Free Academy of Tbilisi

Undergraduate Provision

Article 1. General provisions

1.1. The regulation defines the general requirements necessary for the operation of the bachelor's degree of the Free Academy of Tbilisi (hereinafter - the "Academy") and awarding of the bachelor's academic degree in accordance with the Law of Georgia "On Higher Education" and the legal documentation valid in the Academy.

1.2. Baccalaureate - the first level of academic higher education, which includes at least 240 credits. The optimal duration of bachelor's programs is 4 years. The goal of studying at the bachelor's level is to offer such training programmes, which mainly provide for the teaching of the theoretical foundations of the relevant specialties and the development of practical skills, which are necessary for a person's further studies in the master's degree or for working with the received qualification.

1.3. Bachelor - the holder of the academic degree, which is awarded to a person as a result of the utilization of the number of credits established for the first level of the academic higher education program - the baccalaureate.

Article 2. Admission to the bachelor's level/bachelor's programme

2.1. Admission to the bachelor's level

2.1.1. A person with a document confirming complete general education issued in Georgia or a document equivalent to it, who has successfully passed the relevant unified national exams in accordance with the rules established by the Ministry of Education and Science of Georgia and who meets the prerequisites for admission provided by the program, if any, has the right to study at the bachelor's level.

2.1.2. In order to promote entrants and student mobility, undergraduate studies without passing unified national exams are allowed in accordance with the Law of Georgia on Higher Education and the procedure established by the Minister of Education and Science of Georgia.

2.1.3. Enrollment of the persons provided in the paragraph 2.1.1 of this article is carried out in accordance with the "Regulations on Conducting Unified National Exams and Rules for Distribution of State Training Grants" approved by Order No. 19/N of 2011 of the Minister of Education and Science of Georgia.

2.1.4. Enrollment of the persons provided in the paragraph 2.1.2 of this article is carried out in accordance with the "Law on Higher Education of Georgia" and the procedure established by the Minister of Education and Science of Georgia.

2.1.5. A person with a complete general education has the right to study in a bachelor's program without passing unified national exams, internal/external mobility and passing unified national exams in accordance with the rules established by the legislation of Georgia. For those persons who studied in the last 2 (two) years and received a document confirming complete general education or basic general education in a general educational institution in the occupied territory provided for by the Law of Georgia "On Occupied Territories", a document of recognition of education is required. Enrollment of a citizen of Georgia/a foreign country with a complete general or equivalent education is carried out without an exam, based on the legislation of Georgia.

2.2. Educational programme

2.2.1. Employers, students, alumni and administrative staff, among others, are involved in the development of a bachelor's degree programme along with academic staff.

2.2.2. The bachelor's programme contains information on the duration/volume of study, the goak, the academic degree to be awarded, learning outcomes, the language of instruction, prerequisites for admission to the programme, teaching methods, assessment methods, employment areas, resources necessary for learning, etc.

2.2.3. The structure of the bachelor's programme defines the credits of the program components, the number of contact hours, prerequisites, semester, status.

2.2.4. The program includes:

a. Syllabi of courses;

b. Information about the human and material resources necessary for the implementation of the educational programme;

2.2.5. The learning outcomes of the educational programme are described by field and general competencies. When describing the learning outcomes of the programmes, the higher education qualifications framework is used:

a. Knowledge and understanding;

b. Skill

c. Responsibility and autonomy.

2.2.6. The educational programme is carried out by academic and invited staff of the Academy.

2.2.7. The head of the educational programme can be an academic and/or invited staff member of the Academy.

2.2.8. The syllabi of the courses of the educational programme are created by the personnel implementing the relevant course, taking into account the content of the course and the academic freedom granted to the author of the syllabus.

2.3. Individual programme

2.3.1. The student has the opportunity to study according to the individual programმე. When drawing up an individual program, the regulation of the academy's learning process should be taken into account. The decision on the approval of an individual programme is made on the recommendation of the school dean/deputy dean, which is approved by the rector of the academy.

Article 3. Syllabus of the course

3.1. The syllabus of the course indicates:

- Name of the educational programme (in Georgian and English);
- School;
- Level of education;
- Title of the course (in Georgian and English);
- Training course code;

- language of teaching;

- Study course status;

- Semester;

- Prerequisites for admission to the course;

- Number of credits and student's study load – ECTS;

- Training course implementer/implementers;

- The goal of the training course;

- Learning outcome;

- Content of the course;

- Teaching - learning methods;

- Grading system;

- Assessment forms and components;

- Assessment methods and criteria;

- Mandatory/basic literature;

- Supporting literature and other educational material;

- Consultation;

- Learning resource;

- Information for students;

- Information related to plagiarism;

- Appendix, with content of lectures/seminars.

3.2. The provider of the course is not limited to include additional items in the syllabus or to make changes, thus not violating the necessary conditions imposed for the training course and the syllabus by this regulation.

Article 4. Teaching/learning methods

4.1. It is impossible to study any specific issue in the teaching process with only one method. A course implementer has to use different methods in the teaching process, and in many cases there is a combination of methods. In the process of teaching, the methods complement each other. There are many classifications of teaching methods. The present document presents the most common options, from which the course provider will select the necessary option depending on the specific goal and task.

- Discussion/debates is one of the most common methods of interactive teaching. The discussion process dramatically increases the quality of student engagement and activity. The discussion can turn into an debate, and this process is not limited to questions asked by the teacher. It develops the student's ability to reason and justify his/her own opinion in order to expand his horizons;

- Presentation/Demonstration Method – This method helps to make visible the different stages of understanding the learning material, at the same time, this strategy visually presents the essence of the issue/problem, which is quite effective in terms of achieving results. The study material can be demonstrated by both the lecturer and the student;

- Inductive method - defines such a form of transfer of any knowledge, when the course of thought in the learning process is directed from facts to generalization, i.e., when conveying material, the process proceeds from specific to general;

- Deductive method - defines a form of transfer of any knowledge, which is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific;

- Analysis method - helps to break down the learning material as a whole into its constituent parts. This facilitates the detailed coverage of individual issues within complex problems;

- Synthesis method - involves grouping separate issues to form a single whole. This method helps to develop the ability to see the problem as a whole;

- Explanation - explanatory method - is based on reasoning around the given issue within the given topic. When presenting the material, the professor cites a specific example, which is discussed in detail. ენ The method promotes the maximum involvement of the group in the process of discussion of issues, the student's ability to think logically, form an independent opinion, justify his/her own opinion and respect the opinion of others;

- Generating examples - means creating different modeled examples of a specific issue/problem within a specific topic;

- Action-oriented teaching - requires the active involvement of the teacher and the student in the teaching process, where the practical interpretation of the theoretical material acquires special importance;

- Electronic learning (E-learning) - this method provides for the use of electronic resources in the process of teaching a foreign language. The teaching methods used in the implementation of the training course are specifically presented in the syllabus of the training course;

- Socratic method - a teaching method that involves actively involving students in building their own knowledge by answering questions. It involves focusing on questions that are only problematic and not informative. The Socratic method can be used through discussion and debate. This method develops students' critical and logical thinking, etc.

In order to achieve learning outcomes, the following assessment methods are used:

- Practical work - based on the acquired knowledge, the student independently performs this or that action, which gives him practical skills;

- Presentation - involves the selection of students into appropriate groups. Presentation topics can be selected by students under the guidance of the lecturer or independently and based on the processing of the found material, they can present it in Power-Point to the audience;

- Verbal presentation - includes knowledge of theoretical issues, which is carried out in the form of a narrative or in the format of answering questions and includes participation in a survey, discussion.

Verbal presentation provides demonstration of knowledge of theoretical issues and discussion on specific issues;

- Brain Storming - involves the formation of as many, radically different, opinions and ideas about a specific issue/problem within a specific topic and promoting its presentation, which contributes to the development of a creative approach to the problem;

- Searching for resources - finding new information/material independently using electronic and printed means;

- Questions for thinking - are an effective teaching and learning strategy that promote the development of students' thinking skills;

- Problem-based learning (PBL) - is a learning method that uses a problem as the initial stage of the process of acquiring and integrating new knowledge. Its application makes the learning process particularly effective and increases the motivation of students to learn. Develops students' transfer, critical, analytical, creative, communication, cooperation and other skills;

- Study/analysis of cases (Case study) is a method of situational analysis, the basis of which is teaching by solving specific tasks/situations using so-called "solving cases". "Case" is a kind of tool that allows the use of acquired theoretical knowledge to solve practical problems by combining theory and practice. The method effectively develops the ability to make informed decisions in a limited time;

- Collaborative work - involves dividing students into groups and giving them learning tasks. Group members work on the issue individually and simultaneously share their opinions with the rest of the group. Depending on the set task, it is possible to redistribute functions among the members during the work of the group. This strategy ensures maximum involvement of all students in the learning process;

- Individual project - is a teaching-learning method, which includes the preservation of the acquired knowledge and its active use. It is a kind of plan, which describes the possibility of modeled implementation of a specific issue/problem;

- The heuristic method is based on the step-by-step solution of the issue and the independent determination of facts during teaching. The method involves calculation of general indicators reflecting the development of this or that direction of the foreign sector of the economy, determining the regularity of the development of events and drawing conclusions by students. The student should present the results in practical classes and should be able to lead a discussion with the audience;

- Cooperative learning - each member of the group is obliged not only to study by himself/herself, but also to help his/her teammate to study the subject better. Each member of the group works on the problem until all of them have mastered the issue;

- Situational imitation - is a method where the student is given the opportunity to imagine and further analyze a specific issue/topic; With the help of this method, the student learns to complete the task by studying the reflection

between observations and actions. The learning-by-imitation paradigm is gaining popularity because it facilitates teaching complex tasks based on minimal expert knowledge of the tasks;

- Quiz - is a written work (checking the theoretical material within the scope of the topic). This method measures the student's knowledge, abilities, and skills. The quiz consists of theoretical questions;

- Role-playing games - are an active teaching method aimed at developing dialogic and monologue speaking and listening skills. During the role-playing games, the field vocabulary, linguistic constructions, clichés relevant to the communication situation are used and memorized. The purpose of this activity is for the participants to gain more knowledge based on sharing each other's experiences. Games implemented according to pre-developed scenarios allow students to look at the issue from different positions. It helps them to form an alternative point of view. This method builds the student's ability to express his position independently and defend it in an argument;

- Essay - independent work on a topic predetermined by the lecturer - is an effective method of evaluating students' learning outcomes. Its use in teaching contributes to the development of students' habits of forming thoughts clearly and correctly, in a logical sequence. Also, the essay accustoms the students to use examples, quotes, to state their own opinion about the discussed topic. The purpose of the essay is to diagnose the productive and creative part of the students' cognitive activity, which involves evaluating the skills of information analysis, its interpretation, construction of arguments, formulation of conclusions;

- Translation - based on field vocabulary, students will develop practical translation skills, improve translation techniques, study how to understand the language of the text, understand explicit and implicit information;

- Exercises - are a necessary component in the process of teaching a foreign language for the actualization of grammatical and lexical skills, for the improvement and deepening of the field vocabulary;

- Written work - students perform/present various tasks in written form;

- Working on a book - independently finding, preparing, grouping, systematizing and processing educational text-books;

- Listening - develops the student's skills of understanding authentic English speech, concentration of attention, perception and analysis of general and specific information from the material heard;

- Blitz-questioning - is a frontal questioning within the framework of the passed material, which reveals the level of perception of the passed material by the student in a relatively short time;

- Seminar report - is a method that develops the student's skills of independently searching for relevant, reliable and quality sources of the issue, collecting and explaining data, highlighting problems, presenting ways to solve them, developing theses and presenting conclusions. A seminar report reveals the level of knowledge of the subject and the depth of processing the material;

- Electronic learning (E-learning) - this method provides for the use of electronic resources in the process of teaching.

The teaching methods used in the implementation of the training course are specifically presented in the syllabus of the training course;

- Audio-visual method - lecture/practical classes use information technologies, slides, presentations, students answer questions; The lecturer focuses on key words, they are written on the blackboard using the demonstration method;etc.

4.2. Lectures are interactive. Their goal is to theoretically understand, generalize and discuss the topics provided by the syllabus at the problem level, to form an independent learning orientation for students. At the lectures, attention is focused on highlighting the main provisions of the discussed issue, formulating substantiated theses and their critical analysis.

Article 5. Organization and implementation of practice

5.1. The practice is led by a representative of the Academy, who is responsible for the implementation of the component. The supervisor of the practice helps the students to solve the problems raised during the practice and monitors the conscientious conduct of the practice. In order to fully implement the practice, the practice facility assigns a mentor who will supervise the students in the institution.

5.2. During the practice, the student is obliged to follow the rules of the practice facility, safety and ethics norms, perform specific work and also keep a practice diary, and after the practice, prepare a practice report, which he will be defended publicly at the end of the semester.

5.3. Implementation of practice in the academy includes the following main stages:

- Organizing a preparatory meeting;

- Informing the students about the goals and expected results of the internship by the supervisor of the internship;

- Introduction of the place of practice by the mentor;

- Involvement of the student in the work process by the mentor, checking of production of daily records/practice diary and supervision of their activities;

- Evaluation of the student's daily activity;

- Counseling for the student by the head of practice, visit to the practice facility and periodic inspection of the student's work;

- Preparation of practice report;

- Practice assessment/defence.

5.4. The goal of the practice is to strengthen and expand the theoretical knowledge received by the student within the educational programme. Developing practical skills while performing work and achieving competencies necessary for practical work, gaining work experience in a real work environment.

Article 6. Practice report

6.1. After completing the practice, students prepare a practice report. The practice report should contain a brief overview of the work performed by the student during the practice, the goals and results of the practice, give a clear idea of the object of the practice and the implementation of the practice. All documents (copies) related to the work performed by the student and describing their content are attached to the practice report.

6.2. The description of the activities carried out during the practice process reflects the activities carried out by the student, the ways of achieving the results of the practice and answers the following questions: what types of functions the student performed, which competencies he acquired and/or developed during the practice process.

Article 7. Defence of practice report

7.1. The practice report is defended before the commission created by the order of the rector of the academy, and students are admitted to the defense by the rector's legal act. The members of the commission include the chairman of the commission, members of the commission and the school dean/deputy dean. At the defense the student will present a completed and duly executed practice report, present the work done orally and answer the questions.

7.2. The practice report should be evaluated by the practice protection commission in accordance with the approved criteria with the ECTS grading system, which should be known in advance by both the commission members and the students.

7.3. During the defense procedure, each member of the commission evaluates the student's practice report. The final grade is determined by the arithmetic mean of the points awarded by each member.

7.4. Assessment of practice is multiple and multi-component. The assessment is subject to the student's mid-term assessment and final assessment at the practice facility.

7.5. After the practice a summary document is drawn up, which reflects the sum of the final assessment written by the commission and interim assessment, which is signed by the chairman and members of the commission.

7.6. A student with a complaint about the assessment of practice has the right to protest the result immediately after it is announced. The commission is obliged to consider the claim in the presence of the student and make a final decision.

Article 8. Practice defence commission

8.1. Practice defence is carried out before the practice defence commission, composition of which is determined by the rector;

8.2. The commission is chaired by one of the members of the commission determined by the rector;

8.3. No more than 35 (thirty-five) practice reports can be defended at each session of the practice defence commission. During the day, it is allowed to hold two sessions of the practice protection commission;

8.4. The practice defence commission is authorized to start work if the number of attendees is at least two-thirds of the total number.

Article 9. Procedure for preparation and defense of bachelor's thesis

9.1. A thesis is a written piece of work to be completed and defended by a student in the final semester of an academic programme. The bachelor's thesis is one of the important mandatory components within the bachelor's programme. When working on a bachelor's thesis, the degree of compliance of the student's knowledge level, practical skills and competencies achieved as a result of studying the components of the bachelor's programme with the requirements defined by the bachelor's program should be demonstrated.

9.2. Methods of working on a bachelor's thesis

The process of preparation of the bachelor's thesis is carried out in the format of consultations with the supervisor of the bachelor's thesis and independent work. The student will plan the sequence and time of the stages of the work to be performed in accordance with the supervisor's instructions, will independently search for materials and information related to the topic of the thesis, will use information and communication technologies, will use various methods in order to complete the thesis in accordance with the consultations with the supervisor and the received recommendations. During the preparation of the bachelor's thesis, written, verbal, communication and other methods are used to develop transferable skills. The methods of working on the bachelor's thesis are determined in order to achieve the set goals and results through the maximum manifestation of the individual abilities of students.

Article 10. Supervisor of the bachelor's thesis

10.1. The topic and the supervisor of the bachelor's thesis are chosen by the student. The topic of the bachelor's thesis is selected based on the reconciliation of the opinions of the student and the supervisor from the topics approved by the school board.

10.2. The supervisor of the bachelor's thesis can be an academic and invited personnel of the Academy, who has a doctor's degree in the relevant field. Taking into account the specifics of the educational program, a person without a doctor's degree can be selected as the supervisor of the bachelor's thesis, who has a lot of practical experience and high qualifications in the field.

10.3. The supervisor has the right to refuse to superve. In this case, he/she should apply to the dean of the school within a reasonable time, in writing, with appropriate arguments.

10.4. The supervisor of the bachelor's thesis is obliged to help the student in drawing up a plan, selecting, searching and processing relevant literature. The supervisor checks the process of working on the topic, expresses opinions and/or notes, thereby helping the student to complete the bachelor's thesis.

After finishing the work, the supervisor is obliged to prepare a conclusion, which should contain the following information:

- Title of the paper;

- Student's identity;

- A brief overview of the work;

- Highlighting the strengths and weaknesses of the paper with notes and recommendations;

- Denoting the quality of the author's work capacity and other skills;

- General assessment of the paper (not by mark);

- Conclusion - recommendation for the defense of the thesis.

Article 11. Structure of the bachelor thesis

11.1. Basic requirements:

- The volume of the bachelor's thesis should be at least 35 and at most 45 pages of A4 size;

- Font - "Sylfaen";

- Text font size - 12, chapter titles font size 16 and subtitles - 14;

- Distance between lines - 1.5;

- Side margins (on all sides) - 2 cm.

11.2. The supervisor's report and the plagiarism program report are attached to the bachelor's thesis.

11.3. The components of the bachelor thesis structure are:

- Title page
- Table of contents;
- Annotation (in Georgian and English);
- Introduction;
- Main part;
- Conclusion;
- Bibliography;
- Appendix (tables, graphs, pictures, manuscripts, etc.)

11.4. Title page

The paper begins with the title page, on which the following information should be presented: the title of the thesis, the student's name and surname, the type of thesis (bachelor's thesis); Name of the school or programme, name, surname and academic degree of the supervisor, name of the higher educational institution, place and year of presentation of the paper. The header is not numbered, and the data is written centered, in the following order and font settings:

- Full name of the higher educational institution - font size 14, bold;
- Name of school and educational programme - font size 14, bold;
- Name and surname of the student - font size 14, bold;
- Name of bachelor's thesis - font size 16, bold;
- Name, surname, scientific degree, academic position of the supervisor - font size 14 without bolding;
- Place (city) and year (without the word "year") of the bachelor's thesis - font size: 14 without bolding.

11.5. Table of contents

The bachelor's thesis must contain a table of contents. It should reflect all necessary parts of the paper - annotation, introduction, title of chapters and sub-chapters, bibliography and appendices with page numbers. Page numbers should be placed in the right margin. When separating chapters and sub-chapters, it must be taken into account that the chapter should consist of at least two sub-chapters. Their titles should be selected with special attention and should accurately reflect the content discussed in a specific chapter.

11.6. Annotation

The summary of the bachelor thesis is reflected in the annotation. The annotation is completed in two languages (Georgian and English). The total volume of both annotations should not exceed 2 pages.

11.7. Introduction

The introduction is the general part of the work, which should reflect:

- Relevance of the topic;
- The goal and objectives of the bachelor's thesis;
- The main conclusions obtained as a result of the bachelor thesis;
- Scope and structure of the bachelor thesis.

11.8. The main part of the thesis

The main text should be divided into chapters and sub-chapters. Chapters and subchapters are numbered consecutively. The title of the chapter is written in 16 size font. The text can include 2 - 3 chapters, and each chapter has 2 - 3 subchapters. Introduction, each new chapter of the paper, conclusion and bibliography should start on a new page, and sub-chapters should follow the relevant text. The purpose of the main part of the bachelor's thesis is to find answers to the research questions posed in the introductory part based on theoretical and/or empirical research. The main part of the paper describes the course of the research: what sources were analyzed, what was interpreted, what data were obtained and how they were evaluated. To fulfill these components, it is necessary to use the following techniques of academic work:

- Finding sources;
- Argumentation;
- Quoting, paraphrasing and summarizing;
- Use and verification of sources.

11.9. conclusion

The purpose of the conclusion is to formulate an answer to the research question and show how the research objective was achieved. This part should summarize specific results, in particular, describe what was determined as a result of the description, research, analysis, interpretation. The conclusion does not raise a new topic and discuss issues that were not discussed in the main part of the paper. The conclusion should be concise and short and should represent no more than 10% of the paper. The conclusion does not include: sections that have already been described in the introduction or main parts of the paper, theoretical overview or description of the context, quotation and paraphrase, because only the results of the research should be presented in the conclusion. When formulating the conclusions according to the mentioned principle, the following words can be used: revealed, discovered, substantiated, shown, given, presented, opened, developed, offered,

classified, systematized, introduced, substantiated, shown, etc. However, it should be noted that the text should start in the first (plural) or third person (not mixed).

11.10. References (bibliography)

The used literature (bibliography) is the structural unit of the work in which all the sources discussed, processed and cited in the work are listed in alphabetical order.

The procedure for compiling and formatting the bibliography is regulated by the document "The manner of performing academic paper", which details the procedure for citing sources (according to Chicago or APA style, taking into account the specifics of the field and in agreement with the supervisor).

11.11. Appendix

Data and facts that are necessary to understand the paper or support the author's reasoning can be placed in the appendix. Through it, the reader receives detailed information on a specific issue. Attaching an appendix is reasonable if the indicated data is so comprehensive that their reference in the main text would make the reading of the text difficult. Such materials represent the details of the research and their examples are: questionnaires for interviews, tables, graphs, pictures, drawings, manuscripts, etc. If the paper has more than one appendices, they should be numbered, and the appendices should be certified using the certification format included in the text.

Article 12. Bachelor thesis submission and defense procedure

12.1. Submission of bachelor's thesis

a. Along with the bound copy of the bachelor's thesis, the student must also submit an electronic version with a CD compact disk, in the form of a Word file of the textual material of the thesis, one week before the defense of the thesis;

b. In case of late submission of the bachelor's thesis, the student will not be admitted to the defense;

c. The bachelor's thesis must be bound (spring bound or bound in a cover).

12.2. Stages of evaluation of the bachelor's thesis

a. The bachelor's thesis is evaluated with a 100-point system;

b. The evaluation of the bachelor's thesis includes intermediate and final evaluations;

c. The intermediate evaluation includes the evaluation of the thesis by a supervisor, and the final evaluation includes the evaluation of the defense commission;

d. The completed bachelor's thesis is submitted to the supervisor in order to present the conclusion;

e. The supervisor of the bachelor's thesis evaluates the thesis and submits it to the school together with the conclusion;

f. Bachelor thesis is checked by plagiarism software;

g. If plagiarism is detected, the supervisor is authorized to return the work to the author once and give recommendations;

h. The student has the right to correct errors;

i. If plagiarism is detected in the final version of the bachelor's thesis, the thesis is not evaluated and the student no longer has the right to revise and submit the same thesis. Accordingly, the student will not be admitted to the defense and will receive a negative grade. The student has the right to complete a new bachelor's thesis within the next two years. The student is obliged to finance the re-preparation of the bachelor's thesis.

12.3. Defense of the bachelor's thesis

a. The bachelor's thesis must be defended in front of a commission composed of specialists in the relevant field, which is established by a legal act of the rector of the academy. The procedure for defending the thesis is public. The speaker is given 10-15 minutes to present the paper;

b. The chairman of the commission informs the audience about the identity of the student, the topic of the paper, the specialty, the supervisor. After that, the student makes a report;

c. The student's report should briefly and clearly state the aims, objectives and main results of the thesis;

d. In the final speech, the student summarizes the comments of the commission. A discussion is held in which, apart from the members of the commission, interested persons also take part. This completes the defense of the work;

e. After completing the bachelor's thesis defense procedure, the commission convenes a closed meeting where each thesis is evaluated;

f. The bachelor's thesis must be evaluated by the commission in accordance with the approved criteria with the ECTS grading system, which both the commission members and the students should know in advance;

g. During the defense procedure, each member of the commission evaluates the presented bachelor theses, the final grade is determined by the arithmetic average of the points assigned by each member;

h. The midterm and final assessment (defense) scores of the bachelor's thesis are given in the practice syllabus of the corresponding bachelor's educational program;

i. The process of defense of the bachelor's thesis is reflected in the protocol drawn up by the secretary of the commission;

j. The protocol must be accompanied by the evaluations of the supervisor of the bachelor's thesis, as well as the final evaluation protocol written by the commission and signed by the commission members.

Article 13. Bachelor Thesis Defense Commission

13.1. The defense of the bachelor's thesis is carried out before the commission the composition of which is determined by the rector;

13.2. The commission is chaired by the rector or another authorized person determined by him;

13.3. 25 students can present at each session of defense of bachelor's theses; It is allowed to hold two sessions of the bachelor's thesis defense commission during a day;

13.4. The bachelor theses defense commission is authorized to start work if the number of attendees is at least two-thirds of the total number;

13.5. The member of the commission cannot be the supervisor of the corresponding bachelor's thesis;

13.6. The head of the corresponding bachelor's programme must attend the defense of the bachelor's thesis;

13.7. The final assessment of the bachelor's thesis will be notified to the student on the same day.

Article 14. Forms and components, methods and criteria for evaluating the bachelor's thesis

14.1. The assessment of the bachelor's thesis is multiple and multi-component. The evaluation is directly subject to the intermediate evaluation by the supervisor of the thesis and the final evaluation of the defense of the bachelor's thesis by the commission. In order to be awarded credit, the student is obliged to overcome the minimum competence limit established in each form of evaluation by the syllabus of the study component.

Evaluation system

The student's knowledge will be assessed using a 100-point system. In this grading system, points are distributed as follows:

a) Five types of positive assessment:

a.a) (A) excellent - 91-100 points;

a.b) (B) Very good – 81-90 points of the maximum assessment;

a.c) (C) good – 71-80 points of the maximum assessment;

a. d) (D) Satisfactory - 61-70 points of the maximum assessment;

a.e) (E) Sufficient - 51-60 points of the maximum assessment.

b) Two types of negative assessment:

b.a) (FX) failed – 41-50 points of the maximum assessment, which means that the student needs more work to pass and is allowed to take one additional exam with independent work;

b.b) (F) Failed – 40 points of the maximum assessment and less, which means that the work done by the student is not enough and he has to study the subject anew.

FX - in case of receiving this evaluation, the student is given the right to present the reworked bachelor's thesis before the commission in the same semester, not less than 5 calendar days after the announcement of the result.

In case of receiving an F grade, a student loses the right to submit the same paper.

Article 15. Appeal

15.1. The student has the right to submit an appeal application to challenge the results of the evaluation no later than 5 days after being informed of the evaluation of the bachelor's thesis;

15.2. The student is obliged to indicate in the application in which evaluation criterion/component does not agree with the received evaluation;

15.3. The student's substantiated application on the assessment appeal is submitted to the school board;

15.4. The school board convenes an appeals commission consisting of 3 members, none of whom participated in the student's initial evaluation;

15.5. During the consideration of the issue by the appeal commission, the student has the right to attend the session and present his/her opinions and argumentations;

15.6. Within the framework of the decision, the commission is authorized to review the supervisor's assessment, to appoint a re-defense of the thesis or to refuse to satisfy the appeal application;

15.7. The result of the appeal is communicated to the applicant and reflected in the final decision of the appeal commission.

Article 16. Post-protection procedures:

16.1. After the defense, the protocolwill be submitted to the dean of the school;

16.2. Bachelor theses of students are stored in the Academy according to the established rules.

Article 17. Final Provisions

17.1. The Undergraduate Provision is effective upon signature;

17.2. Amendments and additions to the statute are made in accordance with the law;

17.3. This provision shall lose its validity in case of approval of a new provision.