Methodology of Planning, Elaborating and Developing Educational Programs

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Article 1. General Provisions

1.1. This document regulates procedures of elaborating, developing, modifying and cancelling Educational Programs at International Teaching University of Management and Communication "ALTERBRIDGE" (hereinafter - "**Teaching Universit**y").

1.2. Based on the Education Qualifications Framework, Authorization / Accreditation Standards for Educational Programs, Accreditation Guidelines and Sectoral Document, elaboration and development of the Program in which all interested sides participate, serves to satisfy the requirements of the labor market and to carry out the mission of the Teaching University.

Article 2. Procedures of Elaborating Program

2.1. Planning of elaboration of an educational program involves the following stages:

a) Determining the importance of the program;

b) Determining the sides involved in the elaboration process.

c) Creating a special group for elaboration / development at the school board meeting, which includes:

- Program Director(s)
- Representatives of academic and invited staff of university (2-3 representatives);
- Within the scope of its competence, the relevant basic educational unit (school),
- Quality Management Office;
- Learning process manager
- Students and graduates (in case of existence appropriate direction or neighboring specialty) of the basic educational unit (school);
- Due to the specifics of the field, potential employers and/or representatives of sectoral associations, and representatives of practice entities.
- Foreign Professor of the field according to the opinion of the program director and Administration of the Teaching University, who will help the program to share the best international practice.

2.2. The working group determines the actuality of the program by determining the requirements of the labor market, analysis of the requirements of the entrants in the educational space and results of surveying all interested sides - students, graduates, potential employers.

2.3. The elaboration of the program is coordinated by the program manager and Quality Management Office.

2.4. The educational program may have several program managers on whom the responsibilities shall be distributed equally;

2.5. Program elaboration is preceded by a planning stage, which includes market research, agreement with the Financial Service, program budgeting, meetings with potential personnel conducting the program and potential employers, representatives of the resource analysis and consultion with the administration (Quality Management Office, Financial Service, etc.).

2.6. Working group and persons involved in the program should define the objectives of the program and the expected learning outcomes with their competence, which should be derived from the mission of the University. It is necessary to take into consideration the sectoral character of higher education in the process of elaboration of regulated educational programs.

2.7. The relevant human resources involved in the program will elaborate syllabi of educational courses.

2.8. The program elaborated with coordination by the working group and program implementers shall be reviewed at the meeting of the relevant board of basic educational unit (school), decision regarding submission of the program to the next stage shall be recorded in the minutes of a sitting.

2.9. The final version of the program will be submitted to the Quality Management Office to review the compliance of the program with the requirements of the University and other normative acts which shall be formed as an opinion;

2.10. In case of positive opinion presented by the Quality Management Office of the Teaching University, the program will be handed over to the Academic Board for consideration.

2.11. The Academic Board considers the program and in case of positive decision / feasibility the educational program is approved.

Article 3. The basic principles of the program

3.1. The goals of the program should be clearly established and show what knowledge, skills and competencies will have program graduates, and most importantly, the goals of the program shall comply with the mission, goals and strategic plans of the Taeching University, as well as the specifics of the field and labor market requirements.

3.2. The learning outcomes of the program should be clearly defined and conformed to the goals of the program and should also be adequate to the relevant requirements of the qualifications framework, field specificities (if any). The learning outcomes of the program should be in compliance with the qualification awarded and the academic cycle. Learning outcomes should be achievable, realistic and measurable and it should reflect the demands of the labor market and employers. Learning outcomes should be presented as a curriculum map that reflects by which courses, activities, methods or research components the learning outcomes are developed in students. For every learning outcome of the program, the target benchmark is identified, which reflects the expectation of the level of achieving each learning outcome by students. (See the learning outcomes assessment mechanisms)

3.3. The program shall envisage the amount of contact and independent work hours specified for granted ECTS credits considering and independent work of the crediting, taking into consideration the methods of teaching-learning and assessment, which are reflected in a separate cell. In the selection of teaching methods the goal of the course and the expected outcome shall be determined - what the student should know and what s/he can do. Taking into account this, the student-oriented learning-teaching methods should be selected.

3.4. The program shall include the evaluation system including the practical and research component evaluation system.

3.5. The program shall include compulsory and elective components, which are based on logical connection and shall be designed for abilities of a student with medium academic achievements to achieve the learning outcomes of in a reasonable timeframe.

3.6. The educational programs shall have syllabus composed in accordance with the elaborated sample (annex #1), which shall include the following mandatory information:

a) Title of the course, lecturer / lecturers (name, surname, academic position, telephone, e-mail address);

b) educational program;

c) Number of ECTS credits and distribution of hours according to load of student;

d) Prerequisites;

e) learning objectives;

f) teaching-learning methods;

g) learning outcomes;

h) Course content;

i) assessment criteria;

j) Basic literature;

k) Additional literature (in case of existence);

3.7. The learning outcomes of bachelor and master's program shall be presented in accordance with qualification levels of new National Qualification Framework, in particular:

The 6th level of Bachelor's Degree includes:

Knowledge and Understanding – wide knowledge of sphere of study and / or activity (after complete general education) involving critical understanding of theories and principles and some recent aspects of knowledge.

Skill – Using cognitive and practical skills characteristic to sphere of learning and / or activities for solving challenging and unforeseenable problems. Carrying out a research or practical project / work in accordance with predetermined instructions;

Collection and explanation of the characterizing of the field, as well as independent data and / or situation analysis using standard and some recent methods; Establishment of relevant conclusions, which take into consideration relevant social, scientific and / or ethical issues. Communication with specialists and non-specialists on ideas, current problems and solutions in the appropriate form to the context, using information and communication technologies

Responsibility and autonomy - conducting activities oriented towards development in complex, unpredictable learning and / or working environment and taking responsibility for it. Conducting own activities on basis of the principles of ethics. Planning and promotion of own and others continuous professional development. Determining the needs of their further learning and implementing independently at high level.

The 7th level of Master's Degree includes:

Knowledge and understanding - Deep, systemic knowledge of sphere of learning and / or activity, and its critical understanding involving some of the latest achievements in the field of learning and / or activities and creates the basis for innovations, development of new and original ideas.

Skill - searching for new, original ways of solving difficult problems in an unfamiliar or multidisciplinary environment and / or independently carry out the research, using the latest methods and approaches in accordance with the principles of academic integrity. Critical analysis of complex or incomplete information (including latest researches), innovative synthesis of information, assessment and establishment of conclusions in which social and ethical responsibilities are reflected. Presenting conclusions, arguments and research results as to academic as well as professional society protecting standards of academic ethics.

Responsibility and autonomy - Complex, unpredictable or multidisciplinary learning and / or working environment management and adaptation through new strategic approaches. Contributing to the development of professional knowledge and practice. Take responsibility for others' activities and professional development; Independently conducting own learning. In case of regulated programs, the learning outcomes and the specific competences prescribed in the sectoral standard / feature are also added to this.

3.8. Generally, the teaching language of the Teaching University is Georgian; A specific program may provide a certain learning component in foreign language; In this case, knowledge of appropriate foreign language shall be given as the prerequisite of discipline and the main literature used in Syllabus shall be provided in foreign language.

3.9. The program determines the prerequisites for admission to it according to the applicable legislation and its individual characteristics.

In case of bachelor's programs these are:

 a) Completion of general education and successful completion of unified national examinations;

b) According to the view of program implementers, the coefficient to be given to the entrant's result in each examination and the fourth examination subject can be determined for educational program subjectthat will be in line with the program content and specificity;

c) Foreign citizens shall be enrolled in accordance with applicable legislation of Georgian;

d) The enrollment of student from other educational institution shall be carried out according to the rules of external mobility / transferring.

In case of master's programs these are:

a) Successful completion of Unified Master's Examinations;

b) Bachelor's academic degree, which can be concretized considering specificities of the program - broad/narrow, and detalized according to the first column of the area;

c) Passing internal university entrance exams, which can be in a different form: written (test, essay) oral exam, interviewing, etc.

d) if necessary passing test for determining foreign language knowledge or submission of an international valid certificate;

e) Foreign citizens shall be enrolled in accordance with applicable legislation of Georgian;

f) The enrollment of student from other educational institution shall be carried out according to the rules of external mobility / transferring.

3.10. The program shall indicate potential sphere of employment of the graduatee's and the possibility to continue studying on the next level of higher education.

3.11. Educational programs and qualifications are in line with the areas classified in the field of detailed sphere columns in the case when their basic content (courses / subjects / modules) correspond to this detailed sphere, the share of which is more than 50%.

3.12. Interdisciplinary is the field of learning, which includes several detailed, narrow and / or wide spheres. Educational programs and qualifications are in line with the interdisciplinary field of study, if the share (according to the corresponding volume of the credits) of none of detailed, narrow and / or wide sphere within the interdisciplinary study sphere is no more than 50%.

3.13. The program's sustainability shall be provided academic and invited personnel considering the current and receiveable contingent of students and specificities of the program. It is recommended that at least three affiliated academic personnel to be in each direction, and in the case of regulated educational programs, appropriate affiliated personnel in each wide/detailed/narrow sphere. The requirements for qualification of academic personnel are regulated in the regulation for selection and management of academic personnel. The educational program shall be accompanied by indicating the status of human resource with relevant qualifications.

3.14. In case of English language programs, the program is elaborated in English and the Teaching University is obliged to create a Georgian version of the program.

3.15. The curriculum shall be attached to the educational program (annex 2).

3.16. learning outcomes map of the curriculum (annex 3) covers all components of the program and their interaction with the competencies

envisaged by the program.

3.17. . The material resources required for the implementation of the educational program must include the necessary technical base for the implementation of the program, which is essential for achieving the learning outcomes defined by the educational programs.

3.18. The financial support of the program: the program has a long-term financial resource for the sustainability and development of the program, indicating sources of financing.

Article 4. The volume, structure of the educational program:

4.1 The volume of the program is determined by its content, learning outcomes and the specificity of the field. In addition, the learning and teaching methods used in the educational program shall consider the specifics of the field and ensure achievement of the learning outcomes established by the program.

4.2. Bachelor's Degree Program includes no less than 240 ECTS credits, and the Master's Degree Program includes at least 120 ECTS credits: for both level, On average, 30 ECTS credits in a semester, and in case of individual educational program, no more than 75 ECTS credits. Respectively, the educational process at the undergraduate level usually consists of 8 semesters, 4 semesters at the master's level In the semester, on average, 30 ECTS credits in the semester and in case of individual educational program no more than 75 ECTS credits, according to the educational process at the undergraduate level, usually consists of 8 semesters and at master's level 4 semesters.

4.3. In Bachelor's Degree Program, students are able to combine major speciality (at least 120 ECTS credits), additional specialty (60 ECTS credits) and / or free component as follows:

major speciality and free component;

major speciality, additional speciality and free component;

4.4. It is recommended the undergraduate program to provide information technologies (except for this direction program), academic writing and foreign language learning components.

4.5. At least 75% of regulated educational programs are required to develop competences necessary for regulated profession.

4.6. The European Credit Transfer and Accumulation System (ECTS) is used to represent the volume of study and research component. The credit reflects the scope of work required to complete any component and achieve learning outcomes. One credit includes student studying activities (student load) for 25 hours.

4.7. Credits are distributed on all components of the educational program (module, study course, practice, master's thesis, etc.). The study component is conducted for one semester.

4.8 Master's program shall include a learning component and master's thesis developed on the basis of an independent research. The distribution

of credits is given in the Regulation of Master's.

Article 5. Development and Modification of Educational Program

5.1. With the purpose of further development of the program, the Quality Assurance Office of University together with the managers / managers and other stakeholders of the program shall elaborate recommendations in terms of development of programs, via the internal and external quality mechanisms of the program,. The assessment process is regulated in details by quality assurance mechanisms.

5.2. Program development and modification procedures are carried out through the stages defined by this Regulation.

5.3. In the case of modifying/cancelling educational program, the Teaching University offers student an individual training program which shall be arranged with active participation of the student.

Article 6. Program Director

6.1. The program may have one or more director. Program manager may be an affiliated and / or non-affiliated professor of the Teaching University, associate professor of the relevant field. In case of several directors, one of them may be co-director according of their joint decision.

6.2. Program director / co-director may also be a person of appropriate qualification who has the necessary competence required to develop the learning outcomes provided by the program, which may be determined by the academic degree of the person, special education, publications or professional experience.

6.3. The program director coordinates the program planning and elaboration process, is responsible for the quality of syllabi and compliance of the program with quality standards in general, participation in the program assessment process and development, awareness about the program, etc.

6.4. Decision on invitation of the director / co-director shall be made by the Rector on the basis of the substantiated recommendation of the School Dean and / or Quality Management Office.

6.5. Program director / co-director is responsible for program content, quality of syllabi and compliance of program with the accreditation standards in general.

6.6. Program director / co-director is the main contact person with the Quality Management Office, which will be informed about the internal and external assessment results of the program and s/he is responsible for reaching to them in order to improve the program.

6.7. Program director / co-director is responsible for managing re-accreditation process of the existing program.

6.8. Program director / co-director is obliged to provide students with the information about features of the program and its implementation, to provide them consultation for optimal planning of the individual curriculum, solve all the issues related to implementation of the program.

Article 7. Cancellation of the program

7.1. Educational program can be canceled:

a) If none of the students are admitted to the relevant educational program for 3 years;

b) The educational program is no longer compatible with the requirements of the applicable legislation;

c) in absence of financial or / or other necessary resources;

d) in any other case prescribed by law.

7.2. Academic Board of the University makes decision on cancellation of the educational program. The Rector shall issue an order on the cancellation of the program.

7.3. In case of cancelling educational program, the Teaching University is obliged to provide students with further education through offering alternatives, including internal and external mobility to similar programs. For this purpose, the Teaching University is obliged to notify students about the relevant program implemented in another higher education institution.

7.4. In case of cancelling of educational program, the Teaching University is authorized to give students the opportunity to complete the current level.

Article 8. Individual educational program and methodology for its elaboration

8.1. Individual educational program considers different requirements, special educational needs of the student and academic preparation, offering appropriate forms and conditions of the teaching and learning, assessment, opportunity to implement the learning process in adaptive environment and, if necessary, providing appropriate human resources.

8.2 An individual education program is elaborated in case of restoration of student status, external and internal mobility, recognition of education, being academically backward, special needs, request by the student and other objective circumstances.

8.3 The Quality Management Office is responsible for monitoring of elaboration and implementation of individual educational programs and gives recommends on modification of individual educational program if necessary.

8.4. Student's individual curriculum envisages different needs of the student and legislative requirements, according to which the student's obligatory workload during one academic year covers 60 credits, however, it is permissible to obtain no more than 75 credits during the academic year.

8.5. The content and structure of the individual curriculum depends on the needs of the student. The individual curriculum should consider the relevant regulatory acts of the Teaching University.

8.6. The student has the right to address the school for the purpose of creating an individual program and to reason the correctness and adequacy of the individual plan chosen by him/her.

8.7. The Individual Learning Plan prepared for students with disabilities and with special educational needs shall be attached by a conclusion regarding the necessary resources / activities to implement that implies assessment format (oral, written, test, electronic testing) adapted to the students or, if necessary, offering appropriate human resource.

8.8. Student's individual curriculum shall be reflected in the learning process management system, within the timeframes established for academic registration. Different timeframes may be established for entrants enrolled without Unified National Examinations / students who participate in the exchange program.

8.9. Quality Management Office shall monitor and assess its effectiveness.

Article 9. Final Provisions

This Code is effective from the date of issuing of the relevant order by Rector and the changes and amendments therein may be made on the basis of an individual-legal act issued under the applicable rules.

Annex #1. Syllabus Template

Course	[Please specify the name fully.]
Program	[Please specify the name fully.]
School	[Please specify the name fully.]
Course code	[The code is assigned by Database Department of the University.]
Lecturer	[Specify lecturer's name, surname, status (professor, associate professor, assistant professor, assistant, invited lecturer), academic degree (master, doctor), contact information (telephone, e-mail), consultation days, hours, and place]
Study cycle	[Please indicate one of the following: Bachelor's (I cycle of higher education) / Master's degree (II cycle of higher education)
Study semester	[Specify which semester this course is provided for.]
Course status	[Please indicate one of the following: Compulsory / elective]

Amount of credits and distribution of hours	*[Specify number of credits. Also, distribution of hours, including the number of contact hours and independent work hours according to semestrial and weekly calculations. Specify distribution of hours according to the student's workload (how many lectures, practical, seminars, laboratory classes, midterm exam, final exam, etc. is provided).]*
Admission preconditions	*[Indicate only the name of the course, which is compulsory to study before starting this course. If there is no such course, then indicate: no admission preconditions]*
Purposes of the course	*[Briefly and clearly describe the basic goals of the course. The goal is directed to determine the level of knowledge, skills and values .]*
Learning outcomes	[Specify only those (and not necessarily all) sectoral and general competences that the student will acquire after completion the course. According to the appropriate study cycle, the competencies set out in the table below can be used with necessary modifications.] This column shall be left empty – it is just title
Knowledge and understanding	...le knowledge of sphere of study and / or activity (after complete general education) involving critical understanding of theories and principles and some recent aspects of knowledge . ...r bachelor's degree) ...ep, systemic knowledge of sphere of learning and / or activity, and its critical understanding involving some of the latest achievements in the field of learning and / or activities and creates the basis for innovations, development of new and original ideas (for master's degree).
Skill	...ng cognitive and practical skills characteristic to sphere of learning and / or activities for solving challenging and unforeseenable problems. Carrying out a research or practical project / work in accordance with predetermined instructions; ...lection and explanation of the characterizing of the field, as well as independent data and / or situation analysis using standard and some recent methods; Establishment of relevant conclusions, which take into consideration relevant social, scientific and / or ethical issues. Communication with specialists and non-specialists on ideas, current problems and solutions in the appropriate form to the context, using information and communication technologies (for bachelor's degree). ...searching for new, original ways of solving difficult problems in an unfamiliar or multidisciplinary environment and / or independently carry out the research, using the latest methods and approaches in accordance with the principles of academic

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	integrity. Critical analysis of complex or incomplete information (including latest researches), innovative synthesis of information, assessment and establishment of conclusions in which social and ethical responsibilities are reflected. Presenting conclusions, arguments and research results as to academic as well as professional society protecting standards of academic ethics (for master's degree)
Responsibility and autonomy	nducting activitiesoriented towards development in complex, unpredictable learning and / or working environment and taking responsibility for it. Conducting own activities on basis of the principles of ethics. Planning and promotion of own and others continuous professional development. Determining the needs of their further learning and implementingindependenly at high level (for bachelor's degree) mplex, unpredictable or multidisciplinary learning and / or working environment management and adaptation through new strategic approaches. Contributing to the development of professional knowledge and practice. Take responsibility for others' activities and professional development; Independently conducting own learning. In case of regulated programs, the learning outcomes and the specific competences prescribed in the sectoral standard / feature are also added to this (for master's degree)
Content	[Specify according to the weeks, which topics will be discussed each week by indicating appropriate contact hours and literature. If necessary, separately write down the topics of the lecture and workshop (seminar) **Week 1:** Syllabus introduction ///// Basic Literature: Auxiliary literature: **Week 2:** /// Basic Literature: Auxiliary literature: **Week 3:**

	Basic Literature: Auxiliary literature: **Week 4:** Basic Literature: Auxiliary literature: **Week 5:** Basic Literature: Auxiliary literature: **Week 6:** Basic Literature: Auxiliary literature: **Week 7:** Basic Literature: Auxiliary literature: **Week 8: 1 hour** consultation **/There may also be other components** **2 hours** midterm exam **Week 9:** Basic Literature: Auxiliary literature: **Week 10:** Basic Literature: Auxiliary literature: **Week 11:**

	Basic Literature: Auxiliary literature: Week 12: Basic Literature: Auxiliary literature: Week 13: Basic Literature: Auxiliary literature: Week 14: Basic Literature: Auxiliary literature: Week 15: Basic Literature: Auxiliary literature: Week 16: Exam preparation Weeks 17 - 19: final exams
Teaching / learning methods	Teaching methods Classifying arguments –During this activity, students will study cases, and then they will be given a list of arguments. This list must contain the arguments of both sides.The students read and evaluate each argument, and then decide which party submitted it - the claimant or respondent.This activity is the first step by which students get acquainted with the arguments of the Supreme Court cases.On the one hand, students have main arguments, on the other hand they can discover their own arguments after reading background information; Explanation Method – is based on a discussion around given issue. When explaining material, the professor gives a concrete example which is discussed in details within the given topic. Explanation Method – discussion of specific topics. The lecturer and students are discussing in details topical issues on basis of

particular case.This method may have a dual effect – lecturer explaines to students complex issues; S/he is able to check how much students fully understand any of the issues.

Experience based learning – helps the student to adapt to a professional role and to understand it. This method develops student's ability to solve legal problems; Helps to develop communication and professional skills; Also in understanding how to learn based on experience. Experience-based learning answers the student's real needs and interests.

Brain storming – this method implies establishing and supporting expression of as much as possible, preferred radically different opinions, ideas around the concrete topic/problem. This method promotes the development of the creative approach to the problem. This method is effective in case of a large group of students and consists of several main stages: a) Determining the problem / issue in a creative perspective; b) Noting ideas ideas around the issue from the audience without criticizing for period of time (mainly on the board); c) through exluding selection of the ideas that is the most relevant to the given issue;

Debates are similar to discussion, but it is distinguished from it by high level of the structurization. This method involves considering a topic (issue) regarding which there are two opposing positions (opinions) and dividing students in two groups so that one group supports (represents) one position and the other – opposite position.

Demonstration Method – this method involves visually presenting information.It is quite effective in terms of achieving the result. In many cases it is best to provide students the material simultaneously in audio and visual form. The study material can be demonstrated by both the lecturer and the student.This method helps us to make it visible the different stages of learning material perception, to explain what students will have to do independently. At the same time, this strategy will visually represent the essence of the issue/ problem.

Dialogue by Socratic method- The Socratic method helps students to develop research and critical thinking skills in order to examine judicial decisions in advance created or incorrectly understood.The following types of Socratic dialogues are productive with law students: Knowledge, analogy-comparison, and critical thinking. a) Knowledge - the rule of holding this type of dialogue involves identifying the concept of knowledge, which the lecturer wants the student to learn through the questions that will bring students to this knowledge. b) Analogy –case will be pre-selected with the relevant questions facts of which will be possible to be changedduring discussing. Correctly asked questions lead students to the conclusions. c) Critical thinking - The Socratic method uses questions to check students' values, principles. Emphasis is made on the thinking behind the ideas, not on the knowledge of the ideas. It requires the classroom environment, which is characterized by the so-called "productive discomfort" and more used to demonstrate the difficulty, complexity, and uncertainty than for revealing the fact.

Discussion is a method of teaching when (usually) different proposals, approaches, ideas, and problem solution methods are discussed under supervision of a lecturer and it means polemic of the opposing positions, expressing different opinions orally (rarely in written). The discussion is taking place between lecturer and students, or more rarely, only between students.

Discussion/Debates – Discussion process significantly increases the quality and activity of students' engagement. The discussion can be turned into debates. This process is not limited to the questions asked by the lecturer. This method develops student's skill to argue and reason own opinion.

Heuristic Method – is based on a gradual solution of the problem arisen before students. This task is carried out through identifying the facts independently in the course of study and observing the connection between them;

Cooperative teaching -learning strategy where every member of the group is obliged not only to study but also to help his/her team-mate to study the subject better. Each member of the group works on the problem, until all of them knows the matter.

Induction, deduction, analysis and synthesis: the **induction** method of learning defines the form of any subject knowledge, when the process of thinking in the learning process is from particular to general, to generalize from the facts, i.e. when the material is delivered, the process is going from concrete to general. The **deduction** method of learning determines the form of any subject knowledge that is a logical process of discovering new knowledge based on general knowledge, i.e., the process is going from general to concrete. The method of **analysis** in the study process helps to divide the study material as a unity into constituent component, thus simplifying the detailed delivering of individual issues within complicated problems. The method of **synthesis** implies a reversed procedure, i.e the creation of one whole by grouping individual issues. This method promotes the development of skill of the problem vision as a whole.

Continuum (a combination of closely related events) - Continuum is a method encourages students to express their positions about controversial issues. The method is very useful to assess the students' knowledge before lecture and after the lecture to find out how well new material is understood.

Practical methods - combines all forms of teaching that develops practical skills in the student. Here the student is able to independently perform certain activities and practice based on acquired knowledge.

Presentation - is a combination of educational and cognitive techniques that enables to solve the problem in terms of the student's independent actions and the necessary presentation of obtained results. Teaching using this method increases students' motivation and responsibility. The work on the presentation involves stages of presentation of planning, research, practical activities and the results according to the chosen issue. The presentation will be considered to be implemented if its results are presented in a clear, persuasive and concrete manner. It can be performed individually, in pairs or in groups; Also within one subject or several subjects (integration of subjects). After completion, the presentation will be presented to a wide audience.

Problem Based Learning (PBL) – this teaching method uses arising of problem as the initial stage of getting the new knowledge and integration process;

Project elaboration - The work on the project involves stages of presentation of planning, research, practical activities and the results according to the chosen issue. The project will be considered to be implemented if its results are presented in a clear, persuasive and concrete manner. It can be performed individually, in pairs or in groups; Also within one subject or several subjects (integration of subjects). After completion, the project will be presented to a wide audience.

Role and situational playings: The role playing carried out by the scenario allows students to look from different points of view the issue and helps them to develop an alternative viewpoint. As well as discussion, role-playing games also establishes students' ability to express their position independently and the skill to support it during argument.

Lecture method: is an efficient method of verbal transmission of information to student audience covering systematic knowledge, concepts and theories on the study topic. It creates subsequent precondition to study the subject independently based on the basic theoretical information transferred to the listener.

Method of working in work group is actively used in cases when the issue should be studied from the different perspectives, new ideas and approaches should be found. Also, when it is necessary to develop group work and communication skills. It needs skills such as listening, following the instruction, feedback, cooperation, opinion sharing. Since the group unites several people, group

work begins with the formulation of the working rules and norms that the group members will follow; These norms should regulate the relationship between the members of the group and allow all members to participate in equal manner.

Action-Oriented Teaching – requires active involvement of professor and student in the teaching process, where practical interpretation of the theoretical material is given special importance.

Case study – professor together with students discusses specific cases (for example, the case), who are thoroughly and deeply studing the issue;

Writing assignment (quiz) implies repeated mental and practical activities (works) for the acquisition or development of practical skills (this is not a method, but still can be used during evaluation).

Book-based learning method, that implies searching, preparation, grouping, systematizing and processing materials related to the subject of the work;

Collaborative work - students are divided into groups according to this method and they are given different types of assignments. Members of the group work individually on the topics and parallellyshare the results with other members of the group.Depending on the objectives set, the functions can be distributed among the membersin the process of group work. This strategy ensures maximum involvement of all students in the learning process.

Specific methods of foreign language learning

Communicative Language Teaching is special and the most popular and effective method for studying foreign language nowadays. The communication approach is aimed at improving the language competence and equally develops the four (speaking, writinging, reading and listening) in the learner. The main load is on interactions in pairs and the group in which the student is actively involved. ideas are shared within interaction, working in the question-answer regime, discussing and analyzing the opinion,expressing own attitudes, debates, dialogue and role-playings. The following methods are actively used in communicative teaching, contributing to the student's active involvement in group work and it is an effective method for foreign language learning:

Role and situational playings: the role playing carried out by the scenario allows students to look from different points of view the issue and helps them to develop an alternative viewpoint. As well as discussion, role-playing games also establishes students' ability to express their position independently and the skill to support it during argument.

The Direct Method - Language teaching takes place from the very first day. Use of native language is prohibited. The idea lies in the natural studying of the material.

The series method – is sub-method of the direct method. In this method, there is a time sequence in the learning texts, the sequence of action is often used (I enter the bathroom, I open a tap, I brush the teeth ...). The method implies repetition of learned material in a large amount.

Learning by teaching (LdL) — in this case, the educator is a coordinator rather than teacher. Students teach each other independently. It is considered to be part of communicative teaching.

Audio-visual method – used only in foreign languages. Information technologies, slides, presentations are used in lectures / practical works, students answer questions; the same process is repeated twice, the lecturer draws attention to the keywords, they

	are written on the board by the demonstration method. The lecturer may use several of the above methods or any other method for the specific learning objective. In the course of teaching, informational-developing, as well as active methods of teaching, such as problem-research and creative group methods. Using these methods teaching is intensificated (activation), which enables students to develop and stimulate cognitive activities, accustoms him/her to think in a professional manner. The use of these methods is intended to make the student interested, to become creatively active, and independent in the process of accumulation of knowledge.
Evaluation criteria	[Specify the components and methods of midterm and final evaluation. Also, specify the share of each component of the assessment for the final assessment according to the rule applicable in the university. Provide detailed information (assessment type, criteria and score distribution) on student evaluation in each component and the requirements that are set for students when evaluating them.] Students' knowledge shall be evaluated by a 100-point system The evaluation system allows: Five types of positive grades: 1) (**A**) **Excellent** – 91-100 points of maximum grade; 2) (**B**) **Very good** –81-90 points of maximum grade; 3) (**C**) **Good** – 71-80 points of maximum grade; 4) (**D**) **Satisfactory** – 61-70 points of maximum grade; 5) (**E**) **Acceptable** –51-60 points of maximum grade. Two types of negative grades: 1) (**FX**) **Fail** – 41-50 points of maximum grade, meaning that a student requires some more work before passing and is given a chance to sit an additional examination once again after independent work; 2) (**F**) **Fail** – 40 points and less of maximum grade, meaning that the work of a student is not enough and s/he has to study the subject anew. dents' knowledge will be evaluated in the following forms: **midterm assessment** and **final assessment**. A credit can be awarded in case of obtaining minimum 51 points out of maximal 100, which should be the sum of points received within these two forms of the assessment. the midterm assessment, the student is required to collect at least 20 points from the maximal 60 points and 15 from maximal 60 points of the final assessment (depending on the specificitis of your subject, you can distribute grades yourself by 100 points - 60/40, 70/30, 80/20 or another combination. Also, set yourself the minimum limit for mid-term and final assessment. Important

is that a credit is deemed to be obtained after overcoming 51 points in total).

re are some possible evaluation components. You can choose from the offered or create yourself so that to be 100 points in total.

rning assessment forms are given as examples:

Knowledge Assessment Forms and Criteria	Testing form	amount	assessment	Total number of points
	Working Group / Practical work			
	Writing assignment / quiz			
	Midterm assessment			
	Final exam			
			Total sum:	100 points

the table according to the specificities of your subject in accordance with the assessment system. In total there shall be 100 points.

1) Working Group / Practical work activity, when student activity in auditorium is evaluated during 1 week with 1 point, 13 times in total: 13x1=13. The level of knowledge of material, the quality of the activeness, the adequacy of asked questions and answers, the ability to connect acquired the knowledge with practical experience, the skills of the discussion, the ability to draw questions independently, the skills of processing literature

The weekly activity assessment criteria are:

1 point: the student is well-prepared, thoroughly knows the material prescribed by syllabus, has done homework, answers to the questions are perfect, correct and reasoned; The quality of literature processing is high; s/he has a debate culture. The level of material knowledge is high, the degree of the activity is high, the adequacy of the asked questions and responses is observed, s/he has the ability to connect the acquired knowledge with practical experience, can draw questions independently.

0,5 points: the student is less active, knows only some fragments of the material provided by the syllabus. The answers to the asked questions are often incorrect and the quality of literature processing is low.

The level of material knowledge is average, the quality of the activeness is satisfactory, the adequacy of the questions and responses is observed, however, there are small mistakes the student has the ability to connect the acquired knowledge with practical experience, s/he can draw questions with the help of the lecturer.

0 point - the student is totally unprepared. S/he knows only only some fragments of the material provided by the syllabus. The answers to the questions are substantially incorrect or the answer is not relevant to the question, literature is not processed at all, the student does not participate in the discussion and does not have the debate culture.

2)   Working Group / Practical work activity, when student activity in auditorium is evaluated during 1 week with 2 point, 13 times in total: 13x2=26. The level of knowledge of material is checked, the quality of the activeness, the adequacy of asked questions and answers, the ability to connect acquired the knowledge with practical experience, the skills of the discussion, the ability to draw questions independently, the skills of processing literature are criteria for assessment of weekly activity:

2 points: the student is well-prepared, thoroughly knows the material prescribed by syllabus, s/he has done homework, answers to the questions are perfect, correct and reasoned; The quality of literature processing is high; s/he has a debate culture. The level of material knowledge is high, the degree of the activity is high, the adequacy of the asked questions and responses is observed, s/he has the ability to connect the acquired knowledge with practical experience, can draw questions independently.

1 point: the student is less active, knows only some fragments of the material provided by the syllabus. The answers to the asked questions are often incorrect and the quality of literature processing is low.

The level of material knowledge is average, the quality of the activeness is satisfactory, the adequacy of the questions and responses is observed, however, there are small mistakes, the student has the ability to connect the acquired knowledge with practical experience, s/he can draw questions with the help of the lecturer.

0 point - the student is totally unprepared. S/he knows only only some fragments of the material provided by the syllabus. The answers to the questions are substantially incorrect or the answer is not relevant to the question, literature is not processed at all, the student does not participate in the discussion and does not have the debate culture.

3) Quiz - maximum 5 points

During practical work or/ working in the working group, the students will be given a written assignment / quiz which is evaluated by maximum of 5 points in accordance with the following criteria.

Quiz assessment evaluation criteria are:

5 points - The work perfectly answers the task, there are no substantial mistakes; The opinion is properly and logically presented;

4 points - The work is performed well, perfectly responds to the task, but there are 1-3 mistakes; The opinion is properly and logically presented;

3 points - The work is of medium level, the opinion is understandable, but there are 4-6 mistakes;

2 points - Writing is weak, sentences are structurally inaccurate, there are 7-10 errors mistakes made;

1 point - a few sentences are written, the vocabulary is simple and incompatible, mistake is made in every sentence;

0 point - The assignment is not written or the work does not respond to the task.

4) Presentation – 10 points:

At the beginning of the semester, students select presentation topics from course syllabus topics in agreement with the lecturer, prepare during the semester and make the presentation in one of the academic weeks. The report prepared for the presentation must fully include the content and analysis of the topic. Students are required to make the presentation individually / in a group. The criteria for the presentation evaluation may be:

Knowledge of factual material, reasoning - 5 points;

5 points - The student fluently knows the information and materials presented by him/her; The conclusions presented by him/her are argumented and empowered with relevant literature;

4 points -

The student knows the factual material, reasons it with the relevant information, but makes little mistakes;

3 points - The material presented by the student is argumented but lacks accuracy. The student does not know material completely;

2 points - The actual material is stated incompletely, lacking argumentation; there are inaccuracies in terminology;

1 point - The student is partially aware of the information and material, the work is not argumented;

0 point - The student does not know the factual material, the matter discussed in the work is irrelevant to the discussion topic.

Presentation of the work -3 points;

3 points - The student completely holds the audience and technical means, speaks understandably and laconically, comprehensively and perfectly answers asked questions;

2 points - The student holds the audience, speaks understandably, comprehensively answers asked questions, but makes few mistakes;

1 point - The student partially holds the audience, speech is not proper, lacks self-confidence, makes mistakes;

0 point - The student can not hold the audience, speaks non-understandable, can not answer questions.

The technical side of the work - 2 points.

2 points - The work is done according to technical terms and performed at a high level;

1 point - The work is satisfactory done according to technical terms; Minor inaccuracies are made;
0 point - The work is technically decorated incorrectly and mistakes are made.

5) Presentation – 5 points:

At the beginning of the semester, students select presentation topics from course syllabus topics in agreement with the lecturer, prepare during the semester and make the presentation in one of the academic weeks. The report prepared for the presentation must fully include the content and analysis of the topic. Students are required to make the presentation individually / in a group.

The criteria for the presentation evaluation may be:
Knowledge of factual material, reasoning - 2 points;
2 points - The student fluently knows the information and materials presented by him/her; The conclusions presented by him/her are argumented and empowered with relevant literature;
1.5 points - The student is partially aware of the information and material, the work is not argumented;
0 point - The student does not know the factual material, the matter discussed in the work is irrelevant to the discussion topic.

Presentation of the work -2 points;
2 points - The student completely holds the audience and technical means, speaks understandably and laconically, comprehensively and perfectly answers asked questions;
1.5 points - The student holds the audience, speaks understandably, comprehensively answers asked questions, but makes few mistakes;
1 point - The student partially holds the audience, speech is not proper, lacks self-confidence, makes mistakes;
0 point - The student can not hold the audience, speaks non-understandable, cannot answer questions.

Technical side of the work - 1 point.
1 point - The work is done according to technical terms and performed at a high level;
0.5 point - The work is satisfactory done according to technical terms; Minor inaccuracies are made;
0 point - The work is technically decorated incorrectly and mistakes are made.

6) CASE STUDY - maximum 5 points
During the semester, it is conducted once: 5X1 = 5, while practical working and / or working in a work group, students will be given an assignment / case that is evaluated with a maximum of 5 points in accordance with the following criteria.
Case review
5-4 points - Full knowledge of the terminology, full comprehension / understanding of the set case / task is observed, accurate and

correct analysis of all alternative ideas is given, the responses to the set task are well-argumented, clearly formed and logically constructed.

3-2 points - Good terminology, good comprehension / understanding of the set case / task is observed, the analysis of alternatives is made with a few mistakes, answers are given to the set objectives, but the argument is missing, some part of answer is structured and logically constructed.

1 point - weak knowledge of the terminology incorrect comprehension / understanding of the set case / taskor complete vagueness is observed, no analysis of alternative opinions is made, no answer is given to the set tasks, the delivered idea lacks argumentation, student does not have own position, answer is structured, there are no logical connections.

0 point - The case is not reviewed, the analysis is not done.

Different methods of midterm and final examination assessment - writing assignments

a) The student will be given an open test with 3-4 probable answers where only one answer is correct and it is evaluated by 1 point, the wrong answer is evaluated by 0 point. For example, 20 open tests, 20X1 = 20 points, for example 30 open tests, 30X1 = 30 points,

b) Closed question: the student is given the test where the 1-2-3 (chosen by the lecturer) topics are given from the program material in written form. One topic from the program material is evaluated with 5 points.

5 points: The answer is complete; The topic is accurately and exhaustively discussed; Terminology is protected. The student is thoroughly well-knows the material provided by the program, as well as the basic literature, has the good skill of analyzing and generalizing.

4 points: The answer is complete but shortened; Terminologically arranged; The topic is exhaustively discussed; There is no substantial mistake; The student is well-knows the material provided by the program; studied basic literature, shows the good skill of analyzing and generalizing.

3 points: The answer is incomplete; The topic is discussed satisfactory; Terminology is incomplete; The student knows the material provided by the program, but there are some mistakes, and the analysis of the topic presented by him/her is weak.

2 point: The answer is incomplete; Terminology is incorrect and inaccurate; The material corresponding the topic is set out in part; The student lacks sufficient knowledge of basic literature; There are some substantial mistakes. Due to insufficient theoretical preparation, the studio finds it difficult to analyze the practical material and making the right conclusions.

1 point: the answer is not complete; Terminology is not used or is not appropriate; The answer is substantially wrong. Only separate fragments of the material corresponding the topic are set out. Student cannot analyze practical material.

0 point: The answer is not relevant to the topic or does not know the topic at all.

b) Closed question: the student is given the test where the 1-2-3 (chosen by the lecturer) topics are given from the program material in oral form. One topic from the program material is evaluated with 5 points.

Evaluation criteria are:

5 points: The topic is perfectly covered; Student accurately demonstrates the ability to make independent judgments and conclusions; s/he has the ability to deliver material laconically. The student studied basic literature well.

4 points: The topic is fully covered. Student accurately demonstrates the ability to make independent judgments and conclusions, makes only minor mistakes. The student studied basic literature.

3 points: The topic is not fully covered, there are factual inaccuracies; Student's ability to make independent judgments and conclusions is satisfactory. The student studied basic literature insufficiently.

2 points: The student fragmentally knows the material provided by the program, there are many factual inaccuracies; The student lacks sufficient knowledge of basic literature. can not form conclusions. The student does know any basic literature.

1 point: The student does not actually know the material provided by the program; Makes substantial mistakes. There are no conclusions. Cannot deliver program material.

0 point - s/he can not deliver the topic.

Assessment of literature topics

Analysis of literature direction- (10 points);

10 - 9 points - The answer is correct and exhaustive, the literary terminology is protected. student is thoroughly acquainted with the given direction, its aesthetics and representatives.

8 – 7 points - The answer is correct, but short. The topic is exhaustively delivered, there is no substantial mistakes, the student knows given direction well.

6 – 5 points - The answer is incomplete, the topic is satisfactorily delivered, the field-terminology is defective, the student knows the material, but there are some inaccuracies.

4 – 3 points - The answer is incomplete, the relevant material of the topic of literary direction is set out in part, the student lacks knowledge of basic literature, there are some substantial mistakes

2 – 1 points - The answer is insufficient, the answer is not relevant, s/he has no sufficient knowledge of aesthetics and representatives of the given direction, knows only the fragments of the given material.

0 – point - The answer is not relevant to the topic or it is missing.

Final exam 0- 40 points;

Final exam (written) – 40 points (The student will be given an open test with 3-4 probable answers where only one answer is correct and it is evaluated by 1 point, the wrong answer is evaluated by 0 point. Besides, the student is given 4 topics from the program material. One topic is assessed by 5 points. 5X4=20.

Assessment criteria are:

5 points: student completely knows theoretical material, the problem is understood in the conceptual aspect, does critical analysis of complex data, can find the original way of solving the problem, forming the research method and argumentative reasoning of the conclusion in the form of recommendation.

4 points: student completely knows theoretical material, the problem is understood in the conceptual aspect, does critical analysis of complex data, can find the original way of solving the problem, fails to formulate the method of research and argumentative reasoning of the conclusion.

3 points: student knows theoretical material, the problem is understood in the conceptual aspect, does critical analysis of complex data, cannot find the original way of solving the problem, fails to formulate the method of research and argumentative reasoning of the conclusion.

2 points: student does not completely know theoretical material, the problem is understood in the conceptual aspect, fails to do critical analysis of complex data, cannot find the original way of solving the problem, fails to formulate the method of research and argumentative reasoning of the conclusion.

1 point: student know theoretical material weakly, the problem is not understood in the conceptual aspect, fails to do critical analysis of complex data, cannot find the original way of solving the problem, fails to formulate the method of research and argumentative reasoning of the conclusion

0 point: student does not know theoretical material, the problem is not understood in the conceptual aspect, fails to do critical analysis of complex data, cannot find the original way of solving the problem, fails to formulate the method of research and argumentative reasoning of the conclusion.

Writing essay -10 points

Evaluation criteria of essay:

a) reasoning argumentation (argumentation and citing)- maximum 4 points

Reasoning is clear, argumentative, arguments are strengthened with textual material - 4 points.

Reasoning is partially clear, partially argumentative, not supported by textual material or a factual mistake has been made - 3 points.

The topic or text is inadequately understood, reasoning is not convincing, and textual material is also inadequately cited - 2-1 points.

The text is without reasoning, argumentation and citing - 0 point.

b) Vocabulary and style - 3 points

The concept is clearly and accurately expressed, the writing is stylistically correct - 3 points.

The concept is accurately expressed, but the vocabulary is insufficient or there are some stylistic flaws - 2 points.

The concept is basically understandable but stylistically defective, an inadequate vocabulary is observed - 1 point.

The concept is vague and vocabulary is inadequate - 0 point.

c) Orthography-morphology, syntax and punctuation - 3 points.

There are no orthographic, morphological, syntactic and punctuation type mistakes - 3 points.

orthographic, morphological, syntactic and punctuation type mistakes are observed - 2 points.

orthographic, morphological, syntactic and punctuation type mistakes are observed and they are more then 5 - 1 point.

There are mistakes in the whole text - 0 point.

Writing essay -5 points

Evaluation criteria of essay:

a) reasoning argumentation (argumentation and citing)- maximum 2 points

Reasoning is clear, argumentative, arguments are strengthened with textual material - 2 points.

Reasoning is partially clear, partially argumentative, not supported by textual material or a factual mistake has been made - 1 point.

The topic or text is inadequately understood, reasoning is not convincing, and textual material is also inadequately cited – 0,5 point.

The text is without reasoning, argumentation and citing - 0 point.

b) Vocabulary and style - 3 points

The concept is clearly and accurately expressed, the writing is stylistically correct - 2 points.

The concept is accurately expressed, but the vocabulary is insufficient or there are some stylistic flaws - 1 point.

The concept is basically understandable but stylistically defective, an inadequate vocabulary is observed – 0.5 point.

The concept is vague and vocabulary is inadequate - 0 point.

c) Orthography-morphology, syntax and punctuation - 1 point.

There are no orthographic, morphological, syntactic and punctuation type mistakes - 1 point.

There are minor orthographic, morphological, syntactic and punctuation type – 0.5 point.

There are mistakes in the whole text - 0 point.

Writing argumentative essay - 10 points

The argumentative essay is assessed by considering the following criteria:

Structure of the work (N1), maximum 2 points:

2 points - The work is well-organized. All structural elements are observed and effectively used.

1 point - The work is well-organized. All structural elements are observed and mostly effectively used.

0,5 point - an attempt to be organized. Or all structural elements are observed but they are not effective used, or one element is missing.

0 point - Unorganized. Numerous structural elements are missing.

Development of paragraphs and logic (N2) maximum 2 points:

2 points - The paragraphs are perfectly developed and logical.

1 point - The paragraphs are well-developed and logical, but periodically they lack the necessary detail.

0,5 point - attempts to develop paragraphs but they often lack the necessary detail and are less logical.

0 point - Paragraphs are not developed. The work is full of individual, unrelated sentences.

Style and language (N3) maximum 2 points:

2 points - Formal written language is perfectly used. A professional tone has been achieved. Grammar and punctuation are error-free. The literature used is fully and correctly refered.

1 point - Formal writing language is well-used. Professional tone is mostly achieved. There are minor errors in grammar and punctuation. The literature used is fully and correctly refered.

0,5 point - More or less formal writing language is used. There is a lack of professional tone. Some mistakes in grammar and punctuation. The used literature is fully refered, but with some faults.

0 point - a formal writting language is not used. No professional tone has been achieved. There are many mistakes in grammar and punctuation. The used literature is incompletely and incorrectly refered.

Justifying own arguments (N4) maximum 2 points:

2 points - The author's arguments are strong and convincingly reasoned.

1 point - The author's arguments are persuasive and well-reasoned.

0,5 point - The author's arguments are persuasive, but lack reasoning.

0 point - The author's arguments are less persuasive and not reasoned.

Consideration and rejection of counter-arguments (N5) maximum 2 points:

2 points - Counter-arguments are considered and successfully rejected..

1 point - Counter-arguments are considered and mostly rejected.

0,5 point - Attempts to take into account the counter-arguments, however, they are less rejected.

0 point - Counter-arguments are not considered and rejected.

Presentation assessment (20 points):

Audio-video support - maximum 3 points

3 points – Text is easy to read on slides, it is short and at the same time important; The slides reflect the basic content of the bachelor's thesis and are really helping the listener to perceive it.

2 points –The text on slides is readable, it is short and at the same time important; Slides are more or less reflecting the content of the bachelor's thesis, so only partially helping the audience to perceive it: they does not completely reflect the presentation

1 point –The text is hard to read on slides, the slides less reflect the basic contents of the bachelor's thesis and concentrate on insignificant details. Slides are distracting the listener's attention instead of helping him/her.

0 point – visuals are not used.

Oral presentation - maximum 9 points

9-8 points - The student presentation structure, the main provisions are presented in a logical manner by proper academic language, which gives the best possible perception. The answer to the research question / hypothesis is exhaustive.

7-6 points – The student clearly speaks with good, understandable academic language. His/her reasoning is absolutely logical. The presentation structure enables to perceive it. The speech reflects the answer to the research question / hypothesis.

5-3 points - The student clearly speaks with good, understandable academic language (makes minor mistakes in terminology that does not impede perception of the content). His/her reasoning is quite logical.

2-1 points – presentation skills does not correspond the standards, its structure is not logical, It's hard to draw the main idea.

0 point – presentation was not made.

Answering the questions, defense of own position - maximum 8 points

8-7 points – The student (practically) answers all questions, justifies its reasoning using logical, correct terminology.

6-4 points - The student answers many questions well, justifies the major part of his/her reasoning with good examples, mostly using the correct terminology.

3-1 points – the student (almost) can not answer questions, fails to justify his/her point of view with adequate examples and arguments, often misuses the terms.

0 point - The student failed to answer questions.

	ere are many other options and you can submit your version within 100 points
Basic Literature	[Specify the basic textbooks, the reader(s), conspectus, the electronic resources under which the course is implemented.]
Auxiliary literature	[Specify all the books, scientific articles, electronic resources, web pages you use as auxiliary literature.]

Annex 2. Curriculum

#	COURSE	CODE	Credit number	Distribution of credits according to courses and semesters								Dicrtribution of hours							საათების რაოდენობა კვირაში		
				I s.y.		II s.y.		III s.y.		IV s.y.											
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	Leecturer	team work; Practical work	Midterm exam(s)	Final Exam	Total number of contact hours	Independent Work	Total hours	Lecturer	Group work/Practical Work/Midterm exam	Total
	Status: Basic Courses																				

1																		1			
2																					
3																					
…																					
…																					
	Status: Free component Mandatory																				
	Free component																				
	სულ																				

Annex 3. Learning Outcomes Map

N		Course	Knowledge and Understanding	Skill	Responsibility and autonomy
1	2	3	4	5	6
I. Basic Courses					
1.					
2.					
3.					
...					
II. Free component Mandatory					

III. Free component					