



Rules Governing The Educational Process Of The University

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Chapter I. Rules for obtaining student status, suspension, termination, mobility and recognition of education received during the period of study for all levels of the educational program

Article 1. Scope of regulation

1.1 The present rule regulates the issues of obtaining student status, suspension, termination, mobility and recognition of education received during the period of study at the higher educational programs of NNLE "Georgian Institute of Public Affairs" (hereinafter referred to as "University"), student evaluation and academic degree awarding procedures, the rules for developing, amending and canceling the educational program, the rights and duties of the student and other issues related to the conduct of the educational process.

1.2 The University provides higher education programs at the bachelor's, master's and doctoral levels, as well as a higher professional education program. Issues related to the higher professional educational program are regulated by the provisions of Chapter X of the present rule.

1.3 The University conducts its activities in accordance with the current legislation of Georgia, including the Law of Georgia "On Higher Education", as well as this rule and other internal university regulatory documents.

§ 1. Rules for obtaining student status at the university

Article 2. The procedure for obtaining student status at the undergraduate level

- 2.1. Obtaining the status of a student at the university at the first (bachelor) level of higher academic education is carried out with or (in specific cases) without passing unified national exams, mobility and in accordance with the requirements established by the legislation of Georgia and this rule. Passing the creative tour/competition established by the relevant educational programs is a necessary prerequisite/precondition for obtaining the status of a student at the undergraduate educational programs of the artistic direction of the university.
- 2.2. A person who has a document proving complete general education or an equivalent document and who, based on the ranking of the coefficients of points obtained in the unified national exams, obtains the right to study at the bachelor's educational program. In the case of a person subjected to military registration, it is mandatory to present a document confirming his presence in the military registration.
- 2.3. In order to obtain the status of a student, the applicant is obliged to apply to the university for administrative registration and submit the documents specified by the order of the rector within the terms set by the mentioned order.
- 2.4. The duration of the university entrant registration period cannot be less than 10 calendar days after the publication of information on the entrant registration on the university's official website.
- 2.5. Based on the entrants' registration and submission of relevant documentation, the rector issues an order on the enrollment of entrants to the university and the granting of student status. The rector's legal act is issued no later than the 1st of October and is sent to the Ministry of Education and Science of Georgia.

- 2.6. Based on the ranking document and the rector's order on enrolling entrants and granting student status, an appropriate contract is signed with the student.
- 2.7. An applicant who does not apply to the university within the time frame provided for registration, has the right to apply to the university with a request for enrollment until September of the following year after the issuance of rector's order. In such a case, the rector issues an individual administrative-legal act, so as to ensure the person's admission to the educational process and the achievement of the learning outcomes in accordance with the law. The rector's act is sent to the Ministry of Education and Science of Georgia within 15 days of its publication. In this way, the enrollment of a person in the university, in accordance with the legislation of Georgia, excludes the possibility of using the obtained state training grant.
- 2.8. Studying at the undergraduate educational programs of the university without passing the unified national exams is allowed in accordance with the rules and deadlines established by the Ministry of Education and Science of Georgia:
 - 2.8.1. for citizens of foreign countries and stateless persons who have received complete general or equivalent education in a foreign country;
 - 2.8.2. for citizens of Georgia who received full general or equivalent education in a foreign country and studied the last 2 years of full general education in a foreign country;
 - 2.8.3. for citizens of foreign countries (except for students participating in a joint higher education program and students participating in an exchange education program), who study/studied and received credits/qualification in a foreign country in a higher education institution recognized in accordance with the legislation of the relevant country;
 - 2.8.4. For citizens of Georgia (except for students participating in the joint higher education program and students participating in the exchange education program), who live/lived, study/studied and have received credits/qualifications in a foreign country recognized in accordance with the legislation of this country for the period determined by the Ministry of Education and Science of Georgia in a higher educational institution.

Article 3. The procedure for obtaining the status of a student at the master's level

- 3.1. Obtaining the status of a student in the university at the second (master's) level of higher academic education is carried out based on the results of common master's exams, mobility or without passing common master's exams, in accordance with the requirements established by the legislation of Georgia and this rule.
- 3.2. For those wishing to continue their studies at the master's level, the university sets an internal university exam in the relevant specialty, and the university is authorized to set an additional exam in a foreign language and/or an interview.
- 3.3. A master's degree candidate will be eligible to participate in the examination/examinations/interviews determined by the university if he passes the minimum threshold established by law in any three of the four parts of the common master's examination test (unless otherwise determined by the university).
- 3.4. In order to pass the examination/examinations determined by the university and pass the interview (if any), the registration of candidates for the master's degree is carried out according

to the order of the rector of the university and within the prescribed period. The duration of the period of registration of candidates for master's degree cannot be less than 5 calendar days after the publication of the Act on the registration of candidates for master's degree on the official website of the Rector.

- 3.5. In the event that a specific master's degree educational program includes an interview, it is conducted after the internal university exam/exams. Each master's program sets the format of the exam/examinations and the minimum score, upon passing of which the candidate for the master's degree will be invited for an interview (if any) or the internal university exam/exams will be considered passed.
- 3.6. Master's degree candidates who do not agree with the results of the internal university examination/examinations and/or interviews have the right to submit a protest application to the university within 3 calendar days from the notification of the results.
- 3.7. The rector of the university creates a complaints board for the purpose of considering the claim statements of the candidates for master's degree. The complaints board cannot include those persons who have participated in the evaluation of candidates for the master's degree.
- 3.8. After the publication of the final results of the internal university examination/examinations and interview with the admissions committee (if any) and the expiration of the deadline for receiving applications, the university creates a ranking document with coefficients of the master's examinations.
- 3.9. Only those candidates for Master's degree who have successfully passed the common Master's examination and the internal university examination/examinations and interview with the admission committee (if any) will be included in the ranking document with the coefficients of the Master's examinations.
- 3.10. The university creates a ranking document based on the coefficients of the master's examinations based on the number of places announced for master's degree candidates in the relevant specialty/specialty's master's programs, the standardized score obtained by the master's candidate and the coefficient(s) assigned to the test/examination determined the university (if any)), and if the coefficients are identical, after the test parts and/or exam priority.
- 3.11. A corresponding agreement is signed between the persons specified in the ranking document by the coefficients of the master's examinations and the university, on the basis of which, by the order of the rector, the person is enrolled in the relevant master's program and is assigned the status of a student.
- 3.12. Candidates for master's degree can be enrolled in the university only after presenting a document confirming academic higher education recognized by law - a diploma and a document confirming being on military registration by a person subjected to military registration according to the law.
- 3.13. The information about the persons enrolled in the master's educational programs of the university is displayed in a special electronic program until October 5 of the year of the general master's exam.
- 3.14. In order to promote the candidates for master's degrees and the mobility of students, it is allowed to study at the university without passing the common master's exams, in accordance with the procedure established by the Ministry of Education and Science of Georgia and within the established deadlines:
 - 3.14.1. For master's degree candidates who received a document confirming the academic degree of the relevant higher education in a foreign country;

- 3.14.2. For citizens of foreign countries (except for students participating in a joint higher education program and students participating in an exchange education program), who study/studied and received credits/qualifications in a foreign country in a master's degree program of a higher education institution recognized in accordance with the legislation of that country;
- 3.14.3. For citizens of Georgia (except for students participating in a joint higher education program and students participating in an exchange education program) who live/lived, study/studied in a foreign country and have received credits/qualifications in the master's degree of a higher educational institution recognized in accordance with the legislation of that country for the period determined by the Ministry of Education and Science of Georgia; In other cases determined by law.

Article 4. The procedure for obtaining student status at the doctoral level

Obtaining the status of a student at the university of the third level of higher academic education (doctorate) is carried out in accordance with the rules defined by the Dissertation Council of the School of Social Sciences of the NNLE GIPA - Georgian Institute of Public Affairs and the regulation of doctoral studies.

§ 2. The rule of suspension, termination of student status, recognition of education received during the period of study and mobility¹

Article 5. Grounds for suspension of student status:

- 5.1. The grounds for suspending student status are:
 - 5.1.1. Health, family and work situation;
 - 5.1.2. Studying in a foreign country, in a higher educational institution, except for studying within the exchange educational program;
 - 5.1.3. Pregnancy, childbirth, child care;
 - 5.1.4. Non-payment of tuition fees within the established terms;
 - 5.1.5. Statement of personal or legal representative (without specifying the reason).
- 5.2. In the event that the student suspends the student status within 30 calendar days after the beginning of the semester, based on a personal statement, the student is exempted from the obligation to pay the tuition fee for the current semester. After 30 calendar days from the beginning of the semester, in case of suspension of the status, the student is obliged to pay the tuition fee provided for the current semester in full, in accordance with the conditions specified in the contract.
- 5.3. In order to suspend (except for paragraph 5.1.4 of this article) or restore student status, the student shall submit a written application addressed to the dean of the relevant school or the Rector of the university. In the event that the reason for suspending the student's status is the circumstance provided for in paragraph 5.1.4 of the present article, the student's status will be restored after the repayment of the relevant financial debt.
- 5.4. The student who wants to restore the suspended status is obliged to apply in writing to the coordinator of the relevant educational program or university 14 calendar days prior to the start of the relevant semester. After the expiration of the mentioned period, the suspended

status is not subject to recovery until the beginning of the next semester, in which case the student must apply again to the coordinator of the relevant educational program or university within the period determined by this paragraph. This clause does not apply if the reason for suspending student status is financial debt incurred in the current semester.

- 5.5. The application related to the suspension/reinstatement of student status is submitted by the Dean to the Rector of the University for approval. The change of the student's status is recorded in the unified register of students of the education management information system.
- 5.6. The maximum period of suspension of student status is 5 years in total, after which the student status is terminated, except for cases provided by law.
- 5.7. In the event that of changed circumstances, including tuition fees for the educational program, after reinstatement of suspended status, the student continues to study based on the new agreement or amendments to the existing agreement.
- 5.8. During the period of suspension of the student status, the University and the student shall be exempted from the performance of mutual rights and obligations, without termination of the student status.
- 5.9. In the event that the educational program in which the student was enrolled before the suspension of his/her status is canceled or the qualification and/or program goals and learning outcomes are changed at the time of restoration of the student's status, the student is entitled to use internal mobility and continue his studies in another educational program of the corresponding level or transfer to another higher educational institution, according to the law.

Article 6. Suspension of student status due to non-payment of tuition fees and individual payment schedule

- 6.1. A student who misses the deadline for payment of tuition fees specified in the contract or individual payment schedule will have his/her active student status suspended no later than 5 working days after the deadline.
- 6.2. Within 2 working days after the deadline for payment of tuition fees, the university's electronic management database will provide information about the student's personal data and debts to the university's case manager.
- 6.3. Due to non-payment of tuition fees within the terms established by the contract or individual payment schedule, the status of the student is suspended by order of the rector. Information about the change of the student's status is reflected in the education management information system by the case manager.
- 6.4. A student whose active status is suspended:
 - 6.4.1. will not be allowed in the training process until the active status is restored;
 - 6.4.2. Absence will be recorded in the electronic management database of the university;
 - 6.4.3. Course component(s) provided during the status suspension period will not be subjected to assessment.
- 6.5. A student who wants to use an individual payment schedule must apply to the financial department of the university no later than 14 calendar days before the payment deadline.

- 6.6. The financial department of the university makes a decision on whether to accept the student's application or refuse to accept the application within 7 calendar days after the student's application.
- 6.7. The application submitted in violation of the deadline specified in clause 6.5 is not subjected to satisfaction.
- 6.8. In case of a student's request for an individual payment schedule of tuition fees, the deadline for payment for the corresponding academic year for graduating students should not exceed June 1, and for other students - June 30 of the current academic year.
- 6.9. The suspended status of the student based on tuition fee arrears is subjected to restoration after full payment of the relevant arrears.

Article 7. Grounds for termination of student status:

- 7.1. Grounds for termination of student status are:
 - 7.1.1. Completion of the educational program;
 - 7.1.2. Suspension of student status for 5 years in total;
 - 7.1.3. Impossibility of achieving learning outcomes provided for by the institution's educational program;
 - 7.1.4. Gross and/or repeated violation of the norms defined by the University Code of Ethics;
 - 7.1.5. Harming the reputation of the university and its legitimate interests;
 - 7.1.6. Receiving 3 (three) unsatisfactory grades (F) in the same compulsory study component by a student of a bachelor's/master's educational program;
 - 7.1.7. Receiving 2 (two) unsatisfactory grades (F) in the study component by the student of the doctoral educational program;
 - 7.1.8. Personal Statement;
 - 7.1.9. Death.
- 7.2. Student status is terminated based on the rector's order, which is the basis for terminating the contract with the student. The aforementioned does not release the parties from the mutual obligations that arose before the termination of the contract and were not fulfilled.
- 7.3. Termination of student status has legal consequences 12 months after the issuance of the relevant order, during which time the student status is considered suspended and the person is entitled to enjoy the right of mobility.
- 7.4. In case of termination of student status, its re-acquisition is allowed in accordance with the law.

Article 8. Rules of student mobility

- 8.1. Enrollment of a student in the educational program of the university by the method of mobility is carried out in accordance with the order № 10 "On approval of the procedure for transferring from a higher educational institution to another higher educational institution".
- 8.2 Mobility (including internal mobility) can be carried out within one level of higher education.
- 8.3 The student has the right to mobility after one year of studying at the corresponding level of higher education. The period of study does not include the time during which the student's status was suspended.

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8.4. In case of changing or canceling the educational program at the university, the university ensures the mobility of the student of the corresponding program in accordance with the law.

8.5. Mobility can be carried out both in the educational program at the university (internal mobility) and in another authorized higher educational institution by observing the conditions and deadlines determined by the legislation of Georgia.

8.6. The right to mobility is available to a person whose enrollment in the institution was carried out in accordance with the law, and at the moment of registering as a mobility applicant on the electronic portal, he is a student of the institution.

8.7. The right to mobility is also available to the person provided for in paragraph 8.6 of this article, whose status as a student of the institution has been suspended at the moment of registration on the electronic portal, as well as to the person who successfully passed the unified national exams and who cannot apply for enrollment to the institution specified in the ranking document approved by the National Center for Assessment and Examinations since the institution was liquidated without determining a successor, the institution lost its authorization, the institution's right to admit students was restricted, or the educational program is no longer implemented.

8.8. The decision on the participation of the educational programs of the university in the mobility announced by the education management information system is made by the dean of the relevant school in agreement with the head of the program. Information about the educational programs participating in the mobility and the announced places will be provided to the case manager for reflection on the relevant portal/communication channels.

8.9. In order to administer the mobility process, the rector of the university sets the deadline for the documentation to be submitted by the persons who wish to continue their studies at the educational programs of the university in the manner of mobility (including internal mobility). A mobility applicant who does not submit an application for enrollment to the institution within the established period loses the right to enroll in the educational program, except for the cases stipulated by the legislation of Georgia.

8.10. The University has the right to establish additional requirements regarding the enrollment of a student under the mobility rule (including the internal mobility rule), which may involve an internal examination, review of documentation and/or passing of an interview.

Article 9. Recognition of education during the study period

9.1. Credits received within the framework of the educational program of the higher educational institution, in which enrollment and teaching were carried out according to the Law of Georgia "On Higher Education", are subject to recognition.

9.2. The head of the relevant program, if necessary, together with the academic and invited staff, will study the courses completed and accumulated credits at the university/educational program in which the person is registered and determine their compatibility with the relevant educational program on which the person is interested in continuing his studies.

- 9.3. Credits for study courses are recognized based on the learning goals and results, after the analysis of the syllabi and content of the study courses taken by the student.
- 9.4. The coordinator of the relevant educational program informs the person who wishes to continue studying at the educational program of the university on the basis of mobility, of the decision made by the head of the educational program regarding the recognition of the completed training courses and accumulated credits.
- 9.5. Depending on the number of recognized credits, the head of the educational program determines from which semester a person transferring by mobility can continue his studies.
- 9.6. Depending on the prerequisites and study plan of the training courses that make up the curriculum of the educational program, it is possible that the person transferring by the mobility method needs to complete an additional semester (semesters), about which he should be informed in advance.
- 9.7. A person interested in continuing his studies at the university's educational program on a mobility basis must confirm with his signature that he agrees to recognition of the educational courses and credits provided by the decision taken by the head of the educational program.
- 9.8. If the credit of the course taken by the student exceeds the credit of the course considered appropriate as provided by the educational program of the university, then it is possible to recognize only as many credits as provided by the curriculum of the educational program of the university.
- 9.9. If the credit of the study course taken by the student is less than the credit of the study course considered equal to the course provided by the educational program of the university, the subject taken by the student must be given the credit provided by the curriculum of the relevant educational program of the university.
- 9.10. If the other HEI uses a different grading system than ECTS credits, the student must present an official document issued by the primary HEI explaining the compatibility of this system with the European Credit Transfer and Accumulation System (ECTS).
- 9.11. If another higher education institution uses a system different from the study evaluation system provided in Article 4 of Order №. 3 of the Minister of Education and Science of Georgia dated January 5, 2007, the student must present the documented compatibility of the evaluation system operating at the relevant university with the 100-point evaluation system. In the case of non-presentation of the document provided for in this paragraph, the student's grade/grades are considered individually based on the analysis of the documentation submitted by the student, and the university determines their compatibility with the 100-point system.
- 9.12. A contract is signed between the person who wishes to continue his studies in the educational program on the basis of mobility and the university, on the basis of which the rector's order is issued to enroll the person in the relevant educational program of the university.
- 9.13. If the number of applicants for mobility to the educational program of the university is greater than the number of registered places, the students whose results of the unified national/general master's exams are higher than the corresponding results of other mobility applicants will be allowed to enroll in the university according to the number of places registered by the institution.

- 9.14. In the event that a student presents a document (international certificate of foreign language knowledge (TOEFEL, IELTS, etc.), internal testing, etc.) proving the appropriate level of the mandatory component of the foreign language provided by the educational program, he/she is exempted from the obligation to pass the said educational component, and, at the same time, the credit for the component must be earned through another elective course.
- 9.15. The head of the relevant program will review the document provided in paragraph 9.14 of the present article together with the staff implementing the foreign language component and make a decision on whether to accept or reject the student's application.

Article 10. Rules of internal student mobility

- 10.1. The University is authorized to announce internal mobility twice a year, based on the Rector's order. The internal mobility process is administered by the university.
- 10.2. The student obtains the right to internal mobility after one semester of studying at the corresponding level of higher education. The period of study does not include the time during which the student's status was suspended. A student can transfer internally to the educational program for which he meets the prerequisites for admission.
- 10.3. The decision on the participation of educational programs in internal mobility is made by the dean of the relevant school in agreement with the head of the program. Information about educational programs participating in internal mobility and announced places is provided to the rector of the university for reflection in the relevant order.
- 10.4. The student has the right to request a transfer from one educational program of the university to another educational program in case of personal desire or cancellation of the program. For this purpose, the student applies to the dean of the school to whose educational program he wants to transfer and submits the documents determined by the order of the rector of the university (if any).
- 10.5. A student who wishes to use internal mobility is obliged to fully repay the existing financial debt to the University (if any).
- 10.6. Recognition of student's credits in the process of internal mobility is carried out in accordance with clauses 9.1-9.3 of Article 9 of the present rule.
- 10.7. An agreement is signed between the person who wishes to continue his studies in the educational program by internal mobility and the university, on the basis of which the rector's order is issued to enroll the person in the relevant educational program of the university.

Article 11. Rules for calculating tuition fees in case of student mobility

- 11.1 In the case of student mobility/internal mobility, the tuition fee will be calculated according to the following rule: the sum of credits recognized by the university for a student transferring through mobility/internal mobility is subtracted from the sum of credits provided by the relevant educational program. The received difference is multiplied by the fee of one credit provided by the relevant program. The fee for one credit is calculated by dividing the total tuition fee of the educational program (in accordance with the duration of the academic program) by the total number of credits provided by the educational program.

Chapter II. Rules for accumulating credits, evaluating students' knowledge, conducting exams, awarding academic degrees and issuing educational documents

§ 1. System and criteria of credit accumulation and student knowledge evaluation

Article 12. Definition of terms

12.1 The terms used in this chapter have the following meanings:

- 12.1.1. Credit – a unit that expresses the required learning load for the student expressed in time units-hours and which can be obtained after achieving the learning results;
- 12.1.2. Contact hours – the time determined for the student's educational activities with the involvement of the personnel implementing the component of the educational program;
- 12.1.3. Independent hour – the time of the student's educational activity without the involvement of the personnel implementing the component of the educational program;
- 12.1.4. Educational program components – educational component and scientific-research/research component;
- 12.1.5. Educational component – a constituent part of the educational program, which is presented in the form of a training course, module, practice, creative/practical project, undergraduate research project/thesis or other component;
- 12.1.6. Scientific-research component – a constituent part of the master's and doctoral educational program, which is presented in the form of a master's project/thesis, dissertation or creative/performative work or other scientific project/work/activity;
- 12.1.7. Student's learning load – time required to achieve learning outcomes defined by the educational program. The student's study load should be based on independent and contact hours;
- 12.1.8. Teaching-learning method – means of sharing knowledge to the student by the person implementing the component of the educational program, such as: lecture, work in a working group, practical work, seminar, teaching with electronic resources, e-learning and others. The teaching-learning method may include relevant activities (discussion, debate, demonstration, presentation, seminar and others);
- 12.1.9. Assessment forms – assessment forms are intermediate assessment (single or multiple) and final assessment, the sum of which represents the final assessment;
- 12.1.10. Assessment components – part of the assessment forms that determine the method/methods of assessing the student's knowledge and/or ability and/or competencies, which may combine uniform assessment methods (oral/written exam, oral/written survey, creation of an audio-visual work, practical/theoretical work and others);
- 12.1.11. Assessment method – means to be used to assess the learning outcomes defined in the component of the educational program (test, essay/essay, demonstration, presentation, discussion, presentation of an audio-visual work, participation in a play/staging,

concert performance, performance of a practical/theoretical task , working in a working group, participating in a discussion, solving a case study, participating in a simulated process, objectively structured clinical examination and others);

12.1.12. Evaluation criterion – a measurement unit of the evaluation method, which determines the level of achievement of learning outcomes.

12.2 The student's educational activities (student workload) include:

12.2.1 Attending lectures, seminars, practical and laboratory classes (if any);

12.2.2 Independent study;

12.2.3 Educational, scientific and production practices;

12.2.4 Exam preparation-passing;

12.2.5 Other activities related to educational activities.

12.3 Study week/semester/year:

12.3.1. Study week is a period of time on which the study load of a student with average academic achievement is distributed and includes a combination of both contact and independent time activities.

12.3.2. A semester is a period of time that includes a combination of academic weeks, the period of conducting an exam/supplementary exam and evaluating the student's achievement of learning outcomes.

12.3.3. Academic (academic) year is a set of semesters and a rest period between them, which does not exceed 12 continuous calendar months.

12.3.4. The educational program of the university includes an average of 60 (ECTS) credits during one academic year.

Article 13. Credit system

13.1. Taking into account the peculiarities of the university's educational program and/or the student's individual curriculum, it is allowed for the student's study load to exceed 60 credits or be less than 60 credits during one academic year. It is not allowed for a student's study load to exceed 75 (ECTS) credits in one academic year.

13.2. The duration of the doctoral educational program is at least 3 years and its educational component includes no more than 60 credits.

13.3. Credit is distributed among each component determined by the educational program (except for the scientific-research component of the doctoral level educational program) and includes the contact and independent hours required for the learning outcomes achieved by the specific component.

13.3.1 The study component is one semester.

13.3.2 One credit covers a student's study load of 25 hours, which combines both contact and independent hours.

13.3.3 When calculating the credit, the time determined for the additional exam (preparation, passing, evaluation) as well as the consultation time with the person implementing the component of the educational program should not be taken into account.

13.3.4 The allocation of credits between the various learning components must be based on a realistic assessment of the workload of a student with average academic achievement, which is required to achieve the learning outcomes and objectives set for each component.

13.3.5 In the university, the educational component with the same content, scope, goals and learning results includes the same number of credits for students of all programs.

Article 14. Evaluation of the student in the study component

- 14.1. Assessment of the level of achievement of the student's learning outcome in each component of the educational program should include intermediate and final assessment.
- 14.2. At the beginning of the training component, the lecturer is obliged to submit the student syllabus, which will present in detail both the teaching-learning method and evaluation components, as well as when and in what form the mid-term and final evaluation/evaluations will be conducted and other components prescribed for the syllabus by the general regulatory acts of the university.
- 14.3. Each assessment component must be quantified (percentage or points) from the total assessment score (100 points) in the final assessment.
- 14.4. It is not allowed to grant credit in the learning component using only one form of assessment (interim or final assessment). Credit is given to the student in case of receiving a positive assessment. If, by summing up the grades/examinations provided by the study course, the student gets 51 or more points, but he/she does not pass the minimum competency threshold in the final exam/assessment, no credit is given and he/she is entitled to take an additional exam.
- 14.5. Each form of assessment includes an assessment component/components, which include an assessment method/methods, and the assessment method/methods are measured by assessment criteria.
- 14.6. The assessment component, method and criteria must be adequate for the assessment of learning outcomes defined and achievable by the educational program component.
- 14.7. The person implementing the training course is obliged to provide the student with feedback on the achievement of learning outcomes, its strengths and areas for improvement, and the evaluation received.
- 14.8. In the intermediate and final forms of evaluation, the minimum competence limit should be defined. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment.
- 14.9. Academic and invited staff are entitled to determine the minimum competence limit in the intermediate and final assessment component individually within the range of 20% to 50%.
- 14.10. Assessment of the learning outcomes of the components of the educational program (except concentration and module) must be completed in the same semester in which it was carried out.
- 14.11. The evaluation system allows:
 - 14.11.1 Five types of positive evaluation:
 - a) (A)Excellent - 91-100 points;

- b) (B) Very good – 81-90 points;
- c) (C) Good – 71-80 points;
- d) (D) Satisfactory – 61-70 points;
- e) (E) Sufficient – 51-60 points.

14.11.2 Two types of negative evaluation:

- a) (Fx) Failed - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;
- b) (F) Failed – 40 points and less, which means that the work done by the student is not enough and he/she has to study the course/subject afresh.

14.12. In case of receiving Fx in the study component of the educational program, the university is obliged to schedule an additional exam at least 5 days after the announcement of the results of the final exam.

14.13. The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam.

14.14. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program's training component.

14.15. Taking into account the evaluation received on the additional exam, in case of receiving 0-50 points in the final evaluation of the educational component, the student is assigned an F-0 point.

Article 15. Evaluation of students in the scientific-research component

15.1. The university is authorized to determine the deadlines for the completion of the scientific-research component, taking into account the goals, learning outcomes and specifics of the master's and doctoral educational programs. A thesis, master's project/thesis, creative/performance work, or other scholarly project/thesis must be evaluated in the same or the following semester in which the student completes work on it.

15.2. The master's project/thesis, dissertation or creative/performative work, or other scientific project/thesis submitted for the awarding of an academic degree must be evaluated as a whole - with a final evaluation.

15.3. Master's project/thesis, creative/performative work or other scientific project/thesis is evaluated by the system defined by Article 14, Clause 14.11 of this rule.

15.4. For the scientific-research component of the master's educational program, in case of receiving the assessment provided for in Article 14, Clause 14.11.2, subparagraph "a", the master's student has the right to submit the revised scientific-research component during the next semester. In the case of receiving the assessment provided in Article 14, Clause 14.11.2, "b", the master's student loses the right to present the same scientific-research component.

15.5. Taking into account the goals, learning outcomes and specificity of the higher educational program at the doctoral level, the university determines, and in the case of the higher educational program at the master's level - it is authorized to determine the prerequisites for the student's admission to the defense of the master's project/thesis, dissertation or creative/performative work

or other scientific project/thesis, which provides periodic formative assessments of student's progress.

Article 16. Evaluation system of the scientific-research component at the doctoral level

- 16.1. The evaluation system of the scientific-research component/components of the doctoral educational program is:
 - 16.1.1. Excellent Summa cum laude – excellent work;
 - 16.1.2. Very good (magna cum laude) – a result that exceeds the requirements in every way;
 - 16.1.3. Good (cum laude) – a result that exceeds the requirements;
 - 16.1.4. Average (bene) – an average-level paper that meets the basic requirements;
 - 16.1.5. Satisfactory (rite) - a result that, despite the shortcomings, still meets the requirements;
 - 16.1.6. Unsatisfactory (insufficient) – work of an unsatisfactory level, which cannot meet the set requirements due to significant gaps in it;
 - 16.1.7. Completely unsatisfactory (sub omni can one) – a result that does not meet any of the requirements.
- 16.2. The university is authorized to adjust the evaluation system defined in paragraph 16.1 of this article to the grade indicators.
- 16.3. In case of receiving an insufficient assessment, the doctoral candidate is allowed to submit a revised thesis within one year. For this purpose, he has the right to apply to the administrative head of the program with a reasoned statement within one month after the announcement of the result of the thesis, with the request to rework the paper and repeat the defense of the thesis.
- 16.4. In case of receiving a completely unsatisfactory (sub omni canone) evaluation, the doctoral student loses the right to rework and submit the same thesis.

Article 17. Students' Grade Point Average (GPA)

- 17.1. A component of the student's knowledge assessment system is the calculation of the Grade Point Average (GPA).
- 17.2. The student's grade point average (GPA) is calculated by multiplying the grade received by the student in each subject provided by the study program by the credit of the same subject. The product of subjects and credits is added up and divided by the total number of credits of subjects passed.
 - 17.3.1. A = 4;
 - 17.3.2. B = 3, 2;
 - 17.3.3. C = 2, 4;
 - 17.3.4. D = 1, 6;
 - 17.3.5. E = 0, 8.
- 17.3. The specific share of the mark for calculating the average indicator is:
 - 17.3.1. A = 4;
 - 17.3.2. B = 3, 2;

17.3.3. C = 2, 4;

17.3.4. D = 1, 6;

17.3.5. E = 0.8.

§ 2. Rules and conditions of conducting examinations for educational programs

Article 18. Scope and purpose of regulation

18.1. The present paragraph regulates the procedure for conducting examinations/evaluations for the educational programs within LEPL GIPA - "Georgian Institute of Public Affairs" and ensures the transparency and fairness of the examination process.

18.2. The purpose of this rule is to ensure the organization and conduct of midterm and final exams/assessments for the educational program with a uniform procedure.

18.3. The purpose of the exam/assessment is to check the actual knowledge of the student, as well as the student's ability to use this knowledge, analytical and critical thinking, description and evaluation skills, which, on the one hand, serves to assess the achievement of learning outcomes and on the other hand, serves to ensure the objectivity, fairness and transparency of the evaluation process.

Article 19. Principles of student assessment

19.1. In order to assess the level of achievement the student's learning outcome, each educational component of the educational program should include midterm and final assessment.

19.2. A student's learning of the course (which includes mid-term assessments and the final exam) must be evaluated using a 100-point system in accordance with Georgian legislation.

19.3. The specific share of the final exam/assessment should not exceed 40% of the total assessment.

Article 20. Types of examination/evaluation

20.1. Within the framework of educational programs, the following types of oral or written examination/assessment can be carried out:

20.1.1. A written exam/assessment in the classroom, during which the student is prohibited from using any additional material (unless it is previously approved by the lecturer) and the duration of which does not exceed 3 hours;

20.1.2. Oral exam/assessment during which the student is questioned orally;

20.1.3. Group/individual presentation/project demonstration;

20.1.4. An exam/assessment that takes the form of homework;

20.1.5. Essay - exam, for which the student is given a certain period of time in accordance with the lecturer's decision;

20.1.6. Testing -i.e. Multiple choice questions.

20.1.7. Computer simulations;

20.1.8. Combined exams and more.

Article 21. Deadlines and procedure for the examination/assessment

21.1. In order to conduct the examination/assessment in an organized and smooth manner, at least

10 working days before the examination/assessment, the coordinator of the relevant educational program must agree with the relevant academic and visiting staff the place and time of the examination. Academic and invited personnel are obliged to provide the coordinator of the educational program with information about the technical means necessary for conducting the exam/assessment within the period established by this clause.

21.2. Academic and visiting staff are required to develop more than one exam option in the case of a written exam/assessment and provide the corresponding educational program coordinator.

21.3. The organization of administrative issues related to the reproduction of written test samples and the conduct of the test is provided by the coordinator of the relevant educational program.

Article 22. Exam/evaluation process

22.1. The examination/evaluation process is monitored by the lecturer of the relevant study course or the representative of the administration of the relevant school (hereinafter, the person observing the examination).

22.2. The start and end time of the written exam/assessment is pre-determined, after the expiration of which all students hand in their writings to the lecturer or the person observing the exam. In case of violation of the mentioned rule, the student's paper will not be accepted and he/she will be assigned 0 points in the specific exam/assessment.

22.3. It is not allowed for the student to be late for the exam/assessment for more than 20 minutes, after which the student will not be admitted to the exam/assessment. In case of lateness within the allowed limits, the time set for the exam/assessment will not be extended to the student.

22.4. It is strictly forbidden to copy using any material (unless the lecturer has given prior permission to use this material) or to assist in copying during the exam/assessment. In case the mentioned violation is detected, the student will be removed from the exam/assessment and will be assigned 0 points.

22.5. During the exam/evaluation, it is not allowed to talk, negotiate, leave the audience without permission, all students are obliged to turn off their mobile phones and leave their mobile phones in the designated place indicated by the lecturer or the person observing the exam (if there is such an indication). In case of violation of the mentioned rule, the student is obliged to leave the exam/assessment, on the basis of which he will be assigned 0 points.

22.6. The student is obliged to obey the decision of the lecturer or the person observing the exam to remove him from the exam/evaluation.

22.7. Before the exam/assessment, the lecturer or the person observing the exam is obliged to inform the students about the procedures of the exam and the mechanisms for responding to them in case of violation of the procedures.

Article 23. Examination recovery procedure

23.1. It is not allowed to miss the mid-term and/or final exam (hereinafter the exam), in case of missing the exam, the student will receive 0 points in the relevant component.

- 23.2. In the event that the student is unable to attend the exam due to an honorable reason, he/she must apply in writing to the head of the relevant program/present a written statement in the name of the head of the program to the coordinator of the relevant program and attach a document confirming the existence of an honorable reason within 3 calendar days from the day of the exam.
- 23.3. The head of the relevant program will study the submitted application and the documents attached to it no later than 3 working days after its submission and, in agreement with the lecturer of the relevant training course, make a decision to accept or refuse to accept the application.
- 23.4. In the event that the application submitted by the student is approved and the absence is considered honorable, the coordinator of the relevant educational program, in agreement with the lecturer of the training course, sets the date of the re-examination.
- 23.5. The re-examination questions should not be identical to the already taken exam.
- 23.6. It is not allowed to miss the same exam twice in a row, regardless of the reason for the absence. In such a case, the student will be assigned 0 points in the evaluation component.
- 23.7. If the application submitted by the student is not approved, he will be assigned 0 points in the relevant component. The decision made is final and is not subjected to appeal.

Article 24. Appealing the results of the examination/assessment

- 24.1. The lecturer is obliged to reflect the result of the exam/assessment in the university's electronic database (PORTAL.GIPA.GE) no later than 10 working days after the exam/assessment.
- 24.2. Within 3 working days from the notification of the result of the exam/assessment, the student has the right to appeal the received assessment by submitting a substantiated written statement addressed to the dean of the relevant school.
- 24.3. The dean of the relevant school, after receiving the student's written application, will examine it within 2 working days and make a decision to approve or reject the application. If the statement submitted by the student lacks justification, the dean has the right to ask the student define the period (no more than 2 working days) to justify in writing why he does not agree with the received grade. In the event that the student does not submit a substantiated application within the specified period, the dean has the right to refuse to accept the submitted written application.
- 24.4. If the written application is approved, the dean of the relevant school will determine the lecturer, expert group or other expert in the field, who is obliged to study and re-evaluate the student's paper within 10 working days or, in the case of an oral exam/evaluation, to conduct a re-examination/evaluation. The University will ensure that the student's paper is handed over to the lecturer, panel of experts or other expert in the field in such a way that he/she is not aware of the grade received and the identity of the student.
- 24.5. In the case of a paper review by a group of experts, each expert evaluates the contested paper individually and the final score is calculated based on the arithmetic average of the evaluations written by the group members. The score obtained as a result of re-evaluation of

the student's work is final and not subjected to appeal.

- 24.6. The administration of the respective school is obliged to keep the student's paper, which is subjected to assessment, in electronic or material form, until the expiration of the period established for the appeal of the paper.

Article 25. Appealing the assessment received in the master's thesis

- 25.1. A master's student who does not agree with the evaluation of the master's thesis, has the right to appeal the evaluation received in the master's thesis with a reasoned written statement to the dean of the relevant school within 3 calendar days after learning the result of the evaluation of the master's thesis.
- 25.2. The dean of the relevant school, after receiving the written application of the master's student, will examine it within 5 working days and make a decision to approve or reject the application. If the statement submitted by the master's student lacks justification, the dean has the right to request the master's student to justify in writing why and with respect to which components he/she does not the assessment of the master's thesis within a definite period (no more than 2 working days). In the event that the master's student does not submit a substantiated application within the specified period, the dean has the right to refuse to accept the submitted written application.
- 25.3. If the written application is approved, the dean of the relevant school will appoint an appeal commission, which will consist of at least three members with field competence. A person who participated in the process of preparing or evaluating a master's thesis cannot be part of the appeal commission.
- 25.4. The appeal commission is obliged to examine and re-evaluate the master's thesis no later than 15 working days. The university ensures that the master's thesis is handed over to the members of the appeals commission in such a way that they are not aware of the received grade and the identity of the master's student.
- 25.5. The members of the appeal commission individually assess the written component of the master's thesis defense, in accordance with the pre-established criteria for the relevant educational program. The final evaluation of the oral component by the Appeals Commission is determined based on the calculation of the arithmetic average of the points of the commission members.
- 25.6. The assessment of the master's thesis by the appeals commission is determined based on the calculation of the arithmetic average of the grades of the commission members.

Article 26. Dissertation thesis appeal

- 26.1 The issues related to the appeal of the thesis are regulated in accordance with the Dissertation Council and the doctoral program of the School of Social Sciences of the NNLE GIPA-Georgian Institute of Public Affairs .

Article 27. Appealing issues related to the activities of the university's administrative bodies and personnel

27.1. The student has the right to appeal issues related to the activities of the university's administrative bodies and staff through a written statement.

27.2. In the case provided for in clause 27.1 of this article, the student must apply in writing to the Student Support and Career Development Center, which in accordance with the internal university regulatory documents, begins to study the issue and reacts to it.

Article 28. Granting of an academic degree

28.1. After completing/acquiring the credits of the study and research (if any) components provided by the separate educational program of the university, the graduate is awarded the academic degree provided by the relevant educational program.

28.2. Graduates of bachelor's and master's education programs are awarded an academic degree by the academic council of the respective school, graduates of the doctoral educational program are awarded an academic degree by the Dissertation Council of the respective school.

28.3. The qualification/academic degree awarded to the graduate is confirmed by the state document confirming higher education - diploma, signed and stamped by the rector of the university and the dean of the relevant school.

28.4. In order to confirm the content of the education received by the graduate and the qualification granted, a diploma supplement is also issued in his name.

Article 29. Remaking of diploma and diploma supplement

29.1. In case of loss, damage or other tampering with the diploma and/or diploma supplement issued by the university, the graduate student or his/her legal representative has the right to apply in writing to the coordinator of the relevant educational program with a request to re-produce abovementioned document(s). In this case, he is obliged to submit a document confirming the payment of the fee for the re-production of the diploma and/or diploma supplement. The fee for reproducing the diploma is 100 GEL, the fee for reproducing the supplement of the diploma is 100 GEL.

29.2. The graduate student or his legal representative is exempted from the obligation to pay the fee for the re-production of the diploma and/or diploma supplement in the following cases:

29.3. The data in the diploma and/or its appendix are incorrectly indicated by the university, in which case the graduate or his legal representative is obliged to present the document with the error.

29.4. The re-production of the diploma and/or diploma supplement is due to another defect in the mentioned documents, which must be confirmed by a written opinion of the competent authority.

Article 30. Basic/compulsory and optional study course/subject

30.1. University educational programs should be presented in the form of basic/compulsory and optional study courses/subjects. The student is obliged to complete all basic/compulsory courses/subjects provided by the educational program.

30.2. An optional study course/subject can be related to the expansion/deepening of knowledge in the specialty chosen by the student, as well as to the promotion of the development of general,

transferable skills. The student chooses an elective course/subject at his own discretion in order to broaden his horizons in the field of interest to him.

- 30.3. Taking into account the specifics of the educational programs of the university, the student may have the right to choose an optional study course/subject both from the scope of the educational program in which he is enrolled, as well as from the basic/compulsory and/or optional study courses/subjects of another educational program of the corresponding level (if the course/subject chosen by him course/subject does not have mandatory completion of another study course/subject as a prerequisite for admission).
- 30.4. It is possible to open an optional study course/subject in the programs at the University undergraduate and graduate level educational if at least 10 (ten) students are registered for the elective course/subject.
- 30.5. In the event that the exchange educational program, including ERASMUS + is part of the exchange program at the educational program of the university, a student who is a citizen of a foreign country continues his studies, a course/subject can be opened if at least 8 (eight) students will be registered for the course/subject.
- 30.6. Taking into account the number of students enrolled in the educational program of the university or other objective circumstances, the dean of the relevant school in agreement with the head of the program, optional training is allowed to establish requirements different from clauses 30.4 and 30.5 of the present article as a prerequisite for the opening of the course/subject.

Chapter III. Rules and procedures for developing, approving, amending and canceling educational programs

Article 31. General provisions

31.1. This clause regulates the rules and procedures for initiating and developing a new educational program at the university, approving it, as well as making changes to existing educational programs and, if necessary, canceling it.

31.2. The educational program must comply with the order of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019 No. 69/N on the approval of the national qualifications framework and study field classifier.

Article 32. Initiation of a new educational program and documentation to be presented at the next stage

32.1. A new educational program can be initiated by a person employed at the university and/or by another interested person.

32.2. A person employed at the university/other interested person who wants to initiate and implement a new educational program at the university must submit the initiative for the introduction of a new educational program to the deliberative body - the rectorate of the university.

- 32.3. At the initial stage of presenting an initiative on the development of a new educational program, its compliance with the mission of the university and the educational programs already existing in the university is determined in order to avoid possible overlapping between the educational programs. The deans of the university's schools should present the school's position regarding the possible overlap of the new educational program with the existing programs.
- 32.4. The initiative to develop a new educational program must include the following information:
- 32.4.1. Justifying the need to introduce an educational program;
 - 32.4.2. The general concept: the name of the educational program, the qualification to be awarded and the vision of the goals, learning outcomes and the general structure of the program;
 - 32.4.3. The human and material resources needed for the implementation of the educational program and the vision of their attraction;
 - 32.4.4. The indicative number of students to be admitted to the educational program and the vision of their attraction;
 - 32.4.5. Indicative tuition fees for the educational program.
- 32.5. The initiative to develop a new educational program will be submitted to the University's Quality Assurance Department, Head of Administration/Financial Department, and Human Resources Manager for consideration. The mentioned structural units/individuals, within the scope of their competence, will submit a conclusion on the new educational program to the rectorate in written form.
- 32.6. Taking into account the conclusions prepared on the basis of clause 32.5 of this article, the rectorate reviews the presented initiative and makes a decision on the conformity or non-compliance of the initiative of the new educational program with the requirements defined by clauses 32.3 and 32.4 of this article.
- 32.7. In case of compliance of the new educational program initiative with the requirements defined by clauses 32.3 and 32.4 of this article, the rectorate makes a decision on moving to the next stage of the new educational program initiative. Also, the rectorate determines the person(s) who are responsible for presenting the documentation related to the new educational program at the next stage.
- 32.8. After compliance with the requirements defined by this regulation of the new educational program initiative, the interested person/initiator must submit the following documentation in writing within 60 calendar days at the latest:
- 32.8.1. Analysis of the labor market and employers' requirements, on the basis of which the need to introduce a new educational program at the university and demand for graduates with appropriate qualifications in the labor market should be determined. Also, the theoretical knowledge and practical skills that employers require for a person with similar qualifications.
 - 32.8.2. Analysis of similar/analogous educational programs in the local and international educational space, on the basis of which the competitiveness of the new educational program should be determined in relation to the same or similar programs in other higher educational institutions; Also, to what extent the new educational program

takes into account the trends that exist in relation to similar programs and what are the advantages of the new educational program.

- 32.8.3. A list of practice facilities/partner organizations (at least 5 organizations) with which the implementation of the new educational program is planned;
 - 32.8.4. Information about academic/visiting staff potentially involved in the implementation of the new educational program.
 - 32.8.5. The budget project of the new educational program (according to the predetermined components), on the basis of which the financial sustainability of the program and the existence of the necessary financial resources for its implementation and/or the need to attract additional resources will be determined;
 - 32.8.6. Information about the library, material-technical and/or other necessary resources necessary for the implementation of the new educational program;
 - 32.8.7. Justification for attracting the required number of students planned for the new educational program.
- 32.9. The Rectorate is authorized within the scope of its competence to determine the necessity of preparing other documentation to the interested person/initiator at the stage of developing a new educational program.
- 32.10. The quality assurance service of the university, the administrative manager/financial service, and the human resources manager in the event of a defect and/or incomplete presentation in the documentation submitted by the interested person on the basis of clauses 32.8.1-32.8.7 and 32.9 (if any) of this article are authorized to request the person/initiator to correct the defect and/or to submit additional documentation and to define the deadlines for the submission of documentation. In the event that no defect is found in the submitted documentation, the above-mentioned structural units, within their competence, based on the submitted documentation, will develop a recommendation and submit it to the rectorate for consideration.
- 32.11. Failure to correct any of the documentation specified in clauses 32.8.1-32.8.7 and 32.9 of this Article (if any) and/or failure to correct the error noted in it and/or the impossibility of additional requested documentation may be grounds for refusing to continue the development of a new educational program at the university.
- 32.12. The interested person/initiator has the right to apply in writing to the rectorate for the extension of the deadline for submitting the documentation provided in this article.
- 32.13. On the basis of the study of the documentation required by clauses 32.8.1-32.8.7 and 32.9 (if any) of this article and the recommendation conclusions stipulated by clause 32.10, the rectorate makes a positive or negative decision on the start of work on the curriculum/content of the new educational program.

Article 33. Curriculum/content of the new educational program

- 33.1. In the process of working on the curriculum/content of the new educational program, along with the academic/visiting and administrative staff of the respective school, the quality assurance service of the university, potential employers, students of the adjacent/related educational program, graduates and other interested persons are involved as necessary.

- 33.2. In the process of working on the curriculum/content of the new educational program, the accreditation standards established for the higher education programs provided for in Annex N3 of the Order of the Minister of Education and Science of Georgia dated May 4, 2011, N65/N, "On the Regulation and Fee Approval of the Accreditation of Educational Programs of Educational Institutions" should be taken into account together with industry specifics (if any).
- 33.3. The curriculum/content of the new educational program should include the following information:
- 33.3.1. Name of the educational program (in Georgian and English);
 - 33.3.2. Academic degree/qualification to be awarded;
 - 33.3.3. Language of instruction;
 - 33.3.4. Level of higher education;
 - 33.3.5. The amount of educational program in credits;
 - 33.3.6. Prerequisites for admission to the educational program;
 - 33.3.7. Goals of the educational program;
 - 33.3.8. Learning outcomes of the educational program;
 - 33.3.9. Map of educational program goals and learning outcomes;
 - 33.3.10. Teaching-learning methods;
 - 33.3.11. Student knowledge assessment system;
 - 33.3.12. Field of employment;
 - 33.3.13. The possibility of continuing education;
 - 33.3.14. Information about material resources;
 - 33.3.15. Subject load/curriculum - the curriculum of the educational program, the distribution of teaching and research (if any) components and the syllabi of all compulsory, optional and mandatory optional (if any) components;
 - 33.3.16. Information about the head of the program and human resources (personal files of the academic and invited staff involved in the program);
 - 33.3.17. Information about the budget;
- 33.4. The evaluation of the curriculum/content of the educational program is carried out by the quality assurance service of the university, whose positive conclusion is mandatory for the further implementation of the educational program.

Article 34. Approval of a new educational program

34.1. The academic council of the relevant school, together with the report of the quality assurance service, reviews the developed educational program and, in case of approval, presents it to the academic council of the university, based on whose recommendation the educational program is approved based on the order of the rector of the university.

34.2. In case of approval of a new educational program, documents related to the program will be submitted to the National Center for the Development of Education Quality or to the International Accreditation Organization in order to obtain the accreditation of the educational program.

34.3. About Accreditation In the case of a decision on granting accreditation for a new educational program by the Accreditation Council of Higher Education Programs or an international accreditation organization, the university/relevant school starts the implementation of the new educational program.

Article 35. Implementation of changes in the educational program

35.1. In order to develop the educational program, the quality assurance service of the university periodically evaluates the educational program using various tools and with the participation of interested persons (students, graduates, academic and invited staff, potential employers, etc.).

35.2. Based on the analysis of the information obtained as a result of the evaluation of the educational program, the quality assurance service will develop recommendations/advice for its further improvement/development, which will be presented to the head of the program/the dean of the relevant school for consideration, who will discuss the feasibility of making changes to the educational program with the participation of academic/invited staff and other interested parties.

35.3. The basis for making changes to the educational program may be recommendations/advice developed by the Quality Assurance Service based on the evaluation of the educational program, recommendations/advice obtained as a result of external evaluation of the educational program, feedback data obtained as a result of surveys of students, graduates or other interested persons, and others.

35.4. Changes to be implemented in the educational program are considered and approved by the academic council of the respective school, taking into account the analysis of the recommendations of the quality assurance service and the recommendations of the program head.

Article 36. Cancellation of the educational program

36.1. The basis for the cancellation of the educational program may be deficiencies and/or ineffectiveness revealed during its evaluation, which may be related to low interest in the educational program, its inconsistency with the labor market requirements, the results of a survey of students and graduates, termination of cooperation with external partners supporting the implementation of the educational program, and/or other with circumstances.

36.2. The proposal to cancel the educational program is considered by the academic council of the respective school, which makes a recommendative decision on the further implementation of the educational program.

36.3. The recommendative decision made by the academic council of the school on the cancellation of the educational program will be submitted to the academic council of the university for consideration.

36.4. In case of sharing the recommendation decision presented by the academic council of the university, the educational program is canceled based on the order of the rector of the university.

36.5. Based on the analysis of the circumstances provided for in paragraph 36.1 of this article and the conclusion of the quality assurance service, the rector is authorized to make a decision on the cancellation of the educational program based on consultation with the academic council of the university.

- 36.6. The rector's decision to cancel the educational program is sent to the quality assurance service of the university and all relevant structural units.
- 36.7. In the event that students are enrolled in a canceled educational program, in order to protect their legal interests, the university will provide students with the opportunity to complete their studies in the same educational program without interruption.

Chapter IV. The rule of individual curriculum development

Article 37. Scope and objectives of regulation of the rule

- 37.1. This rule regulates issues related to the development/modification of an individual curriculum and/or adaptation to the learning environment and ensuring smooth involvement in the educational process for students with disabilities and special educational needs (as well as in other cases).
- 37.2. The purpose of this rule is to ensure the creation of appropriate learning conditions for students with disabilities and/or special educational needs within the educational program of the university.

Article 38. Development and planning of individual curriculum

- 38.1 A student with a disability is a student with severe physical, mental, intellectual or sensory impairments, the interaction of which with various obstacles may prevent the full and effective participation of this person in the educational process on an equal basis with others, and for which it is necessary to develop an individual curriculum/ modification and/or adaptation to the learning environment.
- 38.2 A student with special educational needs is a person who is distinguished by special talents and in order to achieve the learning outcomes provided by the educational program/study course, he needs time different from the pre-planned contact and independent hours. Also, a person for whom it is necessary to develop/modify an individual curriculum and/or adapt to the learning environment.
- 38.3 The student with a disability/student with special needs or their legal representative should apply to the dean/head of the educational program of the relevant school with the request to draw up an individual curriculum.
- 38.4 The application of the student with special needs must be accompanied by the documentation confirming the limited abilities, while the application of the student with special educational needs must be accompanied by a description of the special needs circumstances and relevant documentation.
- 38.5 An individual curriculum tailored to the special needs of the student will be developed by the relevant program head with the inclusion coordinator, with the involvement of the quality manager of the relevant school, academic/visiting staff and other university employees (including, if necessary, invited experts), as well as the student/his/her legal

representative in cooperation, taking into account the existing and available resources in the university.

- 38.6 When developing an individual curriculum for the student with special needs, the possibility of implementing the learning process in an adapted environment and, if necessary, provision of appropriate human resources should be taken into account.
- 38.7 In the process of developing an individual curriculum tailored to the needs of a student with special needs, the persons provided for in paragraph 38.5 of this article are involved.
- 38.8 The availability of the university's human and material resources and their compliance with the needs of a student with special needs or special educational needs should be taken into account when drawing up an individual curriculum.
- 38.9 The university carries out the preparation of the individual curriculum with the involvement of students with relevant needs, also, in the process of working on the preparation of the individual curriculum may be invited organizations/associations protecting the rights of persons with disabilities (including blind and deaf-mute associations, disabled people's associations, etc.). Based on the consultations/recommendations received, it is possible to modify the relevant training course and teaching methods.
- 38.10 According to the decision of the academic council of the relevant school of the university, it is possible to involve persons with special skills in the educational process, taking into account the needs of the students with special needs.
- 38.11 The University plans the learning process for the study group in which the student with special needs is enrolled by drawing up a table and a schedule of the use of auditoriums and placing this group in the university campus or part of it that is most adapted to the needs of students and provides them with access to all the resources necessary for receiving education (including library, computer lab, restroom, etc.).
- 38.12 It is also possible to develop an individual study plan:
- 38.12.1. For students who have moved to the university by mobility mode;
 - 38.12.2. For students whose status has been restored;
 - 38.12.3. In other individual cases.

Article 39. Mode of partial load of teaching-learning

- 39.1. The university is authorized, based on the educational goals, to implement the teaching-learning process with partial load within the framework of master's and doctoral educational programs.
- 39.2. Part-time teaching-learning load mode means a student's study load with a total volume of independent and contact hours of no more than 25 hours per week.
- 39.3. In determining the part-time teaching-learning load, one academic year includes an average of 30 (ECTS) credits.

Article. 40 Approval of individual curriculum

40.1. The developed individual curriculum will be submitted for review to the quality assurance service and the inclusion coordinator (in the case when the individual curriculum is adapted to the needs of persons with disabilities and special needs).

40.2. In case of preparation of a positive conclusion regarding the individual study plan by the university's quality assurance service and the inclusion coordinator, the individual study plan, together with the conclusion, will be submitted to the academic council of the relevant school for approval.

Article 41. Implementation of changes in the individual curriculum

41.1. After the implementation of the individual study plan, changes can be made to it in order to improve the teaching process, before the start of the next academic semester.

41.2. The basis for the change can points to be improved identified as a result of systematic evaluations provided by the internal quality mechanisms of the educational program, external evaluation of the individual curriculum, feedback data of the student/his legal representative from the survey questionnaires on satisfaction with the program, and others.

Chapter V. Mechanisms for protection of students' rights and legal interests

Article 42. Scope and objectives of regulation

42.1. This rule establishes the rights of students of GIPA "Georgian Institute of Public Affairs" (hereinafter referred to as the University) and the legal mechanisms for their protection.

42.2. The purpose of this rule is to create effective mechanisms to promote the protection of the rights and legal interests of university students.

Article 43. Student's rights

43.1. All those persons who are enrolled in the university's bachelor's, master's or doctorate, as well as professional educational program in the manner defined by the current legislation of Georgia and internal university regulatory acts, enjoy the status of a student/professional student.

43.2. All students are equal before the generally recognized norms and principles of Georgian legislation and international law. It is not allowed to discriminate the student in any way.

43.3. The student has the right to:

43.3.1. receive quality education;

43.3.2. participate in scientific research;

43.3.3. use the university's material-technical, library, information and other facilities under equal conditions in accordance with the rules established by the university's regulations;

43.3.4. join student associations/initiative groups, which in connection with the protection of students' rights and providing diverse student life at the university, cooperate with the

university's students' support and career development center and initiate various issues important to students;

43.3.5. on the basis of universal, direct and equal elections, choose a representative by secret ballot and to be elected to the student self-government (if any);

43.3.6. freely establish and/or join student organizations in accordance with their interests;

43.3.7. freely express one's opinion and reasonably refuse to share the ideas that are offered during the course of the educational process;

43.3.8. transfer to another higher educational institution in the manner determined by the legislation of Georgia and university regulations;

43.3.9. receive a scholarship, financial or material assistance, other benefits from the state, university or other sources in accordance with the legislation of Georgia and the university charter and common university regulatory acts;

43.3.10. choose an educational program;

43.3.11. initiate and/or participate in the development of an individual educational program in accordance with university regulations;

43.3.12. periodically evaluate the person implementing the training course/module. Also, participate in the evaluation of the effectiveness of the university administration;

43.3.13. enjoy the right to mobility in accordance with the law, if the university was liquidated without determining a successor, the higher educational institution lost its authorization or the educational program is no longer implemented;

43.3.14. be ensured by a fair evaluation of his knowledge by the university, in accordance with established procedures;

43.3.15. if necessary, take advantage of the right to withdraw from the subject and/or postpone the defense of the diploma thesis to the next academic year in the relevant educational program, in accordance with the regulations "Determining the rules for transferring subjects and withdrawing from the subject";

43.3.16. appeal the decision taken by the university against him in court;

43.3.17. exercise other powers granted to him by this rule, other regulations of the university and the legislation of Georgia.

43.4. The university creates appropriate conditions for students with disabilities to create the necessary conditions for their full-fledged education, which is determined by the legislation of Georgia and internal regulatory acts of the university.

43.5. Personal information expressed by the student in the presence of academic/invited staff, as well as information about his own views, beliefs and political beliefs, which became known to the latter during the course of the educational process, as well as information about taking disciplinary action against the student are confidential, unless there is a student's permission or Administration's legitimate interest in protecting others' safety and rights protected by law.

43.6. The university is prohibited from using its own authority and material-technical base in a way that could create a threat of censorship or restrict freedom of expression, except as provided by law.

Article 44. Student's rights during disciplinary proceedings

- 44.1 Disciplinary proceedings against a student must be proportionate to the disciplinary offense and may be carried out only in cases provided for by the internal university regulatory document, in accordance with the law and through a fair procedure.
- 44.2 Initiation of disciplinary proceedings against a student shall not limit the student's right to participate in the educational process, unless it threatens the protection of the rights of others, health, university property and safety.
- 44.3 During disciplinary proceedings, the student has the right to:
- 44.3.1 receive a reasoned decision in writing about the initiation of disciplinary proceedings against him;
 - 44.3.2 attend the discussion of the disciplinary proceedings and enjoy the right of defense;
 - 44.3.3 provide the relevant body of the university with available information and evidence possessed by him/her;
 - 44.3.4 participate in the examination of the evidence obtained by the relevant body of the University;
 - 44.3.5 demand that the issue of disciplinary proceedings against him/her be discussed at a public meeting.
- 44.4. In considering the issue of disciplinary proceedings, the burden of proof rests with the prosecution. The decision to conduct disciplinary proceedings must be justified and based on relevant evidence.

Article 45. Student support and career development center

- 45.1. The supervision and protection of students' rights and legal interests is provided by the University's Student Support and Career Development Center (hereinafter - the Center), which carries out its activities in terms of protecting students' rights based on the application of the student, the coordinator of the relevant educational program or another interested person.
- 45.2. The appeal of the coordinator of the educational program is not mandatory if the possible fact of violation of students' rights is related to the action of the coordinator or his activity.
- 45.3. In the case defined by the clause 45.2 of this article, the student has the right to independently apply to the center.
- 45.4. In terms of protection of students' rights, the aim of the center's activity is:
- 45.4.1. Prevention of violation of the rights and freedoms of university students and response to it. Submitting recommendations to the university administration and rector to ensure the protection and full implementation of the mentioned rights and freedoms;
 - 45.4.2. Performing the function of a mediator between the parties in conflicting relations arising in connection with the facts of violation and restriction of students' rights and freedoms.
- 45.5. The functions of the center are:
- 45.1.1 In order to ensure the protection of the rights and freedoms of the students, supervision of the protection and respect of the rights and freedoms of the university students by

the university staff and other students, regardless of race, skin color, sex, language, religion, political or other opinion, national, ethnic and social affiliation, origin, property and rank, place of residence or other circumstances;

45.1.2 Educational activities in the field of students' rights and freedoms;

45.1.3 The program coordinator or in the case defined by clause 45.3 of this article, consideration of the student's appeal regarding the facts of possible violation of the student's rights, if the student believes that his rights and legal interests have been violated or who considers himself a victim of discrimination;

45.1.4 Studying the facts of direct and/or indirect discrimination and developing appropriate recommendations, both in the presence of a statement or complaint, and on its own initiative;

45.1.5 Applying for the restoration of the rights of the violated student to the appropriate staff and/or structural unit of the university with a recommendation, if there are sufficient materials confirming the fact of the violation of the right.

45.6. The center, within its competence, is authorized to:

45.6.1. request and receive relevant information/documents from the relevant structural unit of the university;

45.6.2. in order to obtain an explanation/conclusion for official needs, apply to the relevant expert/specialist and/or institution;

45.6.3. based on the application of the program coordinator and the application of the student, to petition the relevant structural unit and/or administrative staff of the university to implement a measure provided for by Georgian legislation within the scope of its competence, if this measure is aimed at protecting the rights and legal interests of the student;

45.6.4. in the cases provided in this rule, he should refer to the disciplinary commission of the university with a recommendation regarding the fact of violation of the relevant rights.

45.7. The Center is independent in exercising its powers. Any influence on the center and interference in its activities is prohibited.

45.8. The center is guided by the principles of justice, objectivity, impartiality and legality in the process of its activities.

45.9. The staff of the university is obliged to assist the center in the implementation of its activities within the scope of its competence and to submit the necessary information/documents for the exercise of authority.

45.10. The center is obliged to protect the confidentiality of the information received during the process of exercising authority.

Article 46. Consideration of the coordinator's appeal by the center

46.1. The center is obliged to consider the appeal of the relevant program coordinator or in the case defined by clause 45.3 of Article 45, the student's appeal about the violated rights and/or legal interests of students and to take the measures provided for in this rule.

46.2. In order to study and investigate the circumstances related to the student's application, the center is authorized to carry out appropriate checks and to request relevant information and documents from the relevant structural units and/or personnel of the university.

46.3. University staff, as well as students, are obliged to cooperate with the center and fully provide it with the requested information and documents and provide the center with explanations regarding individual issues identified during the inspection.

46.4. The term of consideration of the student's application by the center should not exceed 1 month.

Article 47. Measures used by the Center to protect students' rights

47.1. If the center establishes the fact of violation of students' rights and legal interests, it is authorized to:

47.2. apply to the infringing person in order to prevent the violation of the student's rights and to restore the violated right, except for the case provided in subsection 47.1.2 of this article;

47.3. If, as a result of the investigation, the fact of a gross violation of the students' rights has been revealed, apply to the disciplinary commission of the university about the disciplinary responsibility of the persons whose actions caused the violation of the rights and freedoms of the students;

47.4. To send suggestions and recommendations for restoring the student's violated rights and freedoms to those structural units of the university or administrative staff and/or other persons whose actions caused the violation of the student's rights and freedoms;

47.5. address the relevant investigative bodies with a proposal if it was revealed as a result of the case review that there are signs of a crime;

47.6. Adopted decisions should be included in annual and special reports.

47.7. The person who violates the right is obliged to fulfil the requirements and to inform the center and the violated student within the deadline specified by the center.

47.8. If the infringing person does not comply with the Center's requirements, the Center is entitled to apply to the Disciplinary Commission.

Chapter VI. Rules for withdrawing from the study course, retaking it and rescheduling the defense of the master's thesis

Article 48. Purpose of the rule

48.1 The purpose of the present rule is to determine the issues and procedures related to the student's withdrawal from the educational program provided by the educational program, retaking it, and transferring the defense of the master's thesis.

Article 49. Withdrawal from the study course

- 49.1. Withdrawal from the study course means the transfer of the study course provided by the educational program by the student to the next semester(s), in compliance with the established requirements of this rule.
- 49.2. With regard to elective courses within the educational program, the student has the right to withdraw from the course and to choose another course in the current or subsequent semester(s). When the student chooses an optional study course in the current semester, he will be registered for the desired study course if there is a free place.
- 49.3. During one academic year, a student has the right to withdraw from no more than 2 study courses (compulsory and/or optional study courses). In this case, the student will not be graded in the said study course and will be given the opportunity to complete the study course during the relevant semester(s) without incurring additional financial obligations. In case of withdrawal from the study course, the student is not exempted from the obligation to pay the tuition fee for the current semester in full.
- 49.4. The student has the right to withdraw from the study course during the first 4 meetings/lectures. In this case, too, the student is released from the obligation to pay the fees for the mentioned study course again. It is not allowed to withdraw from the training course after the mentioned period.
- 49.5. In case of withdrawal from the study course, the student may have additional study semester/s, about which the student must be informed in advance.
- 49.6. Withdrawal from the study course is carried out after prior consultation with the head(s)/coordinator of the educational program, based on a written application from the student.

Article 50. Retaking the training course

- 50.1 A student's receipt of an unsatisfactory grade (F) in a course of study is the grounds for retaking the relevant course of study, subject to payment of the appropriate fee calculated in credits.
- 50.2 In case of missing 33% of the contact hours of the study course with an honorable reason, the student will receive an unsatisfactory grade (F) in the relevant study course and is obliged to retake the study course without paying an additional fee, except for foreign language subjects, in the case of such a study course, the mentioned limit is - 25 %.
- 50.3 The application presented by the student and the document confirming the valid reason, which should determine the absence of 33% of the contact hours with the honorable reason, is reviewed by the head of the relevant educational program and, who in agreement with the dean of the school, makes the final decision to approve or reject the application.
- 50.4 In the case of missing 33% of the contact hours of the study course without an honorable reason, the student will receive an unsatisfactory grade (F) in the relevant study course and is obliged to retake the study course/courses after paying the appropriate fee calculated in credits, except for foreign language subjects; in the case of such study courses, the limit is 25%.

- 50.5 The student has the right to retake the completed course(s) if he/she is not satisfied with the positive evaluation(s) received and wants to retake the course(s) after paying the appropriate fee calculated in credits.
- 50.6 The student's final grade will be defined as the grade he/she will receive as a result of repeating the course.
- 50.7 In the case of receiving an unsatisfactory grade (F) in the subject, the desire of the student to retake the relevant subject or the presence of another reason for retaking the subject provided for in this regulation, the coordinator of the relevant educational program shall submit information to the university case manager about the students who must be charged the cost of the relevant training course/courses calculated with credits and must retake the training course(s) no later than 10 calendar days before the start of the next semester.
- 50.8 In accordance with paragraph 50.5 of the present article, based on the information provided by the coordinator, the rector of the university issues an order before the start of the relevant semester, on the basis of which the financial service charges each student individually the value calculated by credits of the relevant study course/courses.
- 50.9 In case of re-taking the training course, its fee will be calculated as follows: the total tuition fee stipulated in the agreement (in accordance with the duration of the academic program) is divided by the total number of credits provided by the educational program and multiplied by the credit of the relevant training course. According to the decision of the academic council of the school, it is possible to establish a different rule for calculating the fee for retaking the training course in relation to specific educational programs.
- 50.10 In case of re-taking the training course, the student is obliged to pay the full fee for re-taking the relevant training course, no later than 3 calendar days before the start of the relevant semester, based on the order stipulated in clause 50.6. After full payment of the prescribed fee for retaking the training course, the student is registered for the relevant training course by the program coordinator. In case of non-payment of the fee for the relevant study course within the period specified by this clause, the student will not be admitted to the study course to be taken again.

Article 51. The procedure for transferring the master's thesis defense

- 51.1 The student has the right to postpone the defense of the master's thesis to the next academic year based on a personal statement. In case of transferring the master's thesis or receiving a negative grade (F), the student is obliged to pay the transfer/re-defense fee of the master's thesis in the amount of 500 GEL no later than 10 calendar days after the beginning of the next academic year. In case of non-payment of the transfer/re-defense fee of the master's thesis within the mentioned period, the student's active status will be suspended.
- 51.2 In the event that a student who, according to paragraph 51.1 of this article, has transferred his master's thesis to the next academic year and fails to defend it in the corresponding year or receives a negative grade (F) again, the student is obliged to pay the transfer/re-protection fee for the master's thesis again within 10 calendar days after the beginning of the next academic year. The transfer/re-protection fee will be calculated as follows: the total tuition fee stipulated

in the agreement is divided by the total number of credits provided by the educational program and multiplied by the credits of the master's thesis provided by the corresponding program. In case of non-payment of the transfer/re-defense fee of the master's thesis within the mentioned period, the student's active status will be suspended.

- 51.3 In the event that the student does not defend the master's thesis (or receives a negative grade (F)) within the period determined by the academic program and does not use the right stipulated in clause 51.1, in order to re-defend the master's thesis, the student is obliged to pay for the re-defending of the master's thesis no later than 10 calendar days after the beginning of the relevant academic year. The transfer/re-protection fee will be calculated as follows: the total tuition fee stipulated in the contract is divided by the total number of credits provided by the educational program and multiplied by the credits of the master's thesis provided by the corresponding program.
- 51.4 A student who, due to a documented valid reason, is unable to complete the master's thesis and/or defend it within the deadlines set by the relevant school administration, has the right to apply in writing to the dean of the school/head of the educational program and request to move the date of the master's thesis to be completed and/or defended.
- 51.5 The application submitted by the student and the document confirming the valid reason are considered by the academic council of the relevant school, which makes a decision to accept the student's application or refuse to accept it. The decision made by the Academic Council is final and not subject to appeal.
- 51.6 If the student's application is approved, he/she is released from the obligation to pay the fee for transfer of the master's thesis. The coordinator of the relevant educational program provides information about the said decision to the financial service of the university.
- 51.7 The head of the relevant educational program sets a new date for the completion and/or defense of the master's thesis in agreement with the dean of the school.

Chapter VII. Procedures and mechanisms for plagiarism prevention and response in case of its detection

Article 52. Scope and objectives of regulation

52.1. This rule defines the procedures and mechanisms for preventing plagiarism and responding to it in case of its detection at NNLE GIPA- "Georgian Institute of Public Affairs" (hereinafter referred to as the University).

52.2. The purpose of this rule is to establish standards of respect for the work of others and protection of intellectual property by persons participating in the process of teaching and research at the university, which in turn serves to create a unified space for academic and professional education and research.

52.3. This rule applies to students (including students of professional educational programs), academic and invited staff of the university and other persons participating in the teaching process.

Article 53. Inadmissibility of plagiarism

53.1. Plagiarism is the use of another person's published work or part of it (or unpublished work or part of it for which authorship is proved, including theories, concepts, data sources and/or materials, manuals, methodologies or conclusions, graphs, images, etc. prepared for the purpose of defense), as their own presentation and use, without appropriate reference and, if necessary, permission from the author.

53.2. University staff and students are prohibited from committing plagiarism, including appropriation and distribution of the text, idea, concept, visual or audio material of another's intellectual work, any kind of data without crediting the author, as well as changing data, information or quotations in an academic work (falsification, fabricate on, compilation) and destruction. University staff and students are prohibited from exploiting the work of others without proper reference of the work of the other/others.

Article 54. Mechanisms to avoid plagiarism

54.1. In order to prevent the manifestation of plagiarism, the University ensures familiarization and accessibility of relevant regulations for students.

54.2. At the very beginning of the program academic and guest staff of the university, as well as the program coordinator, are obliged to explain to the students the importance of plagiarism, its inadmissibility, the mechanisms of its detection and the procedures for responding to it, in order to raise the level of awareness and prevent plagiarism.

Article 55. Mechanisms for detecting cases of plagiarism

55.1. In order to detect plagiarism, the university uses an appropriate electronic program through which the work is checked for plagiarism.

55.2. In addition to the electronic program provided for in paragraph 55.1 of this article, plagiarism detection is carried out using various information sources and search systems, as well as on the basis of referrals from interested persons.

55.3. Academic and/or visiting staff of the university are obliged to inform the school administration and/or the program head about the mentioned fact when detecting a possible case of plagiarism.

55.4. The relevant master's theses protection commission, dissertation commission, reviewer or supervisor of a research paper is obliged, upon discovering a possible fact of plagiarism, to inform the school administration or the head of the program about it.

Article 56. Response mechanisms to the case of plagiarism

56.1 If plagiarism is detected during the midterm or final exams/evaluation period in the study component, the student will be given an unsatisfactory (F) grade in the study course.

56.2 In the case of detection of plagiarism in the qualification paper of a university graduate, the academic council of the relevant school of the university, and in the case of a graduate of the doctoral educational program, the dissertation council will consider the issue of revocation of the awarded academic degree.

56.3 In case of detection of a possible fact of plagiarism, based on the appeal of the administrative staff of the relevant school, a disciplinary commission is established by the order of the rector of the university (whose work rules are regulated by the code of ethics and conduct of the university), which will study the fact and, in case of confirmation of plagiarism, is authorized to carry out the following type of disciplinary measures:

56.3.1. Reprimand note;

56.3.2. Rebuke

56.3.3. Termination of student status.

56.4. The author of the paper can attend the session of the Disciplinary Commission when discussing the issue of plagiarism detection by the student and present his opinions and evidence.

Article 57. Mechanisms of committing plagiarism by academic staff and responding to it

57.1. The University is authorized to monitor the research activities of academic staff and to respond to all detected violations of the general rules of conduct by academic staff.

57.2. In case of detection of a possible fact of plagiarism in the research paper of the academic staff of the university, the issue will be considered by the academic council of the relevant school. In case of confirmation of the fact of plagiarism, the academic council applies to the rector of the university to take appropriate measures.

57.3. Based on the appeal of the academic council, the rector of the university creates a disciplinary commission, which considers the issue and, in case of confirmation of plagiarism, makes a decision to impose an appropriate disciplinary penalty on the person who committed the plagiarism.

57.4. If the fact of violation of academic consciousness is not confirmed, the university will implement all possible mechanisms to restore the scientific/professional reputation of the person.

57.5. In case of confirmation of the fact of violation of academic integrity, taking into account the severity of the violation, one of the forms of disciplinary punishment defined by Article 8 of the Code of Ethics and Conduct may be determined against the person who violated it.

Article 58. Appealing the imposed disciplinary penalty

58.1. A person who has received a disciplinary penalty due to the confirmation of plagiarism has the right to appeal the decision made against him to the court in accordance with the procedure established by the law.

Chapter VIII. Rules for monitoring the educational process, quality assessment, analysis of results and application

Article 59. Scope and objectives of regulation

- 59.1. The rules for monitoring the educational process, quality assessment, analysis and application of the results determine the issues related to the monitoring of the educational process in the university, including the improvement of the academic performance of students and the quality of teaching. It combines the system of evaluating the effectiveness of educational programs and the procedures and mechanisms of using the evaluation results.
- 59.2. The purpose of the rule is to implement continuous monitoring of the quality of teaching with the involvement of university staff, students, professional students, graduates, employers and other related persons, identify areas for improvement in educational programs, identify ways to eliminate them, and ensure further improvement of the quality of teaching, perfection and compliance with the requirements of the labor market.
- 59.3. The procedure for evaluating and regulating the educational process includes the following issues:
- 59.3.1. cycle of evaluation of learning quality and of results application;
 - 59.3.2. directions and means of teaching quality assessment;
 - 59.3.3. Analysis of the results of the internal assessment of the learning process and its application procedure.

Article 60. Cycle of teaching quality assessment, results analysis and application

- 60.1. The cycle of assessment of learning quality and use of results consists of 4 (four) interrelated stages: plan - implement - check - develop:
- 60.1.1. **Plan** - in order to evaluate the quality of teaching, the measures to be conducted, means of assessment, assessment criteria, implementing persons and the frequency of the measures are planned;
 - 60.1.2. **Implement** - implementation of planned events with the involvement of the persons defined by these rules and the established methodology, including field work;
 - 60.1.3. **Check** - review and analysis of the results of the conducted field and other works, identification and evaluation of the strengths and weaknesses, which is carried out by the quality assurance service of the university with the involvement of the staff of the university schools, including the heads of the educational programs and the staff of the schools;
 - 60.1.4. **Develop** - based on the evaluation of the implemented measures and the obtained results, the development of recommendations related to the improvement of the quality and the implementation of appropriate measures related to the increase of the quality of teaching.

Article 61. Directions and means of teaching quality assessment

- 61.1. In order to evaluate the quality of teaching, the educational program, the individual components included in the program, the effectiveness of the person implementing the educational component, the academic performance of students/professional students, the

effectiveness of the educational process and other related external and internal factors are checked.

61.2. The assessment of the quality of education is based on the following main directions:

- 61.2.1. Evaluation and analysis of external factors;
- 61.2.2. Assessment of compliance of educational programs with labor market requirements;
- 61.2.3. Graduate employment analysis and statistical accounting; Evaluation of the structure and content of the educational program by graduates;
- 61.2.4. Monitoring and evaluation of academic performance of students/professional students;
- 61.2.5. Internal assessment of the learning process;
- 61.2.6. Cross evaluation;
- 61.2.7. Analysis of learning process evaluation results and application procedure.

Article 62. The evaluation and analysis of external factors

62.1. Evaluation of external factors includes research of similar educational programs of local higher education institutions and the world's leading higher institutions. The analysis serves to determine competitiveness and improvement of quality of individual components.

62.2. The evaluation and analysis of external factors is carried out by quality ensuring service with participation of university staff, including the program coordinators and supervisors.

Article 63. Assessment of compliance of educational programs with the requirements of the labor market

63.1. The purpose of assessing compliance with the requirements of the labor market and the

63.2. learning outcomes determined by educational programs.

63.3. The analysis of compliance with the requirements of the labor market is mainly carried out by surveying employers and graduates, by processing secondary data and using other resources.

63.4. Processing of secondary data and use of other resources includes research conducted by

63.5. University, state institutions, international and local organizations regarding the labor market study and analysis.

63.6. The compatibility assessment of academic educational programs with the demands of the labor market is carried out by the school's quality manager, and in the case of vocational education programs, vocational teaching quality manager of the university staff with the involvement of program coordinators and leaders.

Article 64. Analysis and statistical recording of employment of graduates, assessment of the structure and content of the educational program by graduates

- 64.1. The goal of graduate employment analysis and statistical accounting is to study the employment rate of graduates, including employment in relevance with qualifications and assessment of requirements necessary for their professional development.
- 64.2. In order to analyze the employment of graduates, the University
- 64.3. periodically carries out survey of graduates and statistical accounting of their employment indicator.
- 64.4. In order to evaluate educational programs, the University periodically carries out assessment of the structure and content of educational programs using focus groups of graduates or other methods.

Article 65. Academic performance of students/professional students Monitoring and evaluation

- 65.1. The purpose of monitoring and assessment the academic performance of students/vocational students is to provide quality control of implementation of components determined by the appropriate educational program which comprises relevant evaluation of the difficulty/simplicity of the program or its component, as well as evaluation of difficulty/simplicity of the provided literature together with assessment of the adequacy of the evaluation criteria provided by the person implementing the program, engagement of students/vocational students in learning components and other flaws of the system.
- 65.2. Monitoring and evaluation of the academic performance of students/vocational students
- 65.3. is carried out by the quality assurance service of the university with engagement of university school staff, including program leaders.
- 65.4. Monitoring of the academic performance of students/ vocational students,
- 65.5. along with other means, is carried out through the university's electronic management database in which the summary information on the progress and results of each learning component is implemented including student/vocational student evaluations.
- 65.6. Rules for using the university electronic management database is determined by the internal regulations of the university.

Article 66. Internal evaluation of the educational process

- 66.1. The purpose of internal evaluation of the educational process is checking the quality of implementation educational programs by identifying areas for improvement and in order to improve the quality of the results achieved in the educational process determine alignment with expected learning outcomes.
- 66.2. Evaluation of the learning process is coordinated by quality assurance service, and the evaluation process is carried out by school personnel, heads and coordinators of academic programs, in the case of a vocational program with the involvement of vocational training quality manager, program manager, coordinator and others interested parties.
- 66.3. The educational program is evaluated in two main areas:
 - 66.3.1. By evaluating and analyzing the progress of the educational process;
 - 66.3.2. With post-completion evaluation and analysis of the educational process or its component (subject, module, etc.).

Article 66. Internal evaluation of the educational process

66.1. The purpose of the internal evaluation of the educational process is to check the quality of the implementation of educational programs, to identify areas for improvement, and to determine the consistency of the results achieved in the educational process with the expected learning outcomes in order to improve the quality.

66.2. The evaluation of the educational process is coordinated by the quality assurance service, and the evaluation process is carried out with the involvement of schools' staff, heads and coordinators of academic programs, in the case of a professional program, with the involvement of the professional education quality manager, program leader, coordinator and other interested persons.

66.3. The educational program is evaluated in two main areas:

66.3.1. By evaluating and analyzing the progress of the educational process;

66.3.2. After the completion of the educational process or its component (subject, module, etc.) evaluation and analysis.

Article 67. Tools/methods for evaluating the progress of the educational process

67.1. Assessment and analysis of the learning process may be carried out using the following methods:

67.1.1. By application of the principle of random selection the program head, coordinator are chosen to attend the process of implementation and evaluations of the training component of the program

67.1.2. By providing constant feedback from the program coordinators/leaders on the progress of the training process to the person implementing the training component;

67.1.3. With collegial attendance at lectures and exams of professors and other invited lecturers chosen on the principle of random selection, which is also attended by a representative of the quality assurance service;

67.1.4. Monitoring of program managers and coordinators by the quality assurance service.

Article 68. Evaluation tools/methods after the completion of the educational process

68.1. The following tools/methodologies may be used for post-training evaluation and analysis:

68.1.1. Surveys;

68.1.2. Reporting.

68.1.3. Use other methods as needed.

68.2. The survey implies questioning of the students (if necessary, also the professional student), of the training course provider and other parties regarding the educational process and administrative issues, which includes:

- 68.2.1. Anonymous evaluation of lecturers by students in accordance with the form established by Appendix N2 of this rule, and evaluation by professional students of the module and the professional teacher implementing the module in accordance with Appendix N3;
 - 68.2.2. Secret evaluation of the supervisor of the master's thesis by the master's student in accordance with Appendix N4; Questionnaire for the evaluation of the supervisor of the dissertation by the doctoral candidate in accordance with Annexes N16 and N17.
 - 68.2.3. The student's questionnaire to be filled in according to Appendix N5;
 - 68.2.4. Questionnaire for assessment of material and technical resources owned/used by students in accordance with Appendix N9;
 - 68.2.5. Student Support and Career Development Center Activity Evaluation Questionnaire in accordance with Appendix N10.
- 68.3. Reporting implies submission of various reports by the parties participating in the educational process, which include:
- 68.3.1. Conducting a focus group with students/professional students in accordance with the guideline questionnaire Annex N6 and N7 and presenting a corresponding report by the school's quality manager/professional education quality manager;
 - 68.3.2. Annual productivity evaluation report form completed by academic staff in accordance with Appendix N8;
 - 68.3.3. Conducting a focus group with graduates of academic and professional educational programs in accordance with Appendixes N11 and N12 and preparing a corresponding report by the school's quality manager/professional education quality manager;
 - 68.3.4. For the purpose of developing the educational program, conducting a focus group with employers in accordance with Appendixes N13 and N14 (in the case of a professional educational program) and preparing a corresponding report by the head of the relevant program or the school's quality manager/professional education quality manager;
 - 68.3.5. By the University Student Support and Career Development Center periodical examination of the employment of graduates in accordance with Annex N15 and N18 and preparation of a report (the report presented in accordance with Annex N18 should be prepared with the involvement of the school's quality manager);
 - 68.3.6. In order to effectively implement the training practice of professional students' evaluation of the implementer of professional student practice by a vocational education teacher/field expert in accordance with Appendix N19;
 - 68.3.7. For the purpose of periodic formative evaluation of the progress of work on the master's thesis by the master's students, the evaluation of the supervisor of the master's thesis in accordance with Appendix N 20;
 - 68.3.8. Every 6 (six) months, the supervisor of the dissertation will evaluate the progress of the dissertation by the doctoral student in accordance with Appendix N21.

68.4. The use of evaluation tools specified in this article, the provision of questionnaires and the preparation of reports ensured by the staff of the school, in the case of a professional program, the staff of the Department of Agricultural Development and Vocational Education (hereinafter the Department) in coordination with the quality assurance service of the university.

68.5. Preparation of reports and questionnaires and submission to the quality assurance service provided by the school staff after the completion of the training component or semester.

Article 69. Cross-evaluation

69.1. Cross-evaluation involves the evaluation of each other's curriculae by quality assurance officers, university school program directors and coordinators.

69.2. During cross-evaluation, the following components of the educational program are evaluated:

69.2.1. Curriculum and syllabi of the study course;

69.2.2. Determining compliance of the program and the changes implemented in it (if any) with the requirements of the labor market;

69.2.3. Confirmation of response to defects identified as a result of the use of the tools specified in Article 68 of this chapter.

69.3. Cross-evaluation of educational programs is carried out based on the decision of the head of the quality assurance service.

Article 70. Analysis of the results of the evaluation of the educational process

70.1 The results of the evaluation provided in articles 67, 68 and 69 of this chapter are analyzed by the quality assurance service of the university, with the involvement of relevant school personnel, including program heads, coordinators, educational program personnel and other persons (hereinafter the working group).

The analysis process includes:

70.2.1. The analysis of the documentation provided in Articles 67, 68 and 69 of this chapter by the working group;

70.2.2. Sharing of experience in eliminating the deficiencies identified in various programs and introducing positive factors;

70.2.3. Study and analysis of other educational institutions and international practices in relation to the elimination of flaws.

70.2.4. To conduct other studies with the experience gained in university practice.

70.3 In order to respond to the received results in a timely manner, the working group meets at the end of the semester and analyzes the results within a reasonable time, which are presented by the quality assurance service as recommendations for consideration by the academic council of the school.

Article 71. Procedure for using evaluation results

- 71.1. After the quality assurance service submits its recommendations, the school's academic council meets to review the evaluation report within a reasonable period of time so that deficiencies can be corrected as quickly as possible before the start of the next semester. In the case of a professional educational program, after submitting the recommendations, the head of the professional educational program makes a decision regarding the changes.
- 71.2. The academic council of the school analyzes the developed recommendations regarding the elimination of identified deficiencies and the further improvement of the educational program, and conducts an appropriate response based on the nature of the identified deficiencies and developed recommendations.

Article 72. Internal evaluation forms

72.1. In order to improve the evaluation of educational quality and ensure compliance with the standards of this rule throughout the university system, evaluation forms are approved in the form of the following appendices:

- 72.1.1. Appendix N1 - collegial assessment form;
- 72.1.2. Appendix N2 - questionnaire of study course, lecturer and self-evaluation anonymously by the student;
- 72.1.3. Appendix N3 - evaluation of the module by the professional student and the professional education teacher implementing the module;
- 72.1.4. Appendix N4 - questionnaire for anonymous evaluation of the supervisor of the master's thesis by the master's student;
- 72.1.5. Appendix N5 - questionnaire to be filled out by the student on practice;
- 72.1.6. Appendix N6 - Focus group guide questionnaire / discussion plan for students;
- 72.1.7. Appendix N7 - Guide questionnaire/discussion plan for professional students;
- 72.1.8. Appendix N8 - Annual report form for academic staff productivity assessment;
- 72.1.9. Appendix N9 - Material-technical resource assessment questionnaire;
- 72.1.10. Appendix N10 - Student Support and Career Development Center Activity Assessment Questionnaire;
- 72.1.11. Appendix N11 - Focus group guide questionnaire/discussion plan for graduates;
- 72.1.12. Appendix N12 - Guide questionnaire/discussion plan for graduates of professional education program;
- 72.1.13. Appendix N13 - Focus group guide questionnaire/discussion plan for employers;
- 72.1.14. Appendix N14 - Guide questionnaire for employers of professional education program;
- 72.1.15. Appendix N15 - Quantitative research questionnaire of graduates;
- 72.1.16. Appendix N16 - Questionnaire for evaluation of the supervisor and the process of working on the dissertation by the doctoral student (after the completion of the dissertation);
- 72.1.17. Appendix N17- Doctoral student's evaluation questionnaire of the supervisor and the process of working on the dissertation (in the process of working on the

dissertation);

72.1.18. Appendix N18- Employers' questionnaire;

72.1.19. Appendix N19- Object evaluation form by practicing professional students

72.1.20. Appendix N20 - evaluation of the process of work on the master's thesis by the supervisor of the master's thesis;

72.1.21. Appendix N21 - Evaluation of the doctoral student's dissertation work process by the supervisor of the dissertation.

Chapter IX. The rules for determining scholarships and discounts in order to stimulate students, as well as to support socially vulnerable students

Article 73. General provisions

73.1. This rule regulates the issues of determining discounts and scholarships for the purpose of stimulating and promoting students in the educational programs of the NNLE "GIPA-Georgian Institute of Public Affairs" (hereinafter referred to as the University).

73.2. Students enrolled in the educational programs of the university can get various discounts established by the university. It is not allowed that the total amount determined by the discount/various discounts exceeds the cost of the educational program (including taking into account the student's state training grant and state training master's grant and/or funding obtained from other sources, if any).

Article 74. Discounts applicable to university educational programs

74.1. The following discounts apply to the university:

- 74.1.1. Discount for students enrolled in the university with a state tuition grant/first choice basis;
- 74.1.2. Rating discount for students with the best academic performance;
- 74.1.3. Discount for representatives of various socially vulnerable groups;
- 74.1.4. Other individual discounts.

Article 75. Discount for students enrolled in the university on the basis of the state educational grant/first choice

75.1 According to the decision of the Academic Council of the University School, a one-time discount can be applied to the relevant undergraduate educational programs. Freshmen enrolled in the university on the basis of the unified national exams, who obtained the state study grant on the basis of the unified national exams, can at the same time receive a one-time discount from the university. The amount of the discount is determined by the academic council of the school every year in relation to the undergraduate educational programs. Also, the academic council of the school is authorized to determine the amount of the one-time discount that will be applied to students who have a state educational grant.

75.2 According to the decision of the Academic Council of the University School, a one-time discount can be applied to the relevant undergraduate educational programs for those freshmen enrolled in the university who have chosen the university's undergraduate program as the first choice. The amount of the discount is determined by the academic council of the school every year in relation to bachelor's programs individually.

75.3 Only one of the discounts stipulated in clauses 75.1 and 75.2 of this article can be used within the undergraduate educational programs of the university.

Article 76. Rating discount for students with the best academic performance

76.1. The university's undergraduate and graduate educational programs have a rating discount, which is determined based on the academic performance of the students.

76.2. The procedure for calculating the rating discount, the frequency of issuance, the amount of the discount and other issues related to the rating discount are determined by the decision of the academic council of the relevant school of the university.

76.3. The dean of the relevant school makes the student's submission for a rating discount based on academic performance. The submission is reviewed and approved by the rector of the university.

Article 77. Discount for representatives of various socially vulnerable groups

77.1. The purpose of this article is to determine the mechanisms of financial support for representatives of various socially vulnerable groups in the case of studying at the university's undergraduate, master's and professional educational programs.

77.2. For the purposes of this article, the discount applies:

77.2.1. On socially vulnerable persons;

77.2.2. On persons with disabilities;

77.2.3. Persons living in the occupied territories;

77.2.4. On the children/family members of the persons killed for the protection of territorial integrity.

77.3. The mentioned discount has a one-time nature and applies to those who enroll in the university on the basis of unified national exams, common master's exams and professional testing.

77.4. In the case of bachelor's and master's programs, the mentioned discount applies to those persons who, on the basis of the unified national exam/common master's exam, obtain a 100% state training grant/state training master's grant and have the highest score/evaluation among the representatives of the groups provided for in paragraph 77.2 of this article (In the case of master's education programs, the highest score/grade will be calculated according to the respective educational programs).

77.5. In the case of a professional educational program, the mentioned discount applies to the professional student who, based on the professional testing, has the highest score/grade in the ranking list among the representatives of the groups provided in paragraph 77.2 of this article.

77.6. In the case of bachelor's and master's educational programs, the volume of discount is determined for representatives of various socially vulnerable groups is determined individually, in relation to educational programs, by the academic council of the respective school. And in the case of the professional educational program, the head of the Department of Agricultural Development and Vocational Education.

77.7. A student/professional student who belongs to the groups defined according to this rule, in order to obtain a discount, must submit the following documents to the university, along with other standard documentation, no later than December 1:

77.8.1. Socially vulnerable persons - a certificate issued by the LEPL- "Social Service Agency" under the state control of the Ministry of Labor, Health and Social Protection of Georgia regarding registration in the "Socially Vulnerable Families Database", which must be issued no earlier than 2 months before presenting the certificate to the university;

77.8.2. Persons with disabilities - extract of medical social examination certificate form No. 50/II (copy);

77.8.3. Persons living in the occupied territories - Georgian citizen's certificate, neutral identity card or neutral travel document;

77.8.4. Children/family members of persons who died for the protection of territorial integrity - a certificate issued by the State Service of Veterans Affairs, which confirms the family connection with the person who died for the protection of territorial integrity.

77.9 Before the start of the spring semester of each academic year, the university's affairs manager shall submit to the rector information about the students/professional students who, in accordance with this rule, have obtained a one-time discount for representatives of various vulnerable groups. Taking into account the presented basis, the rector issues an order.

Article 78. Other individual discounts

78.1. Other individual discounts may apply to all educational programs at the university.

78.2. Other individual discounts may apply to:

78.2.1. the University employees and their family members;

78.2.2. graduates of Bachelors' and Master's degree educational programs of the university;

78.2.3. in the case of sisters, brothers or siblings studying at the university at the same time;

78.2.4. in other individual cases, by the decision of the rector.

78.3. The volume of the discount provided in this article does not exceed 10% of the annual tuition fee of the relevant educational program, except for special cases, which will be seen and approved by the rector of the university.

78.4. The dean of the school carries out the nomination of the student for the discount specified in this article. And the rector of the university determines the acceptance of the discount and the amount of the discount in special cases based on the issuance of the relevant order.

Chapter X. Rules governing the educational process at professional educational programs

Article 79. Purpose and scope of the rule

- 79.1. The purpose of this rule is to determine the rules for the implementation of professional education, organization and management of the educational process at the professional educational programs of the GIPA "Georgia Institute of Public Affairs" (hereinafter referred to as the University).
- 79.2. The scope of regulation of this rule includes the development/adaptation, approval, amendment and cancellation of the professional educational program, obtaining the status of a professional student, suspending and terminating the status, accumulating credits at the university, evaluating the knowledge of professional students, recognizing the education received during the study period, granting professional qualifications and professional Diploma issuing procedures.
- 79.3. To the professional educational programs/students of the university, the regulations regulating those issues/relations established by the "Regulating Rules of the University Educational Process" are also applied, which are not regulated by the regulatory rule of the "Educational Process for Professional Educational Programs" defined in this chapter and do not contradict it.

§1. Rules for approval, amendment and cancellation of professional educational program development/adaptation

80. Scope of regulation

- 80.1. This rule determines the procedures for adapting, approving, making changes to, and canceling professional education programs at the university based on the Law of Georgia "On Professional Education".
- 80.2. Vocational education at the university is carried out with modular professional programs developed in accordance with the professional qualifications provided by the order of the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019 N69/N "On approval of the national qualifications framework and classifier of study areas".
- 80.3. Vocational educational program is a combination of learning objectives, learning outcomes, module/modules, relevant credits, teaching methods, evaluation forms and of the organization of the learning process. The professional educational program is completed by issuing a diploma and awarding the corresponding qualifications of the 3rd/4th/5th level of the national qualifications framework provided by the professional educational standard.
- 80.4. The language of instruction in the professional educational program is Georgian, and in some cases it is possible to teach in a foreign language in accordance with the legislation.

Article 81. Adaptation and approval of the educational program

- 81.1. The adaptation of the professional educational program is carried out by adapting the modules of the professional educational programs created on the basis of the professional educational standard.

- 81.2. The developed modular professional education program should include all mandatory general and mandatory professional modules.
- 81.3. The structure of the professional educational program should include the following information:
- 81.1.1. Professional specialization and qualifications to be awarded;
 - 81.1.2. Goals of the educational program;
 - 81.1.3. Career opportunities for graduates;
 - 81.1.4. Program structure and modules;
 - 81.1.5. Learning outcomes relevant to the qualification to be awarded;
 - 81.1.6. Methods of achieving learning outcomes;
 - 81.1.7. Evaluation system for the knowledge of a professional student;
 - 81.1.8. Professional qualifications to be awarded;
 - 81.1.9. Modules included in the program;
 - 81.1.10. Teaching plan;
 - 81.1.11. Information about Georgian language competence;
 - 81.1.12. Legal bases of professional educational program development;
 - 81.1.13. Information about professional teachers implementing the program.
- 81.4. The developed professional educational program module should include the following components:
- 81.4.1. Module name, status, description, admission prerequisites and other general information;
 - 81.4.2. Standard records that include information on module learning outcomes, performance criteria, scope of competency parameters, assessment directions and credits;
 - 81.4.3. Supporting records that include information on the organization of teaching and assessment, learning topics and teaching/learning methods, assessment methods, evidence. Also, information on approaches to the implementation of the module for the professional student's portfolio, the schedule of hours, learning resources (including inventory), recommendations on teaching approaches for people with special educational needs (SEN) and people with disabilities (PWD), and more.
- 81.5. The professional educational program is reviewed by the academic council of the university and approved by the rector upon submission of the head of the Department of Agricultural Development and Vocational Education.

Article 82. Implementation and cancellation of changes in the professional educational program

- 82.1. It is possible to make changes in the professional educational program based on the analysis of the results of the measures provided by the current system of evaluation of the professional educational program, changes made in the professional educational standard, the demand of the labor market (in the case of an optional module) or other circumstances.

82.2. Changes in the vocational educational program can be initiated by the head of the program, the quality manager of vocational education and the vocational education teacher implementing the program.

82.3. Making changes to the professional educational program is carried out based on the order of the rector.

82.4. Deficiencies and inefficiencies revealed during the evaluation of the program's implementation can be the grounds for canceling the program, such as incompatibility of the program with labor market requirements, the results of a survey of professional students, termination of cooperation with external partners supporting the program's implementation, and others.

82.5. The proposal to cancel the professional educational program, initiated by the head of the program and taking into account the conclusion of the quality manager of vocational education, submitted by the head of the Department of Agricultural Development and Vocational Education, is considered by the academic council of the university, and if the proposal is approved, the rector approves it with an appropriate order.

82.6. In the event that professional students are enrolled in the canceled professional educational program, their further education will be provided in accordance with the norms regulating university mobility.

82.7. Before canceling the professional educational program, the university ensures the signing of a memorandum with another educational institution, which provides the possibility of students to transfer and continue their studies with the recognition of their confirmed results.

§2. Rules for obtaining, suspending, terminating and mobility of professional student status

Article 83. Admission to professional educational program

83.1. This rule regulates the conditions of selection and enrollment of those who wish to study in the professional educational program.

83.2. Enrollment in the vocational education program is carried out in compliance with the requirements of the Law of Georgia "On Vocational Education" and the "Rules and Conditions for Enrollment in the Vocational Education Program" approved by the Order of the Minister of Education and Science of Georgia dated July 2, 2021 N42/N, in compliance with the prerequisites for admission specified by the vocational education program, and on the basis of the rector's order .

83.3. The university provides applicants with information on enrollment and registration procedures for professional educational programs, admission prerequisites and selection conditions, program features (awarded qualifications, continuing education, employment opportunities, duration and intensity of study, program content, program implementation form, financing opportunities) and other information related to the professional program.

83.4. The professional student is responsible for the correctness of the documents submitted in order to obtain the right to study at the university. The institution reserves the right to verify the authenticity of the submitted documents.

83.5. The university signs an agreement with the professional student on educational services, which is signed by the appropriate authorized person of the university on the one hand, and by the professional student (in the case of a minor professional student - his legal representative) on the other hand.

83.6. One copy of the contract is given to the professional student, and the second copy is kept in the personal file of the professional student.

83.7 According to the order of the Minister of Education and Science of Georgia No. 147 of March 19, 2009 "On the approval of the procedure for the recognition of general education received in the occupied territories", before granting the status of a professional student, a person who received general education in the occupied territory must present to the university a document of recognition issued in accordance with the applicable legislation of Georgia.

Article 84. Registration of the applicant

84.1. In order to study at the professional educational program, the applicant must register in the registration system at www.vet.emis.ge within the time limit determined by the individual administrative-legal act of the Minister of Education and Science.

84.2. The applicant is entitled to choose no more than 3 (three) professional educational programs in the registration system.

Article 85. Selection of applicants for the higher professional educational program

85.1. The selection of applicants refers to the assessment of those wishing to study at a higher professional educational program based on organized testing. Assessment of applicants for enrollment in a higher professional educational program is carried out by the LEPL- National Center for Assessment and Examinations (hereinafter referred to as the Center) on the basis of tests organized by the Center.

85.2. The date of professional testing is determined based on the individual administrative legal act of the Minister of Education and Science.

85.3. In order to enroll in a higher professional educational program, the applicant is required to pass the minimum competence limit of the test organized by the center, set by the director of the center, after which the applicant's results are reflected in the electronic database.

85.4. Based on the information received from the information system of the LEPL-Education Management System, the university, taking into account the number of places announced for the higher professional educational program and the order of the applicant in the ranked list, determines the identity of the applicants who meet the requirements of the "professional educational program" provided by the enrollment rules and conditions and approved by the order N42/N of the Minister of Education and Science of Georgia dated July 2, 2021.

Article 86. Additional assessment (internal selection) and the rule of formation of the selection and appeal commission

86.1. The rules and conditions for the additional assessment of applicants by the university, including the rules for the formation of the selection and appeal commissions, are determined based on the individual administrative-legal act of the university rector. The selection of applicants is carried out within the period established by the individual administrative-legal act/acts of the Minister of Education and Science.

86.2. Based on the individual administrative-legal act of the rector of the university, it is possible to define an interview with the admission commission as an additional assessment of the applicants.

86.3. After overcoming the threshold of minimum competence of the test by those wishing to enroll in the professional educational program and after analyzing the submitted documents, in order to determine the compliance of the applicants with the requirements of the educational program, a selection commission is formed by the order of the rector, which must consist of at least 3 members.

86.4. The applicant has the right to appeal the results of the additional assessment, no later than 3 working days after being notified.

86.5. In order to review the applicant's complaint, an appeal commission consisting of at least 3 members is formed based on the individual administrative-legal act of the rector. Participation in the appeal commission of persons who were already in the selection commission is not allowed.

86.6. The Selection and Appeals Commission can be staffed by university administrative staff and field specialists, at least one member of which must be an employee of the partner institution.

Article 87. Enrollment in a higher vocational educational program

87.1. A person is considered to be enrolled in the university's vocational program and is granted the status of a professional student after passing the minimum competency threshold at the test organized by the center and successfully passing the additional assessment established by the university (if any), based on the order of the rector.

87.2. The university ensures the enrollment of applicants to the higher vocational educational program taking into account the number of places announced for the program and the order of the applicant in the ranked list.

87.3. The individual administrative-legal act of the university rector defines:

87.3.1 The list of documents to be submitted by the applicant for enrollment;

87.3.2 Form of submission of documents;

87.3.3 Deadlines for submission of documents;

87.3.4 Grounds for refusing enrollment;

87.3.5 Conditions and terms of signing the contract;

87.3.6 Other matters necessary for enrolling applicants in a professional program.

87.4. If two or more applicants are on the ranked list with the same ranking score, and in the case of their enrollment in the program, the number of enrolled vocational students will exceed the number of places announced for the vocational education program, the university will ensure the

addition of the number of places to the program, which is necessary for the enrollment of applicants with the same ranking score.

87.5. After completing the enrollment of applicants to the vocational educational program, in order to fill the remaining places (if any), the university is authorized to post information about the places to be filled in the vocational education management information system within the time limits determined by the Minister of Education and Science.

87.6. The University ensures that information about the persons enrolled in the program is reflected in the Vocational Education Management Information Center within the time limit set by the individual administrative-legal act of the Minister of Education and Science.

Article 88. Suspension of vocational student status

88.1. The grounds for suspending the vocational student status are:

88.1.1. Statement of a personal or legal representative (indicating the reason);

88.1.2. Studying in a foreign country, except for studying within the exchange vocational educational program;

88.1.3. Non-payment of tuition fees within the established terms;

88.1.4. Other cases considered by the current legislation and internal legal acts of the

88.2. In the case provided by paragraph 88.1 of this article, the grounds for refusing to suspend the status of a vocational student cannot be the content of the reason specified by the professional student/his legal representative.

88.3. The rector's order is issued on the suspension of the vocational student status and registration of the suspension of the vocational student status is carried out in the vocational student register (evet.emis.ge).

88.4. A person whose vocational student status has been suspended will not be considered within the institution's student limit.

88.5. The suspension of the vocational student status is considered to be the release from the institution and the performance of the vocational student's rights and duties without the termination of the vocational student status.

88.6. In the case of restoration of the vocational student status, the tuition fees paid by the vocational student before the suspension of the status will be considered.

88.7 In the event that there are changed circumstances, including university tuition fees, after reinstatement of suspended status, the vocational student continues to study based on the new agreement/amendments to the existing agreement.

88.8. After reinstatement, a vocational student continues his studies from the stage from which his status as a professional student was suspended or continues his studies according to an individual study plan (if any).

88.9. The order of the rector of the institution will be issued on the restoration of the status for the vocational student and the relevant data will be entered in the register of vocational educational institutions (evet.emis.ge).

88.10. The maximum period of suspension of vocational student status is 5 years, after which the person's vocational student status is automatically terminated, except for the cases stipulated by the legislation.

88.11. Restoration of vocational student status in the institution where the person's vocational student status was suspended is allowed by exceeding the threshold number of professional students on a specific program. In this case, the number of persons enrolled above the total number of vocational students will be deducted from the number of student admission places determined by the institution for the next admission to the corresponding program.

88.12 If at the moment of restoration of the status of a vocational student, the university no longer implements the vocational educational program for which the status was suspended during his studies, the restoration of the status of a vocational student is allowed by observing the conditions stipulated in clauses 90.9 and 90.10 of Article 90 of Chapter X of the present rule, through the implementation of mobility to another program.

Article 89. Termination of vocational student status

89.1. The grounds for termination of vocational student status are:

89.1.1 Statement of personal or legal representative;

89.1.2 Completion of the educational program;

89.1.3 Expiry of 5 years from the suspension of vocational student status, except for the cases stipulated by the legislation;

89.1.4 Gross violation of the norms defined by the code of ethics and conduct of the university;

89.1.5 Impossibility of achieving learning outcomes provided for by the vocational educational program.

89.2. The vocational student status is terminated based on the rector's order, which is the basis for terminating the contract with the student. Termination of the status of a vocational student is considered to be the release from the institution and the fulfillment of the rights and duties of a vocational student without the right to restore the status of a vocational student. The vocational student is obliged to fully repay the financial debt that he/she has accrued before the termination of the vocational student status (if any).

89.3. A person whose status as a vocational student has been terminated may request documentation from his personal file, which the university will provide within a reasonable time.

89.4. In case of termination of the status of a professional student, it is allowed to obtain it again in accordance with the law.

Article 90. Mobility of vocational students

90.1. The transfer of a vocational student from one institution implementing the professional educational program to another institution is considered as external mobility, and the transition from one vocational program to another vocational educational program within the institution implementing the vocational educational program is considered as internal mobility.

90.2. The right to external mobility and internal mobility (hereinafter - mobility) is available to a person who has obtained the status of a vocational student in accordance with the procedure

established by the legislation of Georgia and who is a vocational student of the relevant institution at the time of the mobility. A person whose status as a vocational student has been suspended at the moment of mobility also has the right to mobility.

90.3. Professional student mobility is carried out within the limits of the maximum number of vocational students determined for the relevant program, except for the cases defined by the legislation of Georgia.

90.4. A professional student who wants to enroll in the university through external mobility (in the case of a minor vocational student - his legal representative) applies to the university with an application, as well as a professional student (in the case of a minor vocational student - his legal representative) who is already enrolled in the university's professional program and wants to enroll in another vocational program(if any) through internal mobility, applies to the university with an application. The name of the program to which the person wants to transfer should be mentioned in the relevant application.

90.5. When considering the application of a student with external mobility, the university is entitled to obtain additional information from the register about the status of the vocational student, in case of suspended status the grounds for suspending and the learning results achieved by him.

90.6. Consideration of the application of a person wishing to move and making a decision on enrolling a person or refusing to enroll shall be made within the time limits established by the General Administrative Code of Georgia.

90.7. The University reserves the right to establish additional requirements for the enrollment of a vocational student under the mobility rule, which may involve successfully passing an internal examination, documents to be reviewed or an interview.

90.8. The university has the right to refuse to enroll a person with mobility if:

90.8.1 The university does not have vacant places within the limit of vocational students defined for the program;

90.8.2 The university cannot provide further education of a person wishing to move, taking into account the specifics of the implementation of the receiving program;

90.8.3 The person seeking mobility cannot meet the prerequisites established by the university for enrollment in the program (if any).

90.9. Mobility can be carried out within the framework of the same or lower level program of the "National Qualifications Framework" approved by the first article of the Order N69/N of April 10, 2019 of the Minister of Education, Science, Culture and Sports of Georgia "On Approval of the National Qualifications Framework and Classifier of Study Areas".

90.10. The vocational student is entitled to mobility only for the program for which he meets the prerequisites for admission.

90.11. The university determines the compatibility of the study results achieved by the person wishing to move with the chosen program within the framework of another educational program in accordance with the legislation of Georgia and this rule.

90.12. The recognition of the compatibility of study results is confirmed by a reasoned decision of the special commission created by the order of the rector of the university, in which information is indicated on the compatibility of the educational program completed by the vocational student

with the receiving program, and in the case of internal mobility - with another program of the university, as well as on the recognized study results and the number of credits. If necessary, the university is obliged to draw up an individual study plan taking into account the interests of the vocational student.

90.13. The decision of the commission is made in the form of a commission protocol and is submitted to the rector of the university for approval.

90.14. The University, based on the conditions stipulated in this rule and the consent of the vocational student who wishes to move, issues a legal act on the enrollment of a vocational student through mobility and reflects the information in the register in accordance with the law. Based on the data of the register, the institution from which the vocational student transfers, and in the case of internal mobility, the institution from which the vocational student transfers from one program to another, issues a legal act on the termination of the status of a vocational student and records the information in the register in accordance with the law.

§3. Rules for the accumulation of credits in the vocational educational program, evaluation of learning results and recognition of education received during the period of study

Article 91. Length of study of a vocational student

91. 1 The terms of the educational process (start, end and holidays) are determined by the order of the rector of the university before the beginning of the academic year.

Article 92. Distribution of credits

92.1. Credit expresses the amount of work (load) to be performed by a vocational student in order to acquire the knowledge, skills and values provided by a separate module.

92.2. Credits are distributed among the modules of the vocational education program. The workload provided by the vocational educational program includes a theoretical and practical component, independent work and confirmation of the learning outcome(s).

92.3. The distribution of credits between the components of the vocational education program should allow the achievement of the learning outcome defined by the module.

Article 93. Educational activity/load of a vocational student

93.1. One credit represents 25 hours of vocational student learning activity.

93.2. In order to receive credit, the vocational student's educational activities must include attendance at theoretical and practical classes, as well as independent work.

93.3. Credit is granted only upon confirmation of all learning outcomes provided by the module.

Article 94. Granting of vocational student credit

94.1. Credit is granted on the basis of confirmation of achievement of learning outcomes.

94.2. It is possible to confirm the achievement of the learning result:

- 94.2.1. Through confirmation of assessment of learning outcomes;
- 94.2.2. By recognizing the results of learning achieved through informal education, in accordance with the rule approved by the order of September 6, 2019 N188/N of the Minister of Education, Science, Culture and Sports of Georgia "On the approval of the rule for recognizing the results of learning achieved within the framework of informal education".
- 94.2.3. By recognizing the results of learning achieved through formal education, in accordance with the rule approved by the order N121/N of the Minister of Education, Science, Culture and Sports of Georgia dated December 28, 2020 "On the approval of the rule for recognizing the results of learning achieved within the framework of formal education".

Article 95. Selection of the object of production practice

95.1 The practice facility must meet the criteria defined by the Resolution of the Government of Georgia N416 of 2022 and the present article:

- 95.1.1 To be aware of the importance of involvement in the program implementation process and his own responsibility as an educational service provider and to have the motivation to be involved in the implementation of the program;
- 95.1.2 Its human and material resources must be in accordance with the program requirements and learning outcomes;
- 95.1.3 In case of carrying out activities subject to a license/permit or other special regulation in accordance with the legislation of Georgia, a student is obliged to have a license/permit or other authority provided for by special regulation.

95.2 The evaluation of the practice object is carried out by the vocational education teacher/field expert of the university in accordance with the Annex N19 of this rule, and based on the analysis of the obtained results, the head of the vocational education program makes a positive or negative decision about the student's business trip to the practice object.

Article 96. Intermediate assessment

96.1 The purpose of the mid-term evaluation is to check the level of knowledge and learning outcomes achieved by the vocational student during the period of study in the program.

96.2 The result of the midterm assessment does not constitute a basis for confirming the learning outcomes of the vocational student or granting credit.

96.3 Participation in the midterm assessment is mandatory for all vocational students and is a prerequisite for admission to the qualifying examination.

96.4 Intermediate assessment is carried out at the middle stage of the program implementation, when the vocational student has passed not less than 40% and not more than 60% of the learning outcomes.

96.5 The date of mid-term evaluation is determined based on the order of the university rector.

96.5.1 In the interim assessment, it is possible to use:

96.5.2 Theoretical assessment;

96.5.3 Demonstration of practical skills;

96.5.4 Project presentation;

96.5.5 Discussion and analysis of the situation;

96.5.6 Other relevant method.

96.6 The intermediate assessment of a vocational student is subject to validation by the commission.

96.7 In the event that a vocational student does not take part in the mid-term assessment due to an honorable reason, he/she is entitled to apply to the head of the relevant vocational program with a justified written statement (with appropriate evidence attached if necessary) within no more than 3 working days after the mid-term assessment has been conducted and request the re-appointment of the mid-term assessment.

96.8 The head of the relevant vocational educational program will examine the submitted application/documentation within 3 working days after receiving the submitted written application and make a decision to accept it or refuse to accept it.

96.9 If the vocational student's substantiated written application is satisfied, he has the right to participate in the mid-term evaluation reorganized by the department's administration without additional financial obligation.

96.10 In the event that a vocational student who has submitted an application regarding non-participation in the mid-term assessment, does not take part in the re-organized mid-term assessment by the administration of the department, regardless of the reason, he is obliged to pay the fee - 500 GEL for the re-organized mid-term assessment within 5 calendar days after the re-organized mid-term assessment and to participate in the intermediate evaluation reorganized by the administration of the department.

96.11 In the event that a vocational student does not participate in the mid-term evaluation due to an unjustified reason, or the application submitted by him about non-participation in the mid-term evaluation is not satisfied, he is obliged to pay the fee for participation in the reorganized mid-term evaluation - 500 GEL and participation within 5 calendar days after the mid-term evaluation. to be accepted by the administration of the department in the reorganized mid-term evaluation.

96.12 In the event that a vocational student, due to an unfair reason, does not participate again in the mid-term assessment reorganized by the administration of the department, he is obliged to pay the fee for participation in the re-organized mid-term assessment - 1000 GEL within 5 calendar days after conducting the re-organized mid-term assessment and to participate again by the administration of the department in an organized interim assessment.

96.13 In the event that the vocational student does not pay the fee established by the same clauses within the terms stipulated by clauses 96.11, 96.12 and 96.13 of the present Article, the vocational student status will be suspended on the basis of financial debt.

96.14 If the vocational student does not take part in the mid-term evaluation organized by the administration of the department for the third time, it is considered that he cannot achieve the learning results provided by the relevant vocational educational program and his status as a vocational student is terminated.

96.15 The intermediate assessment provided for in this article shall be applied to the vocational student who has obtained the status of vocational student based on the vocational testing conducted since 2024.

Article 97. Interim Evaluation Commission

97.1. The intermediate evaluation of the vocational student is carried out through the commission, the composition of which is determined by the order of the rector of the university.

97.2. The commission should consist of a chairman and at least 3 members, most of whom should not participate in the vocational student's teaching process before the mid-term evaluation.

97.3. The committee is obliged to evaluate the learning results of the professional student, after which a protocol is drawn up, which should reflect information about the program's strengths and areas for improvement.

Article 98. Conducting the qualification exam

98.1 The prerequisite for admission to the qualification exam is confirmation of all study results provided by the vocational educational program and participation in the intermediate assessment.

98.2 The university is obliged to conduct the qualification exam no later than 30 calendar days after the completion of the vocational educational program.

98.3 The date of the qualification exam is determined based on the order of the rector of the university.

98.4 A vocational student is obliged to participate in the qualification exam, passing it is a prerequisite for the qualification provided by the vocational educational program.

98.5 It is not allowed to miss the qualifying exam, in case of missing the exam, the professional student is obliged to participate in the qualifying exam reorganized by the administration of the department.

98.6 A professional student has the right to participate in the repeated qualifying exam after he pays the fee for participating in the repeated qualifying exam, which is 500 GEL.

98.7 The vocational student is obliged to pay the fee for participation in the repeated qualifying exam no later than 5 calendar days after the qualifying exam. In case of non-payment of the fee within the period established by this paragraph, the vocational student status shall be suspended.

98.8 If the vocational student does not appear for the reorganized qualification exam, he is obliged to participate in the next reorganized qualification exam by the university administration.

98.9 A vocational student will have the right to participate in the second reorganized qualification exam after he pays the fee for participation in the re-qualification exam, which is 1000 GEL.

98.10 The vocational student is obliged to pay the fee for participation in the repeated qualifying exam no later than 5 calendar days after the reorganized qualifying exam. In case of non-payment of the fee within the period established by this clause, the vocational student status shall be suspended.

98.11 In the event that a vocational student does not participate in the repeated reorganized qualification exam or fails to receive a positive evaluation, it is considered that he/she cannot achieve the learning outcomes provided by the relevant professional educational program and his/her status as a vocational student is terminated.

- 98.12 In the event that a professional student fails to get a positive grade in the qualifying exam, he is obliged to participate in the qualifying exam organized by the university administration.
- 98.13 A vocational student who did not receive a positive grade in the qualifying exam has the right to participate in the re-organized qualifying exam if the requirements stipulated in Articles 98.5 and 98.6 of this article are met.
- 98.14 In the event that a vocational student, who failed to get a positive grade in the repeatedly organized qualification exam, he is obliged to participate in the qualification exam organized by the university administration for the third time.
- 98.15 A vocational student who did not receive a positive grade in the re-organized qualifying exam shall have the right to participate in the third organized qualifying exam if the requirements stipulated in Articles 98.7 and 98.8 of this Article are met.
- 98.16 In the event that a vocational student fails to receive a positive grade in the qualification exam three times in a row, or does not appear for the second/third organized qualification exam, it is considered that he/she cannot achieve the learning outcomes provided in the relevant vocational educational program and his/her status as a vocational student is terminated.
- 98.17 In the event that a vocational student is unable to attend the qualifying exam due to an honorable reason, he/she must apply in writing to the head of the relevant vocational program no later than 3 calendar days after the date of the qualifying exam and attach a document confirming the existence of an honorable reason.
- 98.18 The head of the relevant vocational program will study the submitted application and the documents attached to it no later than 3 working days after its submission and make a decision to accept or refuse to accept the application.
- 98.19 In the event that the application submitted by the vocational student was approved and the absence was considered honorable, the administration of the department designates the date of the re-qualification exam.
- 98.20 The question(s)/topic(s) of the re-qualification examination should not be identical to the qualifying examination already conducted.
- 98.21 It is not allowed to miss the qualifying exam twice, regardless of the reason for the absence. In such a case, it is considered that the vocational student received a negative grade in the exam.
- 98.22 The instrument(s) used for the purpose of the qualification examination shall be subjected to validation with the participation of the qualification commission.
- 98.23 The paper prepared by the vocational student for the qualification exam is kept at the university for 3 years after the qualification was awarded to the professional student.

Article 99. Qualification Commission

- 99.1. The evaluation of the vocational student's qualification exam is carried out through the qualification commission, the composition of which is determined by the order of the rector of the university.
- 99.2. The qualification commission should consist of at least 3 members, most of whom should not participate in the process of achieving the learning results of the vocational student before the qualification exam. In the commission, there must be one member representing the field, who is not an employee of the university.

- 99.3. The commission is obliged to evaluate the qualification exam and provide the rector of the university with a recommendation on granting the qualification to the vocational student.
- 99.4. The decision of the commission is notified to the student within 3 working days after the decision is made.
- 99.5. The vocational student has the right to appeal the decision made by the commission within 5 working days after receiving the notification about the decision made by the commission, in which case an appeal commission is established by order of the rector.
- 99.6. The appeal commission should not include those persons who previously participated in the qualification exam. The appeal commission, within 30 calendar days after receiving the complaint, makes a decision to leave the decision made by the qualification commission in force or to carry out a re-evaluation.

Article 100. Professional student evaluation system

100.1 Credit for the vocational education program can be obtained only after achieving all the learning outcomes provided by the module.

100.2 vocational students are evaluated according to the criteria provided by the module.

100.3 The evaluation tool is determined by the person implementing the module/ vocational education teacher, in agreement with the head of the program.

100.4 The assessment must necessarily include formative and determinative assessments that serve to guide the vocational student's knowledge acquisition and skill development process and determine the level of achievement.

100.5 Any evaluation format must meet the principles of validity, reliability, transparency, fairness and objectivity.

100.6 Formative assessment does not affect the results of the vocational student's final assessment. The purpose of formative assessment is to develop the professional student's achievements. The vocational education teacher has the right to choose the form of formative assessment.

100.7 Determinative evaluation provides the use of a system based on confirmation of competencies only and allows the following two types of evaluation:

100.7.1 The learning result has been confirmed;

100.7.2 The learning result could not be confirmed.

100.8 In case of receiving a negative result in the final assessment or in the case of not appearing for the assessment due to an illegitimate reason, the vocational student has the right to request a repeated assessment of the achievement of the learning results within a reasonable period of time.

100.9 The date of re-evaluation is determined by the administration of the department in agreement with the relevant vocational education teacher. The vocational student is not incurred any additional financial obligation during the repeated evaluation.

100.10 In the event that a vocational student receives a negative grade in the re-evaluation or does not appear for an unfair reason, it is considered that the professional student did not achieve the learning outcomes provided by the module and he has to retake the module after paying the relevant tuition fee.

100.11 In the event that a professional student is unable to attend the evaluation provided by the module due to an honorable reason, he must apply to the head of the relevant program with a written statement no later than 2 calendar days after the day of the evaluation and attach a document confirming the existence of an honorable reason.

100.12 The head of the relevant program will examine the submitted application and the documents attached to it no later than 2 working days after its submission and, in agreement with the vocational teacher of the relevant module, will make a decision to approve or reject the application.

100.13 In the event that the application submitted by the vocational student was approved and the absence was considered honorable, the head of the relevant educational program in agreement with the relevant vocational education teacher appoints the date of re-evaluation.

100.14 The issues of the reassessment must not be identical to the assessment already conducted.

100.15 It is not allowed to miss the same assessment provided by the module twice in a row, regardless of the reason for the absence. In such a case, it is considered that the vocational student failed to confirm the learning outcomes provided by the relevant module and he/she has to retake the module after paying the relevant tuition fee.

100.16 If the application submitted by the vocational student (who received a negative grade on the first assessment) is not approved, it is considered that the professional student has not achieved the learning outcomes provided by the module. The decision made is final and not subject to appeal.

100.17 In case of missing 33% of the contact hours of the module with an honorable reason, the vocational student is obliged to complete the module without paying an additional fee, except for the foreign language learning module, in the case of such a module, the mentioned limit is 25%.

100.18 In case of missing 33% of the contact hours of the module due to an illegitimate reason, the vocational student is obliged to complete the module after paying the appropriate fee calculated by credits, except for the foreign language learning module, in the case of such a module, the mentioned limit is 25%.

100.19 The use of the determinative evaluation tool is carried out based on the agreement with the head of the vocational program and the quality manager of vocational education.

100.20 The evaluation process is considered completed only after the documentation of the evaluation results is signed. The vocational education teacher/evaluator is obliged to ensure the creation of evidence (by means of a test, evaluation scheme, observation sheet, video recording of the vocational student's activity or other means) and transfer of the evaluation results to the department's administration.

100.21 In order to be awarded the qualification, the student must accumulate the credits provided by the mandatory general and vocational modules determined by the vocational educational program.

100.22 Overseeing the correct implementation of the evaluation rule and providing relevant consultations is the responsibility of the quality manager of professional education.

100.23 It is the responsibility of the vocational education teacher implementing the module to familiarize the vocational student with the assessment rule and the module.

Article 101. Verification mechanism

- 101.1. Verification is a mechanism for ensuring compliance with the requirements of the vocational student evaluation system standard used in the university.
- 101.2. Verification is carried out in the following directions:
- 101.2.1 Verification of the instrument used for assessment;
 - 101.2.2 Process verification;
 - 101.2.3 Verification of evidence.
- 101.3. Verification is carried out taking into account the principles of validity, reliability, transparency, fairness and objectivity of the evaluation system.
- 101.4. Within the framework of the vocational educational program at the university, verification is carried out by the internal verification group, the composition of which is approved by the order of the rector.
- 101.5. The internal verification group consists of the group chairman and group members.
- 101.6. The quality manager of vocational education determines the period of verification of compliance with the requirements stipulated by the standard of vocational student evaluation system (at least once a year).
- 101.7. Verification of the evaluation system is carried out taking into account the analysis of risk factors.
- 101.8. Verification can be done:
- 101.8.1 In the event that there are frequent requests from vocational students regarding the appeal of study results;
 - 101.8.2 In the event that 50% or more of the vocational students do not receive confirmation within the module;
 - 101.8.3 On the principle of random selection;
 - 101.8.4 For other objective reasons.
- 101.9. In case of deficiencies established through the verification of the vocational educational program, the head of the verification group will write to the head of the professional educational program and the teacher implementing the professional module for further response.
- 101.10. Based on the relevant comments and recommendations of the internal verification team, the vocational program implementation team will be given a reasonable period of time to correct the identified deficiencies.

Article 102. Evidence requirements

- 102.1. During the evaluation process, the professional education teacher evaluates the compliance of the presented evidence with the learning outcomes criteria and determines whether the vocational student can perform the task consistently.
- 102.2. The vocational education teacher should guide the evidence evaluation process in accordance with the principles of validity, transparency, authenticity and the requirements defined by the module specification.

Article 103. Rules for proper recording and storage of data/information/evidence related to assessment

103.1. The registration of the learning results confirmed by the vocational student is performed with a source of academic performance, in the university's electronic management database (PORTAL.GIPA.GE).

103.2. Within the framework of vocational educational programs, the evidence is protected and stored for a period of 3 years after the evaluation of the achievement of learning results. The sources are permanently stored in the electronic database of the university.

Article 104. Appealing the Assessment of Professional Student

104.1 Vocational education teacher is obliged to provide a vocational student with an evaluation of the learning outcome within 5 working days of the evaluation.

104.2 Within three days after receiving the evaluation of the learning outcome, a vocational student has the right to appeal the evaluation, by submitting a written complaint to the head of the Department of Agriculture and the Head of Vocational Education (later the Head of the Department).

104.3 The complaint must include an argumentative justification as to why the vocational student disagrees with the received evaluation, otherwise the head of the department is entitled to leave the submitted complaint, the decision to dismiss the complaint is not subject to appeal.

104.4 In order to review the complaint, the Head of the Department, within 3 working days of the complaint with the Head of the Program, determines the vocational education teacher or other expert in the field who is obliged to thoroughly study and objectively discuss the evidence of the outcome of the vocational student's learning (both theoretical and practical) and carries out the repeated evaluation if necessary.

104.5 A vocational education teacher or other expert in the sector is entitled to leave a vocational student's evaluation or change the assessment of the student in favor of the student. This decision is final and not subject to appeal.

104.6 The Administration is obliged to provide a professional student's work (evidence) which is subject to the evaluation, in electronic or material form, and keep it before the expiry of the time defined to appeal the work.

104.7 Vocational students should be notified of the results of the appeal within 8 business days of the submission of the complaint.

Article 105. Rule of Recognition of Education

105.1. The recognition of education received in the vocational education institution of Georgia is carried out by the Special Commission defined by the Rector's order, by determining the compliance with the vocational education standard and vocational education program.

105.2. If the name of the already used component of the program is slightly different from the component of the vocational education program of the University but is identical in qualifications to be gained it may be recognized by the University.

105.3. If the vocational student's learning outcomes of already used component of the program are identical to the learning outcomes of the University's vocational program, it is automatically recognized.

- 105.4. By testing the knowledge, skills and values of a person with non -formal education and comparing with the standard competencies of the relevant field of profession , it is possible to recognize informal vocational education.
- 105.5. Recognition of non -formal education shall be carried out in accordance with the procedure approved by the Rule N8/N of Georgia” On the terms and conditions of non -formal vocational education”.
- 105.6. For the purpose of involvement in the vocational education program of special educational needs (SEN) and a person with disabilities (disabled) persons, such persons shall be allowed to the program without overcoming the module's prerequisites.
- 105.7. The recognition of education received by a person abroad shall be carried out in accordance with the procedure established by the legislation of Georgia.

§4 Instruction on awarding qualifications to vocational students

Article 106. Prerequisite for awarding qualification

- 106.1 The university defines the corresponding learning outcomes of individual levels of vocational education with the description of vocational qualifications of the vocational qualifications framework.
- 106.2 The prerequisites for granting the qualification are the modules, assessments, and learning results completed by the vocational student in the relevant educational program.
- 106.3 The compliance of the credits used by the vocational student with the qualification requirements is verified and confirmed by the qualification commission determined by the rector.
- 106.4 Vocational students admitted from 2024 must pass the qualification exam as a prerequisite for qualification.

Article 107. Award of qualification

- 107.1. The qualification commission examines the personal case of each vocational student and determines whether the learning outcomes have been overcome.
- 107.2. The decision of the commission is made in the form of a protocol and submitted to the rector of the university for approval.
- 107.3. The rector of the university issues an order on granting qualifications to the relevant vocational student.
- 107.4. The protocol of the meeting of the qualification commission is an integral part of the order issued by the rector of the institution.
- 107.5. After the completion of vocational education, a relevant vocational education document - professional diploma - is issued.
- 107.6. The person who failed or did not complete/verify the results of the modules provided by the vocational educational program in full, upon request, will be given a certificate for those modules, the results of which have been fully confirmed.
- 107.7. A person who has passed only a separate module will be awarded a certificate based on the confirmation of the achievable results provided by the module.

§5 Program implementer/vocational education teacher

Article 108. Person implementing the program/vocational education teacher

108.1 In order to conduct educational activities perfectly, the institution has the necessary number of program implementers/vocational education teachers based on the current legislation and educational goals of the institution.

108.2 The person implementing the program/teacher of vocational education can be a holder of IV or V level qualifications of higher education or vocational education or a person who has at least 3 years of experience in the relevant profession.

108.3 The person implementing the program/vocational education teacher with the IV level qualification is not allowed to teach within the V level educational program.

108.4 The university may set additional requirements for the person implementing the program/vocational education teacher according to the standard of the relevant profession.

108.5 The person implementing the program/vocational education teacher has the right to:

108.5.1 To participate in the educational process of the institution in accordance with the administrative acts of the institution;

108.5.2 To carry out theoretical and practical training;

108.5.3 To independently determine teaching methods and means within the framework of the educational program;

108.5.4 Exercise the rights provided for by the applicable legislation, the institution's regulations, internal regulations and other internal legal acts.

108.6 The person implementing the program/vocational education teacher is obliged to:

108.6.1 To comply with the requirements of this provision and legal acts of the institution;

108.6.2 To fulfill the obligations under the contract.

Article 109. Appointment to the position of program implementer/vocational education teacher

109.1.1 The rector of the university appoints and dismisses the staff implementing the program.

109.1.2 In order to fill the vacant position of program implementer/vocational education teacher, the following must be submitted to the university:

109.2.1 CV;

109.2.2 A document confirming the qualification of level IV or V of higher education or vocational education or at least 3 years of experience in the relevant profession;

109.2.3 Identity document;

109.2.4 Other documentation as required.

109.3 The position of program implementer/vocational education teacher can be occupied by the candidate on the basis of competition or without competition by the decision of the rector of the university, which is formed by the order of the rector of the university and/or the contract.

Article 110. Dismissal of the program implementer/vocational education teacher

110.1 The grounds for dismissal of the program implementer/vocational education teacher are:

110.1.1. Personal statement;

- 110.1.2. Expiration of the contract;
- 110.1.3. Violation of internal regulations, code of ethics and other internal university acts;
- 110.1.4. Violation of the conditions stipulated in the agreement;
- 110.1.5. Other cases defined by legislation.

110.2 The decision on the dismissal of the person implementing the program/vocational education teacher can be appealed in the court according to the procedure established by the legislation.

Article 111. Legal relationship with the staff implementing the program

111.1 The legal relationship with the person implementing the vocational education program/vocational education teacher is regulated on the basis of the labor contract/service contract signed with them.

111.2 The workload and working period of the person implementing the vocational education program/teacher of vocational education is determined individually, which corresponds to the relevant educational program and the Labor Code of Georgia.

Collegial evaluation form

Name and surname of the lecturer: _____

Educational program (level and title): _____

Name of the training course: _____

Number of students: _____

Name and surname of the attending person: _____

Semester/Course: _____

Date of visit: _____

Please rate the effectiveness of the training process (by indicating a score from 1 to 5, where 5 is the maximum result, and 1 is the minimum):

Lecturer's professionalism:

Criterion	Assessment	Comment
The lecturer has thematic theoretical knowledge, which is reflected in the information he provides		
The lecturer has thematic practical experience, which is reflected in the examples provided by him; in cases, in published studies and he/she demonstrates it during the lecture process		
The lecturer makes an effective synthesis of theoretical and practical knowledge during the lecture - he cites the appropriate argumentation; defines concepts; provides practical experience		
The lecturer can explain the issue in many ways and his approach to different concepts is versatile		
The lecturer respects the opinion of students - can understand their position and give competent answers to questions		

Lecturer's teaching method and technical side:

Criterion	Assessment	Comment
The lecturer's presentation skills allow the students to understand the subject and absorb the information provided by him as much as possible.		
The lecturer works with the group in an interactive mode, promotes the processes of engagement, discussion and moderates it accordingly.		
The lecturer conveys the material with enthusiasm - his speech is not monotonous and the tone of voice is understandable to all members of the audience.		
The aids presented by the lecturer (Power Point, video, diagrams, whiteboard, flip charts, etc) are clear and elaborated.		
The lecturer is organized, starts the lecture on time and records the students' attendance		

Additional comments regarding the following components - strengths and areas for improvement:

Signature: _____

Course, lecturer and self-evaluation questionnaire to be filled by the student anonymously

Note: This survey is conducted by Georgian Institute of Public Affairs (GIPA). The aim of the survey is to improve the quality of teaching and it consists of three blocks: Block No. 1: Content of the training course and learning resources, Block No. 2: Evaluation of the activity of the head of the training course/lecturer, Block No. 3: Self-evaluation (autonomy and responsibility). Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer for you by indicating a score from 1 to 5, where 5 is the most positive assessment and 1 is the minimum. Also, it is important that the student has the opportunity to comment on all questions, if desired. In case of open questions, please indicate your opinion in writing. Anonymity within the survey is fully ensured and the results are used only in a general form.

* Gender of the student:

* Educational program:

* Semester:

Block No. 1 - Content of the training course and training resources

1. The objectives and content of the training course are clearly stated in the syllabus:

I completely disagree	I disagree	I partially agree	I agree	I completely agree
1	2	3	4	5

Additional comments:	
----------------------	--

2. The hours allocated for the lectures and seminars of the training course, as well as for processing the material provided by the syllabus and preparing assignments, are adequate:

3. Assessment methods (homework, essay, case study, survey, presentation, etc.) corresponded to the content of the training course:

4. The subject of the mid-term and final exams corresponded to the material specified in the syllabus and was objectively assessed by a clearly defined assessment system in advance:

5. Mandatory literature indicated in the syllabus was available in physical or electronic form:

6. The study of the mentioned course within the framework of the program is important, it gives the student new knowledge in the field and improves his skills:

Block No. 2 - evaluation of the activity of the head of the training course/lecturer

1. At the beginning of the semester, the lecturer introduced us in detail to the objectives of the training course, its content, learning outcomes and evaluation system:
2. The lecturer consistently followed the topics covered by the syllabus, explained the material clearly, gave relevant examples and cases:
3. The lecturer informed the students about the results of the evaluation within the set period and, if necessary, explained individually to the students the areas for improvement identified in the assignments and exams:
4. If necessary, the lecturer would individually explain to the student the areas for improvement identified in assignments and exams:
5. The lecturer used various teaching methods (discussion/debate, case studies, brain storming, etc.):
6. The lecturer gave the students an opportunity to demonstrate their knowledge and skills, created a learning environment focused on the student's interests in the audience:
7. The lecturer did not ignore the questions asked by the students and was ready to provide additional consultation to the students if necessary:
8. When interacting with students, the lecturer showed respect and followed the norms of academic ethics:
9. Please, if you wish, express your opinion regarding the study course and the lecturer in general. Do you think the curriculum needs changes? (If the answer is yes, what would you change?)

Block No. 3 self-assessment (autonomy and responsibility)

1. I always completed the tasks provided by the training course and systematically prepared for seminars and exams:
2. I was actively involved in the lecture/seminar process, expressing my own opinion and respecting different views:
3. After completing the course, I can independently acquire additional knowledge in the mentioned field, prepare/perform a presentation/analytical document/practical work or participate in a discussion around the topic:
4. In the end, I am satisfied with the training course. I think I have achieved the learning outcomes defined by the syllabus:

Evaluation of the module by the vocational student and the vocational education teacher implementing the module

Note: This survey is conducted by Georgian Institute of Public Affairs (GIPA). The purpose of the survey is to identify the strengths and areas for improvement of the training process, the results of the survey will be used to improve the training process. The questionnaire consists of three blocks:

No. 1: Module content and learning resource, block;

No. 2: Evaluation of professional teacher's activity;

No. 3: Self-evaluation (autonomy and responsibility).

Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer for you by indicating a score from 1 to 5, where 5 is the most positive assessment and 1 is the minimum. It is also important that the vocational student has the opportunity to comment on all questions, if desired. In case of open questions, please indicate your opinion in writing. Anonymity within the survey is fully ensured and the results are used only in a generalized form.

Block No. 1 - Content of the training course and training resources

1. The objectives and content of the training course are clearly stated in the module:
2. The hours allocated for the theoretical and practical lessons of the module, as well as for processing the material provided by the module and preparing assignments, are adequate:
3. Assessment methods (homework, case study, survey, presentation, etc.) corresponded to the content of the module:
4. The subject of the assessment/verifications corresponded to the material indicated in the module and was objectively assessed by a clearly defined assessment system in advance:
5. Mandatory literature specified in the module was available in physical and/or electronic form:
6. The study of the mentioned module within the program is important, it gives the student new knowledge in the field and improves his skills:

Block No. 2 - evaluation of the vocational education teacher's activity

1. At the beginning of the module, the vocational education teacher introduced us in detail to the objectives of the training course, its content, learning outcomes and evaluation system:
2. The teacher of vocational education consistently followed the issues provided by the module, explained the material for understanding, cited relevant examples and cases:

3. The vocational education teacher would inform the vocational students of the evaluation results within the established period and, if necessary, would individually explain to the professional student the areas for improvement identified in the assignments and confirmations:
4. The vocational education teacher used various teaching methods:
5. The vocational education teacher gave the vocational students an opportunity to demonstrate their knowledge and skills, created a learning environment focused on the student's interests in the audience:
6. The vocational education teacher did not ignore the questions asked by the professional students and was ready to provide additional consultation to the students if necessary:
7. The teacher of vocational education showed respect and followed the norms of academic ethics when interacting with students:
8. Please, if you wish, express your opinion regarding the module and the vocational teacher in general. Do you think the module needs changes? (If the answer is yes, what would you change?)

Block No. 3 self-assessment (autonomy and responsibility)

1. I always completed the tasks provided by the module and systematically prepared for assessment/confirmation:
2. I was actively involved in the process of theoretical and practical work, expressed my own opinion and respected different views:
3. After passing the module, I can independently obtain additional knowledge in the mentioned field, prepare/perform a presentation, practical work:
4. In the end, I am satisfied with the completed module. I think I have achieved the learning outcomes defined by the module:

Questionnaire for anonymous evaluation of the supervisor of the master's thesis by the master's student

Note: This survey is conducted by Georgian Institute of Public Affairs (GIPA). The purpose of the survey is to improve the quality of teaching. Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer for you by indicating a score from 1 to 5, where 5 is the most positive assessment and 1 is the minimum. Also, it is important that the student has the opportunity to comment on all questions, if desired. In case of open questions, please indicate your opinion in writing. Anonymity within the survey is fully ensured and the results are used only in a general form.

* Educational program:

* Supervisor of the work:

1. Before starting work on the research topic, I received proper consultation from the supervisor regarding the thematic focus and relevance of the topic:

2. Before starting work on the thesis, the supervisor additionally explained to me the main academic requirements for research and preparation of the thesis:

3. When starting work on the thesis, I received proper advice from the supervisor regarding the preparation of the research plan and design:

4. The thesis supervisor provided regular consultations both face-to-face and using e-mail (or other communication technologies):

5. I received appropriate advice from the thesis supervisor in the process of establishing the research methodology and data collection:

6. I received proper help from the supervisor regarding the identification and search of respondents (experts, analysts, etc.):

(If the research methodology you selected did not include in-depth interviews and expert surveys within the framework of qualitative research, please skip this question.) (Optional question)

7. The thesis supervisor's advice and feedback helped me to solve the problems that arose during the research process, and if necessary, he appointed me additional consultations:

8. The head of the work would express regular interest in the progress of the research and would observe the progress of the work:

9. The thesis supervisor provided me with additional information about the standards of academic integrity (including the prevention of plagiarism) and the sanctions imposed in case of their violation (plagiarism):

10. During the work, the supervisor showed respect and followed the norms of academic ethics:
11. If necessary, the thesis supervisor consulted me in identifying the relevant literature and modern scientific resources and gave me directions for finding them:
12. The thesis supervisor reviewed the finished thesis and I received the appropriate final feedback:
13. The supervisor of the thesis introduced me to the circumstances to be considered in the process of defending the thesis and gave me proper consultation regarding the presentation of the research:
14. In general, I received highly qualified and high-quality consultation and appropriate assistance from the thesis supervisor:
15. Please, if you wish, express your opinion regarding the preparation of the diploma thesis in general and the supervisor of the thesis. Do you have any kind of advice/recommendation for the thesis supervisor (if yes, please share your advice/recommendation)

Questionnaire to be filled in by the student on practice

Academic year:

Note: This survey is conducted by Georgian Institute of Public Affairs (GIPA). The purpose of the survey is to improve the quality of teaching. Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer for you by indicating a score from 1 to 5, where 5 is the maximum result and 1 is the minimum. In case of open questions, please indicate your opinion in writing. The anonymity of the respondent will be fully ensured within the scope of the research.

1. You had intensive consultations and communication with the head of practice through personal meetings and e-mails:

1 2 3 4 5

Additional comments:

1 The head of the practice supervised the activities you performed and gave you relevant feedback in a timely manner:

2 The head of the practice gave you the right directions thematically and his /her competence is satisfactory in relation to the practice:

3 Practice supervisors from the university had effective communication with the practice supervisor at the workplace:

4 Practices were well organized:

5 Learning practices have increased my knowledge and skills:

Focus Group Guide Questionnaire / Discussion Plan for students ²

1. How would you rate the educational program?

² For all courses, the questionnaire is the same; Other important issues can be additionally discussed within the focus group.

a. To what extent did the educational program live up to or not live up to your expectations? In case of a negative answer, please inquire about the reason.

b. How would you evaluate the consistency of the educational program, the distribution of compulsory and optional subjects, how logically the subjects are connected with each other and whether the admission prerequisites are met.

c. Do you observe that there is a thematic overlap between the subjects? Are the same topics taught in different subjects with the same literature?

d. In your opinion, are there any issues, topics or subjects that are relevant in the field, although they are not presented in the educational program, and you would like to study them further? Or, on the contrary, are there subjects that, in your opinion, should not be taught in the educational program?

e. How would you describe the fairness of teaching methods and assessment during the learning process?

f. How satisfied are you with the lecturers? Can you recall any problems with the lecturer? or an initiative/project that you implemented together with the lecturer.

g. Within the framework of the educational program, how much have you grown professionally (please evaluate the progress), how much are the subjects focused on the development of practical skills along with the transfer of theoretical knowledge?

h. Which positive aspects to be improved of the educational program would you single out? And what would be your general recommendation regarding the development of the educational program.

2. How would you rate the program coordinator's work with you:

a. Is it available as needed?

b. Does the program coordinator help you with administrative issues?

c. Will you be timely informed about table changes, news, meetings and other necessary issues?

d. Does he/she attend lectures/exams regularly?

3. How would you rate the learning process:

a. In your opinion, how well-equipped is the learning environment (auditorium, library, computer lab, etc.)?

b. How useful were the guest meetings for you? What would be your expectations/future ideas regarding the above mentioned ?

c. How saturated is the learning process with practical/applied/extra-curricular activities and what is your involvement in this regard?

d. In terms of further development/improvement/refinement of the training process, what would be your recommendations?

e. Opportunities for additional consultation with administration, visiting or academic staff;

Guide Questionnaire / Discussion Plan for Vocational Students³

1. Evaluation of the vocational education program:

³Other important issues can be additionally discussed within the focus group.

- a. To what extent did the vocational education program meet your expectations? In case of a negative answer, please inquire about the reason.
- b. How would you assess the consistency of the vocational education program, how logically the modules are connected with each other and whether the admission prerequisites are met.
- c. In your opinion, are there any topics or issues that are relevant depending on the field, although they are not presented in the vocational education program, and you would like to study them further? Or, on the contrary, are there topics that, in your opinion, should not be taught in a vocational education program?
- d. How would you describe the fairness of teaching methods and assessment during the learning process?
- e. How satisfied are you with vocational teachers? Can you recall any problems with the vocational teacher? or an initiative/project that you did together.
- f. How much did you grow professionally within the framework of the vocational education program (please rate the progress)?
- g. To what extent is the vocational program focused on the transfer of theoretical knowledge along with the development of practical skills?
- h. Which positive and improving aspects of the vocational educational program would you single out? And what would be your general recommendation regarding the development of vocational education program.

2. Evaluation of the vocational program coordinator's work:

- a. Is it available as needed?
- b. Does he/she help you with administrative issues?
- c. Will you be informed in time about the news about the educational process?
- d. Does he regularly attend the course of the modules?

3. Evaluation of the learning process:

- a. In your opinion, how well-equipped is the learning environment (auditorium, library, computer lab, etc.)?
 - b. How saturated is the learning process with practical/applied/extra-curricular activities and what is your involvement in this regard?
 - c. Opportunities to hold additional consultations with the administration, professional teachers and staff;
 - d. What would be your recommendations for further development/improvement/perfection of the educational process?
-

Name and surname of academic staff: _____

Status:

Academic _____ year:

1. Teaching

Conducted training courses

Course Title	Number of scheduled hours	Number of hours worked

Academic counseling of students

Course title	Briefly describe what type of counseling you provided to students within the course (within the academic discipline and beyond - professional development, determining the conference topic, participation in the planning of creative activities, involvement in social projects)	Number of hours spent

Updating training courses (lecture material, training cases, etc.)

Course title	Briefly describe what type of update the course has undergone and what is the reason for the change	Number of hours spent

New training courses

Course title	Terms of course processing	Number of scheduled hours	Number of hours worked

Collegial assessment based on lecture observation

Course title	Date of attending the course	Number of hours of observation	Completed and submitted form

Supervision of bachelor's, master's and doctoral theses

Bachelor's degree

Name and surname	Title of the paper	Your status (leader / co-leader)	Number of hours spent per year
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Master's degree

Name and surname	Title of the paper	Your status (leader / co-leader)	Number of hours spent per year
------------------	--------------------	----------------------------------	--------------------------------

PH.D

Name and surname	Title of the paper	Your status (leader / co-leader)	Number of hours spent per year
------------------	--------------------	----------------------------------	--------------------------------

Reviewing bachelor's, master's and doctoral theses**Bachelor's degree**

Name and surname	Title of the paper	Number of hours spent per year
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Master's degree

Name and surname	Title of the paper	Number of hours spent per year
------------------	--------------------	--------------------------------

Ph.D

Name and surname	Title of the paper	Number of hours spent per year
------------------	--------------------	--------------------------------

Public lecture

Probable subject	Implemented topic
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1. Research**Participation in the conference**

Conference name, organizer, status (international/local)	Report topic/title, co-author/authors (if any)	Place of the venue, date, year	Number of hours spent on preparation
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Published works

Title of publication, co-author(s) (if any)	Type of publication (monograph, textbook, article, collection, conference materials, etc.)	Place of publication, year, publisher, in the case of an article, the name of the journal, in the case of an electronic publication, the electronic website	Number of hours spent on preparation per year
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Research projects (implemented, ongoing) - fundamental and/or applied research

Name of the project	position in the project	Implementation timelines (start-end)	Sponsor and allocated budget within the project	Number of foreign academic/scientific/guest personnel involved in the research	Number of hours spent per year
---------------------	-------------------------	--------------------------------------	---	--	--------------------------------

A brief overview of the research projects described above

Name of the research project	The purpose of the project, a brief description of the research method and a brief overview of the obtained results (in the case of intermediate, an overview of the intermediate results)
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Consulting projects (implemented, ongoing) - refers to consulting/training provided to public and private sector organizations and other types of activities, including within the scope of creative activities

Name of the consulting project	Position in the project	Implementation timelines(start-end)	Sponsor and allocated budget within the project	Number of hours spent per year
--------------------------------	-------------------------	-------------------------------------	---	--------------------------------

Cooperation with international partners

Partner/partners	Cooperation form (study/study/research/consulting/trainings and others)	Brief description of cooperation	Sponsor and the budget
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Involvement of students in a research project – in fundamental or applied research and creative projects

Name of the project	Implementation timeline and sponsor	Number of students involved and their position in the project
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Research projects (initiated, submitted or rejected) - refers to fundamental or applied research and creative projects

Name of the project	Status of the project- initiated, submitted or rejected	Position in the project	Project timelines	Funding and requested budget	Potential partner	Time spent on project development
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1. Participation in academic activities

Description of activities (open day, participation in academic and various types of councils and/or commissions and jury membership, editorship, etc.)

Activities carried out	A brief description of your participation	Number of hours spent
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Material-technical resource evaluation questionnaire

Academic year:

Note: This study is conducted by Georgian Institute of Public Affairs (GIPA).

The aim of the research is to improve the quality of teaching. Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer for you by indicating a score from 1 to 5, where 5 is the maximum result and 1 is the minimum. In case of open questions, please indicate your opinion in writing. The anonymity of the respondent will be fully ensured within the scope of the research.

Evaluator data:

- School/campus
- Program
- Status: student / academic staff
- Gender

1. Improvement of campus auditoriums:

- 1.1. Inventory in the auditorium (table, chairs, blackboard) is in order
- 1.2. The necessary equipment for the lecture (projector, computer) is ready
- 1.3. WIFI works properly in the auditorium

Additional comments:

2. Canteen in the campus

- 2.1. The presented food is diverse
- 2.2. Prices are affordable
- 2.3. Hygiene is protected

Additional comments:

3. Bathrooms in the campus are equipped with appropriate hygiene facilities

- 3.1. Cleanliness is maintained

Additional comments:

4. Environment / computer laboratory necessary for independent work for students on campus

- 4.1 Space is available for independent work
- 4.2 Is equipped with the required amount of equipment (computer, printer, copier, Internet)

Additional comments:

5. On-Campus Technical Support (IT)

- 5.1. An IT specialist is available if needed

5.2. If necessary, the IT specialist helps me effectively

Additional comments:

6. GIPA electronic database PORTAL.GIPA.GE

6.1 The evaluation system of subjects (components) is clear and effective

7. The electronic library is technically sound

8. The tuition fee schedule is clear

Additional comments:

9. Campus library and electronic resource

9.1 The books in the library correspond to the material specified in the syllabus

9.2 The librarian provides quality services

9.3. An international electronic resource (EBSCO, J-STOR, SAGE, etc.) meets the requirements for conducting research

Student Support and Career Development Center Performance evaluation questionnaire

Academic year:

Note: This survey is conducted by Georgian Institute of Public Affairs (GIPA). The purpose of the survey is to assess the activity of the relevant structural unit and to identify areas for improvement. Possible answers are attached to the questions presented in the questionnaire. Indicate the most acceptable answer for you by indicating a score from 1 to 5, where 5 is the maximum result and 1 is the minimum. In case of open questions, please indicate your opinion in writing. The anonymity of the respondent will be fully ensured within the scope of the research.

School:

Level:

Program:

1. How informed are you about student support and career development center and its functions?

1 2 3 4 5

Additional comments:

2. How accessible is the representative of the Student Support and Career Development Center ?

1 2 3 4 5

Additional comments:

3. How operationally does the representative of the student support and career center functions?

1 2 3 4 5

Additional comments:

4. The center expresses its willingness to protect my interests and rights as a student.

1 2 3 4 5

Additional comments:

5. To what extent does the representative of Center for Student Support and Career Development contribute to fair/objective decision making?

1 2 3 4 5

Additional comments:

6. In case of application, Student Support and Career Development Center gives me adequate professional advice/recommendation.

1 2 3 4 5

Additional comments:

7. The Student Support and Career Development Center provides me with information on

adequate vacancies and internship opportunities.

1 2 3 4 5

Additional comments:

8. The Center for Student Support and Career Development provides petitions for encouraging student initiatives.

1 2 3 4 5

Additional comments:

9. How often do you participate in various student activities planned by GIPA?

1 2 3 4 5

Additional comments:

10. The Center for Student Support and Career Development provides information to GIPA about exchange programs.

1 2 3 4 5

Additional comments:

11. Are you employed by the Student Support and Career Development Center? with the help of.

Yes

No

In case of a positive answer, please indicate the name of the organization

Additional comments:

12. Additional recommendations for improving the activity of the center.

Focus Group Guide Questionnaire / Discussion Plan for Graduate Students³

1. Employment and career development

- a. Are you professionally employed? In case of a negative answer: what is the reason why you are not employed?
- b. How easy was it for you to get a job after completing the educational program or what obstacles did you face?
- c. How much did the theoretical knowledge and practical skills acquired at GIPA help you in employment? Which of the competencies acquired within the educational program have been most useful to you in your professional activities?
- d. Can you name a competency that you did not acquire/develop sufficiently while studying at university, though it would be an important competency for employment? Would you recommend adding specific subjects to the curriculum?
- e. In your experience, what was the biggest gap (if any) between you and the employer's requirements?

Please focus on the following areas:

1. Professional point of view
 2. Practical point of view
 3. Knowledge point of view
- f. In your opinion, how important is GIPA's reputation and acquired knowledge for employment?
 - g. How important is the role of GIPA academic personnel and administration in employment?
 - h. Do you agree that the GIPA Network (fellow students, alumni) is important in terms of employment?

2. How would you rate the educational program?

- a. To what extent did the educational program live up to or not live up to your expectations? In case of a negative answer, please inquire about the reason.
- b. How would you evaluate the sequence of the educational program, the distribution of compulsory and optional subjects, how logically the subjects are connected with each other and whether the admission prerequisites are met.
- c. According to your observation, was there any thematic overlap between the subjects? Were the same topics were taught in different subjects with the same literature?
- d. In your opinion, are there any issues, topics or subjects that are relevant in the field, although they were not presented in the educational program, and you would like to study them further? Or, on the contrary, are there subjects that, in your opinion, should not be taught in the educational program?
- e. Within the framework of the educational program, how much did you grow professionally (please evaluate the progress), how much were the subjects focused on the development of practical skills along with the transfer of theoretical knowledge?
- f. Which positive aspects and those to be improved of the educational program would you single out? And what would be your general recommendation regarding the development of the educational program.

Guide Questionnaire / Discussion Plan for Graduates of Vocational Education Program⁴

1. Employment and career development

- a. To what extent did the vocational education program meet your expectations? In case of a negative answer, please inquire about the reason.
- b. How easy was it for you to get a job after completing the vocational education program or what obstacles did you face? Have you encountered a gender-based obstacle in the process of employment?
- c. To what extent did the theoretical knowledge and practical skills acquired at the vocational program help you in employment? From the competences obtained within the framework of the vocational educational program, what was most useful to you in your professional activity?
- d. Can you name a competency that you did not acquire/develop sufficiently while studying in a vocational program, but would be an important competency for employment? Would you recommend adding specific subjects to the vocational education program?
- e. In your experience, what was the biggest gap (if any) between you and the employer's requirements? Please focus on the following areas:
 1. Professional point of view
 2. Practical point of view
 3. Knowledge point of view
- f. In your opinion, how important is GIPA's reputation and acquired knowledge for employment?
- g. How important is the role of GIPA vocational teachers and administration in terms of employment?

2. Evaluation of the professional educational program:

- a. To what extent did the vocational education program live up to or not live up to your expectations? In case of a negative answer, please inquire about the reason.
- b. How would you assess the consistency of the vocational education program, how logically the modules are connected with each other and whether the admission prerequisites are met.
- c. In your opinion, are there any issues that are relevant in the field, but were not presented in the vocational educational program, and you would like to study them further? Or, on the contrary, are there issues that, in your opinion, should not be taught in a vocational education program?
- d. Within the framework of the vocational education program, how much did you grow professionally (please rate your progress), to what extent was the program focused on the development of practical skills along with the transfer of theoretical knowledge?
- e. Which positive aspects and those to be improved of the vocational education program would you single out? And what would be your general recommendation regarding the development of vocational education program.

Focus Group Guide Questionnaire / Discussion Plan for Employers³

1. Organization profile

Which organization do you represent? What type/profile is the organization; What is the number of employees in this organization;

2. How would you rate the educational program?

a. How would you evaluate the sequence of the educational program, the distribution of compulsory and optional subjects, how logically the subjects are connected with each other and whether the admission prerequisites are met.

b. In your opinion, are there any issues, topics or subjects that are relevant depending on the field, but are not presented in the educational program (or are not fully presented) and would you like additional study by the graduate student? Or, on the contrary, are there any subjects that, in your opinion, should not be taught in the educational program?

c. In your opinion, are there any issues, topics or subjects that are relevant due to the requirements of the labor market, although they are not presented in the educational program, and it is appropriate to add them to the program?

d. Which positive aspects and those to be improved would you single out the educational program? And what would be your general recommendation regarding the development of the educational program.

3. Current situation in the labor market

a. What level of graduate would you consider for employment in your organization/company?

b. How many graduates of the mentioned program are employed by you; What is their level of training; with what competences do they initially come to work; What is their main challenge;

c. In terms of professional training, what aspects (knowledge and skills) would you identify that the graduates of GIPA employed by you need to improve? And which positive aspects would you name?

d. What are your staffing needs and requirements? What knowledge and skills should the staff have acquired in order to perform their duties?

e. In order to prepare a valuable employee for your organization, in which direction would you like to emphasize in the educational program?

V. Which higher education institutions do you cooperate with and what is your cooperation?

Z. How do you see your role as a potential employer? How do you imagine the model of cooperation with higher educational institutions?

Guide questionnaire for vocational education program employers⁶

1. Organization profile:

Which organization do you represent? What type/profile is the organization; What is the number of employees in this organization;

2. Evaluation of the vocational educational program:

- a. How would you assess the sequence of the vocational education program, how logically the modules are connected to each other and whether the admission prerequisites are met.
- b. In your opinion, are there any issues or topics that are relevant depending on the field, but are not presented (or not fully presented) in the vocational education program, and would you like additional study by the graduate student? Or, conversely, are there any issues that, in your opinion, should not be taught in a vocational education program?
- c. Which positive and improving aspects of the vocational education program would you single out? And what would be your general recommendation regarding the development of vocational education program.

⁶ Other important issues can be additionally discussed within the focus group

3. Assessment of the current situation in the labor market:

- a. How many graduates of the mentioned vocational program are employed by you; What is their level of training; with what competences do they initially come to work; What is their main challenge;
- b. In terms of professional training, what aspects (knowledge and skills) would you identify that the graduates of the vocational program of GIPA, employed by you, need to improve? And which positive aspects would you name?
- c. What are your staffing needs and requirements? What knowledge and skills should the staff you want have to perform their duties? Depending on the specifics of the field, does the gender of the candidate matter for employment in your organization?
- d. Which educational institutions do you cooperate with and what is your cooperation?
- e. How do you see your role as a potential employer? How do you imagine the model of cooperation with higher educational institutions?

Quantitative survey questionnaire for graduate students

Note: This survey is conducted by GIPA-Georgian Institute of Public Affairs (hereinafter referred to as the University). The purpose of the survey is to evaluate the results of the university's academic programs and their further development and improvement.

Data collection and processing is carried out by the University Student Support and Career Development Center.

The survey of graduates is carried out 1 year after the completion of the bachelor's and master's program.

1. Please indicate your first and last name;

2. Please indicate your age;

3. Select gender;

- a) male;
- b) female;

4. Indicate the educational program you have completed.

5. After graduating GIPA, did you continue or not your studies at the next level;

- a) I continue my studies at the next level in Georgia;
- b) I continue my studies at the next level abroad;
- c) I am not currently studying, but I intend to continue my studies (**to be continued from question 7**);
- d) I am not currently studying and I am not planning to continue studying (**to be continued from question 8**)

6. After graduating GIPA, in which higher educational institution did you continue your studies;

- a) I continue my studies at GIPA;

b) I am continuing my studies at another higher educational institution (please indicate/select the name of the higher educational institution in the comment field, in case of continuing studies abroad - country);

Comment:	
----------	--

7. Where are you going to continue your studies?

a) I intend to continue my studies at GIPA;

b) I intend to continue my studies at another higher educational institution (please indicate/select the name of the higher educational institution in the comment field, in case of continuing studies abroad - the country);

Comment:	
----------	--

8. Your expectations regarding mastering the profession after completing the GIPA educational program were fully justified:

I completely disagree	I disagree	I partially agree	Agree	I fully agree
1	2	3	4	5

9. Would you recommend your relative/friend to enroll in GIPA?

a) I would recommend yes;

b) No, I would not recommend*;

Additional comments* - Please share your opinion on why you would not recommend:

10. Which of the competencies acquired within the university educational program have been most useful to you in your professional activities (note: several answer options are allowed):

a. Theoretical knowledge

b. Practical skills needed to perform the job

c. Analytical ability

d. Ability to work in a team

e. Ability to communicate effectively in native language

f. Ability to communicate effectively in a foreign language

Additional comments:

11. Can you name a competency that you did not acquire/develop sufficiently while studying at university? (Note: Multiple answer options are allowed)

- a. theoretical knowledge
- b. Practical skills needed to perform the job
- c. Analytical ability
- d. Ability to work in a team
- e. Ability to communicate effectively in native language
- f. Ability to communicate effectively in a foreign language
- g. I think competencies do not need improvement

Additional comments:

12. In general, what would you like to improve in the educational program:

--

13. Your employment status at this stage:

- a) Employed (including if you are currently doing an internship or are self-employed)
- **continued from question 15**
- b) temporarily unemployed

14. The reason why you are not employed?

- a. I don't want to work yet
- b. I am studying / continued my studies
- c. The knowledge obtained at the university was not enough for employment
- d. There is no demand for new personnel in the labor market
- e. Despite many attempts, I could not get a job with my profile
- f. I couldn't get any job (even with no profile)
- g. I am not working temporarily, I am waiting for a better offer in the near future

Additional comments:

15. Please indicate the name of the organization/organizations in which you are currently employed, as well as your position:

Name of the organization:	
---------------------------	--

Position:	
I carry out private activities:	

16. Please indicate in which sector you are employed:

- a) public sector;
- b) private sector;
- c) media sector;
- d) non-governmental sector;
- e) other sector;

17. Please indicate in which sector you are employed:

- a) initial circle;
- b) middle circle;
- d) high circle;

18. In your opinion, does your current place of employment correspond to the qualification/profession acquired at GIPA?

- a) Yes, it corresponds;
- b) No does not correspond;

19. In what period did you get employed after completing GIPA:

- a) in the period up to 3 months;
- b) in the period from 3 months to 6 months;
- c) in the period from 6 months to 1 year;
- d) I was employed while studying at GIPA;

20. In your opinion, how much did the fact that you are a graduate of Gipa help you in getting a job?

- a) It helped me a lot
- b) It helped me
- c) It partially helped me

d) It didn't help me

21. Which method did you use to find the current job?

- a) Through the vacancy posted on the employment website;
- b) With the promotion/recommendation of Gipa;
- c) In another way:

22. The knowledge gained and skills developed at GIPA helped me in my employment and career development:

I completely disagree	I disagree	I partially agree	I agree	I fully agree
1	2	3	4	5

Additional comments:

Questionnaire for the evaluation of the supervisor and the process of working on the thesis by the doctoral candidate (after the completion of the thesis);

(The aforementioned questionnaire is filled out by the doctoral candidate after completing the work on the dissertation)

Note: This survey is conducted by Georgian Institute of Public Affairs (GIPA). The purpose of the survey is to improve the quality of planning, conducting and executing dissertation research. A gradation of possible answers is attached to the questions presented in the questionnaire. Please indicate the most acceptable answer for you on a scale of 1 to 5, where 5 is the highest and 1 is the lowest. Also, it is important that the doctoral student has the opportunity to comment on all questions, if desired. In case of open questions, please indicate your position in writing. Anonymity within the survey is fully ensured and the results are used only for general conclusions.

* Educational program:

* Dissertation supervisor:

1. Before starting work on the dissertation, the supervisor of the dissertation additionally explained to me the main academic requirements for research and preparation of the thesis:

I completely disagree	I disagree	I partially agree	I agree	I fully agree
1	2	3	4	5

Additional comment	
--------------------	--

2. When starting work on the dissertation, I received proper advice from the supervisor of the dissertation regarding the preparation of the research plan and design:

3. The supervisor of the thesis provided me with additional information about the standards of academic integrity (including the avoidance of plagiarism) and the sanctions imposed in case of their violation (plagiarism):

4. The supervisor of the dissertation provided regular consultations both face-to-face and using e-mail (or other communication technologies):

5. I received appropriate advice from the supervisor of the thesis regarding the formulation of the research methodology and the specifics of data collection:

6. The supervisor of the thesis, if necessary, consulted me in identifying relevant literature and modern scientific resources and gave me directions for finding them:

7. The advice and feedback of the thesis supervisor helped me to manage the challenges that arose in the research process, and if necessary, the supervisor assigned me additional consultations:

8. The supervisor of the dissertation was periodically interested in the progress of the research and observed the quality of the work:

9. The supervisor of the dissertation showed respect and followed the norms of academic ethics during the work process:

10. I received proper advice from the supervisor of the thesis regarding the publication of scientific articles in a refereed journal:

11. The thesis supervisor familiarized himself with the final draft of the dissertation and I received detailed comments to present the dissertation in its final form:

12. In general, I received highly qualified advice and appropriate help from the thesis supervisor:

13. The supervisor encourages the student to publish the Ph.D research results in peer-reviewed scientific journals and provides the necessary assistance and recommendations:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

14. Please, if you wish, express your opinion regarding the preparation of the thesis in general and the supervisor of the thesis. Do you have any kind of advice/recommendation for the thesis supervisor (if yes, please share your advice/recommendation)

Comment:	
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Questionnaire for evaluation of the supervisor and the process of working on the dissertation by the doctoral candidate (in the process of working on the dissertation);

PH. D Thesis supervisor evaluation

Note: This survey is conducted by Georgian Institute of Public Affairs (GIPA). The purpose of the survey is teaching quality improvement. The questions presented in forms have multiple answers. Indicate the best option from 1 to 5 point. (1 representing the lowest or worst option and 5 representing the highest or best option).

As well, it's important that all students have the opportunity to add the comments. In case of open questions, please indicate your opinion in writing.

The survey is fully anonymized and the results will be used as generalized.

* Educational program:

* Name of Supervisor:

If the question below is not applicable to your situation please leave the question response area blank.

1. In the communication your supervisor thoroughly follows ethic norms: :

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

2. The supervisor assists you in choosing and planning of a relevant research topic:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

3. The supervisor owns sufficient competency, knowledge and research experience of the field, you are going to conduct research in, to ensure advising relevant research thesis.

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

4. The supervisor provides appropriate instructions and explanations for you about designing, research methodology and planning of the dissertation thesis :

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

5. The supervisor is accessible and involved in your working process:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

6. Beyond of providing consultations the supervisor at least once in every 6 months evaluates your progress:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

7. The supervisor responds in a timely and constructive manner to written work presented by you and provides relevant feedback in a reasonable timeline.:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
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8. The supervisor helps you to have an access to necessary resources for your research project. :

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

9. The supervisor ensures offering safe and healthy research environment, free from harassment, discrimination or conflict and makes sure that research is conducted according to the research ethics and integrity standards:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

10. The supervisor assists the student to be aware of current research module (prospectus and colloquium) and Ph.D thesis requirements:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
----------------------	--

11. In case of co-supervision of the Ph.D dissertation, the supervisor is in active coordination with the co-supervisor:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
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12. The supervisor provides information about all supportive instruments that university research department offers you for performing your research:

Disagree strongly	Disagree somewhat	neutral	Agree somewhat	Agree strongly
1	2	3	4	5

Additional comments:	
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Survey of employers

This survey is conducted by Georgian Institute of Public Affairs (GIPA). The purpose of the survey is to determine the main trends and challenges of the labor market in various fields in order to integrate local and international labor market requirements into higher education programs.

Please fill out the questionnaire, your answers will help us to improve the educational process and promote the production of competitive and highly qualified graduates.

1. Which organization/company do you represent?

(Please specify the name of the organization/company)

2. What is the main field of activity of your organization?

*Please describe very briefly in which field your organization/company operates

3. Type of organization/company:

1. Public service
2. Private company
3. Non-governmental organization
4. International organization
5. Media organization
6. Other -----

1. To what extent does your organization/company have a demand for specialists in the listed fields (does it advertise vacancies often)?

* Several options can be checked

- a) Economics and business administration
- b) Public administration, local self-government and public policy
- c) Environmental management, labor safety and environmental technologies
- d) Public relations, multimedia journalism and media management
- e) Digital media and communication, audio visual and media arts
- f) Law, including international law

- g) International relations and political science
- h) Social sciences, psychology, applied psychology and sociology
- i) Other:

2. Which level of graduate would you consider for employment in your organization/company?

- a) Persons with professional education
- b) Persons with a bachelor's degree
- c) Persons with a master's degree
- d) Persons with a doctor's degree
- e) All of the above equally
- f) Other:

3. Does a graduate or a student of Gipa - Georgian Institute of Public Affairs work/worked or are undergoing an internship in your organization?

- Yes No (if no, continue from question 11)

4. When employed in your organization, did the GIPA graduate need to go through a certain preparatory stage before starting a full-time job?

- A) GIPA graduate immediately started working with full load without any problems
- b) GIPA graduate started working under the supervision of a mentor/supervisor immediately after admission
- c) The graduate of GIPA needed to undergo a special additional training course
- d) Other

5. From the point of view of professional training, what are the 3 most important aspects that the graduates of GIPA employed by you need to improve?

- a) Sectoral theoretical knowledge
- b) Practical skills required to perform the job
- c) The ability to find and process the necessary information independently
- d) Ability to use information technologies and software
- c) Ability to make decisions independently
- d) Ability to work in a team
- e) Effective communication skills (in native or foreign languages)
- f) Initiative
- g) Liability
- h) Other

6. In terms of professional training, what are the 3 most important positive aspects that distinguish the GIPA graduates you employ?

- a) Sectoral theoretical knowledge
- b) Practical skills required to perform the job

- c) The ability to find and process the necessary information independently
- d) Ability to use information technologies and software
- c) Ability to make decisions independently
- d) Ability to work in a team
- e) Effective communication skills (in native or foreign languages)
- f) Initiative
- g) Liability
- h) Other

7. Please, using a five-point scale, rate the level of qualification of GIPA graduates employed in your organization ("1" means "very unqualified" and "5" means "very qualified")

1 2 3 4 5

8. How important is possession of the listed competencies for an employee in your organization/company for successful work? (Alongside each competence, please indicate the answer that is acceptable to you)

Competencies	Very important	More or less important	More or less insignificant	Completely insignificant
Theoretical knowledge related to the specialty				
Practical skills related to the specialty				
Knowledge and ability to use modern information and communication technologies				
Ability to identify and solve problems				
Ability to analyze and synthesize information				
Research skills (ability to use appropriate tools/ability to collect and analyze data)				
Ability to present and argue one's own conclusions				
Critical thinking ability				
Ability to learn news independently				
Effective written communication skills				
Effective oral communication skills				
Ability to work in a team				
Analytical writing skills				

Respect for different opinions				
Leadership skills				
Responsible performance of assigned tasks and obligations				
Knowledge of foreign language(s).				
Other knowledge/skills:----- -----				

9. Please indicate the ways/means with the help of which new personnel are found in your organization (note: it is possible to choose several answers)

- a) Finding staff with "internal resources" (on the recommendation of the current employees of the organization/company)
- b) Communication with career support centers of universities
- c) Placing an announcement on the website of the organization/company
- d) Databases where resumes of job seekers are placed (reserve data)
- e) Recommendation of experts in the field
- f) Other-----

10. How often does your organization/company need to recruit new employees?

1. Every few years
2. Once a year
3. Several times a year
4. Always
5. Other-----

11. The need to recruit new employee(s) arises: (it is possible to mark several answers)

1. Due to the creation of new jobs (the number of company employees increases)
2. Due to current news in the field
3. Due to the outflow of existing personnel due to various reasons
4. Other-----

12. What methods of selection of personnel do you use?

(You can tick several methods)

1. Choosing a resume (CV).
2. Testing
3. Interview
4. Unpaid internship or probationary period
5. Paid internship or probationary period
6. Other

13. How often does an internship in your company/organization lead to employment (how often is an employment contract signed with an intern)?

1. Never
2. Rarely
3. Often
4. Very often / usually
5. We do not have internships

14. Has your organization faced problems in finding suitable personnel/employees?

- A) Yes
- b) No (continued from question 18)

15. What was the reason(s) for the problem of finding a new employee?

- a) Lack of qualified personnel in the labor market
- b) Lack of cooperation with employment centers of universities
- c) Lack of information about university graduates
- d) Insufficient readiness of graduates for employment in the regions
- e) Other

16. Did your organization have problems with qualification of new staff/employees?

- A) Yes
- b) No (to be continued from question 20)

17. What is the reason for the inadequate level of training of new staff employed in your organization? (Note: multiple answers are possible)

- a) With the shortcomings of the educational system
- b) Higher education programs with less orientation to practice
- c) Inadequate qualifications of teachers/professors
- e) Low availability of modern field literature (including in Georgian language)
- f) Due to deficiencies in the management of universities
- g) Other

18. What is the staffing policy in your organization in terms of offering part-time work to students?

- a) We have part-time offers with a fixed schedule
- b) We have part-time offers with a flexible schedule
- c) we have the so-called freelance offers too (tailored to the task, without office schedule)
- d) We cannot offer part-time work to students, we can only allow a discount during the exam period

19. Which of the following factor(s) do you consider most when hiring a university graduate in your organization? (Note: maximum 3 answers can be selected)

- a) The image of the university
- b) The level of training of specialist(s) at the university
- c) Long experience of cooperation with the university

- d) The recommendation of the university's career support center
- e) Recommendation of university professors
- f) Recommendation of the structural unit(s) of the university administration
- g) Other

20. What is your general attitude regarding the reputation of GIPA - Georgian Institute of Public Affairs:

- a) Positive
- b) Negative
- c) Neutral
- d) I find it difficult to answer

21. Please rate using a five-point scale how willing you are to cooperate with GIPA for the implementation of a joint student internship:("1" means "not at all ready", and "5" - "fully ready")

1 2 3 4 5

22. In order to prepare a highly qualified employee for your organization, in which direction would you like to emphasize in the educational program? (what knowledge and skills would be a priority)

Evaluation form of Practice implementation facility of vocational students

Evaluation form of the practice facility to be filled in for the selection of educational practice facilities within the framework of the vocational program. The form is filled out by the vocational education teacher/field expert assigned by the university. Based on the analysis of the obtained results, the head of the vocational education program makes a positive or negative decision about the student's business trip to the practice facility.

Note: Please indicate the answer that is most acceptable to you on a scale of 1 to 5, where 5 is the most positive rating and 1 is the least.

Name of practice facility:	
Field of activity of the organization:	
Date of assessment:	
Assessor's name, surname:	
Address of practice facility	
The number of professional students accepted by the practice facility at the same time	

Motivation and responsibility

1. To what extent does the object of practice realize the importance of involvement in the process of implementing the vocational program?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. To what extent does the practice object, as an organization providing educational services, have its own responsibility in the practice implementation process?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How well does the representative of the internship facility know the university's regulations on the implementation of industrial internships?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. To what extent does the representative of the practice object show motivation to be involved in the implementation of the program?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick one answer in each column.

5. From the reasons listed below, how would you evaluate the interest (motivation) of the practice object to be involved in the implementation of the vocational educational program?

Please tick one answer in each column.

	1	2	3	4	5	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Development of the field
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting the market demand with qualified personnel
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Financial benefits
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other

7. To what extent does he express his willingness to participate in the development of the university's vocational program?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Human and material resources

8. Does the number of places allocated by the practice facility correspond to the pre-agreed figure with the university?

A) Yes

B) No

Additional comments

9. To what extent does the qualification (relevant education and/or work experience) of the supervisor(s) of the practice assigned by the practice object ensure the achievement of the learning outcomes envisaged by the production practice by vocational students?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Have they determined the identity of the leaders?

Head's name, surname:	
Head's name, surname:	
Head's name, surname:	
Head's name, surname:	

11. Does the internship facility consider employing the vocational student/graduate in its own organization during/after the internship?

A) Yes

B) No

Additional comments:

12. Does the practice facility have appropriate material resources for vocational students?

A) Yes

B) No

Additional comments:

13. To what extent do the material resources allocated by the practice object correspond to the goals of the production practice?

A) Yes

B) No

Additional comments:

14. The material resource allocated by the practice facility is adequate to the number of vocational students sent for practice:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. To what extent are labor safety and environmental norms observed at the practice facility:

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal compliance

16. In accordance with the legislation of Georgia, the enterprise has obtained a license/permit or in case of carrying out activities subjected to other special regulation, a license/permit or other authority provided by special regulation (assessed if necessary).

A) Yes

B) No

Additional comments:

Overall assessment

17. To what extent does the object of practice (motivation and responsibility, human and material resources, legal compliance) correspond to the goals of implementation of production practice?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix N20

Master's Student Performance Evaluation Form by the supervisor

Note: This survey is conducted by GIPA-Georgian Institute of Public Affairs, to provide a developmental assessment of an MA student's working process of an on their MA thesis aiming to improve the quality of their research. Please select the most appropriate answer for each question by indicating a score from a score from 1 to 5, where 5 is the highest (the most positive) and 1 is the lowest. It is noteworthy, that you may also provide additional comments for each questions if desired.

Educational program title:

* student's name and surname:

1. During the working process on the dissertation thesis, the MA student periodically consults with you as a supervisor:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

2. The student constructively foresees provided recommendations/advice and within a reasonable time reflects it in the thesis:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

3. The student thoroughly follows the code of ethics in communication with you:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

4. The student was actively engaged in the selection of relevant research topics as well as in the planning of research process:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

5. The student has appropriate knowledge and competence in the field in which he/she is performing the MA paper:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

6. student considers provided recommendations and advice from you on research design, methodology, project planning and implementation:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

7. During the research process, the student independently searches and uses modern literature/sources appropriate to the research question:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

9. While working on the dissertation thesis, the student follows the structure and rules of the research component and instructions for the preparation of the thesis defined by doctoral educational program:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

10. In the process of working on the dissertation thesis, the student adheres to the standards of academic honesty and research ethics:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

11. The MA student conducts research for MA thesis effectively:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

PhD Student Performance Evaluation Form by the supervisor

Note: This survey is conducted by GIPA-Georgian Institute of Public Affairs to provide a developmental assessment of a PhD student's working process on their doctoral dissertation thesis, aiming to enhance the quality of their research. Please select the most appropriate answer for each question by indicating a score from 1 to 5, where 5 represents the most positive assessment and 1 the least. You may also provide additional comments for each question if you wish.

Educational program title:

* PhD student's name and surname:

1. During the working process on the dissertation thesis, the doctoral student periodically consults with you as a supervisor:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

2. The doctoral student constructively foresees provided recommendations/advice and within a reasonable time reflects it in the thesis:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

3. The doctoral student thoroughly follows the code of ethics in communication with you:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

4. The doctoral student was actively engaged in the selection of relevant research topics as well as in the planning of the research process:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree

1	2	3	4	5
---	---	---	---	---

Additional comment:	
---------------------	--

5. The doctoral student has appropriate knowledge and competence of the field in which he is conducting research:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

6. The PhD student considers provided recommendations and advice from you on research design, methodology, project planning and implementation:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

7. During the research process, the doctoral student independently searches and uses modern literature/sources appropriate to the research question:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

8. In order to publish scientific publications, the doctoral student will independently search for relevant scientific journals:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

9. While working on the dissertation thesis, the doctoral student follows the structure and rules of the research component and instructions for preparation of the thesis defined by doctoral educational program:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

10. In the process of working on the dissertation thesis, the doctoral student adheres to the standards of academic honesty and research ethics:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

11. The doctoral thesis is focused on the creation of new knowledge in the field:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--

12. The doctoral student conducts research for the dissertation thesis effectively:

Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
1	2	3	4	5

Additional comment:	
---------------------	--