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THU N03 dated March 10, 2025

## **Rules for Calculating Credits for Educational Programs and Assessing the Achievement of Student Learning Outcomes**

### **Article 1. Rules for calculating credits for educational programs**

1. In accordance with the European Credit Transfer and Accumulation System (ECTS) (hereinafter referred to as the "Credit System"), a student's learning load is the time allocated to achieve the learning outcomes specified in the educational program, which includes contact and independent hours and is calculated in credits;
2. Contact hours are the time allocated for a student's learning activities with the involvement of academic personnel implementing a component of the educational program, independent hours are the time spent by a student on learning activities independently of the academic personnel implementing a component of the educational program. The components of the educational program are the teaching component and the scientific-research/research component, and the teaching component is a constituent part of the educational program, which is presented in the form of a course/subject, practice, creative/performing practical project/paper, undergraduate research project/paper or other component;
3. A credit expresses the learning load required for a student, is distributed among the component(s) of the educational program defined by the educational program and includes the contact and independent hours required for the learning outcomes to be achieved by a specific component; The distribution of credits among the component(s) of the educational program is based on a real assessment of the workload of a student with average academic achievements, which is required to achieve the learning outcomes established for each component. The correctness of the distribution of credits should be checked by collecting and analyzing complete information about the student's actual workload, in which students, along with academic staff, also participate; When calculating credits, the time allocated for additional exams (preparation, passing, assessment), as well as the time for consultations with the person implementing the educational program component, is not taken into

account;

4. The components of the educational program are the educational component and the scientific-research component; The educational component is one semester long and is presented in the form of a training course, module, practice, creative/practical project, undergraduate research project/thesis, educational/clinical/industrial (professional) practice or other component; The scientific-research component is one of the constituent parts of the master's educational program and is presented in the form of a master's project/thesis or other scientific project/thesis/activity.

5. A learning component with the same content, scope and learning outcomes shall include an equal number of credits for students of all educational programs;

6. One credit (ECTS) is equal to a student's study load of 25 hours and includes both contact and independent hours.

7. Taking into account the characteristics of the educational program and/or the student's individual study program, the student's study load during one academic (study) year, as a rule, shall be 60 (ECTS) credits, although it may be less than 60 (ECTS) credits or exceed 60 (ECTS) credits, but not more than 75 (ECTS) credits during one academic (study) year;

8. One academic (study) year shall consist of the autumn (first) and spring (second) study semesters and the vacation (holiday) period, which shall not exceed 12 continuous calendar months;

9. The duration of a study semester shall be 20 academic weeks, which shall include the study weeks The period of conducting additional exams/exams and assessing the student's achievement on additional exams/exams;

10. An academic week is an astronomical week, during which the student's independent and contact workload is distributed.

11. Credit can be obtained only after the student has achieved the learning outcomes planned by the syllabus, which is confirmed by receiving one of the positive assessments provided for in these rules; it is not permissible to assess the learning outcomes achieved by the student once - only on the basis of the final exam, except for exceptional cases provided for by the legislation of Georgia and these rules.

## Article 2. Rules for assessing the achievement of student learning outcomes

1. Assessment of the achievement of student learning outcomes, as a rule, includes the following forms:
  - a) interim assessment/assessments;
  - b) final assessment;
2. The rule specified in the first paragraph of this Article does not apply to the assessment of a master's project/thesis; a master's project/thesis is assessed once (only by final assessment), using relevant assessment methods and criteria;
3. Each form of assessment includes assessment component(s), method(s) and criterion(s), which must be adequate for the assessment of the learning outcomes defined and achieved by the component of the educational program; the sum of interim and final assessments constitutes the final assessment;
4. The assessment of the achievement of learning outcomes of the components of the educational program must be completed in the same semester in which it was carried out.
5. The total assessment score is 100; from the total assessment score (100 points), the share of the intermediate assessment(s) is not less than 60 points (60%), and the share of the final assessment is not more than 40 points (40%);
6. The minimum threshold for the competence of the final assessment for undergraduate programs is more than half of the share of the final assessment (50% + 1); and for dentistry programs, half of the share of the assessment (50%);
7. A unified evaluation system is used for educational programs implemented by the University, which allows for:
  - a) five types of positive evaluation:
    - a.a) (A) Excellent – 91-100 points of evaluation;
    - a.b) (B) Very good – 81-90 points of maximum evaluation;
    - a.c) (C) Good – 71-80 points of maximum evaluation;
    - a.d) (D) Satisfactory – 61-70 points of maximum evaluation;
    - a.e) (E) Sufficient – 51-60 points of maximum evaluation.

b) Two types of negative assessments:

b.a) (FX) Failed – maximum assessment 41-50 points, which means that the student needs more work to pass and is given the right to take an additional exam once with independent work;

b.b) (F) Failed – maximum assessment 40 points and less, which means that the work done by the student is not sufficient and he/she has to study the course/subject again.

8. In case of receiving an (FX) Failed assessment, an additional exam is scheduled no later than 5 days after the announcement of the final exam results and is reflected in the exam table; The score received by the student on the additional exam is not added to the number of points received in the final assessment; The score received on the additional exam is the final assessment and is reflected in the final assessment of the educational program component; Taking into account the assessment received at the additional exam, in case of receiving 0-50 points in the final assessment of the educational component, as well as in case of failing to pass the minimum competency threshold of the final assessment at the additional exam, regardless of the total score, the student will be given an assessment F (failed) - 0 points; This rule does not apply to the master's project/thesis;

9. When assessing the master's project/thesis, in case of receiving an (FX) - failed assessment, the master's student is allowed to submit a revised master's project/thesis during the next semester, and in case of receiving an (F) - failed assessment - the master's student loses the right to submit the same master's project/thesis;

10. A master's project/paper, dissertation or creative/performing work, or other scientific project/paper submitted for the award of an academic degree, must be evaluated as a whole, in a single final assessment, which includes the assessments of persons determined by the higher educational institution and the assessment received at the defense.

11. Supervision and control over compliance with the rules for assessing the achievement of student learning outcomes is the responsibility of the THU Quality Assurance Service.

### Article 3. Assessment Components, Methods, Criteria

1. The assessment component determines the method(s) for assessing a student's knowledge and/or skills and/or competencies, which may include uniform assessment methods (oral/written exam, oral/written survey, practical/theoretical work, etc.);

2. Assessment method is/are the means used to assess the achievement of learning outcomes

specified in a component of the educational program (oral/written exam/survey, project, portfolio, test, essay, demonstration, presentation, discussion, performance of an audiovisual work, exhibition, participation in/staging a play, concert performance, performance of a practical/theoretical task, work in a working group, participation in a discussion, solving a case, participation in a simulated process, objectively structured clinical examination (OSCE), objectively structured practical examination (OSPE), etc.);

3. Assessment criterion is a unit of measurement of the assessment method, which determines the level of achievement of learning outcomes. Assessment criterion represents the maximum and minimum, positive and negative assessment scores assigned to a particular assessment method;

4. Within the framework of the share determined for the intermediate assessment form (60/70%), the following intermediate assessments and their minimum competence thresholds are taken into account:

4.1. Learning activities (work in a working group, presentation, participation in debates, discussions, performance of written and oral assignments, etc.);

a) for the Bachelor of Law, Bachelor of Psychology and Georgian language training educational programs - at least 24 points;

b) for the Bachelor of Business Administration program - at least 20 points; c) for dentistry programs - at least 20 points.

4.2. Midterm exam:

a) for Bachelor of Law, Bachelor of Psychology and Georgian language training educational programs - at least 11 points;

b) for Bachelor of Business Administration program - at least 10 points; c) for Dentistry programs - at least 11 points;

5. The midterm exam is conducted in written form, and the selected assessment component, method and criterion are reflected in the syllabi completed for the relevant parts of the educational program components and are adequate for the assessment of the learning outcomes specified and achievable in the same syllabus;

6. The dates for conducting the midterm exam are determined by the faculty and do not coincide with the lecture/auditorium week;

7. Final exams are conducted during the winter and summer examination sessions determined by the university, in a combined (written/oral) and/or written form; the selected assessment component, method and criterion are reflected in the syllabi completed for the relevant part of

the relevant component of the educational program and are adequate for the assessment of the learning outcomes specified and achievable in the same syllabus;

8. The component, method and criterion and their share within the framework of academic freedom are determined by the syllabus presented by the academic or invited personnel for the relevant part of the educational or scientific-research component.

9. The specificity of the single-level educational program implemented by the Faculty of Health Care and/or the educational disciplines provided for by this program may require a different form of assessment (written/oral) than the standard one defined in this article, share of points (30% + 30% + 40%), deadlines/periods (for example, during curation studies).

#### Article 4. Final Provisions

1. For the documentation of the assessment of the achievement of the student's learning outcomes specified in Article 2 of these Rules, printed examination report forms shall be approved by the order of the Rector; electronic examination report forms may also be produced;

2. Forms of interim and final assessment reports of the undergraduate research project/thesis shall be attached to the instructions for the implementation of the undergraduate research project/thesis;

3. Forms of assessment reports of the master's project/thesis shall be attached to the instructions for the implementation of the master's project/thesis;

4. Forms of assessment reports of professional (educational/industrial) practice and the form of a professional (educational/industrial) practice diary shall be attached to the instructions for the implementation of the professional (educational/industrial) practice.









