnoses and creates an appropriate diagnostic and therapeutic plan taking into account risk/benefit assessment and medical urgency.
Organization / efficiency	Sets priorities; is concise; works in a structured manner; uses available resources appropriately.
Professional conduct	Shows empathy and respect; responds to the concerns and needs of the patient; knows the regulatory framework; is aware of his/her own limits; creates appropriate documentation; takes account of the ethical dimensions of medicine.

### Mini – CEX

#### (Mini Clinical Evaluation Exercise)

Student:	
Lecturer:	

Assessed Competencies	Poor (0 points)	Fair (0.5 points)	Competent (1 point)
History taking / Consultation / Clinical examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organization and efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total score:</b>			

Complexity of the task:      |       Low      |       Medium      |       High

Time requirement:      Observation in min. \_\_\_\_\_      Feedback in min. \_\_\_\_\_

**Feedback**

What was good?
What can be improved and how?

**Date:** \_\_\_\_\_      **Student**      **Lecturer**  
**signature**\_\_\_\_\_      **signature**\_\_\_\_\_

**4.28. Mini clinical evaluation exercise (Mini-CEXs) – 7 points**

Exercise will be performed in clinical environment (simulation or bed side) in the process of student’s individual work with patient. Each exercise will be evaluated with 7 criteria, maximum 1 point for each.

- Good - 1 point,
- Satisfactory - 0.5 Points,
- Unsatisfactory - 0 points,

**1. Medical Interviewing Skills** (score\_\_\_)

- Encourages the patient to communicate about his medical history;
- Sets appropriate questions to obtain information;
- Responds appropriately to emotion and non-verbal signals.

**2. Physical Examination Skills** (score\_\_\_)

- Maintains a logical and efficient sequence;
- Maintains a balance between general and hypothetical focused research;
- Informs the patient;
- Shows sensitivity to patient's comfort and modesty.

**3. Professional Qualities** (score\_\_\_)

- Shows respect, commitment, empathy, and generates confidence;
- Responds adequately to discomfort and embarrassment;
- Responds appropriately to the need for privacy and information.

**4. Problem analysis, clinical reasoning** (score\_\_\_)

- Uses appropriately and selectively diagnostic procedures;
- Considers properly risks and profit.

**5. Follow up study and guidance** (score\_\_\_)

- Formulates evidence-based indications for future research and treatment;
- Determines adequate necessary guidance, possibly from other professionals.

**6. Communication with the patient** (score\_\_\_)

- Explains in understandable terms for the patient indications for examination and treatment;
- Asks for informed consent where necessary;
- Discusses the policy;
- Provides information in accordance with the law on patients' rights.

**7. Organization / Efficiency** (score\_\_\_)

- Organizes adequately; Demonstrates optimal use of time;

- Is concise;
- Ensures appropriate paperwork, feedback to the referring medical doctor

(Feedback from Mentor)

#### 4.29. Directly Observed Procedural Skills (DOPS) – 3 points

Student will perform following practical assignments:

- **Techniques of manipulation (IV catheterization, U catheterization...)** – evaluated 2 times, **total 2 points**
- **Techniques of ...** – evaluated ? times, **total ? points**
- **Techniques of ...** – evaluated ? times, **total ? points**
- If the evaluation criteria-defined requirements are not reached (incorrect performance), student is evaluated with – 0 point

#### 4.30. Directly Observed Procedural Skills (DOPS) - 5 points

Student will perform following practical assignments during rotation:

- Collect anamnesis, physical examination and data registration- **2 point.**
- Reading and identification of instrumental examination- **1 point.**
- Reading and identification of laboratory tests- **1 point.**
- Define diagnosis/differential diagnosis and treatment plan-**1 point.**

#### 4.31.DOPS -Directly Observed Procedural Skills- 5 points

<b>DOPS: Observation and Assessment Criteria for the student</b>	
Preparation/ aftercare/	Explains to the patient the intervention procedure and risks and obtains his/her consent; has the necessary materials ready and checks them; instructs the patient and assisting personnel; positions patient optimally.

safety	Explains to the patient the necessary post-intervention measures and checks; explains to the patient the procedure in the event of complications. Correctly selects and uses disinfectant; works under sterile conditions; avoids endangerment of self and others.
Technical expertise	Technically correct application of procedure; performs intervention with skill and precision; works atraumatically; achieves a satisfactory result; removes required material correctly.
Clinical Reasoning / judgement	Defines indication correctly; selects appropriate medication and dosage; is knowledgeable of the anatomical geography, applied intervention steps and instruments.
Organization / efficiency	Works systematically; appropriate documentation; preserves and labels correctly any material taken.
Professional conduct	Shows empathy and respect towards the patient; maintains a professional relationship with medical personnel; assesses his/her own capabilities appropriately; asks for help when required; knows the regulatory framework.

### DOPS

(Direct Observation of Procedural Skills)

Student:	
Lecturer:	

Assessed Competencies	Poor (0 points)	Fair (0.5 points)	Competent (1 point)
Preparation/aftercare/safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Reasoning/Judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization and efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total score:</b>			

Complexity of the task:       Low       Medium       High

Time requirement:      Observation in min. \_\_\_\_\_      Feedback in min. \_\_\_\_\_

### Feedback

What was good?
What can be improved and how?

Date: \_\_\_\_\_ Student \_\_\_\_\_ Lecturer \_\_\_\_\_  
signature \_\_\_\_\_ signature \_\_\_\_\_

#### 4.32. Interpretation of Examination Results

Assessment of **Examination Results Interpretation** - is conducted by analyzing and interpretation of laboratory and instrumental investigation results - 2 points

Evaluation criteria:

- 1 point: Student is able to read and analysis of investigation results
- 1 point: Student is able to appoint a correct survey strategy bases on investigation results
- If the evaluation criteria-defined requirements are not reached, student is evaluated with – 0 points.

#### 4.33. Mini CBD- case base disscussion

assessment competences and criteria:

- **Problem identification**  
Identifies/defines problem(s) properly and posts in a clear-cut manner.
- **Application of knowledge base and information gathering**  
Shows breadth and depth of knowledge about the problem, shows evidence of through reading of documented sources, applies acquired knowledge in problem solving.
- **Clinical reasoning and decision making**  
Interprets information given in the case, shows evidence and critical understanding of facts, shows ability to generate hypothesis, is capable of making correct decisions regarding the issue (etiology/diagnosis/management. Etc.).
- **Conclusion / Correct Diagnosis**  
Makes corresponding, evidence based, clear conclusion/diagnosis.

#### 4.34. Integrated theoretical issue – 6 points



Evaluation criteria:

- Define specific pathology according to syndrome and/or symptoms – 1 point
- Define relevant examination methods of symptom and syndrome and/or read and analyze instrumental and laboratory examination results – 1 point
- Description of pathological process and description of development/stages of pathological process – 1 point
- Define the etiology and outcome of pathological process – 1 point
- Drug selection acting on concrete systems – 1 point
- Determination of pharmacokinetics, pharmacodynamics and side effects – 1 point

If the evaluation criteria-defined requirements are not reached (incorrect definition/determination/description), student is evaluated with – 0 points.

**4.35. Discussion (in groups/pairs)**-students are divided in groups or pairs (teacher decides) to share their ideas around the topic. Group work allows a teacher to monitor the process to identify those who work hard and are actively involved in the discussion process, have clear ideas about the issue and can correctly, without serious mistakes, speak their mind; Group work also provides a teacher with possibility to judge about the student ability in terms of being able to cooperate properly in groups, respect others' ideas and listen to other group members with patience. Moreover, monitoring is the effective tool to detect the major problems in both regarding the ability to work with others and the failure in the students that can make obstacles in providing relevant feedback in terms of addressing the new material

**4.36. Demonstration/role play**-is aimed at developing students' skills in terms of putting theory into practice. In other words, they will have to apply the knowledge they gained, in real life like situations (e.g. dialogues) through which their ability in terms of being able to express themselves effectively and relevantly in the concrete situations, is reflected. Role play is one of the effective ways to observe the students; performance and measure their abilities fairly;

**4.37. Group/pair presentation-** students are teamed or paired up to prepare a presentation on the topic they have learnt. This is one of the effective extension tasks to check the students' ability to consolidate the material they have learnt, demonstrate the creativity and independence in terms of developing a plan of their presentation, preparing a power point presentation and conducting it in front of the class. The other groups make comments and evaluate the presentation following the criterion provided by the teacher.

**4.38. Oral Final Exam assessment criteria (maximum - 5 points)**

**5 points:** student shows detailed knowledge of lecture materials, represents homework fulfilled properly and successively, persuasively, applies specific terms freely, makes careful analysis of tasks assigned, judges logically; Student actively apply information from studied materials, and is interactive.

**4 points:** student shows knowledge of lecture materials, represents homework fulfilled properly and successively, persuasively, applies specific terms freely, finds it difficult to analyze the topic assigned and to be involved in discussion, is not able to answer questions exhaustively.

**3 points:** student holds materials without deep knowledge of details. has prepared a homework with shortages, makes representation less successively and less properly than it is required, has not complete knowledge of specific terms, makes analysis of tasks assigned, is less interactive.

**2 points:** student is less aware of the material. Reveals only sketchy knowledge, homework is prepared incompletely, presents the material inconsistently, less persuasively; has not complete knowledge of specific terms, finds difficult to make analysis of tasks assigned, is less interactive.

**1 point:** student is not aware of materials, has not prepared homework in a proper way, is less interactive.

**0 point:** student is not aware of materials, is passive, study materials are not reviewed, homework is not done at all, fails to show interest towards materials.

#### **4.39. Criteria for assessing Integrated Oral Final Exam (8 points):**

During an integrated oral exam the knowledge of the topic in a comprehensive way from molecular to organ level from the following learning courses will be evaluated: anatomy, rad anatomy, embryology, histology, physiology, biochemistry, biophysics, cytology, general biology, microbiology.

**8-7 points-** has comprehensive knowledge around the topic, student's thinking skills are clearly demonstrated, precisely knows the terminology, has full answers to the asked questions.

**6-5 points-** does not have comprehensive knowledge around the topic but is able to express the main idea, a student is able to think independently, answers the majority of the questions, does not make major mistakes

**4-3 points-** has partial knowledge around the topic, but lacks the depth of the understanding, makes mistakes in terminology, does not give full answers to the questions

**2 points-** has general understanding of the topic, does not demonstrate the thinking abilities, makes a lot of mistakes in terminology, gives superficial answers to the questions.

**1 point-** does not have clear understanding around the topic, does not demonstrate the thinking abilities, does not know the terminology, gives answers to some questions;

**0 point-** does not know the topic, is not able to answer the questions.

#### **4.40. Objective Structured Clinical Examination (OSCE) - 40 points**

"OSCE" is an integrated assessment method which evaluates student's ability to demonstrate clinical skills in the examination environment simulating the clinical situation.

The OSCE consists of 10 active "stations". Each station presents 1 procedure and is evaluated with maximum 4 points (in total  $4 \times 10 = 30$  points). A student in the presence (if recorded, in the absence, of the examiner) in a predefined fixed time (5/7 minutes) performs the task and transfers to the next station.

Assessment components of each station:

- Communication with patient (max. 1 point)

- Sequence of the procedure (max. 1 point)
- Quality of the procedure (max. 1 point)
- Time (max. 1 point)

**4.41. Role play assessment criteria (5 points):**

1. Ability of verbal communication - 1 point;
2. Ability of nonverbal communication - 1 points;
3. Ability to show empathy and respect – 1 point;
4. Application aspects of ethics – 1 point;
5. Application of theoretical knowledge for problem solving - 1 points.

**4.42. Bedside teaching (5 points)**

1. Student takes and presents history – 1 point
2. Performs examination – 1 point
3. Discusses further assessment – 1 point
4. Discusses management of case – 1 point
5. Discusses related aspects of disease – 1 point

**Article 5. Retaking a final exam, failure, appeal**

A student fails a final exam if:

- 1) More than 30 % of contact hours of a learning course/module are missed
- B) 30 % pass mark of a block/final exam is not achieved.
- c) Pass mark for final exams in each learning course is not achieved;
- d) The exam rules are rudely violated that leads to the dismissal from an exam, or cancelation of the thesis defined by the rule of conduct of an exam;

A final exam can be postponed due to some mitigating circumstances based on a written request of a student (depicting and justifying mitigating circumstances) or if a student submits certificate of sickness. In each case the decision is made by the dean.

In case a final exam is failed, a student is given one chance to retake it.

The exam results can be appealed (an appeal form) at the appeal committee within 24 hours after the exam results are published (the procedure is defined in details in the rule of conduct of exams).

The exam schedule worked out by the dean's office and approved by the faculty of council is hang out in the university a week in advance before a session period.

#### **Article 6. Regulation of an academic year**

1. An academic year is the combination of semesters including holidays that should not exceed 12 consecutive calendar months;
2. An academic year includes fall, spring and summer semesters;
3. A semester is a time period which unifies study weeks as well as the period of conducting and assessing student's achievement on exams.
4. A study week includes 6 days from Monday to Saturday over which student's weekly study load is distributed;
5. The number of contact (educational process of a student through involvement of academic personnel) and independent hours (educational process of a student without the involvement of academic personnel) should not exceed 50 hours per week.
6. Student's study load during the educational process is calculated in ECTS credits. 1 ECTS credit equals to 25 hours of student's educational activities (including contact hours and independent work)
7. An academic year of the university includes 60 (ECTS) credits distributed over spring and fall semesters;
8. The annual study load of a student can exceed 60 credits or can be less than 60 credits, but not exceeding 75 (ECTS) credits considering the peculiarities of a higher educational program and/or individual educational program of a student.
9. In fall and spring semesters 16 weeks are dedicated to lectures. In addition, in each semester 4 weeks are allocated to sessions, 3 weeks to main exams and 1 week to exam retakes.

10. The terms of beginning and ending an academic year as well as the terms for final and additional exams are regulated by the academic calendar approved on the basis of an individual-legal act of the rector issued before the beginning of each semester.

11. If necessary, the academic council is authorized to define different amount of lecture weeks.

#### **Article 7. Additional semester**

Students who failed to accumulate necessary credits within the terms defined by the educational program and to gain an academic degree, shall have the right to finish an educational program in an additional semester.

No more than 10 credits are allowed to be gained during an additional semester only if total annual academic load of a student will not exceed 75 credits.

An additional semester lasts for 8 weeks- 5 weeks for lectures, 1 week for midterm exams and 1 week for additional exams.

For each learning course during a summer semester the contact hours per study week are doubled. Full load of a student per study week should not exceed 50 hours.

The terms of beginning, and ending summer semester as well as the terms for final and additional exams are regulated by the academic calendar approved on the basis of an individual-legal act of the rector issued before the beginning of each semester.

#### **Article 8. Regaining credits**

A student who failed to assimilate a learning course/module within the terms set by the educational program and did not manage to accumulate necessary amount of credits shall have the right to register and gain additional 15 credits during an academic year alongside with main learning courses.

#### **Article 9. Granting an academic degree and diploma**

1. A student who managed to gain credits defined by the educational program is granted a corresponding academic degree upon the dean's presentation and the decision of the council of faculty resulting in the termination of a student status;
2. The academic degree is certified by the diploma signed by the rector of the university and the dean of the faculty and by the seal of the university the form of which is agreed with the ministry of education, science, sport and culture of Georgia as well as the ministry of finance. The diploma supplement is also issued together with the diploma.
3. The graduate who has A in 75 % of the learning courses defined by the curriculum and B and C in the rest, will be granted the diploma with honors.

#### **Article 10. Cancel/change educational program**

1. In case the educational program is canceled the university undertakes the liability to provide the students with full education regarded by the educational program that will lead to the conferment of a corresponding qualification.
2. In case the educational program is canceled the university offers a student an alternative program (if relevant) with condition of recognizing the credits gained within already taken programs observing the rule of recognition of the education received during a study period set by the university.
3. The university undertakes the liability to sign an agreement with another educational establishment about the recognition of the undertaken program in case this educational establishment delivers the program compatible with the canceled/changed educational program. The decision hereto shall be notified to the LEPL national center for educational quality enhancement.

#### **Article 11. Defending bachelor's thesis**

1. The bachelor's thesis must be defended before the committee comprised of the field specialists. The committee is created by the legal act of the dean of the faculty. The defense procedure is public. The speaker is given 10-15 minutes to present the thesis.

2. The head of the committee informs the attendants about the name of a student, the topic of the thesis, specialty and the name of the supervisor. Afterwards, a student begins a presentation. The presentation shall clearly and concisely formulate the objectives, goals and the main outcomes of the thesis.

3. After the defense procedure of the bachelor's thesis is over, the committee arranges a closed meeting for evaluating each thesis.

4. The committee must evaluate the bachelor's thesis in accordance with the criteria defined in advance, with ECTS one hundred grading scale. The members of the commission as well as students must be informed in advance about the assessment criteria.

5. During the defense procedure, each member of the committee evaluates the bachelor's thesis. The final assessment is defined through calculating an arithmetic mean of the scores assigned by each member of the committee.

6. The students shall have the right to appeal the results of the assessment of the bachelor's thesis immediately after the results are out. The committee is obliged to discuss the appeal in front of a student and make a final decision hereto.

#### **Article 12. An individual educational program and the rule for working it out**

1. An individual educational program means changing the form of delivering the specific components of the program or changing the resources necessary for realizing the program aiming at facilitating a student's inclusion in an educational process considering the special needs of a student so that to ensure a student reaches the same learning outcomes. This does not concern the opportunity to choose the standard learning courses/language/period of studies.

2. An individual educational program can be proposed:



- a) To a student with visual, motor or hearing impairments who cannot participate in lectures/practical tasks/exams following the form defined by the program;
  - b) To a student with health problems who cannot participate in activities regarded by the program;
  - c) To a convicted student who cannot participate in activities regarded by the program;
  - d) To a student who cannot participate in the activities defined by the educational program within the terms regarded by the academic calendar because they are abroad to due to some other social circumstances.
3. A student shall have the right to refer to the university with request to work out an individual educational program for him/her either personally or via a mediator upon enrollment or during studies.
4. Upon a student's request the university convenes the committee that includes the professors involved in realization of the program, the quality assurance department and the representatives of the dean's office. The committee is authorized to involve the representatives of healthcare, social or other services in the working process whose special knowledge is important to ensure a student's needs are fully considered. In addition the committee can request the access to the documents which are important for making a decision.
5. Individual educational program can include but not limited to the following modifications of the educational process considering specific cases:
- a) Converting seminars and exam tasks into oral formats with the involvement of a professor for students with motor disorders;
  - b) Assistance in auding visual material with involvement of a professor and a library staff member for students with visual impairments, in addition the modifications defined in the subparagraph a of this paragraph.
  - c) Providing lecture materials in visual formats and seminar-examination materials in audial format for students with hearing impairments through using readers, summaries made by a professor and other visuals.

d) Providing video recordings of the lectures and arranging exams remotely under proper supervision for students who cannot be physically present at the university.

6. The students who are not able to realize the activities regarded by the program within the terms set by the academic calendar shall have the right:

a) To finish exams and seminars earlier than defined by the academic calendar of the university;

b) To take exams and seminars later than defined by the academic calendar of the university- only for those students who experienced adverse circumstances and therefore were not able to get involved in the processes within the terms set by the academic calendar.

7. The conclusion of the committee about developing an individual educational program should include resources/actions necessary for realizing an individual educational program.

**Annex 1**

Approved by Academic council,  
decree N=

LLC "BAU International University, Batumi"  
One-cycle Higher Education Program "Medicine"

Curriculum

N	Courses	CODES	CREDITS	HOURS										CREDITS BY SEMESTER												
				Between Them										I sem	II sem	III sem	IV sem	V sem	VI sem	VII sem	VIII sem	IX sem	X sem	XI sem	XII sem	
				Total Hours	Lectures	Seminar	TSE	TCE	Lab	Practical	Bl./Midterm Ex.	Final Exam	Indep. Hours													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
	<i>Mandatory Courses</i>																									
1																										
2																										
3																										
4																										
5																										
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10																										
11																										
12																										
13																										
14																										
15																										
16																										
	<b>TOTAL</b>		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Elective Courses</i>																		6	6	2	2	3	3	2	2
	<b>TOTAL ELECTIVES</b>		0	#REF!	####	###	###	###	##	###	##	###														
	<b>TOTAL ESTS</b>														30	30	30	30	30	30	30	30	30	30	30	30

DEAN OF THE FACULTY OF MEDICINE

Annex 2

Curriculum with prerequisites

LLC BAU International University, Batumi  
 One-cycle Higher Education Program "Medicine"  
 Curriculum

*Approved by academic council,  
 Resolution №:*

CODE	COURSE NAME	M	I sem	II sem	ECTS	Prerequisites
		M				No
		M				No
		M				No
		M				No
		M				No
		M				No
		M				No
		M				No
		M				No
		M				No
		M				No
		M				No
<b>Total ECTS credits (Mandatory courses)</b>			<b>30</b>	<b>30</b>	<b>60</b>	
CODE	COURSE NAME	E	I sem	II sem	ECTS	
<b>Total ECTS credits (Elective courses)</b>			<b>0</b>	<b>0</b>	<b>0</b>	
<b>1st Year Total ECTS</b>					<b>60</b>	



## Syllabus Template

Course title	Code	Semester	Type of course	Course structure and volume (hours)			ECTS
				LECT			
				SEM			
				TCE/TSE			
				LAB			
				BL.EX. I-II			
				FINAL EX.			
				INDEP. WORK			
<b>Faculty, the educational program and level of education</b>	The faculty and educational program title, stage of study are indicated						
<b>Faculty Member</b>	Information about people involved in course teaching – first name, last name, academic position, Invited teacher, contact information, consultation days and hours						
<b>Duration</b>	Duration in weeks or days						
<b>Prerequisite</b>	Specify the specific course (s) that is required to study the course or write "No Prerequisite" (prerequisite subject should be precisely defined, necessary and not too many)						
<b>Aim</b>	To be recorded briefly and clearly						
<b>Methods of Teaching/Learning</b>	A list of methods used in a particular course						
<b>Assessment System and Criteria</b>	The grading system, specific assessment methods and criteria, admission requirements and thresholds must be described.						

<b>The core literature</b>	All basic printed or electronic textbooks used for the study course must be indicated (must be in the University Library)
<b>The auxiliary literature</b>	Additional literature and other resources related to the content are provided

### Learning Outcomes

<b>NQF*</b>	<b>COURSE LEARNING OUTCOMES</b>	<b>PROG. LO</b>	<b>LECTURE</b>	<b>SEMINAR</b>	<b>TEACHING IN SIMULATION</b>	<b>TEACHING IN CLINICAL</b>	<b>MIDTERM EX.</b>	<b>FINAL EXAM</b>	<b>ASSES. METH.</b>
<b>KNOWLEDGE AND AWARENESS</b>			x	x	x	x	x	x	
<b>SKILL</b>			x	X	x	x	x	X	
<b>RESPONSIBILITY AND AUTONOMY</b>				X	x				

## Learning Course Content

№	Topics	Lecture (hs)	Seminar/TSE/TCE
I			
II			
III			
IV			
V			
VI			
VII			
VIII			
XVI	<b>Midterm Exam. * If the subject is clinical Intermediate Examination Schedule a rotation completion meeting, otherwise in the middle of courses.</b>		
XVII- XXII	<b>Final Exam</b>		



LLC Teaching University "BAU International University, Batumi "

Assessment Sheet N

Faculty ფაკულტეტი:	
Education Program საგანმანათლებლო პროგრამა:	
Education level სწავლების საფეხური:	
Year of Study სასწავლო წელი:	
Semester სემესტრი:	
Learning Course Code სასწავლო კურსის კოდი:	
Learning Course Title სასწავლო კურსის დასახელება (ინტეგრ. დისციპლინებითურთ):	
Integrated Disciplines ინტეგრირებული დისციპლინები	
Number of Credits კრედიტების რაოდენობა:	
Teacher's Status პედაგოგის სტატუსი:	Prof./Assoc.Prof./Assist.Prof./Invited Teacher პროფ./ასოც.პროფ./ასისტენტ პროფ./მოწვეული პედაგოგი:

№	Student's Name, Surname სტუდენტის გვარი, სახელი	Student's ID სტუდენტის პირადი ნომერი	Assessment შეფასება			Current average rating შუალედური შეფასების კომპონენტების ჯამი max 60 sc	Final Exam დასკვნითი გამოცდა max 40 sc	Total Scores ჯამითაა max-100 sc	Make-up Exam დამატებითი გამოცდა	Total Scores ჯამითაა	Assesment საბოლოო შეფასება (A,B, C..)
			Current Activity მიმდინარე აქტივობა - max 40 sc;	Midterm Exam I შუალედური გამოცდა I - max 10 sc	Midterm Exam II შუალედური გამოცდა II - max 10 sc						
1											

2											
3											
4											
5											
6											

Student's assessment has to be done in the following way:

**Positive rate:**

Please indicate the number of students of the appropriate scores

- (A) Excellent- 91 or more scores; -----;
- (B) Very Good- 81-90 scores; -----;
- (C) Good- 71-80 scores; -----;
- (D) Satisfactory- 61-70 scores; -----;
- (E) Enough- 51-60 scores; (FX) Failure - 41-50 scores, -----;

**Negative rate:**

(FX) Failure - 41-50 scores, which means that a student needs to work more and an independent and considerable further work is required to pass the exam once again to be re-awarded; -----;

(F) Fail - 40 scores or less, which means that the student's diligence is not sufficient and student has to learn the subject all over again. -----;

(The assessment sheet should be completed clearly, any corrections are allowed )

**LLC "BAU International University, Batumi" Teaching University**

**TRANSCRIPT**

<b>Faculty</b>	
<b>Program</b>	
<b>Student ID</b>	
<b>Passport No</b>	
<b>Name</b>	
<b>Surname</b>	
<b>Other Name</b>	
<b>Date of Enrollment</b>	
<b>Enrollment Order</b>	
<b>Academic Year Starting Date</b>	
<b>Academic Year Completion Date</b>	

<b>N</b>	<b>Code</b>	<b>Learning Course</b>	<b>Semester</b>	<b>Academic Year</b>	<b>Credit</b>	<b>Score</b>	<b>Letter</b>
1							
2							
3							
4							
5							
6							
<b>Total ECTS for I Semester</b>					<b>0</b>		
1							
2							
3							
4							
5							
6							
<b>Total ECTS for II Semester</b>					<b>0</b>		
<b>Total ECTS Credits for Academic Year</b>					<b>60</b>		
<b>GPA 100%</b>						<b>71</b>	
<b>GPA</b>						<b>2.6</b>	

**Dean of the Faculty:**

**Date:**