

Regulatory Rule for the Educational Process of the Joint Higher Education Programme in Applied Public Health by GIPA - Georgian Institute of Public Affairs NNLE and Petre Shotadze Tbilisi Medical Academy LLC

Chapter I. General Provisions

Article 1. Scope of Regulation

1.1. The current Regulatory Rule shall lay down the system governing the following proceedings within the framework of the Joint Educational Master's Programme in Applied Public Health implemented by GIPA - Georgian Institute of Public Affairs NNLE (hereinafter - the University) and Petre Shotadze Tbilisi Medical Academy LLC (hereinafter -the Academy) (hereinafter - both higher education institutions together will be referred to as Partner Higher Education Institutions/partner HEIs): obtaining, suspending and terminating student status; student mobility; student evaluation; recognition of education received during the study period; assessing student achievements; developing, approving and making further changes in the Joint Master's Programme, and other issues related to the administration of the academic process.

1.2. The current Regulatory Rule has been developed and approved by the Academic Council of the Joint Educational Master's Programme in Applied Public Health, under the applicable legislation of Georgia, including the Law of Georgia on Higher Education and in accordance with the Agreement on the Implementation of the Joint Higher Education Programme in Applied Public Health signed between the Partner Higher Educational Institutions on June 25, 2021; The current Regulatory Rule shall be mandatory to fulfill for all participants of the educational process.

1.3. The Academic Council shall be the authorized body to introduce further changes and additions to the current Regulatory Rule of the Joint Master's Programme in Applied Public Health (hereinafter the Academic Council of the Joint Master's Programme/the Academic Council).

Chapter II. Rules for mobility of students and for obtaining, suspending, terminating the student status

Article 2. Rules for admission of master's students

The candidates shall be allowed to study in the Joint Higher Educational Master's Programme in Applied Public Health (hereinafter Joint Master's Programme/the Educational Programme) organized by the Partner HEIs, provided they have successfully passed the Unified Master's Exam conducted under the procedure laid down by Order N227 of the Ministry of Education and Science from April 22, 2009 approving the Regulation for Holding Unified Master's Examinations and a Procedure for Allocation of State Educational Master's Grants and according to the Law of Georgia on Higher Education and further provided they have undergone the admission procedures organized within the Joint Master's Programme.

2.2. Master's student candidates interested in continuing studies in the Joint Master's Programme, shall be obliged to pass the exam in the major subject of specialization; The content and form of the exam and the minimum competence threshold for passing shall be determined by the Academic Council. By the decision of the same Academic Council, additional exams may be prescribed in English and/or another additional subject.

2.3. Master's student candidates shall be eligible to participate in the exam(s) determined by the Academic Council of the Joint Master's Programme, provided they meet by-the-law-prescribed minimum threshold for at least three parts out of any four within the Unified Master's Exam. (Following the decision of the Academic Council of the Joint Master's Programme, some other terms than provided in the current Paragraph may be applicable.).

2.4. The Academy shall organize the exams in the major subject of specialization and/or in an additional subject (if any).

2.5. The assessment for the exams in the major subject of specialization and/or in another additional subject (if any) shall be carried out by the member(s) of the same Academic Council or invited specialists, according to the decision of the Chairperson of the Academic Council.

2.6. After successfully passing the exam in the major subject of specialization and the exam in English or another additional subject (if any), the master's student candidates willing to be enrolled in the Educational Programme shall be obliged for an interview with the Admission Committee.

2.7. The composition of the Admission Committee shall be determined by the decision of the Academic Council.

2.8. The master's student candidates shall be entitled to continue their studies in the Joint Master's Programme, provided they have successfully passed the Unified Master's Examination as well as the internal exam(s) organized within the Joint Master's Programme and the interview with the Admission Committee.

2.9. In order to take/pass the internal exam(s)/interviews as defined by the Academic Council, the master's student candidates shall be registered in the manner and within the period determined by the Joint Order by the Rectors of the Academy and the University. The period allowed for the registration of master's student candidates must not be less than five calendar days from the issuance of the Order regarding the registration of master's student candidates.

2.10. The Academy shall publish the results of the internal exams and those of the interviews with the Admission Committee on the website of the Academy.

2.11. The master's student candidates who disagree with the results of the internal exam(s)/interviews organized within the Joint Master's Programme may file an exam complaint with the Academy within the period specified by the Order.

2.12. The complaints by the master's student candidates regarding the grades received in the internal exam(s) defined by the Academic Council and regarding the results of the interviews with the Admissions Committee shall be heard by the Complaint Board created under the joint order of the Rectors of the Academy and University. The Academic Council of the joint master's programme shall nominate the members of the Complaints Board to the Rectors of the partner HEIs. The Complaints Board may not include those persons who have participated in the evaluation/assessment of the MS student candidates.

2.13. After publishing the final results of the internal exam(s) organized within the Joint Master's Programme and that of the interviews with the Admission Committee, the administrative staff of the Academy involved in the implementation of the Joint Master's Programme shall draw up a ranking document with the indexes from the master's examinations.

2.14. Only those master's student candidates shall be enlisted in the ranking document with the indexes from the master's exams who have successfully passed the Unified Master's Exam and the internal exam(s) organized within the Joint Master's Programme and successfully undergone the interview with the Admission Committee.

2.15. Within the period determined by the Order, an agreement shall be signed between the persons enlisted in the ranking document by the indexes from the master's examinations and the Rectors of the Partner Higher Educational Institutions/the Rector of the Academy, based on which and following the order by the Rector of the Academy. The person shall be enrolled in the Joint Master's Programme and shall be granted a student/master's student status.

Article 3. Obtaining a student status without passing the Unified Master's Exams

3.1 For the purpose of supporting master's student candidates and the mobility of students, the following persons shall be allowed to study in the Master's Programme without taking the Unified Master's Exams as provided by the procedure laid down by Order №224/n of the Minister of Education and Science from December, 29, 2011 approving the Rules for Submitting the Documents by the Entrants/Master's Student Candidates/Students with a Right to Study in HEIs without Taking the Unified National Examinations/Unified Master's Examinations and the Procedure for Reviewing the Documents:

a) Master's student candidates who have obtained abroad the document confirming the academic degree from a respective higher education.

b) the aliens (except for the students participating in a joint higher educational programme) who study/studied abroad and have earned credits/qualification from a master's programme within the higher education institution duly recognized by the laws of that country.

b¹) the citizens of Georgia (except for students participating in a joint higher education programme and students participating in an exchange programme), who were residing/studying in foreign countries for the period defined by Article 2(9)(d¹) of Order N224/n of the Minister of Education and Science of Georgia from December 19, 2011, and have obtained there some credits/qualifications from an master's programme within the higher education institution duly recognized by the laws of that country;

c) Master's student candidates who have been enrolled in a higher education institution according to the first Paragraph of this Article.

d) aliens, who obtained the right to continue studies at a higher education institution of Georgia before the enactment of the Law of Georgia on Higher Education and hold the document issued in Georgia confirming the higher education dully recognized by the State of Georgia.

Article 4. Mobility

- 4.1 Enrollment of students in the Joint Master's Programme shall be possible through the mobility procedure under Order N10/n by the Minister of Education and Science from February 4, 2010, approving the Procedure and Fees for Mobility from a Higher Education Institution to another Higher Education Institution.
- 4.2 Individuals shall be eligible for mobility, provided they were enrolled a higher education institution in the manner established by the law and are students of the institution at the time of registering as a mobility applicant on the electronic portal.
- 4.3 Mobility (including internal mobility) may take place within the same cycle of higher education.
- 4.4 The Academic Council makes a decision on announcement of a mobility in the framework of the joint master's programme and submits the relevant decision to the rectors of the partner HEIs.
- 4.5 In connection with the administration of the mobility process, the rectors of the Academy and the University jointly issue an order in which the persons desiring to continue their studies on the joint master's programme, according to the mobility rule, must submit relevant documentation to the Academy. A mobility applicant who does not apply for enrollment to the institution within the established period loses the right to enroll in the educational programme, except for the cases stipulated by the legislation of Georgia.
- 4.6 According to the decision of the Academic Council of the joint master's programme, it is possible to determine additional requirements for those who want to continue studying in the joint master's programme by mobility. Which may include but not be limited to passing an internal exam(s), document review, or successfully undergoing passing an interview. The decision made in this regard shall be submitted to the rectors of the Academy and University and reflected in the order issued regarding the administering the mobility.
- 4.7 By the decision of the Academic Council of the joint master's programme, a special commission shall be set up, which will examine the courses and accumulated credits of the person desired to continue his/her studies at the joint master's programme at the receiving university and determine their compatibility with the joint master's programme.
- 4.8 The coordinator of the joint master's programme shall inform the persons who wish to continue studying at the joint master's programme on the basis of mobility on the decision made by the special commission regarding the recognition of the study courses they have completed and the accumulated credits.
- 4.9 A person interested in continuing to study at the joint master's programme by on a mobility basis must confirm with a signature that he/she agrees the courses and credits envisaged by the commission's decision to be recognized.
- 4.10 Where the number of mobility applicants for the joint master's programme exceeds the number of registered places, the students within the number of places registered by TMA, having higher scores from the Unified Master's Exam as compared to other mobility applicants shall be accepted to the Joint Master's Programme.
- 4.11 Depending on the number of recognized credits, the special commission determines from which semester a person entering the university by mobility may continue his/her studies.
- 4.12 Depending on the prerequisites and the schedule of the study courses that make up the curriculum of the joint master's programme, it is possible that the person transferring by the mobility procedure may need to take an additional semester (semesters), about which the person shall be informed in advance.
- 4.13 An agreement is signed between the person who desires to continue studying on the joint master's programme by mobility and the Rector of the Academy/Rectors of the partner higher education institutions. Based on this agreement, the order of the Rector of the Academy/Rectors of the partner higher educational institutions shall be issued to enroll the person in the joint master's programme.

- 4.14 An Academy employee/coordinator of the joint master's programme shall update a particular electronic portal with the information about the mobility places and results (including about internal mobility) announced for the joint master's programme.

Article 5. Internal mobility

5.1. The Academic Council shall make a decision on opening internal mobility within of the Joint Master's Programme and submit the relevant decision to the rectors of the partner HEIs.

5.2. In the case such a decision is made, the internal mobility for the joint master's programme shall be announced before the start of the academic semester following the order of the rectors of the partner HEIs. Internal mobility can be announced twice during an academic year.

5.3. The Academy shall administer the internal mobility process.

5.4. Those master's students of the partner HEIs shall be eligible for internal mobility who have completed the first semester of the relevant educational programme and meet the requirements of the Joint Master's Programme.

5.5. In the process of internal mobility, the recognition of student credits shall be carried in accordance with Article 4 (7-12) of the current Regulatory Rule.

5.6. Enrollment of a student by internal mobility in the joint master's programme shall be carried out following an order by the Rector of the Academy.

Chapter III. Suspension, Restoration, and Termination of the student Status

Article 6. Grounds for Suspension of Master's Student Status

6.1. The following may be the grounds for suspending the student:

6.1.1. Taking an academic leave.

6.1.2. Issues related to health, family and occupation.

6.1.3. Studying abroad in a higher education institution, except for exchange programmes.

6.1.4. Maternity and childcare.

6.1.5. Failure to pay tuition fees within the given periods.

6.1.6. Personal formal written request or that by a legal representative.

6.2. A student may take academic leave within 30 calendar days from the beginning of the semester. In the cases where the mentioned term is observed, the fee paid by the student shall be valid for the next semester of student status activation.

6.3. In the case of a personal request to suspend the student status, the master's student shall submit a formal written statement (it would be desirable for the master's student to indicate in the statement the circumstances/reasons for suspending the status) to one of the leaders of the joint master's programme/the Rector of the Academy.

6.4. The student's failure to indicate in the personal statement the reasons for the status suspension may not serve as a basis for refusing the status suspension.

6.5. When the partner HEI exempts a student from fulfilling his/her rights and duties without terminating his/her student status, this shall be deemed to be a suspension of the student status.

6.6. During the period of suspension of the student status, the validity of the agreement signed between the student and partner higher educational institutions regarding educational services shall be also suspended.

6.7. During the suspended student status, the HEIs and the student shall be exempt from discharging contractual rights and obligations except for the rights and obligations emerged before the suspension of the student status.

6.8. The decision regarding the suspension of the student status shall be registered following the order by rectors of the partner HEIs and shall be entered into the Students' Uniform Registry.

6.9. The maximum period of suspension of the student status shall be 5 years, after which the person's student status shall be deemed terminated, except for the cases stipulated by the law.

Article 7. Termination of the Student Status

7.1 The grounds for termination of the student status shall be as follows:

7.1.1. Transfer to another higher education institution by mobility.

7.1.2. Suspension of the student status for more than 5 years.

7.1.3. Personal written statement.

7.1.4 Receiving 3 (three) unsatisfactory grades (F) in a row within the same compulsory study course.

7.1.5. Completion of the joint master's programme.

7.1.6. Violation of the norms stipulated by the Code of Ethics and Conduct of the Joint Master's Programme.

7.1.7. Damaging the reputation and legitimate interests of the partner HEIs.

7.1.8 Death of the person.

7.2 Termination of the student status shall be carried out following the orders of the rectors of the partner HEIs, serving also as a basis for terminating the agreement with the student. The termination of the agreement shall not release the parties from fulfilling the remaining mutual obligations arising before the termination of the agreement.

7.3 The legal consequences intended by the legal act terminating the student status shall arise upon expiration of twelve months from issuing the order. During these twelve months, the student status shall be considered suspended, and the student shall be eligible for mobility to another higher education institution.

7.4 In the case of termination of the student status, the status may be obtained under the procedure provided by the law.

Chapter IV. The Rules for Accumulating Credits within the Joint Master's Programme, Assessing Student Knowledge, Conducting Exams and Filing Complaints, and Recognizing the Education Received during the Academic Period

Article 8. Definition of Terms

8.1. The terms used in this Chapter shall have the following meaning:

8.1.1. Credit – a unit that defines the necessary academic load for students expressed in time units, in hours, which can be obtained upon achieving certain learning outcomes.

8.1.2. Contact Hour – specified time dedicated for a learning activity of students involving the teaching staff implementing the educational programme component.

8.1.3. Independent Hour – learning time of the student carried out without involvement of the teaching staff implementing the educational programme component.

8.1.4. Educational Programme Component – an academic component and scientific research component.

8.1.5. Learning Component – an integral part of the joint master's programme by way of study courses, modules, practices, applicable projects, research projects/thesis and other components.

8.1.6. Scientific Research Component – an integral part of the joint Master's Programme presented in the form of Master's projects / theses.

8.1.7. Academic Workload – the time required to achieve the learning outcomes of the joint master's programme. The academic workload shall be based on independent work and contact hours.

8.1.8. Teaching and Learning Methods – the following means for transferring knowledge to students by the staff implementing the joint master's programme components: a lecture, teamwork, practical work, seminar, teaching by e-resources, e-learning, etc. The teaching and learning methods may include respective activities (discussion, debate, demonstration, presentation, seminar, etc.).

8.1.9. Assessment Tools – mean (one-time or multiple) midterm assessment and summative assessment, the sum of which shall comprise final assessment.

8.1.10. Assessment Components – a part of assessment tools that define the measurements for assessing the knowledge and/or skills and/or competences of the students, which may incorporate uniform assessment methods (oral / written exams, oral / written tests and questions, practical / theoretical work, etc.).

8.1.11. Evaluation Methods – evaluation tools and instruments for learning outcomes of the Joint Master's Programme components (tests, essay(s), demonstration, presentation, discussion, performing practical / theoretical tasks, work in the working group, participation in the discussion, etc.).

8.1.12. Assessment Criteria – mean the measurement units for measuring the level of achieving the learning outcomes.

8.2. Student's Study Activities (Load) shall include the following:

8.2.1. Attending lectures, seminars, practical and laboratory classes.

8.2.2. Independent learning.

8.2.3. Educational and scientific practice (if any).

8.2.4. Preparation for exams and passing them.

8.2.5. Working on the research component.

8.2.6. conducting research and defending the thesis.

8.3. Academic Week/Semester/Year:

8.3.1. An academic week is a period of time on which the student study load is distributed per week. The total amount of independent and contact hours per academic week shall be no more than 25 astronomical hours.

8.3.2. An academic semester is a period of time that includes the set of academic weeks and the period for additional exam(s) and for assessing the achievements of the students at the additional exam(s).

8.3.3. An academic year is a set of semesters including holidays that does not exceed continuous 12 calendar months.

8.3.4 A full year of academic studies is worth 60 (ECTS) credits.

8.3.5. Within the joint master's programme, the academic year includes two semesters - Fall and Spring. The dates for the beginning and ending of the academic year, the dates of holidays, and the exam periods shall be regulated by the academic calendar prepared before each semester. The academic calendar of the joint master's programme shall be defined by the Academic Council of the joint master's programme and submitted to the Rector of the Academy for approval.

Article 9. Credit System

9.1. The annual academic workload may not exceed 75 (ECTS) credits.

9.2. Credits shall be distributed between each component defined by the joint master's programme and include the contact and independent work hours required for the expected learning outcomes by the specific component. Credits may not be calculated based on contact hours only.

9.2.1. The academic component shall last one semester.

9.2.2. One credit (ECTS) is equal to a learning activity of a student (student workload) within 25 hours and includes both contact and independent work hours.

9.2.3. When calculating the credits, time set for the additional exam (preparation, passing, assessment), as well as the time consultation with the person implementing the component of the joint master's programme, shall not be considered.

Article 10. Recognition of the Education Received During the Period of Study in the Higher Education Institution of a Foreign Country

10.1. In order to promote international mobility of students, the partner higher education institutions shall implement various joint programmes in partnership with foreign higher education institutions.

10.2. The compatibility of the study courses taken by the student within the international mobility in a higher education institution of a foreign country shall be verified by the special commission created by the decision of the Academic Council of the joint master's programme through reviewing/comparing of the content of the relevant courses.

10.3. The recognition of the education received during the study in a higher education institution of a foreign country shall be carried out by the National Center for the Education Quality Enhancement LEPL.

Article 11. Assessment system

11.1. Evaluation of the level of achievement of the learning outcomes by students in each component of the programme shall include formative and summative assessments.

11.2. In the final assessment, each assessment tool and component shall be assigned a particular share from the total assessment score (100).

11.3. Credit may not be awarded using only a single tool of assessment (formative or summative assessment). Students may obtain credit only in the case of positive assessment.

11.4. Each assessment tool consists of assessment components, which include assessment method(s). The assessment method(s) are measured by assessment criteria.

11.5. The assessment components, methods and criteria shall be adequate for learning outcomes defined by the academic programme component.

11.6. The minimum competency threshold must be defined in the formative and summative assessment tools. The share of the minimum competency threshold for summative assessment may not exceed 50+1% of summative assessment.

11.7. The academic and invited staff involved in the implementation of the joint master's programme may define themselves as a minimum competency threshold for formative and summative assessment components.

11.8. The evaluation of the learning outcomes of the joint master's programme components must be completed within the same semester they are implemented.

11.9 The assessment system allows:

11.9.1. Five types of positive assessment:

- a) (A) Excellent – 91 -100 scores of assessments.
- b) (B) Very good – 81-90 scores of assessments.
- c) (C) Good – 71-80 scores of assessments.
- d) (D) Satisfactory – 61-70 scores of assessments.

e) (E) Acceptable – 51-60 scores of assessments.

11.9.2 Two types of negative assessment:

a) (Fx) Did not pass – 41-50 scores that means that the student needs to work more and is allowed to retake the exam once again after working independently.

b) (F) Failed – 40 or less scores that means that the work done by the student is not enough and he/she has to retake the course.

11.10. In case a student receives Fx within the educational component of the joint master's programme, the administration of the joint master's programme shall schedule an additional exam for the date beyond five days from the announcement of the summative exam results.

11.11. The score obtained in the additional exam may not be added with the score received by the student in the summative assessment.

11.12. The score obtained in the additional exam shall be the summative assessment and shall be reflected in the final assessment for the component of the joint master's programme.

11.13. Taking into account the assessment received at the additional exam, in the case of receiving 0-50 score in the final assessment for the component of the joint master's programme, the student shall have formal assessment of F-0 score.

11.14 The evaluation of the Master's project/thesis shall be done according to the Procedure for Planning, Implementing, Assessing and Appealing the Research Component of the Joint Higher Educational Programme in Applied Public Health Implemented by GIPA - Georgian Institute of Public Affairs NNLE and Petre Shotadze Tbilisi Medical Academy LLC.

Article 12. The Student Grade Point Average (GPA)

12.1. A component of the student knowledge evaluation system is the calculation of the average indicator (GPA).

12.2. To calculate the GPA (Grade Point Average) for a student, the unit value for each course in which a student receives one of the above grades is multiplied by the number of grade points for that grade. The sum of these products is then divided by the sum of the units. The cumulative GPA is the sum of the grade points divided by the sum of the units.

Chapter V. Rules and Conditions for Conducting Exams within the Joint Master's Programme

Article 13. Scope and Purpose of the Regulation

13.1 This Chapter regulates the procedure for conducting evaluations/examinations for the joint master's programme and ensures transparency and fairness of the examination process.

13.2. The purpose of this procedure is to ensure a uniform manner for organizing and conducting the formative and summative exams and other formative assessments within the joint master's programme.

13.3. The purpose of the evaluation/examination is to check the actual knowledge of the student, as well as the master's students' ability to use this knowledge, analytical and critical thinking, description and evaluation, and the ability to perform tasks independently following ethical values, which on the one hand serves to increase learning outcomes and achievements, and on the other hand, to increase the objectiveness, fairness and transparency of the examination process.

Article 14. Types of Evaluation/Examination

14.1. The following types of oral or written evaluation/examinations may be conducted within the joint master's programme:

- 14.1.1. Written evaluation/examination, during which the master's student is prohibited from using any additional material and the duration of which does not exceed 3 hours.
- 14.1.2. Written evaluation/examination in the classroom, during which the master's student is prohibited from using any additional material and the duration of which does not exceed 3 hours.
- 14.1.3. Oral evaluation/examination during which an oral questioning of the student is carried out.
- 14.1.4. The evaluation/examination that has the nature of the home assignment.
- 14.1.5. Essay - evaluation/examination, for which the student is given a certain period of time according to the lecturer's decision.
- 14.1.6. Testing - multiple choice questions.
- 14.1.7. Computer tasks.
- 14.1.8. Combined exams, etc.

Article 15. Terms and Procedure for Conducting Examination / Evaluation

15.1. In order to conduct the examination/evaluation in an organized and smooth manner, the academic and invited staff involved in the implementation of the joint master's programme are obliged to agree with the administration of the joint master's programme at least 10 calendar days before the examination, the time, place and necessary technical means of conducting the evaluation/examination.

15.2. Technical support for evaluation/examinations shall be provided by the coordinator of the joint master's programme.

Article 16. Evaluation/examination process

16.1. The observer monitors the written evaluation/examination process.

16.2. Moodle or other similar software system may be used for conducting written assessment/examinations.

16.3. The start and end times of the written assessment/examination are programmed in advance.

16.4. Copying using any material (unless the lecturer has given prior permission to use such material) or assisting in copying is strictly prohibited during the assessment/examination.

In the case mentioned violation detected, the master's student will be removed from the exam and assigned 0 points in the relevant assessment/examination.

16.5. During the assessment/examination, it is not allowed to talk, negotiate, leave the audience without permission; all master students are obliged to turn off their mobile phones and leave them in the indicated, designated place (if there is such an indication). In the case of violation of this rule, the master student is obliged to leave the exam, based on which he will receive 0 points in the relevant assessment/exam.

16.6. The master student is obliged to obey the observer's decision to remove him/her from the exam.

16.7. The observer is obliged to inform the master's students of the evaluation/examination procedures and the mechanisms for responding to them in case of the procedure's violation.

Article 17. Exam Recovery Procedure

17.1. It is not allowed to miss an examination without a valid reason. If the valid reason for missing the examination did not occur immediately before the beginning of the exam, the master's student shall be obliged to submit a relevant certificate about the cause.

If the reason for missing the exam is considered valid, the master's student will be assigned an additional examination in agreement with the lecturer. In case the exam is missed due to an inexcusable reason, the master's student will be assigned 0 points in the assessment/exam. The administration of the joint master's programme may decide not to assign an additional exam to the master's student in case of missing the exam due to an unjustified reason.

17.2. If the valid reason for missing the exam occurred directly before the start of the exam, the master's student shall be obliged to inform the heads/coordinators of the joint master's programme on the reasons for his/her absence no later than 1 week after the exam is missed, and submit a document proving the valid reason, which shall be reviewed to determine whether the absence is to be excused.

17.3. On the basis of the document/certificate proving the valid reason presented by the master's student, the decision shall be taken by the head of the joint programme in agreement with the staff of the relevant study course to consider the absence on the exam to be excusable and allow for the recovery of the exam.

17.4. In the case of missing an evaluation/examination for a valid reason, the master's student is obliged to pass an additional evaluation/examination in the period designated by the administration of the joint master's programme.

17.5. It is not allowed to miss an exam twice, regardless of the reason for the absence. In this case, the master's student will be awarded 0 points.

Article 18. Appealing the Evaluation Received in the Educational Component

18.1. The person implementing the study course is obliged to inform the master's student of the results of the exam no later than 10 working days after the exam.

18.2. Within 3 working days after realizing the results of the exam, the master's student may to appeal the evaluation results by submitting a substantiated formal written request to the heads of the joint master's programme.

In the case a master's student wants to appeal the grade obtained in the exam of the study course, which is carried out by one of the heads of the joint master's programme, the second head of the joint master's programme shall make a sole decision to grant or reject the request.

18.3. After reviewing the formal written request, the heads of the joint master's programme shall make a decision to grant or reject the request. If the request is granted, the joint master's programme heads specify the lecturer or other expert in the field, who shall within 2 weeks thoroughly examine and impartially evaluate the written work by the master's student, and in case of oral examination, conduct a repeated exam.

18.4 If the written application is approved, the paper prepared as part of the student's evaluation/examination is handed over to the additional evaluator in such a way that the identity of the student and the received evaluation are unknown to him. In the case of an oral exam, the additional evaluator must be unaware of the received evaluation.

18.5. Additional evaluation score may be higher, lower or identical to the existing one; this evaluation result is final and not subject to appeal.

Chapter VI. Methodology of elaborating individual education plans

Article 19. Scope and objectives of the rule regulation

19.1 This rule regulates issues related to the development/modification of individual curriculum and/or adaptation to the learning environment and ensuring smooth involvement in the educational process for master's students with disabilities and special needs.

19.2 The purpose of the rule is to ensure the creation of appropriate learning conditions for the master's students with disabilities and/or special needs within the framework of the joint master's programme.

Article 20. Development and planning of individual curriculum

20.1 A person with disabilities (hereinafter - PWD) is a student of a joint master's programme with severe physical, mental, intellectual or sensory disturbances, the interaction of which with various obstacles may prevent the complete and efficient participation of this person in the educational process on equal terms with others, and for whom an individual curriculum development/modification and/or adaptation to the learning environment and/or preparation and implementation of individual curriculum is required.

20.2. A master's student with special needs is a person who has a backward in learning and/or has extraordinary talents, and for whom it is necessary to develop/modify individual curriculum and/or adapt to the learning environment and/or draw up and implement individual curriculum.

20.3. The PWD student/his/her legal representative or the master's student with special needs shall apply to the heads of the joint master's programme with the request to develop an individual plan.

20.4. The application of the PWD student/his/her legal representative must be accompanied with documents confirming the disabilities, while the application of the master's student with special needs with a description of the special needs and relevant documentation.

20.5. In consideration of the existing and available resources, an individual curriculum tailored to the special needs of the persons with disabilities (PWD) shall be developed by the heads of the joint master's programme in cooperation with the Inclusion Coordinator (who is an employee of the University) and with the involvement of the Quality Assurance Council, academic/invited staff and other staff (including invited experts), as well as the PWD/his/her legal representative.

20.6. In the course of the elaboration of an individual curriculum for students with special educational needs, the opportunity to implement the educational process in an adapted environment shall be considered, and, if necessary, also allocation of the relevant human resources for this purpose.

20.7. Individual curriculum tailored to the needs of a master's student with special needs will be developed by the heads of the joint master's programme in cooperation with the university's Inclusion Coordinator (with the involvement of other persons if necessary), envisaging the student's special needs and the internal resources of the educational programme.

20.8 In the process of developing the curriculum of the joint master's programme, it is possible to invite organizations/associations protecting the rights of persons with disabilities (including blind and deaf-mute associations, disabled people's associations, etc.); based on the consultations/recommendations received from the mentioned organizations, it is possible to modify relevant study course and teaching methods.

20.9 When drawing up an individual curriculum, the availability of human and material resources within the educational programme and compliance with the needs of students with disabilities or special needs, should be envisaged.

20.10 According to the decision of the Academic Council of the joint master's programme, it is possible to involve persons with particular abilities in the educational process, taking into account the needs of the PWD.

20.11 It is also possible to develop an individual curriculum:

20.11.1 for master's students transferred to the joint master's programme by mobility.

20.11.2 for master's students with restored status.

20.12 The draft of the developed individual curriculum will be submitted for review to the Quality Assurance Council.

20.13 Individual curriculum may also include the use of distance learning methods, taking into consideration the requirements of the Georgian legislation.

20.14 In the case of preparation of a positive conclusion regarding individual curriculum by the Quality Assurance Council, individual curriculum, together with the conclusion, will be submitted for approval to the Academic Council of the joint master's programme.

20.15 After the enactment of individual curriculum, changes in it to improve the teaching process, can be made before the beginning of the next academic semester.

20.16 The basis for the change can be a change in the special needs of a master's student with special needs, findings revealed as a result of systematic evaluations provided by the internal quality mechanisms of the programme, external evaluation of the individual curriculum, feedback data from the student's/his/her legal representative from the programme satisfaction survey, etc.

20.17 The change of the individual curriculum is carried out following the requirements established by this rule.

Article 21. Incomplete workload mode of teaching-learning

21.1 The Academic Council of the joint master's programme is authorized, based on the educational goals, to allow the master's student to plan the teaching and learning process with a part time workload within the framework of the master's programme.

21.2 Incomplete mode of study - means the student's workload with summarized volume of independent and contact hours no more than 25 astronomic hours.

21.3 One academic year will cover an average of 30 (ECTS) credits when defining the incomplete study mode.

21.4 At the beginning of the study course, the person implementing the course is obliged to provide the students with a syllabus, which will present in detail both the teaching and learning method and evaluation components, as well as when and in what form the midterm and final exams/evaluations will be held.

Chapter VII. Action procedures and mechanisms for plagiarism detection, prevention, plagiarism.

Article 22. Scope and Purpose of the Regulation

22.1 This chapter defines the procedures and mechanisms for detecting, preventing, and responding to plagiarism within the joint master's programme.

22.2 The purpose of this chapter is to establish the standards of respect for the work of others and protection of intellectual property by the persons participating in the teaching and research process, which in turn serves to create a unified space of academic education and research.

Article 23. Inadmissibility of plagiarism

23.1 Plagiarism is the copying of another person's published work or part thereof (or unpublished work or part thereof for which authorship claimed, including theories, concepts, data sources and/or materials, manuals, methodologies or conclusions, charts, images, etc. prepared for the purpose of defense), as own representation and use, without appropriate reference and, if necessary, permission from the author.

23.2 Master's students are prohibited from committing plagiarism, including appropriating and distributing the text, idea, concept, visual or audio material of another's intellectual work, any kind of data without indicating the author, as well as falsifying data, information or quotations in an academic paper (falsification, fabrication, compilation).

Article 24. Mechanisms for preventing plagiarism

24.1 In order to prevent the appearance of plagiarism, the joint master's programme ensures that the relevant regulations are made available to students, and to prevent cases of plagiarism, the students of the joint master's programme provided with the "Students' Instruction on Preventing Plagiarism".

24.2 The academic and invited staff involved in the implementation of the joint master's programme, as well as the programme coordinator, to raise the level of awareness and prevent plagiarism, are obliged to explain to the students the meaning of plagiarism, its inadmissibility, the mechanisms of its detection and the procedures for responding to it.

Article 25. Plagiarism detection mechanisms

25.1 In order to detect plagiarism, a corresponding electronic programme is used within the framework of the joint master's programme, through which the master's theses are checked for plagiarism.

25.2 In addition to the electronic programme, the person involved in the implementation of the joint master's programme has the authority to reveal possible facts of plagiarism using various information sources and search systems, as well as on the basis of referrals from the stakeholders.

25.3 The academic and invited staff involved in the implementation of the joint master's programme are obliged to inform the heads/coordinators of the joint master's programme about the fact when they detect a possible case of plagiarism.

Article 26. Mechanisms for responding to plagiarism

26.1 In the case of detection of plagiarism during the midterm and/or final exams/evaluation process on the part of the student, the student will be given an unsatisfactory grade in the course.

26.2 The proceedings for detecting and responding to plagiarism in the master's thesis shall be conducted in accordance with the Procedure for Planning, Implementing, Assessing and Appealing the Research Component of

the Joint Higher Educational Programme in Applied Public Health Implemented by GIPA - Georgian Institute of Public Affairs NNLE and Petre Shotadze Tbilisi Medical Academy LLC.

26.3 In the case of detection of plagiarism in the qualification paper of a graduate of the joint master's programme, the Academic Council of the joint master's programme is authorized to consider the issue of revocation of the awarded academic degree.

26.1 When detected in the case provided for in clauses 26.2 and 26.3, the heads/coordinators of the joint master's programme must contact the Rector of the Academy, who reacts to the said fact following the Code of Ethics and Conduct of the joint master's programme.

Chapter VIII. Completion of the Joint Master's Programme and Awarding the Qualification to the Graduate

Article 27. Awarding Master's Degree

After completing the core and elective study components provided by the joint master's programme, successfully defending the master's thesis/research component and obtaining the credits provided for by the joint master's programme, the student is awarded the academic degree of Master of Public Health based on the decision of the Academic Council of the joint master's programme, which is made official by the legal act/acts of the Rectors of the partner HEIs.

Article 28. Issuance of a Qualification Document

28.1 The qualification/academic degree awarded to the graduate is confirmed by the State higher education document - a unified Diploma signed by the Rectors of the partner HEIs and certified by the seals of the same HEIs.

28.2 In order to confirm the content of the education received by the graduate and the qualification jointly awarded to him/her by the partner higher educational institutions, a unified Diploma Supplement is also issued in graduates' name.

28.3 Considering clauses 28.1 and 28.2 of the present article, the Academy issues graduates a state document confirming higher education - a Joint Diploma and a Diploma Supplement.

Chapter IX. Rule and procedures for the development, approval, modification and cancellation of the educational programme

Article 29. Regulation Scope

This chapter defines the rules and procedures for developing, approving, applying amendments to and canceling the joint master's programme.

Article 30 Development and approval of the joint master's programme

30.1 The Academic Council, programme heads, Quality Assurance Council, administrative, academic and invited staff of partner higher education institutions, potential employers, students, and graduates (if any), and other stakeholders are involved in the joint master's programme development.

30.2 The development of the programme should include the requirements of the labor market, consultations with external partners (feedback) / specialization / best local and international practices.

30.3 The implementation of the joint master's programme is led by the heads of the programme, who are responsible for the preparation of the conceptual side of the educational programme, its planning, development, and participation in its evaluation process and improvement.

30.4 The evaluation of the joint master's programme is carried out by the Quality Assurance Council, whose positive conclusion is mandatory for the educational programme implementation.

30.5 The evaluation of the joint master's programme should be carried out by an external (preferably international) expert.

Article 31. Approval of a joint master's programme

31.1 The Quality Assurance Council prepares a report regarding the draft of the joint master's programme, after which the draft of the joint master's programme submitted to the Academic Council for review, and if approved, the final draft will be presented to the Rectors of the partner HEIs for approval.

31.2 After the programme approval by the partner HEIs, the documents defined by the legislation related to the joint master's programme are submitted to the National Center for Education Quality Enhancement for obtaining accreditation.

31.3 After granting accreditation to the joint master's programme by the Council of Accreditation of Higher Educational Programmes, the partner HEIs start implementing the educational programme.

Article 32. Applying amendments to the joint master's programme

32.1 In order to improve the joint master programme, the Quality Assurance Council periodically evaluates the educational programme.

32.2 In order to improve the joint master's programme, the education programme heads, academic and invited staff, students, graduates (if any), potential employers and other stakeholders, in coordination with the Quality Assurance Council, participate in the evaluation.

32.3 Recommendations on areas for improvement, identified as a result of the joint master's programme evaluation, will be developed by the Quality Assurance Council and presented for consideration to the Academic Council of the joint master's programme and programme heads, who, if necessary, will discuss the feasibility of applying amendments to the programme with the participation of various stakeholders.

32.4 In addition to the recommendations of the Quality Assurance Council, the basis for applying amendments to the joint master's programme can be an external evaluation of the educational programme, a draft of changes submitted by the implementing staff considering the specifics and trends of the field, recommendations issued by accreditation experts within the framework of programme accreditation or monitoring, information obtained as a result of international experience study, and suggestions/recommendations from other sources.

32.5 Amendments to be applied to the joint master's programme, except for the changes provided in clause 32.6 of this article, are reviewed and approved by the joint master's programme Academic Council.

32.6 Such a changes, which are related to the modification of the qualification to be awarded by the educational programme, is approved by the order of the Rectors of the partner higher educational institutions.

32.7 Information about the amendments applied to the joint master's programme is reflected in the periodic reports of the internal self-evaluation of the educational programme implementation/in the minutes of the Academic Council.

Article 33. Canceling the joint master's programme

33.1 The basis for the cancellation of the educational programme may be deficiencies and inefficiencies identified during the evaluation of the programme implementation, which may be related to low interest in the programme, inconsistency of the programme with the labor market requirements, the results of the survey of students and graduates, termination of cooperation with external partners supporting the implementation of the programme, etc.;

33.2 The proposal to cancel the educational programme, initiated by the programme heads and considering the conclusion of the Quality Assurance Council, is discussed at the Academic Council;

33.3 In the case of cancellation of the programme, based on the decision of the Academic Council, the Rectors of the partner HEIs issue relevant legal acts.

33.4 In the event of a decision to cancel the joint educational programme, the programme will be transferred to the diminishing mode, where, envisaging the academic duration of the programme, the partner HEIs will give the opportunity to all students with an active status to continue their studies and be awarded the qualification offered by the educational programme. In the case of a decision to cancel the joint educational programme, and no decision made to implement the programme in a diminishing mode and there are active students in it, then their further education will be ensured per mobility regulation norms.

33.5 In the case one of the HEIs implementing the joint educational programme decides to suspend/terminate this agreement, the programme shall be considered a new one, and the right to implement it must be obtained in the manner established by the legislation of Georgia.

Article 34. Content of the joint master's programme-

Educational Programme shall contain following information:

Title of the educational programme.

Awarded Academic Degree / Qualification

34.1.3 Language of instruction.

The higher education cycles

Educational programme type

34. 1. 6 Purpose of the educational programme.

34.1.7 Admission Requirements of the Programme

34.1.8 Academic Results

34.1.9 Teaching-Learning Methods³

34.1.10 Student's Knowledge Assessment System

34.1.11 Field of employment.

34.1.12 Opportunity to continue studies.

34.1.13 Information about human resources (personal files of Professors involved in the programme).

34.1.14 Programme curriculum, distribution of competencies and syllabi of all core and elective components.

Chapter X. Rules for Withdrawing from and Retaking the Study Course

Article 35. The purpose of the rule

35.1 The purpose of this rule is to define the issues and procedures related to the student's withdrawal within the framework of academic achievements from and retaking the study course offered by the joint master's programme.

Article 36. Withdrawal from the study course

36.1 Withdrawal from a study course means the transfer by the student of the study course offered by the joint master's programme to the next semester(s) in compliance with the requirements established by this rule.

36.2 With regard to elective courses within the joint master's programme, the student has the right to withdraw from it and to choose another one in the following semester(s) instead.

36.3 During one academic year, a student can withdraw from no more than 2 study courses (core and/or elective study courses). In this case, the student will not be graded in the said study course and will be given the opportunity to take the study course during next semester(s) without paying additional fees.

36.4 The student has the right to withdraw from the study course only during the first 2 meetings/lectures after its start, in which case the student is free from the obligation to pay the fees for the mentioned study course again in the future. It is not allowed to withdraw from the study course after the mentioned period.

36.5 In case of withdrawing from the study course, the student may have additional semester/s.

36.6 Withdrawal from the study course is carried out after prior consultation with the heads of the joint master's programme, based on a written statement from the student and their consent.

Article 37. Retaking the study course

37.1 The student has the right to retake the course(s) if he/she is not satisfied with the positive evaluation(s) received and wants to retake course(s) after paying the appropriate fee calculated for credits.

37.2 The student will be re-admitted to the study course(s) after payment of the fee calculated for the credits of the relevant study course.

37.3 The student's final grade will be defined as the grade he/she will receive after retaking the course.

Article 38. Postponing defense of master's thesis

The student has the right to postpone the defense of the master's thesis on the basis of a personal statement in accordance with the Procedure for Planning, Implementing, Assessing and Appealing the Research Component of the Joint Higher Educational Programme in Applied Public Health Implemented by GIPA - Georgian Institute of Public Affairs NNLE and Petre Shotadze Tbilisi Medical Academy LLC.

Chapter XI. Rules for Monitoring the Educational Process, Analysis and Use of Quality Assurance Results

Article 39. Scope and Purpose of the Regulation

39.1 The rules for monitoring the educational process, analyzing and using the results of quality assurance, determining the issues related to the educational process monitoring, including the student's academic achievements, and increasing the quality of teaching. It combines the system of evaluation of the effectiveness of the joint master's programme and the procedures and mechanisms of using the evaluation results.

39.2 The purpose of the rule is to monitor the quality of teaching, identify areas for improvement in the educational programme, identify ways to eliminate them, ensure compliance with market requirements, further improve the quality of teaching and work with the involvement of academic and invited staff, students, graduates, potential employers and other stakeholders involved in the implementation of the joint master's programme.

39.3 The rule of evaluation and regulation of the educational process includes the following issues:

39.3.1 The cycle of evaluation of learning quality and analysis and use of results.

39.3.2 Directions and means of teaching quality evaluation.

39.3.3 Analysis and application of the results of the academic process assessment.

Article 42. The cycle of evaluation of learning quality and analysis and use of results

40.1 The cycle of evaluation of learning quality and analysis and use of results consists of 4 (four) interrelated stages:

"Plan – Do – check – act ":

40.1.1 Plan – with a purpose to evaluate the quality of teaching, measures, evaluation instruments and criteria as well as frequency of the actions shall be planned;

40.1.2. Do - implementation of planned actions, including fieldwork, with the involvement of the persons defined by these rules and established methodology.

40.1.3. Check - review/analyze the results of the conducted field and other works, identify and evaluate the strengths and weaknesses, which is carried out by the Quality Assurance Service of the university with the involvement of the staff of the university schools, including the heads of the educational programmes.

40.1.4. Act - development of recommendations related to quality improvement, based on the evaluation of the implemented measures and obtained results, and carry out appropriate measures concerning the increase of teaching quality.

Article 41. Directions and means of the teaching quality evaluation

4.1 For the purposes of teaching quality assessment, the following shall be measured: the educational programme and its components, efficiency of the work by the lecturers, student academic performance, efficiency of the educational process and other related factors both external and internal.

41.2 Education quality assessment in its turn shall be based on the following main directions:

41.2.1. Evaluation and analysis of external factors.

41.2.2. Assessment of compliance of the educational Programme with labor market requirements.

41.2.3. Analysis of graduate employment and respective statistical records.

41.2.4. Monitoring and evaluating students' academic performance.

41.2.5. Internal assessment of the academic process.

41.2.7. Analysis and application of the results of the academic process assessment.

Article 42. Evaluation and analysis of external factors

42.1. The evaluation of external factors includes periodic examinations of local and foreign analogous academic programmes to study and analyze them with an aim to maintain the competitiveness of the joint master's programme and ensure the quality of the EP and its individual components and overall improvement.

42.2. External factors evaluation and analysis are carried out by the heads of the joint master's programme in coordination with the Quality Assurance Council.

Article 43. Assessment of compliance of educational Programmes with labor market requirements

43.1 The purpose of measuring the compliance of the JEP with requirements of the labor market is to identify the extent of compliance the learning outcomes of the JEP demonstrate against the labor market requirements.

43.2 The analysis of the compliance with the requirements of the labor market is mainly carried out through interviewing the employers, processing secondary data and other available resources.

43.3 Processing of secondary data and using other available resources include the study and analysis of research conducted by the HEIs, state institutions, international and local organizations in relation to the labor market.

43.4 The evaluation of the compatibility of the programme with the requirements of the labor market is carried out by the heads of the joint master's programme in coordination with the Quality Assurance Council.

Article 44. Analysis of graduate employment and respective statistical records

44.1 The goal of graduate employment analysis and statistical records is to understand the employability of graduates and assess the needs for their professional development.

44.2 In order to analyze the graduate's employment, a survey of graduates and a statistical recording of the employment rate are regularly carried out by the joint master's programme coordinator.

Article 45. Monitoring and evaluating students' academic performance

45.1 The purpose of monitoring and evaluating the academic performance of the students is to control the extent to which the students assimilate the knowledge from the components of the relevant Educational Programme; such evaluations may include, among others, measurement of the relevance of the complexity and/or simplicity of the Programme or its component; measurement of the complexity and/or simplicity of the literature used in the academic courses; assessment of adequacy of the evaluation criteria given in the syllabus by the lecturers; identification of the extent to which the students are involved in the academic course and detection of other possible flaws within the system.

45.2 Monitoring and evaluation of student's academic achievements are carried out by the Quality Assurance Council with the involvement of the heads of the joint master's programme.

Article 46. Internal assessment of the academic process

46.1 The purpose of the internal evaluation of the educational process is to check the quality of the joint master's programme, identify areas for improvement and determine the consistency of the results achieved in the educational process with the expected learning outcomes to increase the quality.

46.2. The Quality Assurance Council shall coordinate the evaluation of the learning process. The evaluation process is carried out with the involvement of joint master's programme heads, coordinators and other staff.

46.3. The evaluation of the academic process shall be carried out in two main directions:

46.3.1. by evaluating and analyzing the academic process.

46.3.2. by evaluating and analyzing the academic process or its component (subject, module, etc.) upon their completion.

Article 47. Tools and methods for analyzing the academic process

47.1. Assessment and analysis of the academic process is carried through the following methods:

47.1.1. Attending the educational process by the programme leaders, coordinator, and representative of the Quality Assurance Council on the principle of random selection.

47.1.2 Providing periodic feedback to the lecturers about the progress of the educational process by the heads of the programme.

47.1.3 Peer attendance of lectures and exams, on the principle of random selection by the staff involved in the programme implementation and/or representatives of the Quality Assurance Council.

47.1.4 If required, interview students focus group (or using another method).

Article 48. Tools/methods for evaluating the academic process after its completion

48.1. The following tools/methods shall be applied to evaluate the academic process after it is finished:

48.1.1. Quizzes

48.1.2. Reporting

48.2. The survey involves obtaining information from students and graduates through pre-designed questionnaires regarding the educational process, which includes:

48.2.1. Anonymous evaluation of lecturers/study course by students (per Annex N1).

48.2.2 Anonymous evaluation of master's thesis/practice supervisor by students (per Annex N2).

48.2.3 Evaluation of study practice by the student (per Annex N6).

48.3. Reporting implies the preparation of various reports by the parties participating in the educational process, which include:

48.3.1 The annual report on the educational process drawn up by the heads of the programme.

48.3.2. The report of the focus group conducted with students and graduates (per Annex N3 and Annex N4).

48.4. The use of the evaluation tools defined in this article, the administration of the surveys, and the preparation of the reports are ensured by the Quality Assurance Council, with the assistance of the heads and coordinators of the joint master's programme.

Article 49. Analysis of the evaluation results of the academic process

49.1. The evaluation results provided in clauses 48.2.1, 48.2.2, 48.2.3, and 48.3.2 of Article 48 of this Chapter are analyzed by the Quality Assurance Council with the involvement of the staff involved in the implementation of the programme, including programme heads, coordinators and other persons (hereinafter the working group).

49.2. The process of analysis includes:

49.2.1. Analyzing the documentation developed by the Working Group according to clauses 48.2.1, 48.2.2, 48.2.3, and 48.3.2 of Article 48 of this Chapter and other evaluation tools.

49.2.2. Managing areas for improvement identified in the joint master's programme and mutual sharing of positive factors and experience between academic and visiting staff involved in the implementation of the programme.

49.3. In order to timely react to the evaluation results, the Working Group shall meet at the end of each semester and analyze the results within a reasonable time; in this manner developed recommendations shall be submitted by the QAC to the Academic Council.

Article 50. Procedure for applying the evaluation results

50.1. After the submission of recommendations by the Quality Assurance Council, the Academic Council meets to review the evaluation report within a reasonable period for a timely response on areas to be improved.

50.2. The Academic Council shall deliberate on the issues of eliminating the identified deficiencies and further improving the Educational Programme and shall respond appropriately as required by the nature of the identified gaps and developed recommendations.

Chapter XII. A mechanism for the protection of student rights and lawful interests

Article 51. Scope and Purpose of the Regulation

51.1 This rule establishes the rights of students enrolled in the joint master's programme in applied public health care and the legal mechanisms for their protection.

Article 52. Student rights

52.1 All those persons who enrolled in the joint master's programme according to the Law of Georgia on Higher Education, and other regulatory acts, enjoy the status of the student.

52.2 All students/persons are equal before the legislation of Georgia and recognized norms and principles of International Law. Discrimination against students in any manner shall be inadmissible.

52.3 Student has a right to:

52.3.1 obtain a quality education.

52.3.2 participate in scientific research.

52.3.3 use under equal conditions the material-technical, library, information, consulting, support services and other facilities of the partner HEIs, according to the rules established by the regulations of the same universities, with all the rights that each partner HEI has separately for its students.

52.3.4 Freely express his/her opinion and reasonably refuse to accept those ideas that were suggested during an educational process.

52.3.5 transfer to another higher education institution in the manner defined by the legislation of Georgia and the regulations of the partner HEIs.

52.3.6 receive a scholarship, financial or material assistance, other benefits from the State or other sources according to the legislation of Georgia and the Statutes of the partner HEIs and general university regulatory acts.

52.3.7 initiate and/or participate in the development of an individual educational programme according to the university regulations.

52.3.8 participate in the evaluation of the efficiency of the work of the academic staff, invited lecturers and the administration of the joint master's programme.

52.3.9 be ensured with a fair evaluation of his/her knowledge by the partner HEIs, according to the established procedures.

52.3.10 take advantage, if necessary, of the right to withdraw from the subject and/or postpone the defense of the diploma thesis to the next academic year in the relevant educational programme.

52.3.11 appeal to the court the decision made against him by the partner HEIs.

52.3.12 exercise other powers granted to him/her by this rule, other internal regulations of the partner HEIs, and the legislation of Georgia.

52.4 Any personal type of information expressed by a person towards an academic personnel in the process of study including about personal attitudes, faith and political beliefs must be kept confidential, as well as cases of disciplinary actions taken in relation to a student except for the cases when there is a permission of a person to release this information, or there is a lawful interest of the administration to protect security of others and legitimate rights.

52.5 Partner HEIs are prohibited from using their authority and material-technical base in a way that may create a threat of censorship or restrict freedom of expression, except for cases specified by law.

Article 53. Student rights in disciplinary proceedings

53.1. Disciplinary proceedings against a student must be proportionate to the disciplinary misconduct and shall be carried out in cases provided by the Code of Ethics and Conduct of the joint master's programme, with consideration of the applicable law and fair procedure.

53.2. Disciplinary prosecution of the student should not restrict the student's right to participate in the study process, except for the cases when it endangers the rights and health of the others, security and the property of the HEIs.

53.3. The student subject to disciplinary proceedings may:

53.3.1 receive in writing a grounded decision on the initiation of disciplinary proceedings against him/her.

53.3.2 attend the hearing of the disciplinary case and enjoy the right to defense.

53.3.3 provide the relevant body of the partner HEIs with the information and evidence at his/her disposal;

53.3.4 participate in the examination of the evidence obtained by the relevant body of the partner HEIs.

53.3.5 request the hearing of the issue of initiating the disciplinary proceedings in a public session.

53.4. During the disciplinary proceedings, the burden of proof shall be borne by those who claim the student has violated the rules. A decision on initiating the disciplinary proceedings shall be grounded and it shall rely on the evidence obtained in the manner which has been provided for by Georgian legislation, the statute and internal regulations of the respective higher education institution.

Annex N1

Evaluation of the study course and the lecturer by the student

Note: The said survey is conducted by the Quality Assurance Council established by GIPA-Georgian Institute of Public Affairs and Petre Shotadze Tbilisi Medical Academy. The purpose of the survey is to identify the strengths and areas for improvement of the educational process. The results of the survey will be used to improve the study process. The questionnaire consists of three blocks:

№ 1. Content of the study course and study resources.

№2 Evaluation of the activities of the head of the course / lecturer.

No. 3: self-evaluation (autonomy and responsibility).

Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer by demonstrating a score from 1 to 5, where 5 is the maximum positive evaluation, and 1 is the minimum. Also, it is significant for the student to have the opportunity to comment if he wishes. In the case of open questions, please specify your opinion in writing. Anonymity within the survey is completely ensured, and the results are used only in a generalized form.

* Student gender:

* Educational Programme:

* Semester:

Block № 1 - Content of the study course and study resources

1. The objectives and content of the study course are stated clearly in the syllabus:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

2. The hours allocated for lectures and seminars of the study course, as well as for processing the material provided by the syllabus and preparing assignments, are adequate:

totally disagree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

3. Evaluation methods (home assignment, essay, case study, questioning, presentation, etc.) The content of the academic course:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

4. The themes of the midterm and final exams corresponded to the material indicated in the syllabus and was evaluated objectively with a clearly defined assessment system:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

5. Binding literature indicated in the syllabus was available in physical or electronic form:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

6. Studying the mentioned course within the programme is significant. It gives the student new knowledge in the field and improves his skills:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

7. Please specify the areas to be improved (if any): _____

8. Please specify strength (if any): _____

Block № 2 - Evaluation of the activity of the head/lecturer of the study course

1. At the beginning of the semester, the lecturer introduced us in detail the objectives of the study course, its content, learning outcomes and evaluation system:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

2. The lecturer consistently followed the topics covered by the syllabus, explained the material clearly, gave relevant examples and cases:

totally	Disagree	Partially	Agree	completely
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Agree		Agree		Agree
1	2	3	4	5

3. The lecturer informed the students about the results of the evaluation within the set period

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

4. In the case of necessity, the lecturer individually explained to the student the areas for improvement identified in assignments and exams:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

5. The lecturer used various teaching methods (discussion/debate, case studies, brain storming, etc.):

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

6. The lecturer allowed students to reveal their knowledge and abilities, creating in the auditorium learning environment focused on the student's interests:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

7. The lecturer did not ignore the questions asked by the students and, in the case of necessity, was ready to give additional advice to the students:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

8. In the interrelation with students, the lecturer showed respect and followed the norms of academic ethics:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

9. Please, if you wish, express your opinion about the study course and the lecturer in general, if any, note the strengths and areas for improvement. Do you suppose the study course needs changes? (In case of a positive answer what would you change?) _____

Block № 3 Self-evaluation (autonomy and responsibility)

1. I always completed the tasks provided by the study course and regularly prepared for seminars and exams:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

2. I was actively involved in the lecture/seminar process, expressing own opinion and respecting different views:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

3. After completing the course, I can independently acquire additional knowledge in the mentioned field, prepare/perform a presentation/analytical document/practical work or participate in a discussion around the topic:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

4. Finally, I am satisfied with the completed study course. I suppose I have achieved the learning outcomes defined by the syllabus:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

5.

Additional comment:	
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Annex N2

Evaluation of the thesis supervisor by the graduate student

Note: The said survey is conducted by the Quality Assurance Council established by GIPA - Georgian Institute of Public Affairs and Petre Shotadze Tbilisi Medical Academy. The purpose of the survey is to improve the quality of teaching. Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer by demonstrating a score from 1 to 5, where 5 is the maximum positive evaluation, and 1 is the minimum. Also, it is significant for the student to have the opportunity to comment if he/she wishes. In the case of open questions, please specify your opinion in writing. Anonymity within the survey is completely ensured, and the results are used only in a generalized form.

Educational Programme:

Thesis supervisor

1. Before starting work on the research topic, I received a proper consultation from the thesis supervisor regarding the thematic focus and relevance of the topic:

totally	Disagree	Partially	Agree	completely
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Agree		Agree		Agree
1	2	3	4	5

2. Before starting work on the thesis, the supervisor additionally explained me the principal academic requirements for research and preparation of a thesis:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

3. When starting work on the thesis, I received proper advice from the supervisor regarding the preparation of the research plan and design:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

4. The supervisor of the thesis gave me regular consultations both face-to-face and using e-mail (or other communication technologies):

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

5. I received proper advice from the thesis supervisor in the process of establishing the research methodology and data collection:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
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1	2	3	4	5
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6. FI received proper support from the supervisor regarding the identification and search of respondents (experts, analysts, etc.):

(If the research methodology you selected did not include in-depth interviews and expert surveys within the framework of qualitative research, please skip this question.)

(Non-binding question)

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

7. The theses supervisor's advice and feedback helped me to solve the problems that arose during the research process, and when it was necessary, he appointed me additional consultations:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

8. The theses supervisor was regularly interested in the progress of the research and observed it:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

9. The thesis supervisor provided me with additional information about the standards of academic integrity (including preventing plagiarism) and the sanctions imposed in case of their violation (plagiarism):

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

10. In the process of work, the theses supervisor showed respect and followed the norms of academic ethics:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

11. In case of necessity, the theses supervisor consulted me in identifying relevant literature and contemporary scientific resources and gave me directions for finding them:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

12. The supervisor read the completed thesis and I received the relevant opinion/feedback:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

13. The thesis supervisor introduced me to the circumstances to be considered in the process of defending the thesis and gave me appropriate advice regarding the presentation of the research:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
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1	2	3	4	5
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14. Overall, I received highly qualified and high-quality consultation and appropriate help from the thesis supervisor:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

15. If you wish, please express your opinion in general regarding preparation of the diploma thesis and the theses supervisor. Do you have any suggestion/recommendation for the thesis supervisor (if yes, please share your suggestion/recommendation)

comment:	
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Annex N3

Focus Group Guideline Questionnaire / Discussion Plan for Students¹

(It is possible to additionally discuss other critical issues within FG)

- How would you evaluate the educational programme?
 - a. To what extent has the educational Programme met or not met your expectations? In case of a negative answer, please inquire about the reasons.
 - b. How would you evaluate the consistency of the educational programme, the distribution of compulsory and elective subjects, how logically the subjects are connected with each other and whether the admission prerequisites are observed.
 - c. According to your observation, is there a thematic overlap between the subjects? Are the same topics taught in different subjects with the same literature?
 - d. In your opinion, are there any issues, topics or subjects that are relevant to the field, which are not included in the educational Programme, but still, you would like to study them further? Or, on the contrary, are there subjects that, in your opinion, should not be taught in the educational Programme?
 - e. How would you describe the fairness of teaching methods and assessments during the academic process?
 - f. How satisfied are you with the lecturers? Can you recall any problems with a lecturer? or an initiative/project that you implemented together with the lecturer.
 - g. Within the framework of the educational Programme, how much have you grown professionally (please evaluate the progress), how much are the subjects focused on the development of practical skills along with the transfer of theoretical knowledge?

¹ Other significant issues can be additionally discussed within the focus group.

h. Which positive aspects of the educational Programme and areas for improvement could you highlight? And what would be your general recommendation regarding the enhancement of the educational Programme?

Annex N4

Alumni Focus Group Questions / Discussion Plan² :

(It is possible to additionally discuss other critical issues within FG)

- **Employment and career growth**

a. Are you employed in a professional job? In case of a negative answer: What is the reason for your unemployment?

b. How easy was it for you to find a job after completing the educational Programme or what obstacles have you faced?

c. To what extent have the theoretical knowledge and practical skills acquired from the Programme helped you in employment? Which of the competencies acquired within the educational Programme has been most useful to you in your professional activities?

d. Can you name competences that you have not acquired/developed sufficiently from the Programme, but would be an important competence for employment? Would you recommend adding specific subjects to the educational Programme?

e. In your experience, what has been the biggest gap (if any) between your knowledge/skills and the employer's requirements? Please focus on the following areas:

1. In terms of occupation
2. In terms of practical skills
3. In terms of knowledge

- **How would you evaluate the educational Programme?**

² Other significant issues can be additionally discussed within the focus group.

- a. To what extent has the educational Programme met or not met your expectations? In case of a negative answer, please inquire about the reasons.
- b. How would you evaluate the sequence of the educational Programme, the distribution of compulsory and elective subjects: how logically the subjects are connected with each other and whether the admission prerequisites are observed?
- c. According to your observation, were there thematic overlaps between the subjects? Are the same topics taught in different subjects with the same literature?
- d. In your opinion, are there any issues, topics or subjects that are relevant to the field, which were not included in the educational Programme, but still, you would like to study them further? Alternatively, are there subjects that, in your opinion, should not be taught in the educational Programme?
- e. Within the framework of the educational Programme, how much have you grown professionally (please evaluate the progress), how much were the subjects focused on the development of practical skills along with the transfer of theoretical knowledge?
- f. Which positive aspects of the educational Programme and areas for improvement could you highlight? And what would be your general recommendation regarding the enhancement of the educational Programme?

Annex N5

Employer Focus Group guiding questions / discussion plan³:

1. Profile of the organization

Which organization do you represent? What is the profile of your organization? What is the number of employees in the organization?

2. How would you evaluate the educational Programme?

a. How would you evaluate the sequence of the educational Programme, the distribution of compulsory and elective subjects: how logically the subjects are connected with each other and whether the admission prerequisites are observed?

b. In your opinion, are there any issues, topics or subjects that are relevant to the field, but are not (fully) included in the educational Programme (or are not fully presented), however you would like your employees to have studied further? Alternatively, are there subjects that, in your opinion, should not be taught in the educational Programme?

c. In your opinion, are there any issues, topics or subjects that are relevant due to the requirements of the labor market, although they are not included in the educational Programme, and it would be appropriate to add to the Programme?

d. Which positive aspects of the educational Programme and areas for improvement could you highlight? And what would be your general recommendation regarding the enhancement of the educational Programme?

3. State of the labor market

a. a. Graduates of which educational cycle (level) would you consider for employment in your organization/company?

b. How many graduates of this Programme are employed by you? What is their level of training? With what competences have they commenced jobs within your organization? What are the main challenges facing them?

c. In terms of professional training, which aspects (knowledge and skills) would you highlight that the graduates of the educational Programme employed by you need to improve? And which positive aspects could you mention?

³ Other significant issues can be additionally discussed within the focus group.

- d. What are your staffing needs and requirements? What knowledge and skills must a good employee possess to perform job duties?
- e. In order to prepare a valuable employee for your organization, in which directions would you like the educational Programme to focus more?
- f. What are the higher education institutions you are cooperating with and what does this cooperation mean?
- g. How do you see your role as a potential employer? How do you imagine the model of cooperation with higher education institutions?

Annex N6

Questionnaire for evaluation of teaching practice by the student

Note: The said survey is conducted by the Quality Assurance Council established by GIPA - Georgian Institute of Public Affairs and Petre Shotadze Tbilisi Medical Academy. The purpose of the survey is to improve the quality of teaching. Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer by demonstrating a score from 1 to 5, where 5 is the maximum positive evaluation, and 1 is the minimum. Also, it is significant for the student to have the opportunity to comment if he wishes. In the case of open questions, please specify your opinion in writing. Anonymity within the survey is completely ensured, and the results are used only in a generalized form.

1. **You had intensive consultations and communication with the Head of Practice through personal meetings and e-mails:**

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

- 2 **The head of the practice supervised the activities you performed and gave you relevant feedback in a timely manner:**

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

3. The head of the practice has given the right directions to the topic and its competence is satisfactory to practice:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

4. The head of practice from the university had efficient communication with the head of practice at the workplace:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

5. The practice was consistent with the objectives and learning outcomes envisaged by the educational programme and the syllabus of the practice:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

6. The educational practice was focused on the practical implementation of theoretical knowledge and the development of new practical abilities:

totally Agree	Disagree	Partially Agree	Agree	completely Agree
1	2	3	4	5

7. Please, if you wish, express your opinion regarding the strengths and areas for improvement of the practice:

comment:	
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