

Free Academy of Tbilisi



Methodology for planning,
Designing and Development of Educational Programmes



Article 1. Planning an educational programme

- 1.1. Planning, designing and development of educational programmes is a collaborative process involving all parties (academic/invited personnel, students, alumni, employers, academy administration, etc.) that ensure the development of a result-oriented programme/programmes.
- 1.2. In the process of planning the educational programme, initially the basic conditions for the educational programme are satisfied:
- The social need of the programme is determined on the national and international level, taking into consideration the specifics of the field and employment market requirements, the determination of which is based on the consultation with stakeholders (employers, professional associations, employment market research, etc.)
 - By considering the academic aspects, it is defined whether the programme is attractive or not;
 - The existence of the necessary resources for the programme is defined (human, material-technical) and/or searched;
 - Selection of the Programme supervisor;
 - An Academic degree is defined;
 - Programme Objectives and Learning Outcomes are described;
 - The content of the educational programme is determined;
 - Learning/teaching methods, evaluation forms, components and methods are determined;
 - The possibility to continue studying on the next stage for the graduates is defined;
- 1.3. In order to facilitate the development of the programme in the process of planning the educational programmes, Programme Development Service together with the Quality Management Service will develop instructions and forms:
- Instruction for developing an educational programme; **(Appendix 1)**
 - Instruction for filling Syllabus; **(Appendix 2)**
 - Syllabus form for teaching courses; **(Appendix 2)**

Article 2. Designing an Educational Programme

- 2.1. Educational program is developed by the group for planning, elaborating and developing of the educational program, which is established on the basis of the order of the academy rector.
- 2.2. The educational program development group includes academic and invited staff (graduates, students,



employers, field specialists, etc. may be included). The persons involved in the development of the program establish the structure of the program on the basis of mutual agreement. They initiate the necessary resources for the proper implementation of the program (human, material - technical, financial, etc.).

2.3. After providing with the resources by the administration:

- An Academic degree is defined;
- Programme Objectives and Learning Outcomes are described;
- The content of the educational programme is determined;
- Learning/teaching methods, evaluation forms, components and methods are determined;
- The possibility to continue study on the next level for the graduates is defined;

2.4. Educational programme together with the syllabuses of the corresponding training courses will be discussed by the School Board and is handed to the Quality Management Service for further reaction. The developed educational programme is going through expertise (compliance with legislation and internal regulations) in Quality Management Service.

2.5. The Quality Management Service will study the educational programme and the syllabuses of the corresponding training courses to be in compliance with the forms approved in advance:

- Educational programme Evaluation Form (**Appendix 4**)
- Teaching course Syllabus Evaluation form; (**Appendix 5**)

2.6. The educational programme checked by the Quality Management Service is sent back to the School Board together with conclusion.

2.7. The Dean of the School will present the educational programme and relevant training courses syllabus to the School Board for reviewing.

2.8. The programme approved by the School Board will be submitted to the Senate of the academy for approval.

Article 3. Head of Educational Programme

3.1. The educational programme is supervised by the programme head, who is a specialist in a specific field and is elected to an academic position. The academic degree, qualifications, teaching and research experience of the educational programme supervisor should be in line with the goals and outcomes of the educational programme.

3.2. Head of Educational Programme is appointed and dismissed by the order of the Rector of the Academy/is



elected through a competition.

3.3. Head of Educational Programme:

- Manages the process of developing/implementing of the educational programme;
- Attracts highly qualified staff (specialists in the field) to implement the programme;
- Coordinates the activities of the academic and invited staff involved in the implementation of the educational programme;
- Carries out a systematic analysis of the implementation of the educational programme and the training courses provided by the programme, the results of which are submitted to the quality management service and then to the school board;
- Provides information about the educational programme and the courses and advises students, other interested persons;
- Permanently takes care of the modernization of the programme content, as well as the introduction of modern teaching methods;
- The program supervisor is accountable to the Rector, Senate, Dean, and School Board.

3.4. One person may supervise several educational programs. Also, depending on the size of the programme, the programme may have more than one heads.

Article 4. Content of the Educational Programme

- Name of educational programme;
- Qualification to be awarded after the completion of the educational programme;
- Programme volume with credits;
- Language of instruction;
- Educational programme goals, which reflects the employment-oriented competencies;
- Prerequisite for admission to the programme;
- Duration of the educational programme, number of study weeks, contact hours, credits.

Article 5. Educational Programme Monitoring/Development

5.1. The Quality Management Service conducts a survey for the development of the programme based on the use of quality assurance tools/surveys/interviews. Analysis of the Service (report) and recommendations will be



submitted to the Senate of the academy for the further reaction.

5.2. The rule for making amendments to the Programme: In order to reflect the results of the survey head of the programme modifies the programme together with the implementers and submits to the School Board, the modified programme will be presented to the Senate of the academy.

Article 6. Transitional and Final Provisions

6.1. The present regulation of the Academy shall come into force upon signing;

6.2. Adoption, cancellation, amendments and additions to the provision of the Academy are carried out by the Senate;

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



Instruction for developing programmes

Preamble to the Bachelor Programme

Bachelor is the first level of academic higher education, which envisages teaching the basics of the relevant specialization that is essential for a person to work with the qualifications obtained and for the further study at the master's degree. Bachelor programmes should comply with the Law of Georgia on Higher Education, the requirements of the Bologna Convention and the standards established by the Georgian legislation.

Preamble to the Master Programme

Master is the second level of academic higher education - a set of programmes, which necessarily contain elements of scientific research and are aimed at training a specialist or researcher at the post-bachelor level, as well as preparing a person for work with the received qualifications. Master's programs must comply with the Law of Georgia "On Higher Education", the requirements of the Bologna Convention and the standards established by the legislation of Georgia.

General Information on Bachelor Programme

Bachelor's degree programme is a set of components, which includes training and practical elements, provides teaching the theoretical foundations of the relevant specialties, in case of successful completion of bachelor's degree, granting Bachelor's degree, which forms the basis for further study in the master's program or work with the obtained qualification in accordance with the legislation of Georgia. The Bachelor programme is an educational programme that includes no less than 240 credits. The defined teaching period for Bachelor programme is 4 academic years (8 semesters). After graduating the Bachelor programme, the graduate should have the competences, field, practical and general (transfer) skills. The Bachelor educational programme should be a student-oriented, must have a logical structure and provide all the issues related to the learning/teaching process. Training courses provided under the Bachelor Programme can be combined into modules.

General Information on Master Programme

Master's educational programme is a set of components that includes educational and practical elements. The



duration of study of the master's educational program includes 4 (four) semesters (two academic years, and the semester includes a combination of study weeks, the period of conducting additional exam(s) and evaluating the student's achievement). The qualification is granted in accordance with the curriculum of the master's educational programme as a result of the accumulation of at least 120 credits - by receiving credits in the compulsory courses of the main field of study provided by the programme and fulfilling the requirements of the program.

General Information about the Bachelor/Master Programme Structure

Bachelor/Master educational programme may include mandatory courses of the main field of study, elective courses of the main field of study, elective, and free components etc. Mandatory components include mandatory courses, practice (if any) and preparation and defense of bachelor/master thesis. The basic principles and procedures for the practice implementation, which are necessary for the process of planning, implementation and evaluation of the practice, are presented in the relevant regulations and the syllabus of the practice in force in the Academy.

General requirements for the Bachelor/Master Programme

The content of the programme should serve to achieve the level of adequate knowledge, skills and values of academic quality. Courses and other components envisaged under the Bachelor/master's Programme should also provide developing of field knowledge, general and field competences (transferable skills). The qualification to be awarded must comply with industry standards (if any) and the national qualification framework developed in accordance with the requirements of the Bologna process.

Educational Programme Description (characterization)

The title of the programme - should be in compliance with the list of Specializations of Higher Education

The academic degree to be awarded (both in Georgian and English) - Qualifications, academic degrees to be awarded after completing the program must be specified in accordance with the order of the Minister of Education and Science of Georgia No. 69/N dated April 10, 2019. The academic degree to be awarded must be indicated in English as well for the diploma supplement;

The head/co-head of the Programme - the programme supervisor provides participation of academic staff, on-contract and hourly invited professors, representatives of scientific-research institutions, employers in the course of the programme development process. The Programme Supervisor/Coordinator is responsible for the



quality of the syllabus presented within the programme.

Programme Goals: It is desirable the Programme goals to be indicated distinctly,. The goals of the educational programme should be defined by competences, namely: Field knowledge and field skills, as well as general competences. The description of the programme goals includes the analysis of the labor market and employers' survey in terms of the programme actuality. The goal of the programme is to be consistent with the mission of the academy and the strategic development plan, as well as School mission, goals and strategic objectives.

Learning outcomesin are a set of competencies that determine what a student should know, understand and be able to do by applying this knowledge as a result of a long-term or short-term learning process. The undergraduate programme should indicate the field, practical or general (transferable) skills that the graduate will acquire. When describing the learning outcomes, it is obligatory to take into account the compatibility of the program goals and the learning outcomes, as well as the description of the learning outcomes in relation to the training courses should be implemented in accordance with the competency map. When describing learning outcomes, it is important to consider labor market and employer survey analysis.

Teaching and Learning Methods – should be specified which methods will be used by the teaching courses stipulated by the programme - the lecture is fully devoted to the theoretical part of the learning curriculum, where the student is given the opportunity to get extensive theoretical knowledge; literature and publications in native and foreign languages are used. Theoretical learning takes place in the format of an interactive lecture. Taking into account the specificity of the course, technical means may be used. Students' academic readiness is subject to constant monitoring.

Practical learning involves a number of activities, most importantly: Preparation of thematic presentation, doing practical exercises, activities on practical training (using brain storming method), case-studies, elaborating the quizzes (written test questions), essay writing and more. Preparing of mini-groups and/or individual/group presentations by students in the study process is a necessary practice. Taking into account the specifics of the course, a lecturer can use the following educational methods of learning-teaching:

Discussion/debate 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. 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, etc.

Note:

The selection of specific activities or their combination depends on the objectives and learning outcomes of the respective component. The lecturers implementing the courses, taking into account the specifics of the course, determine the various methods to be used in the process, which are reflected in the syllabi of the relevant course.

Areas of employment: The goal of the programme, content and structure, the outcomes of the study should be in line with the employment areas and the Georgian legislation. It is recommended to provide active consultation with potential employers to develop specific theoretical knowledge and practical skills that are required to meet the graduates in order to meet the requirements of the labor market, to meet the requirements of the specific field, to establish a decent place in the labor market.

Prerequisite for admission to the programme - Must comply with the requirements of the Law of Georgia on Higher Education.

Educational program curriculum- learning plan (components, courses, relevant credits). The bachelor/master programme learning plan should be presented in a special table.

Map of programme goals and learning outcomes - the goals described by competencies should be indicated s on the left side of the table and the appropriate learning outcomes in the right column.

Curriculum map - on one side of the table the learning outcomes of the programme are indicated, taking into account field knowledge, field skills and general competencies, and on the other side, the courses are described, the correspondence of which to the learning outcomes of the programme is indicated by the corresponding designation in the corresponding column.

Educational Resources - Specify the educational resources required for the implementation of an educational programme.

Human Resources - Specify the human resources required for the implementation of an educational programme. The human resources should be described in the table as an appendix in which the programme implementers and their qualifications (published in the last 5 years



Syllabus filling instructions

The syllabus of the study course is a learning plan of the specific course. Through the syllabus of the course, the student can find out how many credits include the course of study, what are the preconditions of the study course and the purpose of the course, which topics will be required to achieve the results provided for the training course. The amount of credits indicated in the syllabus reflects the student's work as well as independent work. Contact hours include lecturing and seminar/practical work, preparation and submission of interim and final exams. The syllabus provides basic and supporting literature, which will help students learn how to use the study material. The syllabus describes the forms and criteria of assessing the student's knowledge. The course syllabus regulates the relationship between the lecturer and the student, because before the start of the study, the student will know how much work will be done and by what criteria his/her knowledge will be assessed. The syllabus of the training course reflects the vision of the implementer of the course regarding the training course and must comply with the developed standards through which the quality assurance service of the academy checks the syllabus presented by the lecturer. In order to simplify the compiling of the syllabus for the implementer of the training course, the instructions for filling the syllabus have been developed.

Title of the Educational Programme (in Georgian and English)

Specify the full name of the educational programme

School

Specify the School

Education Level

Specify the level of education

Name of the training course (in Georgian and English)

Specify the full name of the training course

Training Course Code

Specify the code of educational course awarded by the Free Academy of Tbilisi

Teaching Language

Specify teaching language

Status of the educational course

Specify the status of the educational course (mandatory; elective);

Semester

Specify the semester defined for mastering the study course.

Prerequisites for the admission to the course

Specify what knowledge should the student have for this study course, which course(s) must have already passed.

Number of credits and student learning workload - (ECTS)

1. Specify the number of teaching course credits:
2. Specify the student's workload, which includes the number of academic hours provided for contact and independent work. Contact hours are hours of lectures envisaged by the timetable (lectures, seminars/practices, midterm exams and final exams), and independent learning hours are student's individual and independent work hours. Multiply the number of credits of the training course for the calculation of independent hours by 25.

Implementer/implementers of the course

Indicate the name, surname, academic position and/or scientific degree, contact information of the implementer/implementers of the training course.

Goal of the course

Specify a goal oriented on the study course which reflects for what is the course needed to study.

Learning outcome

Indicate the results to be achieved by the student, which are in line with the national qualifications framework and the specific industry standard, how the student will be able to apply the acquired knowledge and competencies in terms of practical activities in the specialty and in terms of continuing studies. The given information should determine the accuracy of the training, the consistency of the learning objectives and the results to be achieved by the training, the adequacy of the teaching and assessment forms, the basic and auxiliary literature, etc. in terms of achieving learning outcomes.

Course content

List the topics of lectures and seminars/practical training with reference to relevant hours; Specify in which



week seminar/practical training, midterm and final exams will be conducted. Specify the amount of hours allocated for a specific lecture, seminar/practical training, midterm and final exams.

Teaching-learning methods

Indicate what methods will be used to study the course- the lecture is fully devoted to the theoretical part of the training course, where the student is given the opportunity to get extensive theoretical knowledge; literature and publications in native and foreign languages are used. Theoretical learning takes place in the format of an interactive lecture. Taking into account the specificity of the course, technical means may be used. Students' academic readiness is subject to constant monitoring.

Grading system

Students' knowledge should be evaluated by a 100-point system. In this system of evaluation points are distributed as follows:

Five types of positive grades:

- (A) Excellent – 91 - 100 scores of evaluation;
- (B) Very good – 81-90 of maximum point;
- (C) Good – 71-80 of maximum point;
- (D) Satisfactory – 61 - 70 points;
- (E) Sufficient – maximum evaluation of 51 - 60 points;

Two types of negative evaluation:

- (F_x) Did not pass - 41-50 points of maximum evaluation, which means that the student needs more work to pass and is allowed to take an additional exam once;
- (F) Fail – 40 and less points, which means that the work carried out by the student is not enough and he/she has to retake the course.

Indicate also in case of F or F_x assessment and/or not attending the final examination, as well as the actions or results to be taken by the student to improve the assessment. As well as the deadline for additional examination.

Evaluation forms and components:

Specify Evaluation Forms: Final assessment (final exam) Interim assessment (practical training, midterm exam); Also evaluation components: Practical training, midterm exam, final exam - oral/written work, oral/written examination, etc. Indicate how many times and in what forms (verbal, written) is conducted the midterm exam.



Specify the number of issues and maximum assessment of each issue, as well as the total number of points. The sum of midterm and final evaluations is the student's final evaluation.

It is necessary to specify the limit of minimum competence defined in each form of assessment.

Forms and criteria of assessment:

Specify the means (test, essay, demonstration, presentation, discussion, work group work, etc.) to assess the achievement of learning outcomes in the learning component (training course, practice, bachelor/master's work). The assessment method should be measurable, therefore the assessment criterion should be indicated, which is the unit of measurement of the assessment method and thus determines the level of achievement of learning outcomes.

Mandatory/ basic literature

Specify the basic textbook(s) under which the training is conducted;

Supporting literature and other study material

Specify the textbooks, monographs, scientific articles, periodicals, electronic resources and other educational materials you use while teaching. When listing the additional textbooks, note that all these textbooks facilitate more efficient mastering of this course and can be used for alternative options.

Consultation

Specify the modes and forms of consulting.

Study resources

Specify the training resources needed for the training course.

Information for students

It is desirable to reflect the following information in the training course:

Plagiarism - it is unacceptable to use an opinion or an idea, or a thesis of somebody else without citing the source while presenting the homework presentation or in a written form. In this case, the lecturer is obliged not to assess the students.

Cheating/dictating - the mentioned action is prohibited during any type of activity (home assignment, examination, report, presentation). In this case, the lecturer is obliged not to assess the students.

Behavior - student behavior should not include elements interrupting the academic process. It is prohibited to use mobile phones, musical devices (iPod, etc.) during the course of the lecture. In the event of trying to disrupt the academic process, the lecturer is obliged to expel the student from the lesson.

Appendix 3

Syllabus	
The title of the educational programme (in Georgian and English languages)	
School	
Education Level	
Title of the academic course (in Georgian and English languages)	
Academic Course Code	
Teaching Language	
Academic Course Status	
Semester	
Prerequisites for the admission to the course	

Number of credits and student learning workload (ECTS)	
Implementer/implementers of the teaching course	
Goal of the teaching course	
Learning outcomes	
Training course content Appendix 1	
Teaching-learning methods	
Assessment system	
Evaluation forms and components:	
Methods and criteria of evaluation:	
Mandatory/basic literature	
Supporting literature and other study material	
Consultation	
Study resources	

Week	Lecture-practice
I	
II.	
III.	
IV.	
V	
VI	
VII.	
VIII-IX	

X	
XI	
XII	
XIII.	
XIV.	
XV.	
XVI	
XVII	
XVIII-XIX	
XX - XXI	

Educational programme evaluation form

Title of the Educational Programme:

The level of higher education:

Are all the points in the form of educational programme filled?

all the points are filled	<input type="checkbox"/>
all the points are not filled	<input type="checkbox"/>

The relevance of the academic degree to be awarded in a result of completion of the education programme with the academic degrees established by the legislation of Georgia:

is applicable	<input type="checkbox"/>
is not applicable	<input type="checkbox"/>

The relevance of the amount of credits of educational programme with the amount defined by the legislation:

is applicable	<input type="checkbox"/>
is not applicable	<input type="checkbox"/>

The relevance of the preconditions of the student's admission to the educational programme with the conditions defined by the legislation:

is applicable	<input type="checkbox"/>
is not applicable	<input type="checkbox"/>

The relevance of educational programme goals with the Free Academy of Tbilisi LLC:

Fully applicable	<input type="checkbox"/>
partially applicable	<input type="checkbox"/>
is not applicable at all	<input type="checkbox"/>

Educational Programme Objectives:

is described in detail	<input type="checkbox"/>
is described generally and vaguely	<input type="checkbox"/>

Teaching Methods of the educational programme:

Is relevant to educational goals and learning outcomes	<input type="checkbox"/>
Requires perfection	<input type="checkbox"/>
Is not relevant to educational goals and outcomes to be obtained in result of learning	<input type="checkbox"/>

Teaching Format of the Educational programme:

Is relevant to educational goals and learning outcomes	<input type="checkbox"/>
Requires perfection	<input type="checkbox"/>
Is not relevant to educational goals and outcomes to be obtained in result of learning.	<input type="checkbox"/>

Material resources for the programme implementation:

Is relevant to educational programme	<input type="checkbox"/>
it is not enough	<input type="checkbox"/>
Is not relevant to educational programme	<input type="checkbox"/>

The staff (Academic / Invited) Implementing the Programme:

Is relevant to educational programme	<input type="checkbox"/>
it is not enough	<input type="checkbox"/>
Is not relevant to educational programme	<input type="checkbox"/>

Volume of educational programme, ECTS:

Is relevant to ECTS requirements	<input type="checkbox"/>
Is not relevant to ECTS requirements	<input type="checkbox"/>

Structure, components and distribution of credits of educational programme

The programme structure is described	<input type="checkbox"/>
The programme structure is not described	<input type="checkbox"/>
All components of the programme are indicated	<input type="checkbox"/>
Status of Programme Components (Mandatory / Elective)	
Not specified	<input type="checkbox"/>
Not specified	<input type="checkbox"/>
The overall credits of the program are distributed among all components	<input type="checkbox"/>
The volume of all components is indicated in credits	<input type="checkbox"/>

The total of components credits correspond to the volume of the programme ECTS	<input type="checkbox"/>
the minimum competence limit is considered in each form / component of the assessment	<input type="checkbox"/>

Compatibility of educational components provided by the educational programme with the educational programme goals and learning outcomes

is applicable	<input type="checkbox"/>
is not applicable	<input type="checkbox"/>

Educational Programme teaching Plan (Study Components according to Semester, Credits, Contact / Independent Hours, Peculiarities of Organizing of Learning):

The total of credits according to the learning plan: Is relevant to volume of programme, ECTS:	<input type="checkbox"/>
the number of credits of all teaching components are indicated in the teaching plan:	<input type="checkbox"/>
The number of contact/independent hours are indicated	<input type="checkbox"/>
All mandatory components are indicated in the teaching plan	<input type="checkbox"/>
Selective components are provided in the teaching plan	<input type="checkbox"/>

Compatibility of the literature indicated in the training courses of educational programme with the content of the course and the book fund of the library

Mandatory literature and study materials:	
is relevant to training course	<input type="checkbox"/>
is not relevant to training course	<input type="checkbox"/>
Only foreign literature is indicated	<input type="checkbox"/>
is not in the library book fund	<input type="checkbox"/>
Supporting literature and study material:	
is relevant to training course	<input type="checkbox"/>
is not relevant to training course	<input type="checkbox"/>

Academic degree to be awarded after completion of the education programme

Indicated and not relevant with the legislation	<input type="checkbox"/>
---	--------------------------

Indicated, but not relevant with the legislation	<input type="checkbox"/>
--	--------------------------

Possibility to continue learning on the second level of higher education (masters) based on knowledge and competences obtained by the educational programme

enables the mentioned opportunities	<input type="checkbox"/>
It is impossible with the present educational programme depending on the specifics	<input type="checkbox"/>

Summing-up information about the educational programme

Fully applicable with the requirements	<input type="checkbox"/>
is not relevant to the requirements	<input type="checkbox"/>

Head of Quality Management Service: _____

Educational programme supervisor; _____

Syllabus of the academic course

Evaluation form

The purpose of the syllabus assessment course is to eliminate the existing deficiencies in the learning process, improve the quality of the learning process and assurance.

Training course:

Status of the training course:

Educational Programme:

Language of teaching:

Semester:

Implementer/implementers of the academic course:

Relevance of the study course with the Programme Curriculum

Is relevant: _____

Is not relevant _____

Relevance of the study course and Programme goals

Fully applicable _____

Partially applicable _____

Is not applicable _____

Relevance of the study course and Programme results

Fully applicable _____

Partially applicable _____

Is not applicable _____

Relevance of Course Credits (Contact / Independent Working Hours) with Programme Curriculum

Fully applicable _____

Is not relevant _____

Study course preconditions

Is indicated _____

Not indicated _____

Training Course Objectives

Clearly and specifically is formulated _____

Vaguely and generally described _____

Study Course Format

Ensures achievement of the learning outcomes _____

Does not ensure achievement of the learning outcomes _____

Teaching of Learning Course / Learning Methods

Ensures achievement of the learning outcomes _____

Does not ensure achievement of the learning outcomes _____

Material resources of the learning course

Ensures achievement of the learning outcomes _____

Does not ensure achievement of the learning outcomes _____

Relevance of student knowledge assessment with the established rule

Is applicable _____

Is not applicable _____

The minimum competence limit established in each form of the assessment

Clearly and specifically is formulated _____

Vaguely and generally described _____

Relevance of learning outcomes / achieved competencies with the qualifications description

Is applicable _____

Is not applicable _____

Relevance between the study course goals and learning outcomes

Is relevant _____

Is not relevant _____

Course content

Reflects the topic of study:

Fully _____

Incomplete _____

Is relevant with the goals of the teaching course:

Fully _____

Incomplete _____

Is not relevant _____

Mandatory/ basic literature

Is relevant with the course content _____

Is not relevant with the course content _____

Modern textbooks and materials are indicated _____

Relevance of basic literature with library book fund

Is in the library book fund _____

Is not in the library book fund _____

Supporting literature and study material:

Is relevant with the course content _____

Is not relevant with the course content _____

Summary information about the syllabus of the course

- Fully applicable with the requirements _____
- is not applicable with the requirements and it is necessary to develop a new syllabus _____
- It is necessary to correct some deficiencies, including: _____

—

Head of the Quality Management Service _____

Author of the course _____