

Approved By Order N167 of June 17, 2026 Of the Director of LLC

"David Tvildiani Medical University Public Nursing College"



**LLC "David Tvildiani Medical University Public Nursing College"**

**Assessment Rules for Vocational Students Enrolled in a Vocational Educational Program**

**Tbilisi**

**2026**

## **Article 1. General Provisions**

- **1.1.** The purpose of this document is to regulate the preparation of assessment instruments and the administration of the assessment process.
- **1.2.** The document includes assessment instructions, which entail the procedures for selection/development/growth of the assessment instrument, the requirements for the assessment instrument and evidence, and the validation of instruments. It also covers the administration/management of the assessment process, verification of the assessment system, publication of assessment results/informing vocational students, appeal rules, procedures for conducting re-assessments, and the rules for obtaining, recording, and storing evidence.

## **Article 2. Competency-Based Assessment System**

- **2.1.** Competency-based assessment is an approach to evaluating the achievement of learning outcomes where the assessment process is entirely oriented toward confirming the achievement of learning outcomes.
- **2.2.** The assessment system must be valid, reliable, objective/fair, and transparent:
  - **Validity:** Determines whether the assessment procedure measures what it is intended to evaluate. The assessment system is valid if the used assessment instrument is relevant for confirming the learning outcome being evaluated.
  - **Reliability:** The assessment system is reliable if the results of the conducted assessment are backed up by appropriate evidence.
  - **Fairness:** Implies that the assessment procedure is conscientious and impartial.
  - **Transparency:** Means that detailed data about the assessment are publicly known in advance, such as the areas of competencies to be evaluated, the timing of the event, confirmation conditions, and requirements.

## **Article 3. Approaches to Competency-Based Assessment**

- **3.1.** An undifferentiated approach is used during assessment, which implies full confirmation of the learning outcome and is graded as follows: "The learning outcome was confirmed" or "The learning outcome was not confirmed".

## **Article 4. Types of Competency-Based Assessment**

- **4.1.** Formative and summative assessments are used in modular programs.
- **4.2. Formative Assessment**
  - **4.2.1.** An instrument that measures the quality of mastering the learning outcomes of modules and the existing potential for further learning. Formative assessment motivates the vocational student and ensures high engagement in the subsequent educational process. The vocational student tests their own competency, both theoretical knowledge and practical skills. Formative assessment is an instrument for evaluating program implementation and helps both the vocational student and the program implementer create the necessary base for continuous revision, evaluation, and improvement.

- **4.2.2.** The result obtained during formative assessment is of a formative nature only and is not reflected in the final assessment result.
- **4.2.3.** Formative assessment also contributes to evaluating the quality of the ongoing educational process within the framework of the vocational educational program in general. Vocational students will monitor the quality of their own theoretical knowledge and practical skills, while program implementers will receive feedback on the conducted activity based on the results obtained, so as to consider and improve teaching approaches in the future. Also, the formative assessment process will serve as a kind of preparation for the summative assessment.
- **4.2.4.** The program implementer themselves determines the period and quantity of formative assessments and creates the assessment instruments.
- **4.3. Summative Assessment**
  - **4.3.1.** Summative assessment serves the final evaluation of the achieved learning outcome or a combination of outcomes in accordance with the performance criteria defined by the module. During summative assessment, a differentiated assessment approach is used, and by its nature, it is the final evaluation of a specific learning outcome or learning outcomes.
  - **4.3.2.** All outcomes provided by the educational program will be confirmed through summative assessment. The assessment must be complex; the person being evaluated must be able to use the acquired theoretical knowledge and practical skills not separately, but in interconnection with each other.
  - **4.3.3.** Summative assessment instruments are based on the approved vocational educational program and are oriented toward the requirements of the qualification.
  - **4.3.4.** The summative assessment process is confirmed by the corresponding assessment sheet(s) and evidence.

## **Article 5. Directions of Competency-Based Assessment**

- **5.1.** The directions of assessment are: a practical task with observation, a practical task, and a survey/oral questioning. Out of these, the first two are used for evaluating practical skills, whereas a survey/oral questioning is more relevant for evaluating theoretical-cognitive knowledge. However, when evaluating practical skills, it is possible to integrate the evaluation of certain theoretical knowledge as well, since practical skills are based on knowledge, though it rarely gives an opportunity to evaluate a broad spectrum of knowledge.
- **5.2. Practical task with observation** - The assessor observes the work of the person being evaluated during the execution of a practical task. Observation is carried out at the workplace, in a simulation room existing in the institution, in a laboratory, or any other place where the person being evaluated performs the practical task. The assessor must plan the observation process in advance

to determine how correctly the person being evaluated uses knowledge, skills, and all resources to achieve the outcome. During process observation, evidence can be presented through an

assessment rubric, an observation sheet (checklist), a video recording reflecting the activity of the person being evaluated, or other means.

- **5.3. Practical task** - A task/work/presentation performed by the vocational student in oral and/or written form, which confirms knowledge, skill, and competency, and during which the assessor uses an audio or video recording, or a checklist.
- **5.4. Survey/Oral Questioning** - Questioning is mainly used to evaluate academic skills (cognitive, creative, analytical). This method is turned to when it is necessary to determine the evaluated person's knowledge, perception and understanding, reasoning, analysis, planning, synthesis, and evaluation skills. Questioning can be carried out in both oral and written forms. It combines all approaches within the framework of which academic skills can be evaluated. For example, a test filled out by the evaluated person or an oral questioning assessment sheet can be presented as evidence. The presented evidence must be accompanied by documentation reflecting the assessment carried out by the teacher.

## **Article 6. Assessment Instruments**

- **6.1.** The development of assessment instruments involves three stages:
  - Preparation/Selection
  - Development of assessment instruments
  - Validation
- **6.2.** Vocational education teachers involved in the process of developing a vocational educational program select the appropriate assessment instrument according to the direction of the assessment.
- **6.3.** The topics included in the assessment instrument must be balanced and cover the module's outcome(s) in a reasonable proportion. It must contain mandatory components that evaluate professional/sectoral and transferable skills.
- **6.4.** Assessment instruments must be constantly updatable and answer the requirements of the sector's development/labor market, which implies carrying out updates periodically. Assessment instruments must be reviewed at least in accordance with changes carried out in the corresponding educational standard.
- **6.5.** Validation of assessment instruments is important, which ensures compliance with fundamental requirements for assessment instruments (validity, relevance, and sufficiency).
- **6.6. Structure of the Assessment Instrument**
  - **6.6.1.** Regardless of the sector/qualification, all assessment instruments must include the following mandatory information: The assessment instrument presented by the vocational education teacher must include the following details: In the "Module Assessment Sheet", the following are laid out: name of the program; name of the module; learning outcomes and performance criteria in full; instructions for performing the task (a brief written description, as well as the resources the student can use to perform the task); direction of assessment; mandatory evidence of performance; conditions for confirming performance criteria and the date of confirmation; time allocated for the assessment; allowable error margin/minimum

quality of performance; assessor; information about the possibility of re/additional assessment and about the re/additional assessment itself.

o **Assessment Sheet:**

- Name of the module - The title of the module for whose learning outcomes' confirmation the given assessment instrument was created is indicated;
- Registration number of the module;

\* Number and title of the learning outcome(s) for whose confirmation the specific assessment instrument was created;

\* Date of assessment;

\* Group No.;

\* Person to be evaluated;

\* Personal ID number of the person to be evaluated;

\* Assessor;

\* Execution time;

\* Environment (A, B, C);

\* Additional conditions;

\* Method of assessment;

Summative assessment can consist of several methods:

Testing (which implies a written evaluation of theoretical knowledge);

Execution of practical task(s);

Interview and other.

\* Direction of assessment - The relevant one from the assessment directions is indicated:

\* Questioning;

\* Practical task with observation;

\* Practical task - As an outcome, the task must be described in clear and understandable language;

\* Assessment criteria and assessment rubric - Assessment instruments must have defined for the task:

\* Assessment criteria and assessment rubric;

\* Conditions for confirming the achievement of the learning outcome;

\* For the task included in each assessment direction, the allowable margin for errors/minimum threshold of performance, indicating under what conditions the performed work will be evaluated positively;

\* Outcome remark: Outcome confirmed / Outcome not confirmed;

\* Signature of the vocational education teacher;

\* Signature of the vocational student;

\* Other types of information based on the needs of the instrument / other additional requirements or conditions, which are determined individually for the specific assessment instrument.

- **6.7.** The presentation of the assessment instrument by the vocational education teacher happens before the assessment process, at least 7 working days prior, to the Educational Department, which for its part performs validation of the instrument - checking the technical and content aspects of the assessment instrument; it is authorized to involve a sector specialist in the process of checking the assessment instrument.
- **6.8.** In case of deficiencies, the assessment instrument is returned to the vocational education teacher with recommendations/notes/indications, who is obliged to present it in a corrected form within a timeframe of two working days.
- **6.9.** After completion of the validation process, the assessment instrument is used for the purposes of evaluating vocational students.

## Article 7. Assessment Evidence

- **7.1.** Assessment evidence is a confirmation that the assessment process took place and was implemented in full compliance with the requirements.
- **7.2.** In the assessment process, when making a decision, the vocational education teacher must evaluate the compliance of the presented evidence with the learning outcome criteria. Based on the evidence, the vocational education teacher reviews whether the vocational student can perform the task consistently. The vocational education teacher evaluates the evidence based on a whole set of principles; it is important that the assessment is based on

evidence, which must be valid, transferable, authentic, sufficient, and corresponding to the level of quality established by the module specifications.

- **Sufficiency of evidence** – Evidence is sufficient if, on the basis of this evidence, we can conclude that the student can perform the activity in accordance with the performance criteria.
- **Validity of evidence** – Evidence is valid if it accurately reflects what was supposed to be evaluated.
- **Authenticity of evidence** – Evidence is authentic if it is performed by the person being evaluated.
- **Transferability of evidence** – Evidence is transferable if, on its basis, we can conclude that the student will be able to perform the same task in accordance with the same criteria not only in a learning or simulation environment, but also in a real working environment.
- **7.3.** Assessment sheets/records are stored indefinitely.
- **7.4.** Evidence can be protected in both physical and electronic forms.
- **7.5.** The institution carries out monitoring of student outcome assessments. Vocational students receive feedback regarding the work performed by them. During feedback, personal data are protected. It is impermissible to make a specific student's assessment public under conditions where they can be identified in the group, unless the student has expressed consent for this (verbally or in writing). In such cases, results must be discussed in a generalized manner. A specific student's results must be discussed with them in an individual meeting.
- **7.6.** The results of student assessments are also used for the development of educational programs. Based on these results, teaching methods, the assessment instrument, or educational resources and other elements may be changed.
- **7.7.** The form of the assessment record includes the following information: name, name of the module, number of credits, full name of the vocational student, learning outcomes and the remark of their confirmation/non-confirmation, dates of assessment/re-assessment, verified by the seal of the Educational Department.
- **7.8.** The records of confirmation of learning outcomes are stored in the portfolio before a qualification is awarded to the vocational student, and after the qualification is awarded, they are transferred to the archive for storage according to the proper rule.

## Article 8. Confirmation / Non-Confirmation of Achieving Learning Outcomes and Granting of Credit

- **8.1.** Confirmation of achieving a learning outcome is possible through formative and/or summative assessment. Assessment can be carried out using both grades and the pass/fail principle.
- **8.2.** The evaluation of a vocational student's progress (assigning points) is carried out along with the assessment provided by the modular program, according to the rule established by the college on a 100-point system as well (this applies both to the modules provided by approved authorized programs and to the additional elective (non-mandatory) clinical rotations running parallel to the nursing education program).
- **8.3.** Summative assessment provides for the use of a system based on pass/fail principles (based on confirmation of competencies) and allows for the following two types of evaluation:
  - **a) The learning outcome was confirmed** - Several criteria are used, whose relative weight and importance, in case of an argued position stemming from the content of the outcome to be confirmed, can be determined by the teacher. This implies the possibility that if a student fails to confirm any criterion, by the decision of the teacher, the module/outcome may still be counted as confirmed. The student might not be informed about the relative weight of the criteria to prevent learning only the topics that have a high relative weight.
  - **b) The learning outcome was not confirmed.**
- **8.4.** To confirm the passing of a modular program, all modules provided by the program must be evaluated positively: within the framework of the module, all learning outcomes corresponding to the module are evaluated positively, and the corresponding credit is granted. During evaluations of a vocational student, to achieve each learning outcome of the module, it is necessary that within the learning outcome, there is confirmation of the instrument used in the performance criteria (in the case of more than one assessment instrument, by the arithmetic mean of the instruments):
  - Not less than 65% in theoretical and general modules.
- **8.5. In case of receiving a "not confirmed" evaluation:**
  - **8.5.1.** A vocational student has the right to re-sit the outcome within a timeframe of one week from the completion of the module;
  - **8.5.2.** In case of repeated non-confirmation, the student can re-sit the outcome within the next one week (at a time determined by the institution); - in case of receiving a non-confirmation evaluation again, if confirmation of the outcome/module is a prerequisite for the next module, the vocational student will not be able to take that module/those modules for which the unconfirmed module constitutes a prerequisite, and they are obliged to repeat the module and receive an appropriate evaluation.
  - **8.5.3.** In case of a vocational student's failure to appear at the time scheduled for re-sitting the outcome provided by sub-paragraph 8.5.1 of this article, "not confirmed" is recorded in the corresponding exam sheet, and the vocational student is given an opportunity to use the right provided by sub-paragraph 8.5.2.
  - **8.5.4.** For the case provided by sub-paragraph 8.5.2 of this article, within the scheduled time, under the existence of the conditions provided by sub-paragraphs 8.5.1 and 8.5.3, the student's failure to appear results in recording a non-confirmation of the outcome and the result provided by the paragraphs of this article.

- **8.5.5.** In the cases provided by sub-paragraphs 8.5.3 and 8.5.4 of this article, exceptions may be allowed by the institution if the failure to appear is connected with an unavoidable situation for the student, is confirmed by evidence, and the notification for the institution is made before the time scheduled for the re-sit and/or during the course of the re-sit. Moreover, recording such a circumstance after the completion of the re-sit will not be considered as an exceptional case, and the results provided by the above-mentioned sub-paragraphs and paragraphs 6-8 of this article will ensue.
- **8.6.** The institution is obliged, in the case provided by sub-paragraph 8.5.2 of this article, to inform the vocational student about the date scheduled for the re-sit no later than one week before the exam.
- **8.7.** A vocational student can apply to the institution with a justified written request (within the scope of the possibility provided by the schedule) about moving the scheduled date to another time, no later than 5 days before the scheduled time.
- **8.8.** A vocational student who cannot confirm any module, but it does not constitute a prerequisite for any subsequent modules provided by the program, is given an opportunity to prepare the module independently and request to receive an evaluation before the completion of the program (except for a practical module).
- **8.9.** In case of repeated evaluation of a module/outcome, receiving a "not confirmed" evaluation by the student means that they are not achieving academic progress, which becomes a ground for termination of the student's status (this does not apply to vocational students with disabilities and special educational needs).
- **8.10.** In case of receiving a non-confirmation evaluation in the theoretical part of a module outcome, the student can re-sit the module/outcome through independent work, whereas recording the same evaluation in the practical part implies an obligation to repeat the module/outcome with the help of a teacher, for which a fee is determined by the institution, and it must not exceed the teacher's hourly remuneration[cite: 3].
- **8.11.** Evaluation of a vocational student is conducted in various environments: in a classroom, at a workplace, or in a simulation laboratory similar to a workplace[cite: 3].
- **8.12.** When evaluating a vocational student, the following main directions are used: observation of a process; product/outcome; questioning (academic - cognitive, creative, analytical - skills)[cite: 3].
- **8.13.** A vocational student has the right to bring forward a grievance regarding the evaluation received, no later than 3 working days from becoming familiar with it, and request:[cite: 3]
  - In the case of written work, its review and a change of evaluation,[cite: 3]
  - In the case of a practical task/case study/simulation, checking the use of the assessment instrument,[cite: 3]
  - A grievance against an evaluation received by using oral questions as an assessment instrument will cause a repetition of the outcome evaluation procedure with the content and scope established by the Educational Department[cite: 3].
- **8.14.** On the basis of the student's grievance, a breakdown of the assessment results, the assessment instrument, and the criteria will happen with the participation of the Educational Department, the student, and the vocational education teacher:[cite: 3] with the consent of all participants, neutral person(s) may be invited from both the student's and the institution's side[cite: 3].

- **8.15.** During the review of a grievance connected with evaluation, all unjustified circumstances not confirmed by evidence must be decided in favor of the student[cite: 3].
- **8.16.** The final decision regarding a student's grievance is made by the head of the Educational Department - concerning the satisfaction of the grievance and/or refusal of satisfaction[cite: 3].

### **Article 9. Confirmation of Learning Outcomes / Awarding of Qualification**

- **9.1.** A professional qualification, taking into account learning outcomes and the educational program, is awarded by a one-time qualification awarding commission created by the order of the Director of LLC "David Tvildiani Medical University Public Nursing College"[cite: 3].
- **9.2.** In the event that a vocational student within the period of the educational program's implementation was unable to confirm the modules and obtain the appropriate credits (including using the opportunity of re-sitting and repeating a module), or does not participate in the intermediate assessment, they cannot be awarded a qualification, and the college is authorized to issue information only about the modules covered and confirmed by them[cite: 3].
- **9.3.** On the basis of obtaining the credits corresponding to all modules provided by the program, participating in the intermediate assessment, and the results of the qualification exam, a vocational student is awarded a "Higher Professional Qualification in Nursing Education"[cite: 3].
- **9.4.** A student is admitted to the qualification exam only in the case of full confirmation of the outcomes provided by the program, participation in the intermediate assessment, and obtaining the corresponding credits[cite: 3].
- **9.5.** An integrated exam consisting of open/closed test questions or practical tasks[cite: 3]. Moreover, for the purpose of being awarded a qualification, a vocational student must cross a 75% threshold at the qualification exam[cite: 3].
- **9.6.** In accordance with the Order of the Minister of Education and Science of Georgia activated after August 09, 2022, the qualification exam and its organization are regulated by the "Regulations on the Organization of the Qualification Exam"[cite: 3].
- **9.7.** Performance of the practical task of the qualification exam is carried out in the College's "C" environment, in the presence of commission members.

### **Article 10. Administration of the Assessment Process**

- **10.1.** Before the start of the assessment process, the vocational teacher or a representative of the educational process service introduces the rules of conduct during the assessment process to the vocational students and conducts a briefing.
- **10.2.** After listening to the briefing, the countdown of the assessment time will start simultaneously for all vocational students.
- **10.3.** For the purpose of conducting the assessment process in an organized manner, a vocational student is obliged, during the assessment process:

- a) To appear without delay at the specific time defined for the start of the assessment[cite: 3]
- b) To have with them: a ballpoint pen;[cite: 3]
- d) To fulfill other obligations provided by these regulations and individual indications of the invigilator[cite: 3].
- **10.4.** During the course of the assessment, a vocational student is prohibited from:[cite: 3]
  - a) Having a mobile phone or other electronic equipment;[cite: 3]
  - b) Using auxiliary material for the assessment process – textbooks, notes, papers, etc.[cite: 3] (except for cases where this is allowed by the assessment rules);[cite: 3]
  - c) Talking to others, providing or receiving help in any form, or disturbing another vocational student in any form[cite: 3].
- **10.5.** In case of violation of the requirements provided by this article, a vocational student will be given a warning, and upon recurrence of the violation, they will be placed separately from the rest of the students, maintaining the conditions of the assessment process provided by these regulations, or they will be made to leave the assessment space[cite: 3]. Removing a student from an assessment without a warning is possible only in case of a gross violation[cite: 3].
- **10.6.** In case of completing the given task (test, practical task) before the expiration of the assessment time, a vocational student has the right to leave the assessment place;[cite: 3]
- **10.7.** If the space allows for this, several theoretical assessments (testing) can be conducted in one space[cite: 3].
- **10.8.** Admission to a repeated assessment provides for the payment of an assessment fee on the part of the vocational student, which is determined by the order of the College Director;[cite: 3]
- **10.9.** A person is given the right to go out for a repeated assessment twice; in case of receiving negative results both times, the vocational student is obliged to retake the module (at their own expense)[cite: 3].
- **10.10.** Assessment instruments are changed for a repeated assessment[cite: 3].

## Article 11. System of Informing Professional Students about Assessment Results and Assessment Monitoring

**11.1.** Based on the assessment evidence and after filling out the official grade sheet, the vocational teacher individually informs the professional student of their assessment results within **3 working days**. This is conducted either by the Academic Department or through the student information platform.

**11.2.** The institution monitors the assessment of student results. Students receive feedback regarding their completed work. During the feedback process, personal data is strictly protected. It is prohibited to publicly disclose a specific student's assessment in a way that identifies them within the group, unless the student has given explicit consent (either verbally or in writing). In such cases, the results must be discussed in a generalized manner. A specific student's results must be discussed during an individual meeting with them.

The assessment results of professional students must also be used for program development purposes. Based on these results, teaching methods, assessment instruments, educational resources, or other components may be modified.

## Article 12. Purpose, Organization, and Legal Outcome of the Midterm Assessment

**12.1.** The midterm assessment serves as one of the mechanisms for quality assurance in program implementation and for providing formative feedback to students.

**12.2.** Participation in the midterm assessment is mandatory for the student.

**12.3.** The results of the midterm assessment cannot be used to confirm learning outcomes, grant credits, or determine/change a student's status.

**12.4.** Participation in the midterm assessment is a prerequisite for a student's admission to the qualification exam.

**12.5.** The midterm assessment is conducted at the middle stage of the program implementation, when the professional student has covered at least 40% and no more than 60% of the learning outcomes defined by the program.

**12.6.** The date and format of the midterm assessment for a specific group are determined by an individual administrative-legal act of the Director, based on the submission of the Head of the Academic Department, no later than **one month prior** to the assessment.

**12.7.** Informing the student about the date and format of the midterm assessment is carried out in the form established by the institution, no later than **one week** after the Director issues the individual administrative-legal act.

**12.8.** The topics of the midterm assessment must not exceed the learning outcomes already covered by the student prior to the midterm assessment.

**12.9.** The midterm assessment must allow for a holistic evaluation of the competencies achieved by the student.

**12.10.** Depending on the specifics of the program, the midterm assessment may utilize:

- Theoretical assessment;
- Demonstration of practical skills;
- Project presentation;
- Case study and analysis;
- Other relevant methods or a combination thereof.

**12.11.** The instrument used for the midterm assessment is subject to validation in accordance with the rules established at the college and/or with the involvement of the midterm assessment committee.

**12.12.** The evidence created by the student during the midterm assessment is stored at the college until the student takes the qualification exam.

**12.13.** The composition of the midterm assessment committee, as well as its chairman and secretary, are determined by the Director's decree.

**12.14.** The committee must consist of at least three members. The majority of the committee must be individuals who did not participate in the process of teaching/achieving the learning outcomes being assessed.

**12.15.** A member of the committee must be a representative of the relevant field/industry.

**12.16.** The committee is authorized to act if a majority of its total members are present.

**12.17.** The committee makes decisions by a majority vote of the attending members.

**12.18.** In the absence of the committee chairman or secretary, the remaining members elect an acting chairman and secretary for the session.

**12.19.** In the event of a tie vote, the chairman of the session has the casting/decisive vote.

**12.20.** It is within the competence of the committee to provide feedback to the institution, based on the midterm assessment results, regarding the strengths and weaknesses identified during the program implementation process, and to issue recommendations if necessary.

**12.21.** The committee's evaluations and recommendations are recorded in the relevant minutes.

**12.22.** Students receive feedback regarding the results of the midterm assessment.

**12.23.** The results of the midterm assessment may serve as a basis for initiating changes in the program, evaluating program implementation personnel, evaluating material resources, amending regulatory acts, or initiating changes in educational standards, within the scope of the college's competence.

**12.24.** In case of non-attendance at the midterm assessment for an excusable reason, the student is obliged to participate in a retake midterm assessment under the conditions and rules established by this regulation.

**12.25.** Failure to participate in the midterm assessment, or the retake midterm assessment, without an excusable reason may become a ground for terminating the student's status.

**12.26.** Excusable reasons may include:

- Health or family conditions that prevent participation in the assessment process within the primary timeframes;
- Other force majeure circumstances.

**12.27.** The timeframes for the retake assessment are determined by an individual administrative-legal act of the college Director, based on the submission of the Head of the Academic Department, within reasonable deadlines matching the purposes of the midterm assessment.

**12.28.** In the case of external mobility, the student must present an official document confirming their participation in the midterm assessment and the fulfillment of the prerequisite for admission to the qualification exam.

### Article 13. Organization and Legal Outcome of the Qualification Exam

**13.1.** The purpose of this rule is to ensure the organization and execution of the qualification exam through a uniform procedure.

**13.2.** The objectives of the qualification exam are: ensuring the quality of education and awarding qualifications.

**13.3.** The exam date, the composition of the qualification committee, and the observers are determined by the Director's decree.

**13.4.** The committee must consist of at least three members. The majority of the committee must be individuals who did not participate in the process of achieving the learning outcomes of the person being evaluated.

**13.5.** A member of the committee must be a representative of the relevant field/industry.

**13.6.** A representative of the relevant field/industry who does not represent the college must participate in the committee on a mandatory basis.

**13.7.** It is within the competence of the committee to petition the Director to award the qualification to the student based on positive results in the qualification exam.

**13.8.** The committee is authorized to act if a majority of its total members are present.

**13.9.** The committee makes decisions by a majority vote of the attending members.

**13.10.** In the absence of the committee chairman, the remaining members elect a chairman and a secretary for the session.

**13.11.** In the event of a tie vote, the chairman of the session has the casting/decisive vote.

**13.12.** The decision of the committee is formalized in the form of session minutes, signed by the chairman and the secretary of the session.

**13.13.** A member of the committee is entitled to attach their dissenting opinion in writing to the minutes, if any exists.

**13.14.** Administrative support for the committee's work is provided by a person/service designated by the college.

**13.15.** The professional student is notified of the qualification committee's decision no later than **three working days** after the decision is made via established forms (email, meeting, etc.).

**13.16.** The student has the right to appeal the committee's decision in writing within **5 working days** from receiving the information.

**13.17.** The review of the appeal is provided by an appeals committee approved by the Director's decree.

**13.18.** The appeals committee is authorized to review the student's appeal and make one of the following decisions:

- **a)** To uphold the decision of the qualification committee;
- **b)** To return the issue to the qualification committee for reconsideration.

**13.19.** The final decision regarding the awarding of a qualification must be made within **one month** from the submission of the appeal.

**13.20.** In the event of a professional student's failure to appear at the qualification exam for an excusable reason and/or a negative decision by the qualification committee, the student is entitled to request a reassessment, the timeframe of which is determined by an administrative-legal act of the college Director (not exceeding 10 days).

**13.21.** Excusable reasons may include: deterioration of health condition, death of a family member, a personal application (stating the reason) — a preliminary request to reschedule the midterm and/or qualification assessment date, or other objective circumstances, which must be confirmed by a relevant certificate.

**13.22.** The retake qualification exam is conducted within **two weeks** from the submission of the application.

**13.23.** In case of failure to appear at the retake qualification exam, the professional student will no longer be admitted to the qualification exam and will not be awarded the qualification. Upon request, a relevant document regarding the completed modules will be issued to them.

**13.24. The exam observer is obliged to:**

- **a)** Arrive at the exam location at least half an hour before the start of the exam and inform the college administration;
- **b)** Register professional students in the grade sheet and have them confirm their attendance at the exam by signature or checkmark;
- **c)** Before the start of the exam, introduce the exam rules to the professional student, which must be observed during the exam process;

- **d)** Open the sealed envelope in front of the professional students and distribute the exam tests;
- **e)** Observe the progress of the exam in their designated sector;
- **f)** Answer procedural and technical questions asked by the professional student;
- **g)** Do not answer questions of a substantive nature related to the exam topics;
- **h)** Strictly monitor the observance of rights and duties by professional students, and act in accordance with this rule in case of their violation;
- **i)** In case of removing a professional student from the exam, confiscate the exam papers. Write "Removed from the exam" on the exam paper, indicating the reason;
- **j)** Warn professional students about the expiration of exam time 15 minutes before the exam time ends;
- **k)** After the completion of the exam, collect the papers from the professional students and hand them over to the committee members for grading;
- **l)** Ensure the confidentiality of the exam papers;
- **m)** Do not leave their designated sector until the end of the exam.

**13.25. Rights and Prohibitions of the Professional Student:** The professional student has the right to:

- **a)** Request appropriate conditions for the exam (workspace, lighting);
- **b)** Bring drinking water and a calculating calculator into the exam room;
- **c)** Appeal the received assessment within **two working days** from the publication of the exam results.

During the exam, it is prohibited to:

- **a)** Complete the exam script on sheets/exam papers that were not distributed by the observer;
- **b)** Leave the exam space after the exam countdown starts until the writing is fully completed, except for cases caused by health conditions;
- **c)** Talk, make noise, or use gestures during the exam process (in this case, the professional student will receive a warning; in case of repetition of this or any other violation, they will be removed from the exam);
- **d)** Bring a mobile phone or other electronic device, as well as items containing information related to the theme defined by the exam subject, into the exam;
- **e)** Use mobile phones as calculators;
- **f)** Disrupt other professional students in any form;
- **g)** Consult or communicate with other persons outside the auditorium during the exam period;
- **h)** Look into or copy another professional student's test or work;
- **i)** Help another person or receive help from another professional student in any form;
- **j)** Make any notes on the exam materials or continue working after the exam time has expired;
- **k)** Copy, photograph, take out, or attempt to take out exam materials in any form.

**13.26. Grounds for removing a professional student from the exam are:**

- **a)** A professional student will be removed from the exam without warning if a dictionary, unauthorized written notes, a mobile phone, an iPad, auxiliary material (except for permitted cases), or any other electronic device (even in a turned-off state) is discovered;
- **b)** Violation of order, insulting a person participating in the exam process, or other similar cases;
- **c)** Appearing at the exam under the influence of alcohol, narcotic, or psychotropic substances;
- **d)** Appearing at the exam on behalf of another person.

**13.27.** In case of violation of any other rule, the professional student receives a warning. Upon receiving a second warning, the observer is obliged to remove the professional student from the exam.

**13.28.** A professional student who does not agree with the assessment received in the qualification exam is entitled to apply to the college Director with a reasoned appeal within **two working days** from the official publication of the result and request a review of the results.

**13.29. Procedure for appealing exam results:**

- **a)** A professional student has the right to appeal the results of the qualification exam in a written application within **2 working days** from becoming familiar with it;
- **b)** For the purpose of reviewing the appeal, a committee (minimum 3 members) is created by an individual administrative-legal act of the Director on the same or the following working day, which may include a vocational education teacher of the college, a field specialist, an independent field expert, or a representative of the LEPL National Center for Educational Quality Enhancement;
- **c)** The college is obliged to review the appeal within **3 working days** and notify the author of the appeal about the reasoned decision made;
- **d)** The committee has the right to re-evaluate the work and keep the same grade, or assign a higher/lower score;
- **e)** The decision made by the committee is final and not subject to further appeal;
- **f)** The professional student is notified of the decision on the same day.

Article 14. Contesting/Appealing Assessment Results

**14.1.** The professional student is notified of the learning outcome assessment individually within **1 working day**.

**14.2.** The professional student is entitled to submit a written appeal addressed to the Director within **1 working day** from becoming familiar with the results, which will be transferred for further action to a vocational education teacher of the relevant field who did not participate in the assessment process, on the same or the following working day.

**14.3.** The vocational education teacher reviews the written appeal within **1 working day**.

**14.4.** In the event that a professional student's work is evaluated by a single assessor and the professional student does not agree with the received assessment, the evaluation of the corresponding work will be assigned to another vocational education teacher of the college who possesses the relevant expertise in the field, by order of the management.

**14.5.** The vocational education teacher is obliged to justify the objectivity of the received assessment to the professional student and either uphold the received assessment or change the received assessment in favor of the professional student.

**14.6.** After satisfying the appeal and changing the assessment in favor of the professional student, the vocational education teacher is obliged to reflect this in the assessment grade sheet, for which they write an internal official memo addressed to the Director.

**14.7.** The result of the appeal will become known to the professional student within **3 working days** from the submission of the written appeal.

#### Article 15. Appealing Midterm and Qualification Assessment Results

**15.1.** A professional student who was not admitted to the midterm assessment or who was not granted the right to retake a missed midterm assessment is entitled to apply to the college Director with a reasoned grievance in written form no later than **7 days** from the date of the assessment.

**15.2.** No later than **4 working days** from the submission of the professional student's application, the administration group notifies the applicant of the appeal date (via the phone number/email address provided by them).

**15.3.** The Director, no later than **3 working days** from the submission of the application, creates an appeals committee consisting of at least 3 members, which must include a representative of the partner organization if the professional student is undergoing training in a real work environment.

**15.4.** The appeals committee is chaired by the college Director.

**15.5.** A member of the midterm assessment administration group cannot be a member of the appeals committee.

**15.6.** The appeals committee makes a decision based on an oral hearing.

**15.7.** The appeals committee appoints a new date for a retake midterm and/or qualification assessment if it considers that the procedure provided by this rule was substantially violated.

**15.8.** A retake assessment is scheduled within the timeframe established by this rule.

**15.9.** The appeals committee makes decisions by a majority vote of the appeals committee members. The decision is signed by all members of the committee.

## Article 16. Rule of Maintenance of the Assessment Grade Sheet

**16.1.** The purpose of the rule for maintaining the professional student assessment grade sheet (hereinafter referred to as the "Grade Sheet") at the Community Nursing College of LLC David Tvildiani Medical University (hereinafter referred to as the "College") is to improve the transparency and quality of the educational process.

**16.2.** This document applies to the theoretical and practical modules of the vocational education program "Nursing Education".

**16.3.** The Grade Sheet forms effective at the College are approved in accordance with Annex N1, Annex N2, Annex N3, and Annex N4 of this rule.

**16.4.** The vocational teacher implementing the respective theoretical module is responsible for maintaining the Grade Sheet under Annex N1.

**16.5.** At the end of each academic year, the Academic Department compiles a Grade Sheet of the completed theoretical modules for each student, in accordance with Annex N2 of this rule.

**16.6.** The accuracy of the information provided in the Grade Sheet under Annex N1 is confirmed by the Academic Department placing a stamp on it.

**16.7.** The vocational teacher compiles the Grade Sheet within no more than **7 calendar days** from the completion of the respective module (including Retake 2).

**16.8.** The vocational teacher of the respective theoretical module compiles the Grade Sheet in accordance with Annex N1 of this rule. The Grade Sheet is drawn up individually for each professional student and specifies information regarding the title of the vocational educational program module, number of credits, Learning Outcome (LO) No., Assessment Criterion (AC) No., assessment date, assessor, instrument, evidence, confirmation/non-confirmation of learning outcomes, and the date of compilation of the Grade Sheet.

**16.9.** Within no more than **7 calendar days** from the completion of the theoretical module (including Retake 2), the vocational teacher submits the completed Grade Sheets to the Academic Department of the College, which, for its part, certifies and stores them in accordance with the appropriate procedure.

**16.10.** For the practical module, the Grade Sheet forms effective at the College are approved in accordance with Annex N3 and Annex N4 of this rule.

**16.11.** The person implementing the clinical/summary component of the respective module is responsible for maintaining the Grade Sheet under Annex N3.

**16.12.** The person implementing the clinical/summary component compiles a Grade Sheet for each student.

16.12. *(Numbered as in original)* The accuracy of the information provided in the Grade Sheet under Annex N3 is confirmed by the Academic Department placing a stamp on it.

**16.13.** The person implementing the clinical/summary component compiles the Grade Sheet within no more than **7 calendar days** from the completion of the respective practical module.

**16.14.** At the end of each academic year, the Academic Department - Internship Manager compiles a Grade Sheet of the completed clinical/summary component for each student in accordance with Annex N4 of this rule.

**16.15.** The person implementing the clinical/summary component of the respective practical module compiles the Grade Sheet in accordance with Annex N3 of this rule. The Grade Sheet is drawn up individually for each professional student and specifies information regarding the title of the vocational educational program module, number of credits, LO No., AC No., assessment date, assessor, instrument, evidence, confirmation/non-confirmation of learning outcomes, and the date of filling out the Grade Sheet.

**16.16.** Within no more than **10 calendar days** from the completion of the module, the person implementing the clinical/summary component of the respective practical module submits the completed Grade Sheets to the Academic Department - Internship Manager of the College, who places a stamp on each Grade Sheet.

**16.17.** The Grade Sheets are stored by the Academic Department until the granting of status/termination of status to the professional student, after which the Academic Department ensures the storage of the Grade Sheets indefinitely.

#### Article 17. Storage of Documentation Used During Assessment

**17.1.** Collected evidence must allow for the identification of the person being assessed and shall be stored in the student's portfolio.

**17.2.** Documentation used during the assessment of knowledge and skills of professional students of the vocational educational program — assessment evidence — shall be stored at the educational institution for a period of **three years** from the performance of the assessment, while assessment Grade Sheets shall be stored indefinitely.

**17.3.** After the expiration of the relevant period, documents subject to destruction shall be destroyed in accordance with the "Unified Rules of Records Management".

**17.4.** When considering the issue of awarding qualifications to professional students, the Academic Department presents the collected evidence to the Qualification Committee in the form of a student portfolio, and subsequently, the evidence is transferred to the archives for storage in the form of a student portfolio.

## Article 18. Verification Process

**18.1.** Verification is a mechanism to ensure compliance of the assessment system used in the institution with the requirements established by the standard. This mechanism is part of the internal quality assurance system, and the Quality Assurance Manager is responsible for it. However, other persons, such as field experts, may be involved in the process, as verification requires field-specific competence in its substantive part. The verification process serves to improve the institution's educational process, assist, support, and professionally develop vocational teachers.

**18.2.** In a Vocational Education Institution (VEI), internal verification is carried out in three directions:

- Verification of the instrument used during assessment;
- Verification of the process;
- Verification of the evidence.

**18.3.** Verification is based on the following principles:

- **Validity** - Validity is a measure of the accuracy and relevance of the assessment, and an assessment is valid if:
  - The assessment process is planned by the vocational education teacher in accordance with the purpose of the assessment;
  - Assessment instruments are selected correctly based on the purpose of the assessment (e.g., observation and other appropriate assessment instruments for the practical component are used to assess practical skills);
  - The professional student is given the opportunity to demonstrate the knowledge and skills necessary for a specific qualification based on evidence;
  - It enables the vocational education teacher to make a reliable and fair decision in relation to all professional students.
- **Reliability** - An assessment is reliable if:
  - The assessment results are the same regardless of who assesses the professional student's learning outcomes and when;
  - Valid assessment mechanisms are used;
  - It is based on clearly defined assessment criteria;
  - It enables the vocational education teacher to make a reliable and fair decision in relation to all professional students.
- **Transparency, Fairness, Objectivity** - An objective and fair assessment must be transparent. It must clearly define the specific criteria according to which any learning outcome of any professional student will be assessed as objectively and fairly as possible. It is preferable that the assessment criteria be known to the professional student in advance;
  - Regardless of whether the assessment is carried out through written/oral examination, a practical task, a test, or any other method, the principle must be uniform;
  - It is preferable to select the appropriate assessment instrument and the environment required to confirm the learning outcome, taking into account the individual capabilities and needs of the professional student;

- The assessment instrument must be easy to understand, and all persons involved in the process, including the professional student, must unambiguously understand its content. However, simplicity must exclude the disregard of any evidence.

## Article 19. Verification Group

**19.1.** Verification is a mechanism to ensure the determination of compliance of the assessment system used in the institution with the requirements established by the standard.

**19.2.** The Quality Assurance Manager is responsible for the verification process, directs the verification process, and is authorized to personally perform that part of the verification that does not require field-specific competence.

**19.3.** To implement the verification process, the Quality Assurance Manager is authorized to create a Verification Group, which may include:

- A field expert;
- A vocational education teacher;
- An invited person;
- A representative of the practical training base;
- A person defined by a memorandum or contract;
- Another competent person, based on the principle of exclusion of conflict of interest.

**19.4.** The Verification Group is created on the basis of an individual administrative-legal act issued by the College Director, based on an internal official memo of the Quality Assurance Manager.

**19.5.** Within the framework of the Quality Assurance Action Plan, the Quality Assurance Manager of the College determines the verification period for the learning outcomes of a specific vocational educational program(s).

**19.6.** The process must exclude conflicts of interest, meaning that a person who participated in the development of the assessment instrument must not be included in the Verification Group.

**19.7.** Verification is done selectively, for example, **20%** of the total amount of evidence created within the framework of the same instrument. In case of negative results, the said evidence is evaluated in full, after which further response mechanisms are determined.

**19.8.** Internal checkers (verifiers) must maintain accurate records of assessment and checking (verification).

**19.9.** The results of the verification process are reflected in the relevant conclusion, which must be clear and comprehensive. The conclusion must clearly indicate to what extent the assessment of professional students was valid, reliable, transparent, fair, and objective. All problematic issues must be identified. The report must include a description of the process, results, and evaluations, as well as recommendations for process improvement and a draft action plan. The report is signed by the person responsible for the process and the participating person(s).

**19.10.** The verification results are discussed at the institution. Interested vocational teachers and other persons can participate in the discussion. Field experts, employers, internship provider organizations, etc., may be invited to the meeting.

Article 20. Determination of Risk Factors in the Verification Process

**20.1.** The following may be defined as risk factors in the verification process:

- The factor of a novice vocational education teacher;
- Inspection of a vocational education teacher on a selective basis (to keep them constantly prepared);
- Plenitude of practical tasks;
- The number of learning outcomes to be assessed simultaneously with one instrument;
- Low evaluations of the persons being assessed;
- Questionnaires filled out by the internal support group;
- Questionnaires filled out by students, teachers, and graduates;
- Written feedback received from vocational teachers;
- Other matters deemed a risk factor by the Verification Group.

**20.2.** The Verification Group starts implementing the process in accordance with the plan developed by the Quality Assurance Manager and the risk factors specified in paragraph 20.1. It may select low, medium, or high-risk groups or environments with the highest coefficients for assessment, for which it must use the scheme provided below:

Scheme

| No. | Circumstance - Risk Factor | What the circumstance causes / Possible Risk | Coefficient  | Explanation  |
|-----|----------------------------|--|--|--|
| 1   | [Content]                  | [Content]                                    | <ul style="list-style-type: none"> <li>• <b>Low - 1 point</b></li> <li>• <b>Medium - 2 points</b></li> </ul> | Circumstances are divided into relatively low, medium, high, and critical coefficients, and points are assigned to them. |

| No. | Circumstance - Risk Factor | What the circumstance causes / Possible Risk | Coefficient  | Explanation |
|-----|----------------------------|--|--|-------------|
|     |                            |  | <ul style="list-style-type: none"> <li>• High - 3 points</li> <br/> <li>• Critical - 4 points</li> </ul> |             |
| 2   |                            |  |  |             |
| 3   |                            |  |  |             |
| 4   |                            |  |  |             |
|     |                            | <b>Opinions of the Verification Group:</b>   |  |             |

**20.3.** The principle of randomness is used for evaluating the risk factor selected by the Verification Group; specifically, **20%** of the instruments included in the module are selected. In the event that the majority of the instruments to be assessed turn out to be problematic and violations are revealed, the group will study all instruments.

#### Article 21. Conclusion on Verification Results

**21.1.** Upon completion of the process, the Verification Group prepares a conclusion indicating the findings, recommendations, positive aspects, and areas in need of improvement/changes.

**21.2.** Based on the verification conclusion and its discussion, the institution develops an Action Plan reflecting the activities to be carried out to eliminate the challenges specified in the verification conclusion, indicating implementation timeframes, performance indicators, and required resources.

**21.3.** The verification conclusion and the Action Plan provided for in paragraph 21.2 may become part of the annual plan or remain an individual action plan within the framework of a specific teacher or module. This decision depends on the content of the verification conclusion, as well as the scale and systemic nature of the challenges.

**21.4.** For feedback purposes, the verification conclusion and the Action Plan prepared on its basis are communicated to the administration, persons involved in performance monitoring, and other interested parties (if any).

## Article 22. Action Plan, Monitoring

**22.1.** As a result of the discussion and analysis of the conclusion, the parties involved in the discussion must develop ways to eliminate problems and create an Action Plan. If necessary, they must initiate amendments to the regulations.

**22.2.** The VEI must develop an Action Plan based on the verification conclusion and its discussion. The Action Plan must reflect all the activities it intends to carry out to resolve the problematic issues presented in the conclusion. The Action Plan must also reflect:

- Timeframes for the implementation of activities;
- Performance indicators and required resources.

**22.3.** The VEI is authorized to decide whether the said Action Plan will become part of the annual plan or be formulated as an individual action plan for a specific teacher or module.

**22.4.** The VEI must ensure monitoring of the performance of the activities prescribed in the Action Plan.

**22.5.** For feedback purposes, the VEI must introduce the verification conclusion and the Action Plan to the interested parties.

**22.6.** The time for developing the Action Plan and introducing it to the parties is **5 working days**.

## Article 23. Final Provision

**23.1.** Amendments and/or additions to these rules shall be made by an individual administrative-legal act of the College Director.

Professional Student Assessment Grade Sheet

**Student's Last Name, First Name:** \_\_\_\_\_

**Module:** \_\_\_\_\_ **Number of Credits:** \_\_\_\_\_

**LO No. AC No. Assessment Date Assessor Instrument Evidence Result Comment**

**Storage Place of Evidence:** Student's Portfolio

**Date of Filling out the Grade Sheet:** \_\_\_\_\_

Annex N2

**LLC David Tvildiani Medical University Community Nursing College**

Professional Student Assessment Grade Sheet

**Student's Last Name, First Name:** \_\_\_\_\_

**Module Number of Credits LO No. AC No. Assessment Date Assessor Instrument Evidence**

**Storage Place of Evidence:** Student's Portfolio

**Date of Filling out the Grade Sheet:** \_\_\_\_\_

Annex N3

**LLC David Tvildiani Medical University Community Nursing College**

Professional Student Assessment Grade Sheet

**Student's Last Name, First Name:** \_\_\_\_\_

**Module:** \_\_\_\_\_ **Number of Credits:** \_\_\_\_\_

**LO No. AC No. Assessor Instrument Evidence Result Comment**

**Storage Place of Evidence:** Student's Portfolio

**Date of Filling out the Grade Sheet:** \_\_\_\_\_

Annex N4

**LLC David Tvildiani Medical University Community Nursing College**

Professional Student Assessment Grade Sheet

**Student's Last Name, First Name:** \_\_\_\_\_

**Module Number of Credits LO No. AC No. Assessment Date Assessor Instrument Evidence**

**Storage Place of Evidence:** Student's Portfolio

**Date of Filling out the Grade Sheet:** \_\_\_\_\_

Annex N5

**LLC David Tvildiani Medical University Community Nursing College**

Verification Report

**Module / Learning Outcome:** \_\_\_\_\_ **Assessor:** \_\_\_\_\_

**Assessment Period:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Verification Period:** \_\_\_\_\_

| <b>System Component</b> | <b>Review Approach</b> | <b>Indicator</b> | <b>Yes / No</b> | <b>Evidence<br/>(In case Recommendation<br/>of "No")</b> |
|-------------------------|------------------------|------------------|-----------------|--|
|-------------------------|------------------------|------------------|-----------------|--|

**Validity**

*An assessment system is valid if the used assessment instrument is relevant for confirming the learning outcome being assessed. Furthermore, the assessment instrument used allows for the evaluation of the learning outcome*

| System Component | Review Approach | Indicator | Yes / No | Evidence (In case Recommendation of "No") |
|------------------|-----------------|-----------|----------|---|
|------------------|-----------------|-----------|----------|---|

*according to all criteria.*

|                       |   |   |  |  |
|-----------------------|---|---|--|--|
| Assessment Instrument | Review of the instrument by a specialist. | The used assessment corresponds to the direction defined by the module. |  |  |
|-----------------------|---|---|--|--|

|                       |  |   |  |  |
|-----------------------|--|---|--|--|
| Assessment Instrument | Review of the assessment instrument by a field specialist. | The content of the assessment instrument fully evaluates the learning outcomes to be assessed, according to all criteria established by the module. |  |  |
|-----------------------|--|---|--|--|

### **Reliability**

*An assessment system is reliable if the results of the performed assessment are backed by appropriate evidence.*

|                    |                                     |  |  |  |
|--------------------|-------------------------------------|--|--|--|
| Review of Evidence | Review of evidence by a specialist. | Evidence exists for every learning outcome and for each assessed person. |  |  |
|--------------------|-------------------------------------|--|--|--|

|                    |   |  |  |  |
|--------------------|---|--|--|--|
| Review of Evidence | Review of authentic evidence by a specialist. | The evidence is authentic, meaning that if necessary, the person being assessed can be identified. |  |  |
|--------------------|---|--|--|--|

| System Component | Review Approach | Indicator                                 | Yes / No | Evidence (In case Recommendation of "No")  |
|------------------|-----------------|---|----------|--|
|                  |                 | Review of evidence by a field specialist. |          | The evidence is sufficient, meaning that based on the evidence, it can be verified that the task matches all criteria. |
|                  |                 | Review of evidence by a field specialist. |          | The evidence is valid, meaning it reflects what was intended to be assessed.   |

### Transparency

*An assessment system is transparent if the assessment process, conditions of confirmation, requirements, and other necessary information regarding the assessment are known to all assessed persons in advance.*

|                    |  |   |
|--------------------|--|---|
| Assessment Process | Review of the assessment regulation and/or assessment instrument (in terms of conditions). | The regulation provides a mechanism for informing the person being assessed about the assessment of in advance. |
|                    | Interviewing the assessed person, other evidence.  | Prior notification is carried out in such a manner that evidence of it exists.                                  |

| System Component | Review Approach | Indicator                         | Yes / No | Evidence<br>(In case Recommendation of "No")   |
|------------------|-----------------|-----------------------------------|----------|--|
|                  |                 | Interviewing the assessed person. |          | Prior notification is carried out taking into account reasonable timeframes and in a form that allows the student to use this information (it should not happen too early so they do not forget; it should not happen for all assessment processes simultaneously so they can distinguish between them). |
|                  |                 | Interviewing the assessed person. |          | Prior notification is carried out taking into account reasonable timeframes so that the student can technically prepare for the assessment process.  |
|                  |                 | Interviewing the assessed person. |          | The mechanism provided by the regulation regarding the prior notification of the student is implemented in practice.   |

**Fairness**

*An assessment system is fair if the assessment process is organized in such a way that it allows the person being assessed to*

| System Component | Review Approach | Indicator | Yes / No | Evidence<br>(In case Recommendation of "No") |
|------------------|-----------------|-----------|----------|--|
|------------------|-----------------|-----------|----------|--|

*confirm the achieved learning outcomes (including assessment time, assessment environment, materials used, equipment, and other conditions). Also, everyone was placed under identical conditions during the assessment.*

Assessment Process  
 Review of the assessment instrument (in terms of the assessment conditions) by a field specialist. The time allocated for the assessment is sufficient.

Review of the assessment instrument (in terms of conditions) by a field specialist. The assessment is planned in an appropriate environment.

Review of the assessment instrument (in terms of conditions) by a field specialist. Provision of appropriate equipment is envisaged for the assessment.

Review of the assessment instrument (in terms of assessment). Provision of appropriate materials is envisaged for the assessment.

| System Component | Review Approach | Indicator | Yes / No | Evidence (In case Recommendation of "No") |
|------------------|-----------------|-----------|----------|---|
|------------------|-----------------|-----------|----------|---|

conditions) by a field specialist.

The assessment interviewing process was the assessed implemented in person. compliance with the specified conditions.

Attending the assessment process or viewing the recording (where possible).

**Objectivity**

*An assessment system is objective if all assessed persons are evaluated identically under identical performance (results) conditions.*

|                    |   |  |
|--------------------|---|--|
| Assessment Process | Review of assessment evidence and grade sheets. | All tasks performed identically are evaluated identically. |
|--------------------|---|--|

Tasks performed at different levels (in relation to compliance with criteria) are evaluated differently.

## LLC David Tvildiani Medical University Community Nursing College

### Recommendations from the Verification Group for the Creation of an Assessment Instrument

- **Determine adequate time** in the assessment instrument.
- The assessment instrument must include **information regarding the possibility of a reassessment (retake)**.
- The content of the tasks must **fully cover the learning outcomes and assessment criteria**.
- The test must explicitly be accompanied by correct answers to the tasks (the so-called **test key**).
- The test must be of **moderate difficulty**; the formulation of tasks and answer choices should not inherently repeat or give away the answer.
- The instrument must **correspond to the assessment direction** defined by the module.
- Indicate the **required environment and conditions** for the assessment within the instruments.
- The **observation sheet** must appropriately cover the level of practical skill mastery possessed by the professional student.
- In tasks, the **relevance of content** between the module's learning outcome and its criteria must be unequivocally established.
- Other related matters.