

Free Academy of Tbilisi



**Mechanisms for Evaluating Educational
Programme Learning Outcomes**



1.1. This document defines the general methodology for evaluating the learning outcomes of educational programmes in the Free Academy of Tbilisi (hereinafter - the "Academy") and the rules for determining and evaluating mechanisms for evaluating learning outcomes at the educational programme level.

1.2. The goal of the rule is to ensure a consistent and transparent process of evaluation of the learning outcomes of the educational programme for its further development.

Article 2. Methodology of evaluation of learning outcomes

2.1. The process of evaluating the learning outcomes of the educational programme in the Academy provides for the identification of the data needed to measure the learning outcomes, the collection of relevant data and their analysis.

2.2. Assessment of the learning outcomes of the educational programme/programmes in the academy is carried out using direct and indirect assessment methods.

Article 3. Direct and indirect methods of evaluation

3.1. During direct evaluation it is checked whether the student has achieved the learning outcome of the programme through the completed task (test, exam, essay, portfolio, presentation, topic defense, practice assessment, etc.).

3.2. Indirect method includes student self-evaluation, employer evaluation of student, student, graduate and employer surveys, focus groups and interviews, employment rate, program completion rate, etc. In order to evaluate the learning outcomes of the programme a questionnaire is prepared, which lists the learning outcomes of the programme, where students indicate their opinions on the level at which they have achieved this or that learning outcome. It is possible for the employer to fill out a similar questionnaire.

Article 4. Correspondence of learning outcomes of the programme with the objectives of the programme

4.1. The programme has clearly defined learning outcomes that are consistent with the programme goals, for which a mapping of the programme learning outcomes and goals is being developed.

4.2. Results and goals matching map has the form of a table, where programme learning outcomes are written horizontally and goals vertically, or vice versa. The boxes indicate which learning outcome corresponds to which goal.

Map the relevance of programme objectives and learning outcomes



Programme Goals	Programme learning outcome 1	Programme learning outcome 2	Programme learning outcome 3	Programme learning outcome 4	Programme learning outcome 5	Programme learning outcome 6
Goal1	√			√		
Goal2		√				√
Goal3			√		√	
Goal4	√			√		√

Article 5. Programme learning outcomes (curriculum) map

5.1. The programme learning outcomes (curriculum) map identifies the extent to which the programme learning outcomes are covered. Curriculum mapping determines which courses help the student achieve a specific learning outcome of the programme, and/or identifies courses that are redundant in the educational program.

5.2. A curriculum map is a table, one side of which includes the learning outcomes of the programme, and the other side includes the mandatory courses. The boxes indicate which course provides the development of which learning outcome at three progressive levels - 1 - familiarization; 2 - deepening; 3 - reinforcement. All learning outcomes must be developed at all three levels.

Curriculum map

Courses	Learning outcomes					
	course 1	course 2	course 3	course 4	course 5	course 6
Learning outcome I	1		2			3
Learning outcome II		1	2		3	
Learning outcome III			1	2		3
Learning outcome IV	1	2			2	3

Learning outcome V		1	2		3	
Learning outcome VI		1		2		3

5.3. After the curriculum map has been developed, it should be analyzed and determined whether the curriculum will ensure the development of the learning outcomes of the programme in the students. By means of the map, it is determined how many training courses develop each learning outcome and how adequate this number of courses is. It also includes information on whether too many courses develop the same learning outcome or, on the contrary, with such a small number of courses that the learning outcome/outcomes of the programme are developed that this number of subjects may not be sufficient to achieve these learning outcomes or is there any mandatory course in the program that does not develop any learning outcomes?

5.4. The author of the training course is involved in the compilation and analysis of the curriculum map together with the programme supervisor.

Article 6. Programme learning outcomes evaluation plan

6.1. Evaluation of the educational program is an ongoing process, during which it is determined to what extent the student has achieved the learning outcomes of the programme and how they can be improved. All programme learning outcomes must be assessed at the end of the programme. A plan for evaluating the learning outcomes of the programme should be established. The learning outcomes evaluation plan should outline how the learning outcomes of the programme will be evaluated at the end of the programme. The learning outcomes of the programme should be assessed in the courses in which the learning outcomes of the programme are reinforced according to the curriculum map. It is possible to evaluate several learning outcomes in one course.

6.2. For each learning outcome of the programme a target benchmark should be defined to determine the level at which the student has achieved each learning outcome. Not all students can reach the result with the highest grade, so the target mark should not be too high or, on the contrary, low. Students' previous results can be used to set realistic target benchmarks.

Programme Learning Outcomes Assessment Plan

Learning outcome	Evaluation method	Benchmark	
		Planned	Factual

outcome 1	exam/test	70%	65%
outcome 2	Exam/open questions	70%	75%

Article 7. Analysis of students' academic performance

7.1. The analysis of academic performance is an important tool that allows content and structural processing of the programme and syllabus during which the level of achievement of learning outcomes by the student is determined, This in turn provides the opportunity to determine the ease/complexity of the content of the course, to determine the validity, systematicity and sequence of the topics to be studied, learning-teaching methods used by academic/invited staff and the consistency of the assessment forms and the actual determination of the student's achievement of the established learning outcomes.

Article 8. Use of evaluation results to improve the programme

8.1. An important stage of the evaluation of the learning outcomes of the programme is the analysis of the obtained results, on the basis of which the improvement of the programme is carried out. Accordingly, the results are compared with the target marks and the extent to which the student achieved the learning outcomes is analyzed.

8.2. As a result of analyzing the evaluation results, changes are made in the content of the courses, the prerequisites of the courses, etc., based on which changes can be made in the learning outcomes of the programme and their evaluation mechanisms, etc.

8.3. As a result of the analysis a programme learning outcomes evaluation report is written, where the obtained results, their analysis and the changes made as a result of the analysis will be reflected.

Article 9. Final Provisions

9.1 This document is approved by the Senate;

9.2. Amendments and additions are made in accordance with the law.