

*UNIVERSITY OF TRADITIONAL MEDICINE*



*INTERNAL AND EXTERNAL STAKEHOLDER INFORMATION  
SECURITY AND FEEDBACK POLICY*

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## INTERNAL AND EXTERNAL STAKEHOLDER DISCLOSURE AND FEEDBACK POLICY

A "stakeholder" is defined as a person (person) or an organization whose activities directly influence the activities of the University or are influenced by the activities of the University.

From that point of view, two groups of main beneficiaries of the university are distinguished:

- **Internal stakeholders** (students, professors, administrative and teaching staff),
- **External stakeholders** (graduates, employers, applicants and their parents, state and professional institutions of the field, etc.).

### **Meaning, description and areas of application of information and feedback policies to internal and external stakeholders**

This policy, as a component part of the university's quality assurance system, is based on the following documents:

- Criteria for accreditation of the educational program of the specialty
- Infrastructural accreditation standards in RA
- European Quality Assurance Standards and Guidelines (ESG)
- Strategic Development Program of UTM.

The objectives of the "Internal and External Stakeholder Information and Feedback Policy" of the University of Traditional Medicine are:

- to provide all stakeholders of the university with objective and reliable qualitative and quantitative information about the quality of the university's activities, achievements and processes,
- to ensure the connection of the university with its stakeholders through feedback mechanisms,
- study feedback received from stakeholders and improve scientific and educational activities based on it,
- inform stakeholders about measures and decisions aimed at improving education based on the results.

**Implementation of the policy will enable:**

- to evaluate the direct and indirect involvement of internal and external stakeholders in university management processes,

- to measure the efficiency of the university's activities,

- to develop communication with stakeholders.

**The data obtained through feedback from internal and external stakeholders of the UTM is used for the following purposes:**

- When developing the university self-evaluation report,
- During the development, monitoring and revision of the PEPs,
- When communicating with internal and external stakeholder groups about the University's activities,
- During the evaluation of lecturers,
- When evaluating the effectiveness of various areas of the university's activity.
  - admission process,
  - evaluation process,
  - organization of final exams,
  - the level of ensuring material and technical saturation, etc.
- When clarifying the university's strategic plan, as well as evaluating it,
- When making decisions,
- When highlighting the factors influencing student progress,
- During the evaluation of the quality of information provision by the UTM,
- When developing a student support package, assessing student needs.

#### **BASIC MECHANISMS AND METHODS OF UNIVERSITY STAKEHOLDER INFORMATION**

**The main mechanisms and methods of the information of the beneficiaries of the university are:**

- Rectorate and Academic Council meetings,

- On the university's official website and social media. of publications in networks implementation,

- Preparation and publication of university information materials (booklets, collection of university scientific articles, etc.).

- Publication of news,
- Implementation of publications through mass media,
- Organization of professional orientation activities (meetings with school students, seminars with students),
- Conducting seminars, conferences, etc.

The processes of planning, organization and management aimed at informing the stakeholders in the UTM are mainly carried out by the person in charge of the official website of the UTM and the person in charge of Quality Assurance. The sources of information are structural departments and councils of the university.

## **MECHANISMS AND TOOLS FOR COMMUNICATION WITH STAKEHOLDERS**

### **Mechanisms for establishing contact with stakeholders are:**

- Focus group discussions, individual interviews,
- Organizing and conducting surveys,
- Investigation of stakeholder complaints,
- Events, seminars, reports, etc.
- Minutes of meetings organized with stakeholders.

The process of communication and feedback with internal and external stakeholders of the university should be continuous, take into account the opinions of the stakeholders and analyze the results of their studies when developing the future plans of the university. The more effective the communication with the stakeholders, the better the university reveals the advantages, strengths and weaknesses of its activities.

### **The tools for establishing communication with stakeholders are:**

- University website, social networks, e-mails, phone calls
- Sharing of personal information
- Copies of graduation documents
- Information about the place of work
- Stakeholder survey questionnaires.

The UTM accepts all feedback mechanisms and tools, both formal and informal. In general, it is implemented thanks to the initiatives of the University and stakeholders. Best practices have shown that the most effective method of using feedback mechanisms is to combine different opportunities (written and verbal, formal and informal).

### THE PRINCIPLES OF STAKEHOLDER FEEDBACK COMMUNICATION

- ✚ Contributors have the ability to provide feedback.
- ✚ Feedback may be provided by individuals on their own initiative or in response to requests from the University.
- ✚ Feedback processes should be systematic, respect the rights of students, staff and other stakeholders.
- ✚ Feedback responses should be considered in a timely manner and, if necessary, acknowledged.
- ✚ The confidentiality and reputation of all parties involved must be protected.
- ✚ Feedback mechanisms should vary according to the needs of the University's stakeholder groups.

The following table presents the feedback mechanisms of the main groups of internal and external stakeholders of the UTM:

*Table 1.*

**Mechanisms for feedback to key stakeholder groups in the UTM**

Stakeholders		Mechanisms
External stakeholders	Alumni	<ul style="list-style-type: none"> <li>▪ Consulting in the processes of development and revision of PEPs</li> <li>▪ Educational program satisfaction surveys</li> <li>▪ Inquiries about employment, employability</li> <li>▪ Interviews or focus group discussions</li> </ul>
	Employers	<ul style="list-style-type: none"> <li>▪ Evaluation of graduates by employers</li> <li>▪ Reports of the Final Attestation Committee of Graduates</li> <li>▪ Formal and informal meetings, discussions with university employees</li> </ul>
	State and	<ul style="list-style-type: none"> <li>▪ Alumni surveys</li> </ul>

	professional structures of the sector	(procedures for the organization of surveys of employers' satisfaction with educational programs and the professional quality of graduates) <ul style="list-style-type: none"> <li>▪ Monitoring and reports initiated by accreditation bodies</li> <li>▪ Feedback on students at the end of residency</li> </ul>
<b>Internal stakeholders</b>	Professor-lecturing staff	<ul style="list-style-type: none"> <li>▪ Surveys conducted among lecturers (resource evaluation, ...)</li> <li>▪ Lessons</li> <li>▪ Interviews</li> <li>▪ Lecturer self-evaluation</li> <li>▪ Annual performance appraisal</li> <li>▪ Chair sessions</li> <li>▪ Participation in the work of the scientific council and various commissions (for example, in the processes of developing and revising PEPs, developing and revising the programs of subject courses)</li> <li>▪ Meeting-discussions (formal and informal)</li> </ul>
	Students	<ul style="list-style-type: none"> <li>▪ Involvement in the academic council and quality assurance committee, student council</li> <li>▪ Surveys conducted among students (in the process of evaluating the quality of teaching and administrative staff, services offered by the University and the quality of available resources)</li> <li>▪ Focus-group discussions (organized by the head of the PEP, quality assurance officer, course advisor, etc.)</li> </ul>
	Educational support staff	<ul style="list-style-type: none"> <li>▪ Surveys conducted among the representatives of teaching staff</li> <li>▪ Chair sessions</li> <li>▪ Interviews</li> </ul>

Comments, opinions and feedback from students, faculty, external experts/consultants and professional bodies are presented, discussed in the Academic Council meeting and further actions are decided.

**The main elements of the feedback mechanism are:**

- monitoring,
- analysis,
- localization,
- planning.

**FROM THE DISTRIBUTION OF RESPONSIBILITIES AND AUTHORITIES MATRIX**

<b>Responsibilities and powers within the stakeholder notification process</b>	<b>Vice-rector for QA</b>	<b>Website manager</b>	<b>Heads of departments</b>
Preparation of information materials	T	T	P
Preparation of reports	T.P	T.P	P
Inquiries about the quality of the university's activities	P	T	T
Information on scientific activity	P	T	
Publishing news and events		P	
Analysis of activities in the information sector		P	

\*P- process manager

\*\* T – receiver of information



## **STAKEHOLDER INTERVIEW GUIDELINES**

### **A guide to interviewing lecturers**

- How long have you been working at UTM, what subjects do you teach, what education do you have, what profession?
- How did you get accepted to work at UTM? Is the university clear about the requirements to be submitted to the lecturer? Will you submit those requirements?
- Where are your job duties defined? How did you find out?
- Which university department do you mainly work with? How do you decide which department of the university should be addressed with which question?
- At what times do you accept students, on what days, are they informed about it? For what purpose do you mainly meet with students outside of teaching? How and at what frequency are counseling meetings with students organized? How do you inform students about them?
- How is the document circulation done in the department, how often is the collected information updated, and how often?
- Have you clearly classified your work documents, if another person works for you, will he be able to find the necessary information, or only you know about their arrangement?
- How do you develop subject plans, who do you work with during development, how do you revise, how often, what do you consider when making changes?
- What kind of lecturer evaluation mechanisms are used in the university?
- Do you participate in training courses, what kind of training do you need, how and to what extent does the university support your participation in them?
- What mechanisms are there to encourage lecturers?
- What kind of research activities are carried out in the university, in your department? How involved are you in these activities? What was the last article you wrote, what conference did you attend? Where, how did you find out about this opportunity?
- Do you plan the lesson, how well do you follow that plan, how do you present the new topic to the students, how do you reinforce the old topic? What methods do you use to assess students?
- How do you rate the effectiveness of teaching methods?
- How and to what extent do you promote student-centered learning? Do you favor that approach and why? If not, why?
- How do students evaluate the effectiveness of the course and the achievement of the expected results?

### **Guide for interviewing teaching assistants**

- How long have you been working at UTM, what position do you hold, what is your main responsibility, what is your education, what is your profession?

- Where are your job duties defined? How did you find out? What kind of relationship do you have with other departments, which departments do you mainly work with? In which document is this stated? How do professors and students decide who to ask about which question?
- Basically, what questions do students ask the chair, how often do they ask the chair with questions not related to the chair, what is the reason for this, how can professors know what questions they can ask you?
- How is document circulation carried out in the department, how much is the collected information updated, and how often?
- Have you clearly classified your work documents, if another person works for you, will he be able to find the necessary information, or only you know about their arrangement?
- How and at what intervals and to whom do you report on the activities of your department?
- How are subject plans developed at UTM, who do you work with during development, how do you revise, how often, what do you consider when making changes? How does the Chair participate in that process? How is the development and revision of subject plans carried out? What kind of documents are there to regulate those processes?
- How is the evaluation of lecturers carried out, by what methods, by what standards, what kind of courses aimed at the development of lecturers are organized at the university, how do you highlight the needs of lecturers, what courses are needed, where did you get your training, How has the university contributed to this?
- What mechanisms are there to encourage lecturers?
- What kind of research activities are carried out at the university, (to the head of the chair) in your department?
- How common is plagiarism among students and faculty? How do you detect and prevent such incidents?

### **A guide for group discussion with students**

- Why did you choose that profession, why that university?
- Story about admission. What are the difficulties, is the admission procedure clear?
- How were you informed about the structure of the UTM, and who should you contact?  
What are you happy with, what needs to be changed?
- Do the subjects meet your professional requirements, is the curriculum student-centered, is the assessment clear, are the assessment criteria given before the exams?
- How satisfied are you with the practice, how effective is the practice?
- How do you process independent works, is plagiarism common among students, why do students resort to this step?
- Do counseling services exist, what kind of similar services are there, what kind of counseling do students need, how would you like to receive counseling?
- Is it clear to you when and whom you can turn to, and how did you find out?
- What career support services are you familiar with?
- Is the environment healthy and safe, do you feel safe and secure in the university?
- What is the body responsible for the protection of students' rights, how familiar is it with students' problems, how objectively and correctly does it represent your interests?
- Are you familiar with the university's strategic plan, how, what is the mission and what are the goals?
- How can students participate in decision-making at the university, to what extent does this process enable students to express their needs and demands?
- The discount system, are allowances provided, how do student incentive mechanisms work?
- From whom do you get the information, where should the student be informed about the issue, how does it actually happen?
- What are you going to do after graduating from university (graduate students)?
- How confident are you that you will be accepted into residency?
- What suggestions do they have to improve the quality of the university?
- What steps should be taken for the university graduate to be a specialist with relevant knowledge and skills for the labor market upon graduation (graduate students)?

- In general, how can university students express their opinions, suggestions and complaints about the university, and with what sources?
- How do you evaluate the professional abilities of the teaching staff?
- To what extent are you involved in the research activities of the university, have you ever participated in such a program?
- Do the lecturers share their scientific works with you, is their content presented to you during the lessons?
- What do you expect from the university at this stage?
- If you had the choice again, which profession would you choose, which university, why?

#### **Questions for students transferred from other universities to UTM**

- Why did you move to UTM, where did you first hear about UTM, what is the advantage, what is the disadvantage compared to your first university?
- Was the transfer procedure clear, did it suit you?
- Why did you change your major, why this particular major?

#### **Questions about cooperation with UTM**

- What is the nature of your cooperation with UTM?
- Are there any UTM graduates among your employees? If so, to what extent do they meet your requirements as professionals?
- Have you ever applied to the management of UTM with a request to provide a specialist?
- What are the ways of expanding your cooperation with UTM?

#### **REVIEW TOOL FOR RECEIVING FEEDBACK MECHANISMS**

In order to review the feedback mechanisms, the following questions are usually used:

- ✚ Does the UTM collect qualitative and quantitative information?
- ✚ How were the survey tools developed, and how did QA participate in the process?
- ✚ What are the main goals and objectives of receiving feedback? What are the main areas of feedback?
- ✚ How often is feedback received? Describe by each beneficiary. Do all stakeholders participate in feedback processes?
- ✚ At what level is feedback collected: course, PEP, university?
- ✚ What kind of questions are mostly used during the survey: closed questions, open questions, why?
- ✚ Who is responsible for the feedback processes? How and by whom is the information analyzed? How do other departments participate/assist in the process?
- ✚ How and where are completed questionnaires, recordings, analyzed information stored? Who has access to each of these? Are the analyzes public?
- ✚ How is the information obtained through feedback from each stakeholder group applied?
- ✚ What achievement would you identify in terms of applying the information? How do you share feedback with each stakeholder group?
- ✚ How and who decides what actions to take based on those results? Who is involved in the process?
- ✚ Is an action plan being developed based on them?
- ✚ With whom are planned activities discussed? How is the course of action covered?
- ✚ Who monitors whether the actions were implemented or not, how effective were they?
- ✚ How long does it take to develop and implement a results-based action plan?
- ✚ What is the impact of information from each stakeholder group?
- ✚ How useful is the feedback they provide for quality assurance?
- ✚ Which feedback mechanism is most effective and why?
- ✚ Which stakeholder groups are most actively and passively involved in feedback processes? What steps have been taken to activate their participation?
- ✚ What major changes have happened so far based on feedback?

- ✚ What kind of problems and difficulties did you encounter while organizing feedback processes?  
How did you overcome them?
- ✚ How interested is the UTM management in feedback processes and why? How much human and financial resources are spent each year to implement these processes?
- ✚ Does the UTM need human, financial support to improve feedback processes?

## SURVEYING METHODOLOGY

Surveys are one of the most accepted approaches to ensuring the quality of UTM.

Surveys can be conducted both for different purposes and at different levels. For example, student satisfaction assessment is often used at the following levels:

- *University level*
- *Faculty level*
- *Level of the educational program of the specialty*
- *Course/module level*
- *5 years after graduation (tracer studies)*

Surveys in UTM are organized in accordance with the requirements of sociological research.

Depending on the objective, the survey team uses either qualitative or quantitative methods. During the same research, as necessary, different methods are combined - quantitative and qualitative, which makes it possible to conduct a more versatile, comprehensive and in-depth study of the phenomenon. However, there are goals and problems for the study of which it is sufficient to apply only one of them.

For the purpose of comprehensive study of problems in social sciences, the technique of *triangulation* is used: the use of more than two research methods to obtain more reliable empirical data.

That is, several methods of obtaining information are used at the same time: group discussions, structured interviews, observations, document analysis, etc.

After defining the methods, questionnaires and questionnaires are developed, which are tested before the implementation of the survey. After testing and finalizing the questionnaires, surveys are conducted.

In order to be effective, the results obtained through the questionnaires should be accessible and discussed with the target groups, for example, students, professors.

Thus, questionnaires should be carefully studied, especially if they are used to make faculty decisions. Their quality is important and must be handled very carefully to avoid ethical issues. In order to avoid violation of the norms of ethics towards the lecturer, it is necessary to include in the questionnaires questions not about the lecturer's personality, but about his professional qualities (for example, the methods he uses, to what extent these methods contribute to the achievement of the expected learning results by the student, etc.).

In order to ensure the effectiveness of questionnaires addressed to the student, it is necessary to observe the following four principles:

- ask questions that will help identify effective teaching without overriding particular pedagogical approaches or prejudices. For example, a question that asks whether a teacher uses blended learning assumes that all good teachers use it. However, this approach may not be appropriate for all courses,
- contain a set number of questions and alternative answers,
- to raise information about the involvement of students in the learning process, so that it becomes clear to them that the effectiveness of teaching and learning depends on the cooperation between the teacher and the student,
- provide feedback to students to let them know what changes the information obtained through the questionnaires has led to in the future.

## **QUESTIONNAIRE REVIEW**

Since the organization and conduct of surveys is an ongoing activity of the university, after each survey the UTM may revise the questionnaires and questionnaires in order to improve them.

Furthermore, questionnaires that are not reviewed regularly and/or are too long should be avoided so as not to distort the very meaning and usefulness of the questionnaire. However, it should be taken into account that if the questionnaires are changed, it will not be possible to compare the data of surveys made at different times. Therefore, changes should be made only when absolutely necessary. It is necessary to justify the need to review these questionnaires, clarify the target groups, the purpose of

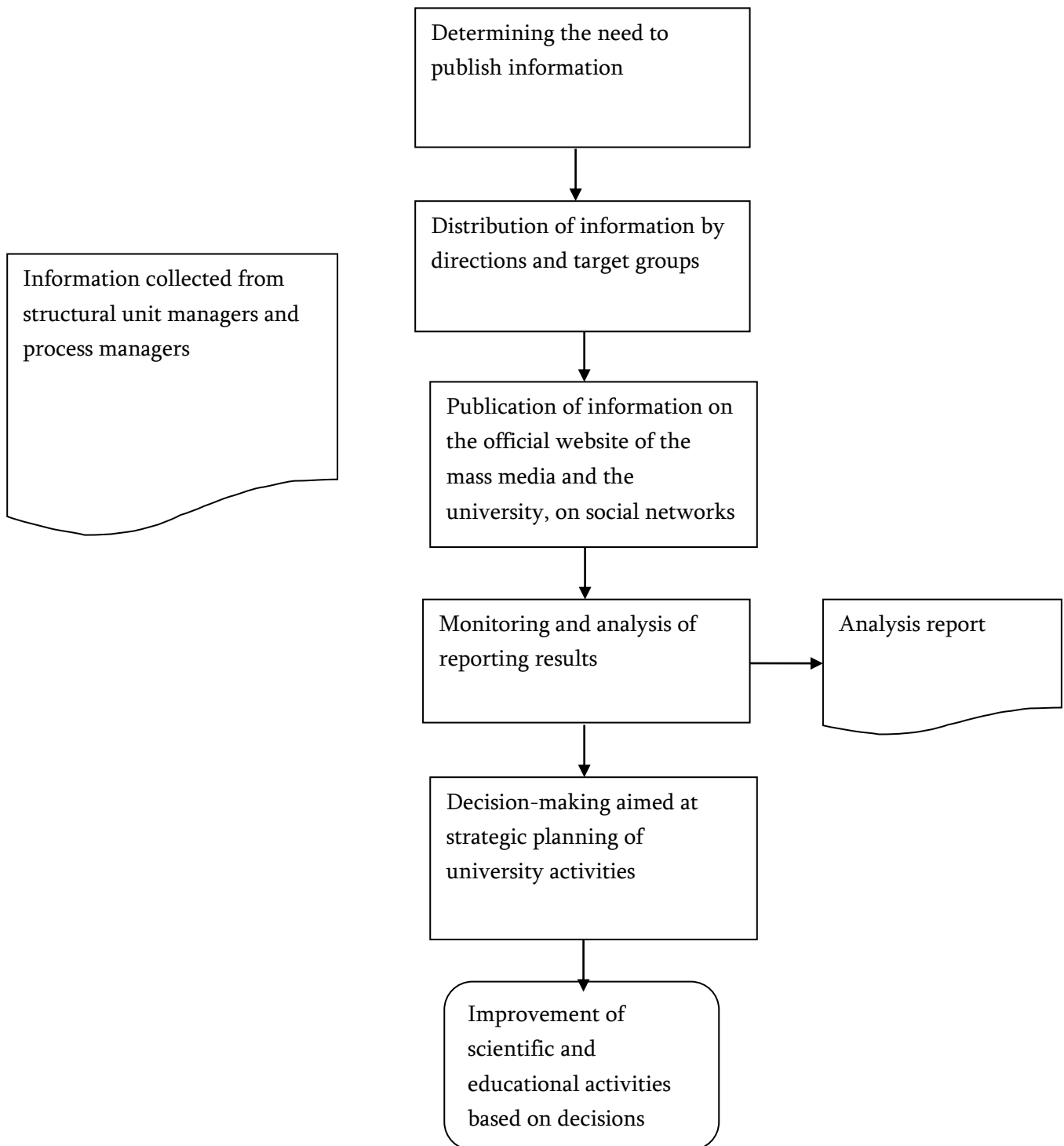
the questionnaire and its application in the criteria of self-analysis, indicate the possibilities of further improvement of the processes as a result of the analysis of the survey data.

In UTM, all surveys are carried out by the academic council according to 2021 approved regulations.

Thus, receiving feedback is a regular, continuous process for the UTM, a set of activities aimed at receiving, analyzing and applying information from internal and external stakeholders of the UTM through discussions, surveys and other types of meetings.



## GRAPHIC DESCRIPTION OF THE UNIVERSITY'S PARTICIPANT INFORMATION SECURITY POLICY



## APPENDICES

### Appendix 1

#### *QUESTIONNAIRE*

##### *ABOUT THE STUDENT SURVEY ON THE STUDENT'S EVALUATION PROCESS*

Dear Student, The educational section conducts surveys to improve the knowledge assessment process. The survey is anonymous and your answers and opinions will help us to assess the objectivity and effectiveness of the current knowledge assessment system.

Please participate in the survey, mark only one of the answers with a V mark.

1. Mention your faculty \_\_\_\_\_ Course \_\_\_\_ Group \_\_\_\_\_

2. Mention your gender

Male ☐

Female ☐

#### ***1. Evaluation criteria***

**1.1. Are you aware of the "Student Knowledge Test-Assessment" procedure at the UTM?**

- ☐ Yes
- ☐ No
- ☐ Partially

**1.2. Are you informed about the course evaluation criteria (requirements) in advance of the start of the course?**

- ☐ Yes
- ☐ No
- ☐ Partially yes
- ☐ I find it difficult to answer

**1.3. Are the assessment criteria defined by the "Student Knowledge Test-Assessment" procedure in the UTM observed?**

- ☐ Yes
- ☐ No
- ☐ Partially yes
- ☐ I find it difficult to answer

**1.4. Has the assessment criteria been changed at the suggestion of the students?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

## ***2. Evaluation methods /forms and their effectiveness***

**2.1. Do the used assessment methods/forms (oral surveys, seminars, independent work, exams,...) make it possible to evaluate the level of achievement of the educational results of the course by the student?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.2. Do the midterm exams allow students to fully demonstrate their knowledge?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.3. Do the final exams give students the opportunity to fully demonstrate their knowledge?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.4. Do the test works give the students the opportunity to fully demonstrate their knowledge?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.5. Do the current tests (assessment of activity during the semester) give students the opportunity to fully demonstrate their knowledge?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.6. Evaluate with 1-5 digits, where 1 is very bad, 2 is bad, 3 is satisfactory, 4 is good, 5 is very good.**

	<i>Questions</i>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1.	To what extent does the multi-factor student assessment system contribute to the discovery of theoretical knowledge?					
2.	To what extent does the multi-factor student assessment system contribute to the demonstration of practical skills and competencies?					
3.	The score given to attendance is 16					
4.	The score given to the student's current test (activity) is 20					
5.	The score given to the student's independent individual work is 14					
6.	The score given for the intermediate tests is 25 + 25					
7.	The score given to the final exam is 50					

### ***3. Objectivity and transparency of student assessment***

**3.1. Does the student know how his / her mark is formed during the examination process?**

- ☐ Yes
- ☐ No
- ☐ I find it difficult to answer

**3.2. Do the lecturers respond to the students' appeals?**

- ☐ Yes
- ☐ No
- ☐ I have not dealt with

**3.3. Has the student's mark changed as a result of the student's appeal?**

- ☐ Yes
- ☐ No
- ☐ I have not dealt with

**3.4. The assessment approach is differentiated during the re-examination period. Are you happy with that approach?**

- ☐ Yes
- ☐ No

**3.5. Is the process of remote assessment of knowledge objective?**

- ☐ Yes
- ☐ No
- ☐ I find it difficult to answer

#### **4. Evaluation feedback**

**4.1. I receive justification and/or advice from the lecturer on the evaluation results**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**4.2. Assessment results are used to improve teaching and learning processes.**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**5. List the positive aspects of the evaluation process**

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**6. List the negative aspects of the evaluation process**

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**7. Suggestions** \_\_\_\_\_

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**QUESTIONNAIRE**  
**ON LECTURERS' SURVEY ABOUT STUDENT ASSESSMENT PROCESS**

Dear Lecturer, in order to improve the assessment process, the Educational part conducts surveys. Please take part in the survey, as your answers and opinions will help us to assess the objectivity and effectiveness of the current knowledge assessment system.

Mark only one of the answers with a V mark.

Mention your chair \_\_\_\_\_

**1. Evaluation criteria**

**1.1. Do you inform the student about the evaluation criteria (requirements) of the course at the beginning of the course?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**1.2. Has the assessment criteria been changed at the suggestion of the students?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2. Evaluation methods/forms and their effectiveness**

**2.1. Do the applied assessment methods make it possible to measure the level of achievement of the educational outcomes of the course by the student?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.2. Do the midterm exams allow students to fully demonstrate their knowledge?**

- ☐ YesNo
- ☐ Partially
- ☐ I find it difficult to answer

**2.3. Do the final exams give students the opportunity to fully demonstrate their knowledge?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.4. Do test papers give students the opportunity to fully demonstrate their knowledge?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.5. Do the current tests (assessment of activity during the semester) give students the opportunity to fully demonstrate their knowledge?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.6. Is it available to work with existing newsletters?**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**2.7. Evaluate with 1-5 digits, where 1 is very bad, 2 is bad, 3 is satisfactory, 4 is good, 5 is very good.**

	<i>Questions</i>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1.	To what extent does the multi-factor student assessment system contribute to the discovery of theoretical knowledge?					
2.	To what extent does the multi-factor student assessment system contribute to the identification of practical skills?					
3.	To what extent does the multi-factor student assessment system contribute to capacity building?					
4.	The score given to attendance is 16					
5.	The score given to the student's current test (activity)					
6.	The score given to the student's independent individual work is 14					
7.	Mark for intermediate inspections					
8.	The score given in the final exam					

### **3. Objectivity and transparency of student assessment**

**3.1. Does the student know how his /her mark is formed during the examination process?**

- ☐ Yes
- ☐ No
- ☐ I find it difficult to answer

**3.2. Do the lecturers respond to the students' appeals?**

- ☐ Yes
- ☐ No
- ☐ I have not dealt with

**3.3. Has the student's mark changed as a result of the student's appeal?**

- ☐ Yes
- ☐ No
- ☐ I have not dealt with

**3.4. The assessment approach is differentiated during the re-examination period. Are you happy with that approach?**

- ☐ Yes
- ☐ No

**3.5. Is the process of remote assessment of knowledge objective?**

- ☐ Yes
- ☐ No
- ☐ I find it difficult to answer

### **4. Evaluation feedback**

**4.1. I receive justification and/or advice from the lecturer on the evaluation results**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer

**4.2. Assessment results are used to improve teaching and learning processes.**

- ☐ Yes
- ☐ No
- ☐ Partially
- ☐ I find it difficult to answer



5. List the most positive aspects of the evaluation process

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6. List the most negative aspects of the evaluation process

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7. Suggestions

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## QUESTIONNAIRE ON SURVEY OF STUDENTS' SATISFACTION WITH THE RESOURCES AND SERVICES PROVIDED BY THE EDUCATIONAL PROCESS

Dear student, being the best consumer of the UTM's educational services, you can best comment on the extent to which the University's infrastructure and the resource adequacy is sufficient to achieve educational outcomes, thereby contributing to the improvement of the educational process. Please take part in this anonymous survey to help identify problems and find solutions.

Evaluate with a V symbol by marking only one box for each answer.

### 1. Socio-demographic questions

#### 1.1. Mention your gender

Male ☐ Female ☐

#### 1.2. Mention your age

- ☐ 18-24  
☐ 25-30  
☐ Above 31

1.3. Mention your faculty \_\_\_\_\_ Course \_\_\_\_\_ Group \_\_\_\_\_

### 1. Satisfaction with available resources

#### Satisfaction from the library

#### 2.1. Do you use the UTM's library?

Yes ☐ No ☐

#### 2.2. How often do you use the library?

- ☐ Almost every day  
☐ 1-2 times a week  
☐ Only when preparing for exams  
☐ Several times a month

#### 2.3. Are the books in the library and e-literature sufficient when preparing for the courses?

- ☐ Yes, they completely satisfy  
☐ Partly because the library stock is old  
☐ Partly because some course literature is not available in the library  
☐ Not at all

2.4. Mention the courses that the books in the library are very old editions to master; \_\_\_\_\_

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2.5. Does the library provide you with the professional literature you need?

- ☐ Yes  
☐ No  
☐ Partially

2.6. Is the reading room equipped with computers with internet access?

- ☐ Yes  
☐ No

2.7. Is the number of computers enough for the users of the reading room?

- ☐ Yes  
☐ No

2.8. Is there a providing silence in the reading hall? Yes ☐ No ☐

2.9. Are you satisfied with the lighting of the reading hall? Yes ☐ No ☐

2.10. Are you satisfied with the warmth of the reading room? Yes ☐ No ☐

2.11. Are you satisfied with the library and working hours and the service?

- ☐ Yes  
☐ No  
☐ Partially

Satisfaction from the audience

2.11. Are you always provided with classrooms? Yes ☐ No ☐

2.12. Are you satisfied with the lighting of the classroom? Yes ☐ No ☐

2.13. Are you satisfied with the warmth of the audience? Yes ☐ No ☐

2.14. Is the classroom provided to you sufficient for the effective organization of the educational process?

- ☐ Yes, it completely satisfies  
☐ Partly because the classroom is not equipped with audio-visual equipment (projector, computer, interactive whiteboard)  
☐ No

2.15. What changes would you make in the classrooms?

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**Satisfaction from professional cabinets and laboratories.**

**2.16. Do you need to use laboratories for practical training?**

- ☐ Yes  
☐ No

**2.17. Are you satisfied with the equipment in the laboratory?**

- ☐ Yes  
☐ No

**2.18. Do the work done in the laboratory strengthen your theoretical knowledge?**

- ☐ Yes  
☐ No  
Other \_\_\_\_\_

**2.19. What changes would you make in the laboratories?**

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**2.20. Do you use professional cabinets?**

- ☐ Yes  
☐ No

**2.21. Do the equipment of the professional cabinets allow you to fully organize your practical trainings?**

- ☐ Yes  
☐ No

Other \_\_\_\_\_

**2.22. Are you provided with appropriate equipment during practical trainings?**

- ☐ Yes  
☐ No

Other \_\_\_\_\_

**2.23. Assess**

		Exc.	Good	Sat.	Unsat.
1.	Condition of general sanitary-hygienic bathrooms of the University				
2.	University heating system				
3.	Service of a scientific-medical training center				
4.	Food point				
5.	WiFi zones				

**2.24. How can you express your dissatisfaction, suggestions about the resources provided by the University (indicate all possible options)?**

- ☐ Inform the dean  
☐ Inform lecturers

- ☐ Inform the head of the chair
- ☐ Inform the head of the educational part
- Other\_\_\_\_\_

**2. Satisfaction with the provided information**

**3.1. Have you been provided with information about your rights and responsibilities?**

- ☐ Yes
- ☐ No

**3.2. Who provided the information?**

- ☐ Dean of the Faculty
- ☐ Course consultant
- ☐ Head of the Educational part
- ☐ Lecturer
- ☐ Student Council

Other\_\_\_\_\_

**3.3. Have you been provided with information about the evaluation system used in the UTM?**

- ☐ Yes
- ☐ No

**3.4. Have you been provided with information on the educational process, the organization of the examination process?**

- ☐ Yes
- ☐ No
- ☐ Partially

**3.4.1. Who provided the information?**

\_\_\_\_\_

**3.5. Are you satisfied with the information related to the exam appeal procedure?**

- ☐ Yes
- ☐ No
- ☐ Partially

**3.6. Have you been provided with information related to the mid-terms and final exams of the courses?**

- ☐ Yes
- ☐ No
- ☐ Partially

**3.7. Have you been provided with information about the objectives of the course being studied?**

- ☐ Yes
- ☐ No
- ☐ Partially

**3.7.1. Who provided the information?**

- ☐ Dean of the Faculty
- ☐ Available on the university website
- ☐ Head of Chair
- ☐ Lecturer

Other\_\_\_\_\_

**3.8. Have you been provided with information on the current regulation on "Academic Honesty"?**

- ☐ Yes
- ☐ No

**3.8.1. Who provided the information?**

- ☐ Dean of the Faculty
- ☐ Available on the university website
- ☐ Head of Chair
- ☐ Lecturer

Other\_\_\_\_\_

**3.9. Are you satisfied with the level of academic honesty in the university environment?**

- ☐ Yes
- ☐ No
- ☐ Partially

**3.10. Do you have any suggestions for maintaining academic integrity in the university environment?**

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**3.11. Have you been provided with information on the UTM's "The Student Guide"?**

- ☐ Yes
- ☐ No

**3.11.1. Who provided the information?**

- ☐ Dean of the Faculty
- ☐ Available on the university website
- ☐ Head of Chair
- ☐ Lecturer

Other\_\_\_\_\_

**3.12. Who do you mainly turn to for advice?**

- ☐ To the Dean of the Faculty
- ☐ Course consultant
- ☐ To the head of the educational unit
- ☐ To lecturers
- ☐ To the Student Council

Other\_\_\_\_\_

**3.13. Do the professors you teach provide students with information about their academic achievements** (for example, they present their scientific innovations, discuss their scientific articles, monographs within the subject they teach)?

- ☐ Rare
- ☐ Often
- ☐ Always
- ☐ I find it difficult to answer

**3.14. How do you find out about the University's activities or achievements?**

/Evaluate with a V symbol by ticking each attribute in one or more boxes/

1.	Participating in the meetings of the Scientific Council	
2.	By following the official website of the university	
3.	Participating in Student Council meetings	
4.	From the announcements posted at the university	
5.	From social networks / Facebook, ..... /	

**3.15. Do you know how students can participate in the management of the university?**

- ☐ Yes
- ☐ No

**3.16. Is the opinion of the students taken into account when making decisions at the university?**

- ☐ Yes
- ☐ No
- ☐ I find it difficult to answer

**4. Satisfaction from the official website of the UTM, Facebook page**

**4.1. Do you often use the UTM's the website?**

- ☐ I use it constantly
- ☐ I use it often
- ☐ I rarely use
- ☐ I do not use

**4.2. Evaluate your satisfaction with the structure of the site.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**4.3. Evaluate your satisfaction with the convenience of receiving information.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**4.4. Evaluate your satisfaction with the completeness of the information.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**4.5. Evaluate your satisfaction with the news coverage.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**4.6. Evaluate your satisfaction with the overall attractiveness of the site.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**4.7. Do you often use the UTM's Facebook page?**

- ☐ I use it constantly
- ☐ I use it often
- ☐ I rarely use
- ☐ I do not use

**4.8. Evaluate your satisfaction with the completeness of the information.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**4.9. Evaluate your satisfaction with the news coverage.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**Suggestions for improving the UTM's website, Facebook page.**\_\_\_\_\_

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## 5. Satisfaction with the work of administrative subdivisions

### 5.1. Have you used the administrative services of the UTM and how satisfied are you with?

/ Evaluate with a V symbol by ticking each attribute in one or more boxes /

	Type of Service	Have used		Satisfied	
		Yes	No	Yes	No
1.	Providing references				
2.	Provision of academic newsletters				
3.	Organizing exams (providing questionnaires, announcing exam days)				
4.	Acceptance of applications				
5.	(preparation of applicants)				
6.	The process of organizing temporary residence cards				
7.	Library services				
8.	Implementation of student adaptation programs				
	8.1. academic				
	8.2. psychological				
	8.3. social				
	8.4. other				

### 5.2. Evaluate the activity of the administrative subdivisions and structures of the university.

/ Evaluate by the symbol V, indicating only one box for each attribute /

	Administrative department	Excellent	Good	Satisfactory	Unsatisfactory
1.	Educational part				
2.	Chairs				
3.	Dean's Office				
4.	Department of Foreign Relations				
5.	HR and General Section				
6.	Library				
7.	Accounting				
8.	Student Council				
9.	Student Scientific Society				

### Questionnaire on the Teaching quality and effectiveness evaluation

1. Dear UTM student, You are participating in a regular student survey conducted by the Education part on the quality and effectiveness of teaching. Your sincere and objective assessments and opinions will contribute to the effective organization of the educational process.

The survey is anonymous and the received data will be used only in generalized form. We ask you to carefully read and completely fill out the form which lists the pedagogical qualities of all the lecturers you taught in the last semester.

2. Mention your faculty \_\_\_\_\_ Course \_\_\_\_ Group \_\_\_\_\_

3. Mention your gender

Male ☐

Female ☐

#### About lectures

	Evaluation criteria	Subject's name / Surname and first name of the							
1.	The lecturer presents the full description of the subject to the students, clearly explains the purpose, the expected results.								
2.	Introduces the importance of the material / topic in the course								
3.	Provides a logical connection to the previous and next topics in the lesson								
4.	The lecturer organizes the time effectively during the whole course								
5.	Uses the latest technical means during teaching								
6.	The teacher assesses the student fairly and transparently								
7.	The material is clear, understandable and accessible								
8.	The lecturer ensures the involvement of students in the course by using question and answer and other methods								
9.	Uses different teaching methods								
10.	At the end of the topic, the lecturer summarizes by presenting the next lecture								
11.	The lecturer treats the student with respect								
12.	Individually works with students								

13.	The instructor gives students the opportunity to ask outside the classroom questions related to the course							
14.	Assists the student in using professional literature and providing electronic materials							
15.	Maintains classroom discipline throughout the lesson							
16.	Can arouse interest in his subject							
17.	Encourages student group work							
18.	The instructor has the necessary knowledge outside the subject to answer students' questions							
19.	He/She is an interesting person, one can learn a lot from him							
20.	Assess your ability to master the language of instruction							

#### 4. Practical / seminar for lessons

	Evaluation criteria	Subject's name / Surname and first name of the							
1.	Explains the purpose of the topic and the expected results								
2.	Explains other safety and procedural issues as needed								
3.	Clarifies the material of the practical/laboratory training at the beginning of the lesson								
4.	Uses innovative teaching methods, tricks								
5.	Uses student-centered methods and approaches (collaborative / interactive, team, individual, etc.)								
6.	The lecturer ensures the involvement of students in the discussions								
7.	Creates a competitive environment								
8.	Evaluates in accordance with established criteria								
9.	Answers students' questions at the end of the lesson								
10.	Lesson time management								

**What would you like to see change in the teaching process?**

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### ASSESSMENT SHEET FOR LECTURERS' NEEDS

Dear UTM's Lecturer, with the aim of improving the educational environment and the quality of education at the University, the Educational part conducts a survey aimed at assessing the needs of lecturers. Please participate in this anonymous survey and give objective answers. Your data will not be disseminated, the results will be used only for generalized, statistical data.

We thank You in advance for your time and sincerity.

#### 1. The socio-demographic questions

<b>1.1. Specify your gender</b>		<b>1.2. Specify your age</b>	
Male		25-35	
Female		36-45	
		Above 45	

<b>1.3. Indicate since when you have been working at the UTM</b>	
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<b>1.4. List your position at the UTM</b>	
Head of Chair	
Associate Professor of the Chair	
Professor of the chair	
Lecturer	

<b>1.5. Indicate your academic title and scientific degree</b>	
Doctor of Science	
Doctor of Science, Professor	
Ph.D	
Candidate of Sciences, Associate Professor	

#### 2. LECTURERS' AWARENESS

##### 2.1. Are you aware of the provisions of the Bologna process?

- ☐ Yes  
☐ No  
☐ Partly yes  
☐ I find it difficult to answer

**2.2. Are you aware of the educational reforms being implemented in the UTM?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.3. Does the internal information system work effectively in the UTM?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.4. How do you find out about different issues related to the educational process?**

*/ Rate with a V symbol, indicating only one box for each attribute /*

	Source of information	
1.	Chair	
2.	Educational part	
3.	Dean	
4.	Announcements	
5.	University website	

**2.5. Are there mechanisms in the university to express the opinion of the employees?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.6. Are you familiar with the rights and responsibilities of the university academic staff?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.7. Have you got acquainted with your job description defined by the passport of the current position at the University?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.8. Are the requirements presented to the lecturers by the University according to the position passport?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.9. Are you aware of the lecturer's participation in the management of the University?**

*/ Evaluate by the symbol V, indicating only one box for each attribute /*

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.10. Mention how the lecturers can participate in the management of the University.**

1. \_\_\_\_\_
2. \_\_\_\_\_

**2.11. Is the opinion of the lecturers taken into account when making a decision at the university?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.12. How do you find out about the current activities of the UTM?**

*/ Evaluate with a V symbol by checking one or more boxes for each attribute /*

1.	Chair meetings	
2.	The official website of the UTM	
3.	University announcements	
4.	Social networks	
5.	Meetings of the Scientific Council	
6.	Other _____	

**2.13. Do you often use the official website of the UTM?**

- ☐ Very often
- ☐ Often
- ☐ Sometimes
- ☐ Rarely or not used

**2.14. Evaluate your satisfaction with the site structure, attractiveness (design)**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**2.15. Evaluate your satisfaction with the convenience of receiving site information.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

**2.16. Evaluate your satisfaction with the convenience of receiving site information.**

- ☐ I am completely satisfied
- ☐ Mostly satisfied
- ☐ I am partially satisfied
- ☐ I am not satisfied
- ☐ I find it difficult to answer

### **3. WORKING ENVIRONMENT**

**3.1. Are the necessary conditions created at the university to fulfill your work responsibilities?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**3.2. Are you satisfied with the work support you received from your immediate supervisor?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**3.3. Are you satisfied with the support you received from your colleagues?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**3.4. How are the professional qualities of a lecturer evaluated at the UTM?**

1. Rating questionnaire

2. Class auditions

3. Lecturer evaluation by students

**3.5. Does the UTM leadership give everyone the same opportunities to develop?**

(participation in conferences, trainings, etc.).

☐ Yes

☐ No

☐ Partly yes

☐ I find it difficult to answer

**3.6. Who do you turn to in case of dissatisfaction or suggestions from the resources provided by the UTM?**

*/ Evaluate with a V symbol by ticking one or more boxes for each attribute /*

1.	Head of the Chair	
2.	Head of the Educational Part	
3.	Dean	
4.	Head of the HR and General Department	
5.	Vice-rectors	
6.	Rector	
7.	Other_____	

**3.7. Can you submit your grievances resolved or has your proposal been accepted?**

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**4. TEACHING PROCESS**

**How much do you agree with the following?**

**4.1. The classrooms are provided with the necessary material and technical means to organize the teaching process.**

☐ I agree

☐ I almost agree

☐ I do not agree

☐ I find it difficult to answer



**4.2. The library has the necessary professional literature to ensure the efficiency of the educational process.**

- ☐ I agree
- ☐ I almost agree
- ☐ I do not agree
- ☐ I find it difficult to answer

**4.3. The classrooms are provided with the necessary equipment and materials to effectively organize practical and laboratory courses.**

- ☐ I agree
- ☐ I almost agree
- ☐ I do not agree
- ☐ I find it difficult to answer

**4.4. In your opinion, in order to effectively organize and conduct practical internships and laboratory courses, the number of students included in the group should be:**

- ☐ 4-7
- ☐ 8-12
- ☐ 13-18
- ☐ 19-25

## **5. ACADEMIC ACTIVITY**

**5.1. How much do you use scientific activity for your teaching work?**

- ☐ In all cases it is possible
- ☐ It is a necessity for me
- ☐ It's less important to me
- ☐ It's not possible for me

**5.2. The UTM provides the necessary conditions (material and technical base, financing) for engaging in research work.**

- ☐ Yes
- ☐ No.
- ☐ I find it difficult to answer

**5.3. Are you familiar with the activities of the SMEC operating in the UTM?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**5.4. If you are familiar with the activities of the SMEC, do you agree that research work can be carried out on the basis of the SMEC?**

- ☐ I agree
- ☐ I almost agree
- ☐ I do not agree
- ☐ I find it difficult to answer

**5.5. Please indicate the obstacles to scientific activity.**

- ☐ I do not see any obstacles
- ☐ Lack of time
- ☐ Lack of motivation
- ☐ Insufficient cooperation with other universities
- ☐ Lack of research equipment
- ☐ Required funding

Other \_\_\_\_\_

**5.6. To what extent does the university promote the scientific activity of the lecturers?**

- ☐ Ensures participation in seminars
- ☐ Provides participation in conferences, seminars
- ☐ Supports the publication of scientific works and manuals
- ☐ I find it difficult to answer

**5.7. Your scientific activity during the last five years.**

(enter the appropriate number for each option)

	Scientific work	
1.	Participation in the conference	
2.	Monograph	
3.	Article	
4.	Other	

**5.8. How do the results of your scientific activity become available to students?**

- ☐ Through relevant websites
- ☐ Available in the library
- ☐ Included in lectures
- ☐ During student internships

Other \_\_\_\_\_

**5. List up to three issues that need to be changed at the university.**

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***QUESTIONNAIRE ON GRADUATES' SATISFACTION FROM EDUCATION OF  
UNIVERSITY OF TRADITIONAL MEDICINE***

Dear Alumni, In order to continuously improve the quality of education and the educational services provided, the UTM conducts surveys among alumni, reviewing your opinion on the quality of education received at the UTM. Please participate in the survey, the confidentiality of which is guaranteed. Your sincere support in this process is expected.

You can mark any of your preferred question marks with a semicolon (circle, summation or V-marking, etc.).

**1. GENERAL INFORMATION**

1.1. Your gender: \_\_\_\_\_

1.2. Your age

☐ 18-23

☐ 24-29

☐ 30-35

☐ above 35

1.3. Mention which faculty you studied at.

☐ Dentistry

☐ General Medicine

1.4. Indicate your profession and qualification of diploma

\_\_\_\_\_

1.5. When have you graduated from the UTM?

\_\_\_\_\_

**2. GENERAL SATISFACTION FROM THE EDUCATIONAL PROGRAM**

2.1. Was the goal of the educational program clear to you?

☐ Yes

☐ No

☐ Partly yes

☐ I find it difficult to answer

2.2. Were the end-results of the educational program clear and understandable to you? (that is, what you needed to know to be able to do at the end of your studies).

☐ Yes

☐ No

☐ Partly yes

☐ I find it difficult to answer

**2.3. Were the aim of the courses and the problems presented to you clearly?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.4. Was it clear to you what the lecturers expected from you?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.5. Has the distribution of theoretical-practical lessons included in the training program been sufficient for the effective mastering of the subject?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.6. Has the studying at the University contributed to the acquisition of theoretical knowledge?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.7. Has the studying at the University contributed to the acquisition of professional abilities and skills?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.8. Has the feedback from the lecturers helped you to improve your knowledge and skills?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.9. Have you received the necessary support to identify and meet your educational needs?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.10. Has the studying at the UTM contributed to the development of your clinical mindset?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.11. Has the studying at the University developed your communication and organizational skills?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.12. How do you assess the usefulness of the practices?.**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

**2.13. Were you interested in the subjects included in the "Traditional Medicine" education program of the specialty educational program ("Phytotherapy", "Acupuncture therapy",...)?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.14. How are satisfied you from the teaching of the subjects included in the "Traditional Medicine" educational program of the specialty educational program ("Phytotherapy", "Acupuncture therapy",...)?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.15. Was the student's workload evenly distributed over the years? (study load- Was the student's workload available, were the assignments realistic? ...).**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.16. Has the students' knowledge been assessed objectively during the study?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.17. Did the various forms of knowledge testing and assessment (written, oral, assignments, current tests) contribute to the expected outcome of the course?**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**2.18. How would you rate the overall knowledge assessment system?**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

**2.19. How do you assess the impartiality of the final attestation assessment?**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

### **3. THE STUDENTS' SATISFACTION FROM THE EDUCATIONAL ENVIRONMENT OF THE UTM**

**3.1. How do you assess the material and technical base necessary for the organization of the educational process? (classrooms, laboratories, professional rooms, preclinical room, library, other learning resources).**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

**3.2. How do you assess the availability of professional literature in the library?**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

**3.3. How do you assess the availability of Internet resources at the University?**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

**3.4. How do you assess the availability of teaching laboratory equipment and materials?**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

**3.5. What specifically did not satisfy you in the organization of the educational process related to the material and technical base?**

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**3.6. How would you assess the qualification level of the university's teaching staff in general?**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

**3.7. How would you assess the teaching level of the university in general?**

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

**3.8. What specifically did not satisfy you in the work of the university faculty?**

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**3.9. Are You satisfied with**

**a/ The Administrative Staff**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

**b/ The Academic Staff**

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer



c/ From the structures of the Student Council (SC, SSS)

- ☐ Excellent
- ☐ Good
- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ I find it difficult to answer

3.10. Did you encounter manifestations of academic dishonesty during your studies (did you get a grade for money or through intercession (sponsorship)?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

3.11. Are the procedures of the students' applications and complaints mechanisms clear and transparent?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

3.12. Do you have the problem of having a dormitory while studying at university?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

#### **4. ABOUT INFORMATION SERVICES**

4.1. Was the admission and learning information of the UTM available to you?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

4.2. Does the information provided by the university to the public correspond to reality?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ I find it difficult to answer

#### **5. GENERAL ASSESSMENT OF EDUCATION RECEIVED AT THE UTM**

5.1. How satisfied are you with the education you received from the UTM?

- ☐ I am completely satisfied
- ☐ More than satisfied
- ☐ I'm not satisfied
- ☐ I'm not more than satisfied
- ☐ I find it difficult to answer

**5.2. Your comments on the education received from the university. / I am satisfied because.....**

*The education system of the UTM has a certain ....*

*Practical courses ....*

*Level of practical knowledge ....*

*Professional subjects - a large base of knowledge.../*

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**5.3. Would you recommend your relatives and friends to be admitted to the UTM?**

- ☐ Yes  
☐ No  
☐ Partly yes  
☐ I find it difficult to answer

**5.4. List the strengths and weaknesses of the education received at the UTM.**

**Strengths**

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**Weaknesses**

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**6. IF YOU HAVE THE OPPORTUNITY, WHAT WOULD YOU CHANGE AT THE UNIVERSITY?**

1.	I would review professional subject programs to give them more practical direction	
2.	I would like to introduce new forms of education promotion	
3.	I would like to add a list of professions and specializations	
4.	I would increase the level of involvement of students in scientific work	
5.	I would create more comfortable conditions for students to have fun and relax	
6.	I would strengthen the University advertisement	
Other (specify)		

## **LITERATURE**

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3. The role of stakeholders in quality assurance in higher education, Robert Ulewicz, Human Resources Management and Ergonomics, Volume XI 1, 1/2017.