



Higher educational programme designing, implementation and development regulations, Annex №01

Higher educational programme planning, designing and development methodology

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Article 1. About Higher educational programme planning, designing and development methodology

1. This document (hereinafter referred to as the Rule) describes the aspects related to the planning, designing and development of higher educational programmes (hereinafter - the Programme) of Batumi Navigation Teaching University (hereinafter referred to as the BNTU). The purpose of this rule is to regulate the processes related to planning, designing and development of programmes in BNTU, to combine methodological and organizational issues in the unified system and to ensure the organization of activities related to planning, implementation and development of programmes in BNTU;
2. The basis of this document is the Georgian legislation and standards in the field of higher education, as well as international standards, including Tuning Educational Structures in Europe, Universities' Contribution to the Bologna Process).

Article 2. Higher educational programme. Programme designing, modification, cancellation

1. Higher educational programme

1. BNTU Higher educational programme shall comply with the mission, strategy and educational priorities of BNTU, take into account the requirements of the sector, ensure the competitiveness of graduates in the Georgian and international education and labor market.
2. Higher educational programme (curriculum) – A set of necessary components (study course, module, etc.) for obtaining a higher education qualification, which includes programme goals, learning outcomes, programme components with corresponding credits, student evaluation system, features of programme organization, including the possibility of using e-learning (if any)¹;
3. Higher educational programme² (hereinafter referred to as the programme) is a approved set of programme components (i.e., study courses, modules, etc.), necessary to obtain specific academic degree³. It is determined by the learning outcomes described by the competences and the credits to be awarded. The programme is a student-oriented curriculum with a flexible structure, based on learning outcomes and competences, acquisition of sectoral, practical and general, so-called transferable skills – integration of some blocks, i.e., study courses and modules. Educational programme shall be result-oriented and main emphasis is made on the academic degree and qualification to be awarded⁴;
4. The following persons participate in programme designing/modification: internal stakeholders (programme implementers and students) and external stakeholders (graduates, field experts/professional organizations, prospective employers and etc.). Each party has its own role in deciding on which general and sectoral competences to focus and how to achieve them;
5. The programme profile should be based on identified industry needs. Each programme profile is based on the conclusions and decisions of the parties involved in the programme designing. When designing/modifying the programme, attention should be paid to the specific features that are important for the relevant field and form the profile of the programme.;
6. Learning outcomes of each individual compulsory units of the programme⁵ (programme components) from the whole programme learning outcomes. According to the Tuning methodology, programme components that are vaguely/illogically connected to each other do not represent a unified programme;
7. In a well-planned programme, which is focused on achievable competences, all components are interconnected, their results complement each other, develop the student's level of competences and jointly create the overall planned results of the programme - the graduate's competences. That is, the program is an integration of logically interconnected components, where each component has its own value and corresponding share (in credits). This applies not only to the compulsory components of the programme, which constitute the main core of the programme, but also to the elective components, which in a well-planned programme provide the opportunity to form an individual educational profile of the student and strengthen the competences of the graduate;
8. Programme curriculum reflects common vision of programme implementers and stakeholders about the programme;
9. The curriculum shall provide opportunity to obtain information about programme content and features.

2. Education programme designing, modification, approval, cancellation process and decisions

1. In BNTU, the issue, related to the Bachelor's and Master's educational programme (hereinafter referred to as the Programme), changes thereto (in the cases provided for by this Article), programme cancellation, shall be approved by the Academic Council;
2. In case of programme designing and modification it is mandatory, to fulfill the requirements of the Georgian legislation, international standards (in case of marine field programmes) and higher education sector benchmark (if any). Accreditation standards for higher educational programmes, rules applicable in BNTU and approaches described in this document should be taken into account as well;
3. Programme designing, implementation, assessment, development, modification (making changes to it) is provided by the faculty. The programme and the changes thereto are designed by BNTU academic and invited staff – corresponding field experts;
4. Administrative, organizational and information etc. support of the programme designing, assessment and modification process shall be provided by the faculty dean, who periodically controls the progress of the process. Quality Assurance Service takes part in this process within the scope of its competencies;
5. Stakeholders, including programme students/master's students (hereinafter referred to as the Students), relevant programme graduates and implementers, BNTU partners - prospective employers, field experts are involved in the process of programme designing, assessment and modification in different ways. Partner Higher educational institutions (hereinafter referred to as the - HEI), field and/or research institutions etc. can be involved in this process on the basis of contract/memorandum, executed between BNTU and them, or in the case of their expressed desire to be involved in this process. The opinions of all interested parties and persons involved in the process are taken into account, which is established through surveys and/or interviews and/or analysis of the recommendations developed by them. Quality Assurance Service recommendation and a results, obtained through programme assessment (in case of current programme), provisions of this document etc. shall also be taken into account;
6. In order to design/modify the programme, a task group consisting of field experts is formed at the faculty, whose activities are managed by the

¹ Source: Law of Georgia on Higher Education Article.2, p. z⁵

² Note: The source in case of paragraphs 2-6 of this Article: Tuning Educational Structures in Europe, Universities' Contribution to the Bologna Process).

³ Academic degree – a formal qualification awarded to a person by HEI after completing education programme. In ECTS the programme is completed when collecting specified number of credits for certain set of learning outcomes (Source: Tuning terminology glossary).

⁴ Qualification - Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognized programme of study (Source: Tuning terminology glossary).

⁵ Course unit - A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, expressed in terms of competences to be obtained, and appropriate assessment criteria. Course units can have different numbers of credits but it is recommended that units have the same or fold credits (Source: Tuning terminology glossary). Additional explanation: Coyrse units implies programme components (study courses, practice, thesis etc.).

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programme director, and in the case of designing a new programme - a person selected by the Academic Council, who at this stage performs the function of the programme director (qualifying requirements, rights, etc. of the programme director are regulated by the job description of the education program director);

7. After the preparation of the final draft of the programme, an internal evaluation (review) of the programme shall be conducted, which involves examination of the content and structure of the programme, its provision with theoretical, practical, methodical resources and other aspects, and determining the compliance of the programme with the legislation of Georgia and the governing rules applicable in BNTU. The internal evaluation of the programme shall be carried out by relevant field experts. As well as, it is possible to carry out external audit of the programme by Georgian or foreign field experts or partner institutions - prospective employers and/or higher educational institutions, representatives of which are not involved in programme designing and implementation (for expert report the complete version of the programme is sent);

8. The faculty dean submits draft programme to BNTU Quality Assurance Service to certify its compliance with the legislation, applicable standards and BNTU resolutions;

9. The faculty dean submits the draft programme, Quality Assurance Service conclusion and expert report (if any) to the programme director and Faculty Council;

10. Faculty Council together with the programme director examines draft programme and conclusions. In case of favorable decision, the draft programme upon decision of the Faculty Council is submitted to the Academic Council for review and approval;

11. If Quality Assurance Service identifies defects or there are remarks in expert findings, the Faculty Council reviews the need of consideration of such remarks: when remarks are considered, relevant changes are made or without consideration, on the basis of written justification, the draft programme is submitted to the Academic Council;

12. In case of discrepancy between the views of the Faculty Council and BNTU Quality Assurance Service, Academic Council examines arguments of both parties;

13. Academic Council reviews draft programme, conclusions of Faculty Council and Quality Assurance Service and expert findings (if any) and with regard to the draft programme, the Academic Council makes decision on:

- Approval of the programme - if the programme meets Georgian legislation and international standards (in case of maritime industry programmes), BNTU governing regulations, BNTU mission, strategy and educational priorities, meets industry requirements, ensures alumni competitiveness in Georgian and international education and labor markets, there are or at the moment of programme launching there will be (corresponding justification requires) relevant material, human, financial resources, etc.;
- Rejection of programme approval – if the Council considered remarks of the Quality Assurance Service/ expert findings, if the programme does not completely meet Georgian legislation and international standards (in case of maritime industry programmes), BNTU mission, strategy and educational priorities, industry requirements and innovations, does not ensure alumni competitiveness in Georgian and international education and labor markets, at the moment of launching, provision of the programme with relevant material, human, financial resources is not possible (there is no corresponding justification or justification is not relevant/ feasible) etc.;

14. Academic Council:

- shall approve the following: a) Change of a title of the current programme, qualification to be awarded, objectives, learning outcomes (allowed only if it is related to compliance with the changes made in Georgian legislation), change in programme structure (e.g., addition of programme/concentration, removal, reduction of main subject area component scope etc.), programme components addition/removal, changes in credits, teaching language etc. Georgian legislation determines what constitutes a substantial change to the programme. In case of making such a change, the information should be provided to LEPL National Center for Educational Quality Enhancement within 30 days after the approval of the changes by the Academic Council);
- changes that do not apply to the cases listed in the previous paragraph does not require approval: for example, correction of technical deficiencies / inaccuracies in the programme curriculum or clarification / updating of existing information that does not change the essence of the information; changing human / material resources, if the change is relevant, is aimed at improving the existing resources; changes to the syllabus(s) of the programme component(s) that do not alter the goals and results of the programme component (for example, fixing technical deficiencies / inaccuracies, updating contact and independent hours ratio, review of issues and / or literature to be learnt, relevant change of evaluation components / methods / criteria, etc.) etc. Such changes are reviewed by BNTU Quality Assurance Service and programme director. Programme implementing faculty Council examines conclusion of BNTU Quality Assurance Service and the recommendations of the programme director, and in case of approval, the changes will come into effect.

15. Faculty Council is entitled to elaborate and submit to the Academic Council the offer about designing a new programme, modification or cancellation of existing one, and the Academic Council is entitled to make decision on programme designing, programme modification, cancellation/rejection of cancellation, approval/rejection of approval;

16. The aim of designing the new programme is to develop educational activities of BNTU in priority areas, which is determined by BNTU development strategy and priorities. Faculty Council elaborates recommendation for the programme designing in a specific track and submits it to the Academic Council for examination and approval. The basis of recommendation for the programme designing: compliance with BNTU mission, strategy and priority areas, opinions of partner HEIs, recommendations of sectoral organizations and field experts, ability of BNTU to provide the programme with material and technical and human resources and programme development possibilities, etc.;

17. The purpose of the programme modification is to ensure compliance with Georgian legislation, consideration of trends in the sector, and the provision of competitiveness of graduates. The basis for the modification is the changes to the Georgian legislation, recommendation / request of partner institution (in case of joint / exchange programs), opinions and recommendations of Quality Assurance Service, programme implementers, students, graduates, potential employers, field experts, consideration of requirements of labor and education market, innovations of science and practice etc.;

18. The basis for programme cancellation may be non-compliance with BNTU mission and / or educational priorities (due to changes in the mission and / or priorities), impossibility to provide compliance with the changes in Georgian legislation due to the programme modification, programme unprofitability (significant decrease / absence of student contingent for several years) etc.

Article 3. Education programme designing algorithm

- Analysis and confirmation of the programme designing necessity - compliance of the programme with BNTU mission and priorities, existence of a "social need" for the programme (labor and education market analysis);

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- Determination of the programme profile, area, level of higher education, academic degree and qualification to be awarded, programme scope in ECTS credits, programme resources and prerequisites for admission to the programme;
- Formulation of programme goals and description of results in terms of competences - definition of universal (general) and professional (special) competences, which should be formed as a result of programme mastering;
- Formation and description of the programme content and structure (including programme components, their content and scope in ECTS credits);
- Verification of the consistency of programme structure, content, goals and results;
- Determination of educational technologies (including teaching and learning methodology, evaluation system, control and evaluation of achievement of the planned results) corresponding to the planned results;
- Creation of a system for programme evaluation, implementation provision and quality improvement.

Article 4. Curriculum planning model – Tuning approaches⁶

1. Fulfillment of basic conditions -

- For all programmes:
 - Identification of social needs of the programme at regional / national / European level, in consultation with stakeholders;
 - Relevance of the programme, consideration of best international practices and identification of reference points;
 - Availability of resources necessary for the programme in HEI, and if necessary – outside HEI (implies, resources of the partner institutions);
 - Existence of legal guarantees that the program will be legally recognized;
 - In case of joint international programmes, also:
 - commitment between partner institutions, its basis;
 - legal guarantees that the programme will be legally recognized in the countries of partner institutions;
 - agreement regarding programme duration, which is designed in accordance with ECTS credits on the basis of student workload.
2. Academic degree profile⁷ - describes the specific characteristics of an educational programme or qualification, which provides key directions based on the programme's specific objectives, identifies how the programme components comply with the academic map and links to the field of employment;
 3. Description of the objectives of the programme, as well as the learning outcomes (in terms of knowledge, understanding, skills and abilities) that have to be achieved;
 4. Identification of the generic and subject specific competences which should be obtained in the programme;
 5. Pre-identification of competences, required for mastering of programme (determination of programme prerequisites);
 6. Formation of the programme structure (identification of competences, required for achievement of the programme outcomes)
 6. Formation of the programme curriculum;
 7. Formation of syllabuses of the programme components (determination of credits of programme components and admission prerequisites, content of the components, teaching and learning methods, as well as, determination of resources, required for achievement of learning outcomes);
 8. Development of an evaluation system intended to instantly enhance the programme quality. Tuning model is based on the assumption that the programmes can and should be enhanced on the basis not only of feedback but also of “feed forward” by taking into account developments in society as well as the academic field concerned.

Article 5. Programme admission prerequisites

1. When forming programme goals, learning outcomes and content, programme admission prerequisite should be determined. It means that programme content should include issues that promote deepening the preliminary required knowledge, refilling with new knowledge and skills rather than its repetition.

Article 6. Programme objectives

The programme should have clearly formulated objectives, which describe the knowledge, skills and competences that a graduate obtains after completion of the programme. Programme objectives should correspond to the university mission, goals and strategic plan, as well as – industry specificity and labor market requirements.

Article 7. Programme content

1. Programme content is one of the main determinants of achievement of programme learning outcomes that should be based on the following data:
 - Qualifications descriptor of the stage corresponding to the National Qualification Framework and Learning Fields Classifier;
 - Corresponding sectoral benchmark (if any);
 - Labor and education market, as well as international experience (analysis of similar programmes and consideration of the best practice) survey results;
 - Results of the surveys, conducted with students, graduates, potential employers, field experts and practitioners;
 - Survey results for the purpose of sharing of present-day developments and best practice in the field etc.
2. All the changes made to the programme content, or initiation of the new programme should be justified by abovementioned or empiric data obtained using other methods;
3. Programme content and structure should be aimed at the achievement of programme learning outcomes;
4. In order to ensure compliance of the programme content with learning outcomes, the programme should have the chart of learning outcomes detailing which course and/or programme study and research component correspond to which learning outcome. On the one hand, the learning outcome chart facilitates programme designing group to shape programme content, and on the other hand it is the best way to see how all the learning outcomes are covered by programme content.

Article 8. Programme learning outcomes

⁶ Source: Tuning Educational Structures in Europe, Universities' Contribution to the Bologna Process).

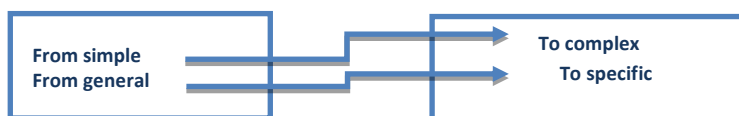
⁷ Source: Tuning terminology glossary.

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1. The programme must have clearly defined learning outcomes, corresponding to the programme objectives, which will be reflected on programme objectives and learning outcomes map. In learning outcomes, it is desirable to describe market requirements too, which will be based for example on the analysis of employer's requirements;
2. Process of set-up of learning outcomes should involve academic and invited staff, students and graduates, field employers etc., and it would be also good to consider global best practice and review/consideration of learning outcomes of similar programmes and/or sectoral benchmarks;
3. Programme learning outcomes describe knowledge, skills, responsibility and autonomy obtained by a student during programme mastering. Programme learning outcomes should correspond to the qualification to be awarded and study level. Learning outcomes of Bachelor's and master's programmes should be different in terms of complexity;
4. Learning outcomes should be achievable, realistic, measurable (that means their assessment);
5. Number of programme learning outcomes should not be excessive. Set-up 8-10 learning outcomes is optimal;
5. Each programme learning outcome should be assessed at the completion of the programme which would allow HEIs see that the students achieved programme learning outcomes at the completion of the programme. This latter will also be an indication that the programme objectives have been achieved, as each objective is linked to the outcome;
6. Assessment of programme learning outcomes includes 4 steps:
 - Setting-up of programme learning outcomes;
 - Curriculum analysis to ensure that students are able to achieve indicated learning outcomes;
 - Assessment of programme learning outcomes;
 - Use of assessment results for programme enhancement.

Article 9. Learning outcomes and competences⁸

1. Tuning distinguishes between learning outcomes and competences. The desired learning outcomes of the learning process are formulated by academic invited staff (programme implementers) with the involvement of student representatives in this activity and taking into account the opinions of internal and external stakeholders:
 - Learning outcomes is a statement of what a student is expected to know, understand and/or be able to demonstrate after completion of a learning programme. Learning outcome is directed to the programme component (unit) or the whole period of learning. Learning outcomes determine requirements for receipt of credits. Learning outcome is determined by programme implementing staff at the level of education programme and programme components;
 - Competences⁹ it is a dynamic combination of knowledge, understanding, skills and possibilities. Competences are formed by various programme components (study course, module, etc.), and assessed at various stages. Competences are not related to a separate course, but developed in the process of mastering the entire programme.
2. Competences should be developed in a progressive way: from simple to complex, from general to specific:



It means that the competences are formed at the various stages of programme, as a result of study of components provided for by the programme;

3. There are sectoral competences (sector-specific competences) and generic competences (transferable skills):
 - **Sectoral competences** - Field-related, vital for the field, field-specific competences (theoretical, practical and/or experimental knowledge and sector-related skills, including methods used in the field of discipline, practical approaches, etc.). They ensure the identity and consistency of the programme;
 - **Generic competences (transferable skills)** – considered by the graduates and employers as an important means of provision of employment opportunities. Tuning deals with 3 types of generic competences:
 - 1) **Instrumental competences**: Cognitive, methodological, technological and linguistic skills. Instrumental competences have instrumental function that includes the following: a) Cognitive abilities, capacity to understand and manipulate ideas and thoughts; b) Methodological capacities to manipulate the environment (organizing time and strategies of learning, making decisions or solving problems); c) Technological skills related to use of technological devices, computing and information management skills; d) Linguistic skills (oral and written communication, knowledge of a second language). Also, instrumental competences include the following: capacity for analysis and synthesis; capacity for organization and planning, basic general knowledge, thorough knowledge of the profession/field, capacity to communicate orally and in writing in the mother tongue, knowledge of a second language, capacity to work on a computer, capacity to manage information (ability to find and analyze information from various sources), problem solving, decision making;
 - 2) **Interpersonal competences**: Social skills like individual abilities (social integration and cooperation). They include the following: a) Individual abilities relating to the capacity to express one's own feelings, critical and self-critical abilities; b) Social skills relating to interpersonal skills or team-work or expression of social or ethical commitment, communication with other field experts. These tend to favor processes of social interaction and of cooperation. Interpersonal competences include the following: critical and self-critical abilities, team-work, interpersonal skills, work in interdisciplinary group, ability to communicate with experts in other fields, appreciation of diversity and multiculturalism, ability to work in an international context, ethical commitment;
 - 3) **Systemic competences**: Skills and abilities concerning whole system (combination of understanding, sensibility and knowledge; Systemic competences require as a base the prior acquisition of instrumental and interpersonal competences). They suppose a combination of understanding, sensibility and knowledge that allows one to see how the parts of a whole relate and come together. These capacities

⁸ Source: Tuning Educational Structures in Europe, Universities' Contribution to the Bologna Process).

⁹ Competence – a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills and ethical values. Fostering these is the object of all programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of studies), while others are generic (common to any degree programme). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout the programme (Source: Tuning terminology glossary).

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include the ability to plan changes so as to make improvements in whole systems and to design new systems. Systemic competences require as a base the prior acquisition of instrumental and interpersonal competences. Systemic competences include the following: capacity for applying knowledge in practice, research skills, capacity to learn, capacity to adapt new situations, capacity for generating new ideas (creativity), leadership, understanding of cultures and customs of other countries, ability to work autonomously, project design and management, initiative and entrepreneurial spirit, concern for quality and will to succeed.

There are 2 main ways of developing generic competences: 1) offering separate courses/modules within the programme, within which generic competences are developed (e.g., academic writing, information-communication technologies and/or other courses); 2) Generic competences are integrated into field courses/modules. It was determined that it is absolutely possible to achieve generic competences within the field courses/modules if the lecturer is aware of the need for this and uses a teaching strategy that takes into account generic competences.

4. There may be competences, formation of which is not obvious. Therefore, the learning outcomes should mention in detail only those competences, the achievement of which is actually possible to assess;

5. Competencies are developed in an integrated and cyclical manner during the programme. Competencies in Tuning are considered starting points for curriculum (programme) planning and evaluation;

6. It is not advisable to include more than 6-8 competences in the programme component (study course, module, etc.) learning outcomes. Attention should be paid to avoiding inappropriate learning outcomes (e.g., over-detailing the issue). The scheme below illustrates a possible approach to the distribution of competences between programme components (study course, module, etc.):

Programme components	Outcomes							
	1	2	3	4	5	6	7	8
Component #1		X			X			
Component #n	X				X	X		

Note: X – These competences are formed, assessed and referred to in the learning outcomes of this programme component

The above scheme can be modified provided that principle of compatibility of programme components and outcomes is illustrated.

7. Responsibility for the determination of learning outcomes/competence is laid on the programme staff – only field expert can formulate learning outcomes, required for the field. However, consultations with all stakeholders are also required.

Article 10. Curriculum analysis. Benchmarks. Usage of evaluation results for programme improvement

1. Curriculum analysis - After determining the learning outcomes of the programme, the curriculum should be designed (in case of an active programme, the curriculum should be revised) to ensure that students have the opportunity to achieve the appropriate learning outcomes. The best way for this is to draw up the curriculum chart. The latter reflects which study courses, activities or research components develop the learning outcomes of the programme in students. After drawing up of curriculum chart, it should be analyzed and established whether it ensures the development of learning outcomes of the curriculum programme in students. On the map, we should pay attention to the following:

- How many study courses develop each outcome of the programme and determine how adequate this number is;
- Do too many study courses develop the same learning outcome or vice versa;
- Do we have a compulsory study course in the programme that does not develop any of the learning outcomes of the programme;
- Is there a learning outcome in the programme that is not developed by any study course and/or other activity? Each learning outcome of the programme should be developed at all three levels.

2. Assessment of learning outcomes (direct and indirect methods) – Plan of assessment of programme learning outcomes should be formed. learning outcome assessment plan should reflect how the learning outcomes of the programme will be assessed at the end of the programme. It is important to assess programme learning outcomes in the study course(s), in which programme learning outcome(s) are strengthened according to the curriculum chart. It is possible to assess more than one learning outcomes of the programme in one study course. If Master's programmes are evaluated, it is good practice to evaluate the learning outcomes of the programme in Master's theses. Frequency of assessment of learning outcomes should be determined. If the number of students involved in the programme is very large, some of them can be evaluated by the principle of random selection. Learning outcomes of the programme should be assessed using both direct and indirect methods:

- The method of direct assessment is the one through which it is checked whether the student has achieved the learning outcome of the programme through the task performed by the student. This may be a test, an exam, an essay, a portfolio, a simulation, a licensure exam, a supervisor's evaluation of a student during a field experience, etc.;
- Indirect method of assessment is self-evaluation by the student, assessment of the student by the employer, etc. However, it is important not to confuse this assessment with the student's course assessment or satisfaction survey results. In order to evaluate the learning outcomes of the programme, a questionnaire can be prepared, in which the learning outcomes of the programme will be listed, and students will indicate their opinion on the level at which they have achieved this or that learning outcome. The same questionnaire can be sent to employers.

Programme learning outcomes assessment mechanism should be described in the learning outcomes assessment plan, which should include: by which assignment, when, by whom, for what number of students, each learning outcome of the programme will be evaluated. It is considered best practice to use a rubric(s) to assess the assignment. It should be noted that the final grade obtained in the study course cannot be considered as an assessment of the learning outcomes of the programme, because the score of the study course includes and evaluates many other skills and knowledge beyond the learning outcomes of the programme. When evaluating the learning outcomes of the programme, the result of the specific assignment that directly measures the said learning outcome should be used. It is important that the assessment is valid, reliable and transparent

3. Benchmarks - For each learning outcome of the programme, a benchmark should be established that reflects the expectation of the level at which students will achieve each learning outcome: for example, 60% of students will receive a score of 15 to 20 points in the first learning outcome of the programme (provided that this learning outcome is assessed through an essay that maximum grade is 20 points). In order to establish benchmarks, it is first appropriate to determine how learning outcomes will be assessed.

To evaluate the learning outcomes, the so-called Normal distribution (Gaussian distribution) is used: A (Excellent)-10%; B (very good)-25%; C (good)-30%; D (Sufficient)-25%; E (Insufficient)-10%.

The target marks for the next year are determined based on the indicators obtained (achieved) in the previous year in order to improve them. Comparison-analysis with the planned target marks - the planned results will be considered achieved if the set target marks are reached, the

permissible error of the target marks - 20%, in case of more errors, the problem is identified - the content of the corresponding component of the program, prerequisites for admission, teaching and evaluation methods, number of credits, etc. are being revised, changes are made as needed.

4. Application of assessment results for programme enhancement - The most important stage in assessment of programme learning outcomes, when obtained results are analyzed and as a result of which the programme is enhanced. This stage includes the following actions:

- Comparing results with benchmarks and analyzing the expected level to which the students achieved the learning outcomes;
 - Determination whether there are one or more learning outcomes, which is (are) difficult to achieved or not achievable by the most of students.
- If any, curriculum chart should be analyzed and study courses that develop such learning outcome(s) should be reviewed.

Assessment of programme learning outcomes requires close cooperation and involvement of programme director(s) (if any), academic, invited and administrative staff. Involvement of programme implementing academic staff is necessary for creation of curriculum map, determination of programme learning outcomes assessment plan and analysis of assessment results. Feedback with students is also very important. However, in contrast with student assessment, the main purpose of assessment of programme learning outcomes is to evaluate and enhance the programme.

As a result of assessment, it is possible to:

- make changes to the content of study course(s), its prerequisites, order of study courses;
- add or remove study course(s)/ programme components (except for research component);
- make changes to student consulting services;
- make changes to in programme learning outcomes, assessment mechanism etc.

Conducted analysis and changes made as a result of analysis should be reflected in the report of assessment of programme learning outcomes.

Article 11. ECTS. Credit. Workload. Credit allocation¹⁰

1. ECTS – is a student-centered credit accumulation system based on the student workload required to achieve the objectives of the educational goals (1 ECTS credit = 25-30 hours; credit in BNTU = 26 hours). In general, student workload per year amounts to 60 credits (30 credits in semester), but taking into account of specificity of the educational or student's individual programme, annual workload may be less or more than 60 credits but maximum 75 credits¹¹;

2. Credit is a unit, used to measure student workload required for achievement of specific learning outcomes. Student workload is a time (hours) to be spent by typical student (a student with average abilities) to achieve specific learning outcomes. Student workload and thus credit includes contact hours (a period of 45-60 minutes of teaching/learning activity in which a lecturer is engaged face to face with a student/group of students, and it implies lectures, practicals etc.) and independent hours (student's independent work);

3. Credits are allocated for all components, provided for by the programme curriculum. Total number of credits needed to complete programme (gain qualification) could be divided into various programme components including: credits pertaining to programme mandatory components, credits pertaining to programme elective¹² study course/other components etc.;

4. Complexity or importance of programme component is not the basis for credit allocation. Credits depend only on the amount of time it takes to learn the subject matter and to complete the programme component successfully;

5. Credit can be awarded in recognition of the verified achievement of designated learning outcomes;

6. Calculation of the number of credits is based on the evaluation of the scope of work done by a typical student (a student with average abilities) within the specific period of time that may mean further specification of learning outcomes and give ground for adjustment of time (credits) pertaining to each programme component in curriculum.

Article 12. Calculation of academic workload. Verification of workload distribution

1. A student has certain amount of time that depends on the number of credits;

2. There is a link between the time spent by a student and planned outcomes;

- Time and certain level of training are necessary to obtain any knowledge and skills;
- Necessary preconditions for admission to programme/programme component (necessary knowledge and skills) are the basic elements that may influence the student workload;
- Actual time that any particular student needs to spend in order to achieve the learning outcomes will vary according the capacities of the individual student and be influenced by the degree of prior learning and to the mode of learning. The measure is a learning time -number of hours which it is expected a typical student need to achieve the specified learning outcomes.

4. To calculate the workload in programme component, the following is important:

- The total number of contact hours (number of hours per week x number of weeks);
- The scope of independent work which depends on complexity of the study course/etc. and the topic. Independent work may include the following elements: preparation for examination/questioning, seminar, practical/laboratory work etc., selection and reading of relevant material, writing of a paper, preparation of presentation etc.
- Educational activities that are best suited to the learning outcomes to be achieved, and assessment forms;
- Student workload-based average time (hours), required for achievement of learning outcomes.

5. Responsibility for programme design and number of credits for programme components lies with the official body (faculty and academic councils). The final responsibility for deciding on the teaching, learning and assessment activities for a particular amount of student time is delegated by faculty authorities (dean) to the programme staff and programme director;

7. Definition of complexity of learning materials is necessary for calculation of student workload in credits. Also, it is important to utilize questionnaires to check whether the students are able to perform their tasks in the prescribed period of time;

8. The student has a crucial role in the monitoring process to determine whether the estimated student workload is realistic, although monitoring is also a responsibility of the programmestaff;

9. Credit allocation accuracy should be checked by means of collection and analysis of complete information about real workload of a student, and this process should involve both, programme staff and students;

¹⁰ Source: Tuning Educational Structures in Europe, Universities' Contribution to the Bologna Process).

¹¹ Order of the Minister of Education and Science of Georgia (#3,05.01.2006) on approval of the Rule of Calculation of Higher Educational Programme Credits.

¹² Optional course unit – Course/module/other programme component that may be chosen as part of a degree programme but is not compulsory for all students. Some systems distinguish between electives (i.e. course units chosen from a pre-defined list) and completely free optional course units (Source: Glossary of Tuning terms).

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10. In order to assess student workload, the following form can be utilized, which is used for correct planning of programme component, includes actual time spent for study of course /module and allows verification of correctness of workload;
11. The first 2 parts of the table (headings: "Activities" and "Lecturer") are filled-in by study course syllabus author/implementer, where he/she indicates relevant activities and estimated time (hours) for each activity;
12. 3rd part of the table (heading "Student") is filled-in by the students and they indicate both contact and independent work time (hours) actually required/spent for accomplishment of/preparation for any activity – numbers referred to in the table are the arithmetic mean values of data indicated by the students;

Workload distribution accuracy checking (template)

Activities	Lecturer			Student		
	Number	Estimated work time of a student (hours)	Total hours	Number	Real work time of a student (hours)	Total hours
Teaching activity						
Lecture	15	1	15	15	1	15
Seminar	15	1	15	15	1	15
Group work	-	-	0	-	-	0
Practical classes/ Laboratory session	-	-	0	-	-	0
...	-	-	0	-	-	0
Learning activity						
Home work	10	1	10	10	1.5	15
Project	-	-	0	-	-	0
Reading materials to be studied	15	1	15	15	2	30
Preparation for discussion	-	-	0	-	-	0
Preparation for presentation	-	-	0	2	9	18
...	-	-	0	-	-	0
Evaluation						
Current (semester) grades	8	1	8	8	0.5	4
Mid-term exam	2	3	6	2	5	10
...	-	-	0	-	-	0
Final evaluation	2	3	6	2	6	12
Total:	67		75	67		119
	75 hours; 25 hours = 3 credits			119 hours; 25 hours = 4,76 = 5 credits		

13. In case of current programme, the table is filled-in by the students and course syllabus author/implementer separately. Comparison and analysis of data is made jointly by course syllabus author/implementer and programme director, and if necessary, course syllabus author makes changes;
14. In case of new study course, workload (hours and credits) is defined by syllabus author. Verification, assessment and specification are made during the first semester of delivery of study course.

Article 13. Teaching and learning methods¹³

1. Selection of teaching methods depends on instructional form of education (face to face education, distance education etc.). The following list has been formed:

- Seminar (small group teaching);
- Consultation (Tutorials);
- Research seminar;
- Exercise classes or courses;
- Classroom based practical classes (workshop);
- Problem-solving classes;
- Laboratory / practical teaching;
- Demonstration classes (presentations);
- Placement (Internship);
- Work-based practice and/or fieldwork;
- Distance learning, which may be IT-based.

2. Teaching methods can include the following:

- Conducting searches for relevant materials in libraries or on-line;
- Reading relevant materials, texts, review of literature;
- Selection, analysis, summarization of the most relevant materials/information/data for current needs;
- Practicing/exercising technical, laboratory and/or professional skills;
- Conducting increasingly complex, though small-scale research project, writing articles/reports/papers of increasing difficulty (in terms of size and complexity of the material);
- Identification and solution of problems;
- Problem solving oriented involvement;
- Working with other students, for example, to solve problem and prepare report thereon;
- Leading or being collaborative members of teams;
- Chairing and/or participating usefully in seminars (meetings);
- Making constructive criticism of the work of others, and using the criticism of others productively;
- Critical evaluation of own work;

¹³ Source: Tuning Educational Structures in Europe, Universities' Contribution to the Bologna Process).

- Preparing and making oral presentation, either in groups or individually;
- Communication on data/others through various forms of information and communication technologies.

Article 14. student assessment methods¹⁴

1. Student assessment¹⁵ is a central element of teaching and learning process. For the most of programmes described in Tuning method, wide range of assessment forms are used, for example: Test (to assess knowledge or skills); oral presentation; laboratory work report; text, data analysis; performance of skills while being observed, e.g. in work placements, laboratories; work placement reports or diaries; professional portfolios; fieldwork reports; written essays or report or parts of these, e.g. a written review of relevant literature, a critique of contrasting research papers;

2. For all assessment methods it is significant to deliver information to a student about assessment system and criteria¹⁶. This type of assessment is said to be formative, because the students learn by doing the work and then having the lecturer comment on how well they have achieved it, where they have done less well, how to improve and what steps might be taken to do this;

3. Sometimes, the assignment has both formative and summative functions. Usual form of summative assessment is an examination, which can be written or oral:

- Written examinations can take a wide range of formats, including: essays; multiple choice questions; problem to solve; Analysis of cases/data/texts; literature review, e.g., based on memory, or “open book”; and/or others;
- Oral examinations can also have a wide range of formats and divided into two main groups: 1) Oral questioning; 2) Demonstration of a practical skills;

4. Thesis (Bachelor’s/Master’s) – is an example of a complex mode of assessment. It is a summative assessment of a programme or substantial part of a programme, demanding the demonstration of a range of competences. It is also strongly formative in that it is normally prepared under the supervision of a lecturer and provides feedback to a student at different stages of the work. Summative examination may be oral or written. Final examination is always oral – defense of the thesis. Assessment is based on the student’s written work;

5. All forms of assessment have diagnostic function for both student and lecturer;

6. In European Guideline (Standards and Guidelines for Quality Assurance in European Higher Education. Area #1.3) there is noted that student assessment procedures should:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives;
- be appropriate for their purpose, whether diagnostic, formative or summative;
- have clear and published criteria for marking (point);
- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification; where possible, not rely on the judgements of single examiners.

Article 15. Application of statistical data in programme quality assurance

1. To ensure programme delivery quality, BNTU applies results of educational process monitoring, survey, interviewing and opinion analysis:

- Programme staff evaluates educational process, programme etc.;
- Students evaluate programme staff, programme and educational process;
- Potential employers and field experts evaluate programme relevance, content, objectives and planned outcomes, employability and competitiveness of graduates etc.;
- In order to define employment supporting factors, opinions of graduates are examined;

2. On the basis of monitoring results, analysis of expressed opinions, offers and recommendations, enhancement/improvement mechanism are elaborated;

3. Various indicators can be used for programme assessment, the purpose of which is to assess the programme by means of quantitative values. The part of indices may be used immediately upon delivery of the programme, and part of them - in the programme delivery process; for example:

- Academic performance index of programme students;
- Dynamics of enrollment at programme (number of students during several years);
- Number and proportion of students moved to the programme by mobility and moved out by mobility (during several years);
- Proportion of students enrolled at programme and programme graduates (during several years);
- Total number of employed programme graduates (according to years);
- Arithmetic average of diploma GPA of programme graduates;
- Number of programme graduates worked on their specialty (during several years);
- Survey of programme implementers, students, graduates, and analysis of results;
- Evaluation of the level of competence of employed programme graduates by employers etc.;
- Analysis of interviews and evaluations of potential employers and field experts;
- Programme evaluation by SWOT Analysis.

4. Information, obtained as a result of evaluation of programme implementation quality is used for improvement of existing situation, as well as further development of the programme.

Article 16. Quality enhancement at programme level: Tuning approach and methodology¹⁷

1. For programme development, Tuning model includes the following key elements:

- **Availability of necessary resources** – A precondition for delivering a programme is the availability of resources. The quality of these resources directly affects the quality of the programme. Resources include the availability of programme (academic, invited) staff, supporting staff and educational environment (in case of necessity of work placement – workplace location and supervisors). Facilities for teaching and research are

¹⁴ Source: Tuning Educational Structures in Europe, Universities’ Contribution to the Bologna Process).

¹⁵ Student assessment - The total range of methods used to evaluate the student’s achievement in a course unit or module. Typically, these methods include written, oral, laboratory, practical tests/examinations, projects, performances and portfolios. The evaluations may be used to enable the students to evaluate their own progress and improve on previous performance (formative assessment) or by HEI to judge whether the student has achieved the learning outcomes of the course unit or module (summative assessment); (Source: Glossary of Tuning terms).

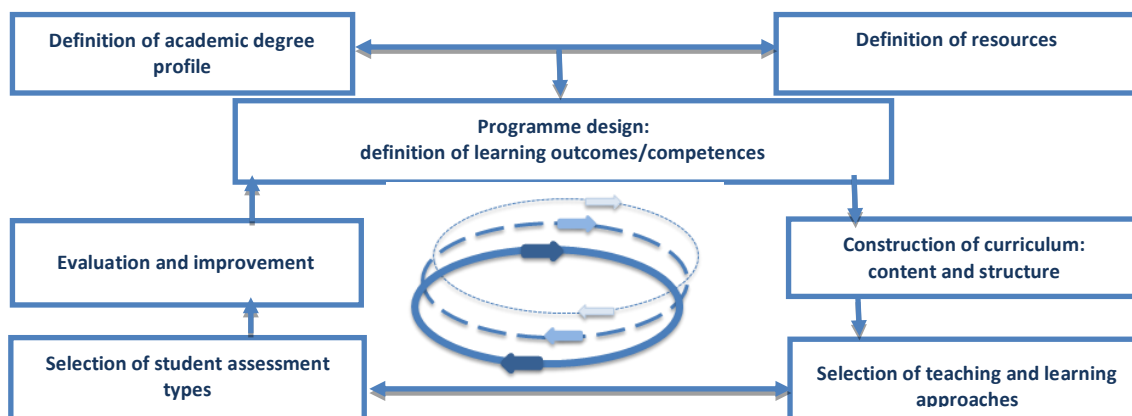
¹⁶ Assessment criteria- Description of what the student is expected to do and to what level, in order to demonstrate that a learning outcome has been achieved and to what extent. The criteria are indicated in course unit syllabuses /others (Source: Glossary of Tuning terms).

¹⁷ Source: Tuning Educational Structures in Europe, Universities’ Contribution to the Bologna Process).

also relevant. All of these require permanent monitoring;

- **Need of programme implementation (a need must be demonstrated and be established through consultations with relevant stakeholders)** – This consultation process should not only include the academic community, but also professionals and professional bodies and employers and other stakeholders. This group has a decisive role in defining academic reference point¹⁸ however, in the end it is the same staff (academic, invited) responsible for the programme, taking into account the identified reference points and the orientation and competences of available members of staff. Also, there must be coordinating structures, which guarantee coherence of the programme and make change possible, e.g. programme directors, head of department, academic council or representative board etc. responsible for design, approval, delivery and management of programme. Therefore, a broad spectrum of academic staff and students' views should be consulted so that the curriculum and educational approach is understood and supported by both staff and students.
- **Academic degree profile** – qualifications profile of each educational programme – aims and purposes should be clearly defined. Further clarity can be obtained by formulating these aims in the form of intended learning outcomes (statements of what the graduates should know, understand and be able to do) expressed in terms of the subject-specific and generic competences to be achieved. Curriculum design and student assessment should be coherent with this degree profile.
- **Curriculum designing** – process should consider the academic content and level. At the same time, it should be considered that one of the main goal in higher education is to promote autonomous learning, which has implications for teaching and learning methods and the overall student workload in terms of ECTS credits. The curriculum should not overload students with excessive and redundant content. Curriculum design should consider the employability of graduates and the development of citizenship as well as their academic and intellectual training;
- **Programme evaluation** – evaluation scheme should be in place to monitor and review the operation of each programme. The monitoring process should involve systematic collection and analysis of statistical information on key indicators, such as academic achievements, employment of graduates, student recruitment numbers, response to evaluative questionnaires, feedback of partner institutions etc. The results of analysis should be public and available. Various feedback and feedforward loops should be in operation. These should involve students, graduates and academic staff – there should be mechanisms for student survey and processing such information. The purpose of the feedback loops is to correct deficiencies in delivery and/or design of the curriculum, and feedforward loops are intended to identify expected developments, which should be taken into account when improving and/or developing programmes. In case of programmes incorporating workplace learning, feedback should be obtained from the stakeholder involved as to the suitability in practice of the students' competences and hence their employability.

5. Programme designing and improvement principles within Tuning project have been formed as "Dynamic quality development circle":



6. According to Tuning approach, individual courses should not be assessed and evaluated by themselves, but rather in the framework of the overall programme. Curriculum evaluation can be considered under three main headings:

- Educational process:
 - Degree profile (programme aims);
 - learning outcomes and competences;
 - programme structure and order of programme elements;
 - programme coherence;
 - division of workload over the semester and the academic year;
 - feasibility of programme;
 - teaching, learning and assessment method;
 - connection with previous stage of education;
 - international cooperation and student mobility.
- Educational outcome:
 - Study rate, cessation of study and switch -overs;
 - Outputs of first and second cycle;
 - employability.
- Environment (resources) required for programme implementation:
 - Structural and technical resources;
 - Staff and material resources;
 - Student support/services: student counselors/tutors.

Abovementioned elements are proposed in a "Checklist for Curriculum Evaluation", which is based on 14 main factors and which describes an ideal situation. To programme designing, implementation, monitoring and enhancement it is possible to use checklist form (see, Annex #2) along with the

¹⁸ Reference point - Non-prescriptive indicator allowing comparison of educational programmes at subject level (Source: Glossary of Tuning terms).

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“List of Key Questions” (see, Annex 1).

Article 17. SWOT analysis as the quality enhancement mechanism

1. SWOT-Analysis is one of the effective mechanism for assessment and making correct decisions, which identifies strengths and weaknesses, opportunities, threats and risks taking into consideration of impact of external factors, and it can be used for evaluation and further development of programmes.

Strengths	Weaknesses
Opportunities	Threats

2. With regard to programmes, the aim of SWOT Analysis is to obtain answers on key questions, for example, does BNTU use strengths for programme development; do existing weaknesses obstruct programme competitiveness, successful implementation and quality; what are existing threats; which factors will promote programme development as a result of usage of existing possibilities etc.

3. It is possible to combine SWOT analysis elements as follows:

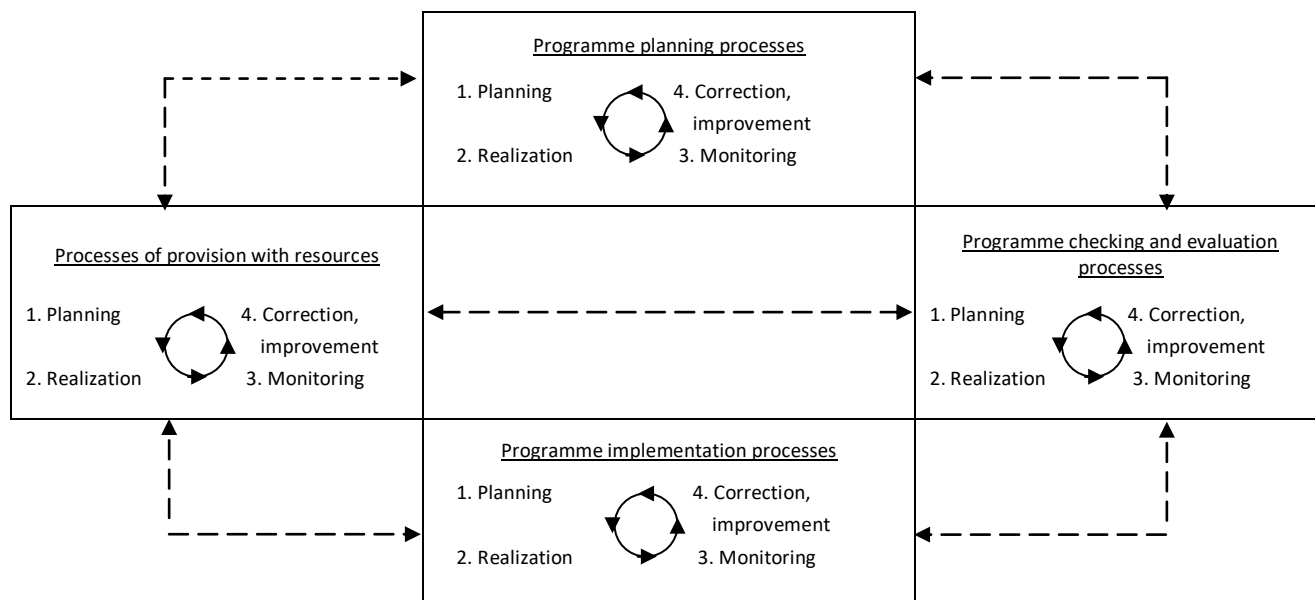
- “Opportunities- Strengths (advantages)” – determines further enhancement of existing advantages and future development strategy;
- “Opportunities - Weaknesses (disadvantages)” – determines strategy of elimination of existing weaknesses;
- “Threats - Weaknesses (disadvantages)” – determines possible limitations and hindering factors of prospective development strategy;
- “Threats - Strengths (advantages)” – specifies strategy of determination of possible development advantages.

4. Comparison of SWOT Analyses of two years provides possibilities for unbiased evaluation: Comparison of two SWOT Analyses makes it possible to determine how and to what extent the programme has been developed, which problems were solved and which new problems or risks occurred, what are the prospective and threats of development etc.;

5. The results of monitoring, evaluation, audit and study of attitudes of stakeholders (survey/meetings/recommendations/other), carried out during a year are the basis of annual SWOT Analysis;

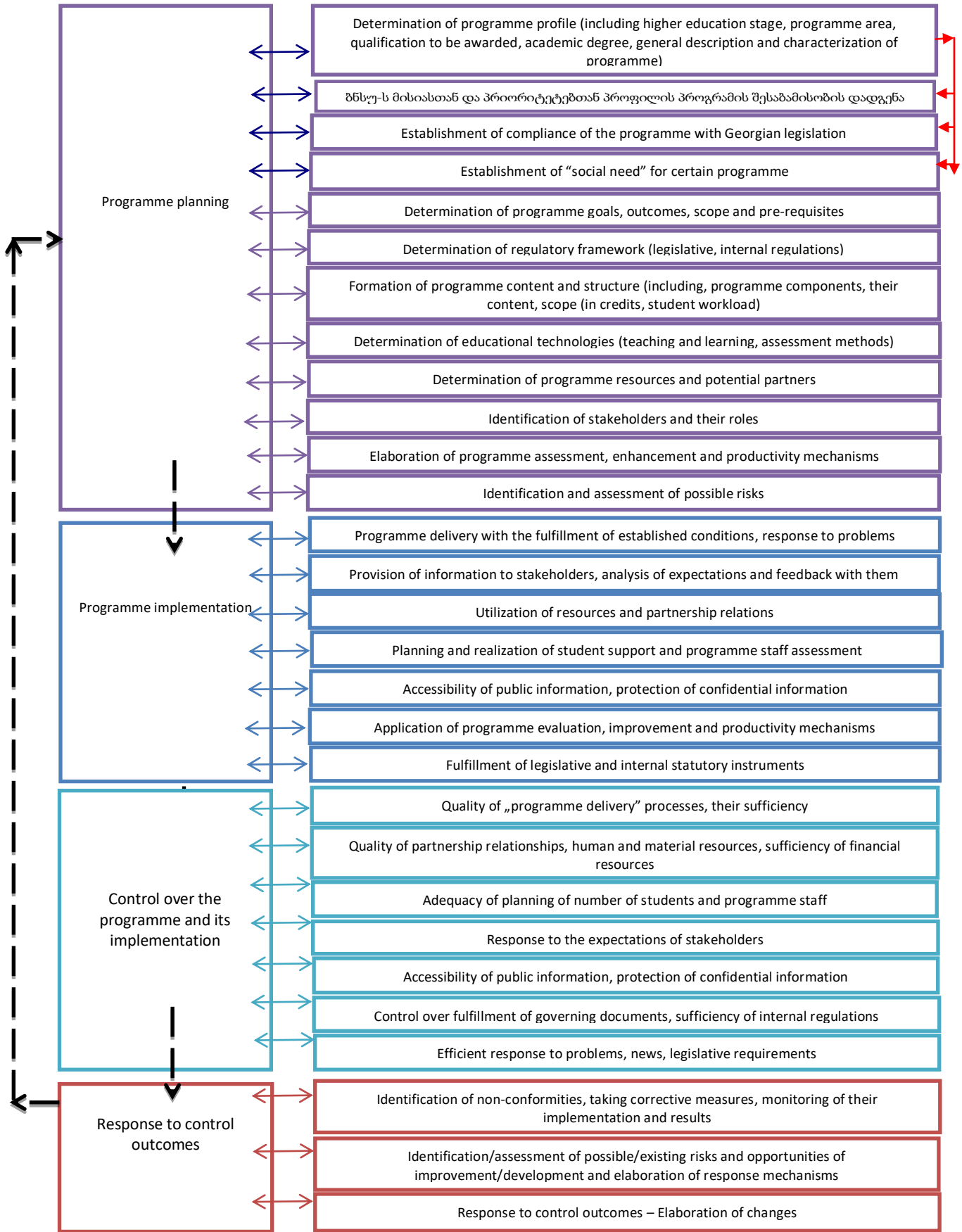
6. Annual SWOT-Analysis of a programme is made by programme director; on the basis of SWOT-Analysis, programme director elaborates recommendations the aim of which is to maintain and improve upsides/strengths, eliminate/ minimize weaknesses, exploit existing opportunities, correctly assess possible threats and minimize possible risks. Upon the recommendation of programme director, Faculty Council reviews programme assessment and SWOT Analysis, and makes corresponding decisions.

Article 18. ISO 9001:2015 and Continuous Improvement Cycle (PDCA) as quality enhancement mechanism





Flow chart of PDCA realization in programme life cycle processes and procedures:



Article 19_ Tuning List of Key Questions for Programme Design, Delivery, Maintenance and Evaluation in the Framework of the Bologna Reform¹⁹

1. Programme design

Items	Key questions
Academic degree profile	<ul style="list-style-type: none"> - Has the need for and the potential of new programme been established comprehensively fully and clearly? - Does it aim to satisfy established or new professional and/or social demands? - Were there consultations with stakeholders? Did they identify the need for new programme? - Was the approach used for the consultation adequate? Were the stakeholders selected the relevant ones for the consultation process? - Are the definition of the profile, the identification of the target groups and place of the programme in the national and international context clear? - Is there convincing evidence that the profile will be recognized in terms of future employment? Is it related to a specific professional or social context? - Is this profile academically challenging for staff and students? - Is there awareness of the educational context in which the programme is offered?
learning outcomes	<ul style="list-style-type: none"> - Have clear and adequate learning outcomes been identified at the level of the programme as a whole and of each of its components? - Will they result in the profile identified? Are they adequately distributed over the various parts of the programme? - Is the progression and coherence of the programme and its units sufficiently guaranteed? - Are the learning outcomes formulated in terms of subject-specific and generic competences covering knowledge, understanding, skills, abilities and values? - What guarantee is there that the learning outcomes will be recognized and understood within and outside Europe?
Competences	<ul style="list-style-type: none"> - Are the competences to be obtained by the student clearly identified and formulated, both subject- specific and generic? - Is the level of the competences to be obtained appropriate for this specific programme? - Are the competences to be gained expressed in such a way that they can actually be measured? - Is progression guaranteed in the development of the competences? - Can the competences obtained be assessed adequately? Is the methodology of assessment of the competences clearly specified and suitable for the expressed learning outcomes? - Are the approaches chosen for learning and teaching the competences clearly specified? What evidence is there to assure that the results will be reached? - Are the approaches chosen sufficiently varied and innovative / creative? - Are the competences identified comparable and compatible with the European reference points relative to the subject area?
Level	<ul style="list-style-type: none"> - Has the entrance level of potential students been taken into consideration when identifying their learning needs? - Does the level of learning outcomes and competences correspond to the level(s) of the degree (cycle) foreseen in the European Qualification Framework? - If sublevels are included, are these described in terms of learning outcomes expressed in competences? - Are levels described in terms of: a) acquiring knowledge, understanding, skills and abilities; b) applying knowledge, understanding, skills and abilities in practice; c) making informed judgments and choices; d) communicating knowledge and understanding; e) capacities to continue learning?
Credits and workload	<ul style="list-style-type: none"> - Is the degree programme ECTS based? Is it in alignment with the ECTS key features? - Have credits been allocated to the programme? How is the adequacy of this allocation guaranteed? - How are credits related to the learning outcomes of this programme? - How is the correlation between workload and credit allocation checked? - How is a balanced student workload guaranteed during each learning period in terms of learning, teaching and assessment activities? - What mechanisms are used for revision of credit allocation? How are the students involved in this process? - Is information on the programme (modules and/or course units) presented as described in the ECTS Users' Guide? - How is student mobility facilitated in the programme? - How are students advised about mobility? - How are the key documents of ECTS used for mobility? - Who is responsible for recognition and which are the procedures used?
Resources	<ul style="list-style-type: none"> - How is the formal acceptance of the programme and the resources required to deliver it, guaranteed? - Is the staffing (academic and supporting staff and workplace supervisors) for delivering the programme guaranteed? Does the programme require the use of teaching staff from outside the department/institution? - Is staff development foreseen in terms of (new) approaches to learning, teaching and assessment? - How are the necessary structural, financial and technical means (class rooms, equipment, health and safety procedures etc.) guaranteed? - In the case of workplace learning/placements, are there sufficient and suitable placements guaranteed?

¹⁹ Source: Tuning Educational Structures in Europe, Universities' Contribution to the Bologna Process)

2 Programme delivery, maintenance and evaluation

Items	Key questions
Monitoring	<ul style="list-style-type: none"> - How is the quality of delivery of the programme and its components monitored? - How is staff quality and motivation for the delivery of the programme monitored? - Are there systems in place to evaluate the quality of the learning environment in workplace learning/ placements? - Is the quality of class rooms and the equipment required to deliver the programme sufficient? - How is the entrance level of potential students monitored? - How is student performance monitored in terms of quality of learning outcomes to be obtained / competences to be achieved and time required to complete the programme and its components? - In what way is the employability of graduates monitored? - How is the alumni database organized? - Are data collected on the graduates' satisfaction with the programme?
Updating	<ul style="list-style-type: none"> - How is the system for updating / revision of the degree programme organized? - In what way can changes related to external developments in society be incorporated in the programme? - How is staff development related to programme updating organized and guaranteed?
Sustainability and information	<ul style="list-style-type: none"> - How is the updating of information regarding the programme organized and guaranteed? - How is the adequacy of the system of student support, advising and tutoring ensured? - Is a Diploma Supplement issued to the students automatically and without charge in a widely spoken European language?

Article 20. Tuning Checklist for Curriculum Evaluation²⁰

1. Educational process

Items	Comment
1. Educational process	<ul style="list-style-type: none"> • Premises: The degree programme has a clearly defined profile which is based on the demands set by an academic degree on the one hand, and by the needs of society on the other hand by taking the future labor-market of graduates (of that particular programme) into consideration. • Questions: To what extent do the available data show that the programme profile meets the demands set to it? If necessary, which adjustments are thought to be desirable?
2. Learning outcomes and competences	<ul style="list-style-type: none"> • Premises: The degree programme has clearly defined learning outcomes that reflect the programme profile. The learning outcomes are described in terms of competences to be attained by the students (knowledge, understanding and skills). • Questions: To what extent do the learning outcomes and competences correspond with the programme profile? If necessary, which adjustments are thought to be desirable?
3. Learning outcomes and competences of the separate programme components	<ul style="list-style-type: none"> • Premises: For each degree programme component a total of about five learning outcomes has been formulated, which clearly contribute to realizing the learning outcomes at programme level. The learning outcomes are described in terms of competences to be attained (knowledge, understanding and skills). • Questions: Are the learning outcomes explicitly mentioned in the course syllabus of module or course unit, and explained further when required? To what extent is it clear from the descriptions that specific competences are practiced? Is indicated which level of the competences is aimed for?
4. Programme structure and sequence of separate components	<ul style="list-style-type: none"> • Premises: The curriculum is structured in such a way that coherence is assured within the total programme, in the various phases of the programme, and the separate programme components, and continuous progression is made with regard to the generic and subject-specific competences that have to be attained in terms of knowledge, understanding and skills. • Questions: To what extent is it clear in practice that the programme is structured in such a way that coherence is assured and that progression is made with regard to knowledge, understanding and skills in relation to the learning outcomes and competences to be attained? If necessary, which adjustments are thought to be desirable?
5. Workload division	<ul style="list-style-type: none"> • Premises: The programme is structured in such a way that a well-balanced division of the total workload is realized for all programme components, according to both, semesters and academic years. The calculated workload per programme component must correspond with the time that a typical student needs to attain the required learning outcomes. • Questions: To what extent is it shown in practice that the total workload is divided according to the premises in the above? If necessary, which adjustments are thought to be desirable?

²⁰ Source: Tuning Educational Structures in Europe, Universities' Contribution to the Bologna Process)

6. Feasibility of programme	<ul style="list-style-type: none"> • Premises: The programme is set up in such a way that it is feasible for a typical student (to complete the programme within the given time frame). This implies a good mixture of teaching, learning and assessment methods, compatibility programme components and sufficient supervision/tutoring by the teaching staff. • Questions: To what extent are guaranteed that a well-balanced combination of teaching and learning and assessment methods is applied, sufficient supervision by teaching staff is available, and entrance requirements for programme components are only required when a motivation with regard to educational content can be given? If necessary, which adjustments are thought to be desirable?
7. Teaching, learning and assessment methods	<ul style="list-style-type: none"> • Premises: The teaching, learning and assessment methods used are varied and have been chosen because they are particularly well-suited to achieving the formulated learning outcomes and competences. • Questions: To what extent does the available information, in particular the educational and assessment regulations and course syllabi, assure that the formulated premises are being met? If necessary, which adjustments are thought to be desirable?
8. Connection with previous stage of education	<ul style="list-style-type: none"> • Premises: The programme has been set up so that it takes into consideration the entrance level of students. For first cycle programmes it concerns the connection to secondary education, and for second cycle programmes it concerns the connection to first cycle programmes. • Questions: To what extent is made certain that the programme is set up in such a way that a good transition is provided with regard to entrance qualifications for first and second cycle? If necessary, which adjustments are thought to be desirable?
9. International cooperation	<ul style="list-style-type: none"> • Premises: There is structural cooperation with foreign partner institutions. This cooperation can be joint degree programmes and/or facilitating student exchanges and recognizing the academic achievements undertaken at the partner institutions. • Questions: In what way is it guaranteed that students do not get behind schedule if they take part of their programme at a foreign partner institution, except when they are responsible for it themselves (e.g. because they have changed their programme without consultation, or because they have not completed programme components successfully). If necessary, which adjustments are thought to be desirable?

2. Educational product

Items	Comment
10. (Realized) output of 1 st or 2 nd cycle	<ul style="list-style-type: none"> • Premises: The Faculty/School aims to achieve the following aims: successful completion of the first year of study xx% (maximum two years after starting the programme), completion of a first cycle degree based on a completed first year xx% (four years after starting the educational programme), completion of a second cycle degree xx% (two or three years after starting the educational programme). • Questions: Does the programme realize the set percentages? If not, why? Which suggestions are made in that case to bring about improvement?
11. Employability	<ul style="list-style-type: none"> • Premises: The programme meets a need in society as can be concluded from the fact that the transition to the labor market in a broad sense is good. • Questions: Do graduates find (suitable) employment within a reasonable period of time that fits the profile and level of the degree programme?

3. Educational product

Items	Comment
12. Structural and technical facilities	<ul style="list-style-type: none"> • Premises: Sufficient structural and technical facilities and provisions are available for the delivery of the programme. • Questions: Are any bottlenecks apparent in practice in the delivery of the programme with regard to facilities and provisions?
13. Material and personnel means	<ul style="list-style-type: none"> • Premises: For the delivery of the programme sufficient quantitative and qualitative personnel means are made available in terms of teaching and supporting (administrative and technical) staff. Each programme / organizational unit has sufficient means for the delivery of the programme (guest lecturers, materials etc.). • Questions: To what extent are these resources sufficient in the practice?
14. Student support/services: advising and tutoring	<ul style="list-style-type: none"> • Premises: A system for student support is available to students. • Questions: In what way is the demand/need met for an adequate system of student support?

Article 21. Annexes

1. Annexes to this Regulations (if any), as well as documents/forms, developed on the basis thereof shall be the integral part of this Regulations.

Article 22. Final provisions

1. This document and the changes thereto shall be approved by BNTU Rector;
2. Immediately after this document became effective, the regulations/rules effective before and governing issues provided for by this Document shall be null and void;
3. Titles of articles in this Document are provided only for the convenience, and they shall not be regarded as for the determination, alteration or definition of any article;
4. Invalidation of any article/provision of this Document shall not invalidate remaining articles/provisions;
5. All the issues not covered by this Document and any other governing provisions effective in BNTU shall be governed in accordance with the

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effective Law of Georgia;

6. This Document shall be null and void after approval of new document.

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