REGULATION
ON THE STUDENTS' ASSESSMENT PROCESS QUESTIONNAIRE OF THE UNIVERSITY OF TRADITIONAL MEDICINE

1. General provisions

1.1. This regulation defines the requirements for the development of questionnaires (hereinafter referred to as the Surveys) among students and lecturers on the process of testing and assessment of students' knowledge at the University of Traditional Medicine (hereinafter referred to as the UTM), the procedure for conducting the survey, processing the results and using them.

1.2. The surveys are conducted in accordance with the RA Law on Education, the Quality Assurance Policy of the UTM, the current monitoring and review procedure of the Educational Programs, in accordance with the requirements of the UTM's Strategic Development Program.

1.3. Surveys are an important function of improving students' assessments of educational outcomes.

1.4. The objectives are to conduct surveys;

➢ To identify the advantages and disadvantages of the current evaluation system through information collection, processing and analysis,

➢ To improve the process of assessing students' knowledge, skills and abilities.

2. Questionnaire development

The main requirements for the development of the questionnaire are:

1) defining the purpose of the survey,

2) compliance of the content of the survey with the goals and objectives of the University,

3) confidentiality of participation,

4) information about the participant of the survey,

5) grouping of questions by sections,

6) systematization of the inquiry process and periodicity,

7) inclusion of closed-open questions confirming causal relations

8) application of survey criteria:

The answers to the questions should be developed in an incremental manner in order to ensure the effectiveness of the analysis of the questionnaire results. The process requires presenting the questions as clearly as possible, avoiding the inclusion of multiple answers.

3. Conducting a survey

3.1. The surveys are carried out among the students and the teaching staff, by the Educational part, according to the schedule. [1]

3.2. The surveys are conducted with separate questionnaires for students and lecturers attached to this regulation (see Annex 1, Annex 2).

3.3. Two weeks before the start of each survey, the training section informs the heads of departments, the student council about the survey, provides a questionnaire to get acquainted. Within a week, they can apply to the Educational part for their query suggestions, question corrections or additional questions. The Educational part takes into account all the suggestions as much as possible.

3.4. Surveys are conducted both on paper and online, meeting deadlines and ensuring 2/3 of the respondents' participation.

3.5. Survey participants complete the questionnaire themselves, maintaining confidentiality. The answers are given according to the guide for filling in the questionnaire.

3.6. The questionnaire are directed by explaining the purpose of the questionnaire.

4. Processing and retaining survey results

4.1. The results of the survey are developed and analyzed with the participation of Quality Assurance specialists, subdivisions involved in the survey process, and representatives of the Student Council.

4.2. The questionnaires have a section of recommendations, the results of which are developed and presented in the form of generalized recommendations aimed at improving the evaluation.

4.3. The results of the survey are processed and analyzed within a month.

4.4. Evaluated questionnaires and analyzes are kept for 5 years in the Educational part.

5. The use of survey results

5.1. The surveys are used to improve the student assessment process, provide feedback, and develop new projects.

5.2. Vice-Rector for Quality Assurance in Education Reform discusses the findings and analyzes with the head of the PEPs, the deans of faculties, the heads of chairs, the student's council and develops a package of suggestions to increase the efficiency of the student's educational achievement evaluation process based on the recommendations.

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[1] *At the beginning of each academic year, a schedule for conducting surveys at the University is drawn up by the Vice-Rector for Quality Assurance and Education Reform and the Head of the Educational part.*

5.3. Based on the recommendations, the Vice-Rector for Quality Assurance and Education Reforms develops an improvement action plan, where the deadlines for their implementation are indicated, the responsibles and submits to the UTM's Scientific Council for approval.

5.4. Information on the results of the survey is published on the official website of the UTM.

6. Final Provisions

6.1. The UTM's regulations are approved, and amendments and additions are made by the UTM Academic Council.

6.2. This regulation enters into force after approval by the Scientific Council.

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.

	Questions	1	2	3	4	5
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 _____

_____

Thank you for participating in the survey

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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?

O Yes

O No

O Partially

O I find it difficult to answer

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

O Yes

O No

O Partially

O 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?

O Yes

O No

O Partially

O I find it difficult to answer

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

O Yes

O No

O Partially

O I find it difficult to answer

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

O Yes

O No

O Partially

O 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.

	Questions	1	2	3	4	5
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 _____

_____

_____

6. List the most negative aspects of the evaluation process _____

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_____

_____

7. Suggestions _____

_____

Thank you for participating in the survey