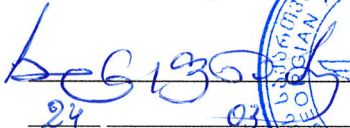
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„Approved“

Rector of Georgian Aviation University, Professor


 S. Tepnadze
 24 03 2025
 Statement № _____



 Georgian Aviation University
Learning Outcomes' Assessment Mechanism

Master Copy

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2. Revision Highlights


Changes are made with the involvement of the Quality Assurance Service and the Rector. The revision is submitted to the University Rector for approval. It is prohibited to implement changes in violation of the aforementioned procedure.

Created by:	Approved by:
Head of Quality Assurance Service	Rector
Date:	Date:

Deleted Pages				Added Pages			
Chapter	Page	Revision	Date	Chapter	Page	Revision	Date

2.1 Revision Records

Revision №	Reason for Revision	Page Numbers	Date	Entered by


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4. Document Control

Control of documentation is provided by the rules and procedures written in the Quality Manual of Georgian Aviation University. The aim of rules and procedures is to create system to identify and use all documents easily by employees within the organization. All documentation must be created, and storage by the formats and terms indicated in Quality Manual. These procedures will establish effective system to create, renew and share documentations easily.

4.1 Document Distribution List

Organization	Format	Copy N:
Quality Assurance Service	Hard Copy	Master Copy
Quality Assurance Service	Electronic Version	E-version
University Web Page	Electronic Version	E-version

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5. The Main Part

Article 1. Introduction

1. In order to increase the qualitative indicator of educational programs and bring them closer to European educational standards, we believe it is essential to implement a mechanism for assessing students' knowledge that clearly demonstrates the alignment of a student's academic achievements with the learning outcomes defined by the educational programs. This, in turn, allows for the early identification of issues and the implementation of appropriate measures. This ensures that the educational program remains consistently aligned with labor market demands and helps to determine the necessity for its development.

Article 2. Purpose

1. The purpose of the mechanism is to determine the alignment of learning outcomes with the results of the educational program, thereby enabling the timely identification of issues and the prompt implementation of appropriate measures.

Article 3. Mechanism for Assessing Learning Outcomes


1. The assessment of the educational program's learning outcomes (hereinafter referred to as assessment) is carried out through the analysis of students' academic performance, the analysis of employer surveys, and, when necessary, through specific one-time activities, the need for which and the content of which are determined by the faculty council.
2. The faculty supervises the assessment process and ensures the proper documentation is produced.
3. The planning and implementation of the assessment process, as well as the collection and processing of relevant documentation, are carried out by the head of program.
4. The conducted assessment is discussed at the faculty council meeting, and the head of the program is responsible for any identified shortcomings/findings.

Article 4. Analysis of Academic Performance

1. It serves as an important tool that allows us to develop the content and structure of the program and syllabus. In this process, the levels of achievement of learning outcomes by the student are determined, which in turn enables the assessment of the simplicity/complexity of the course content, the relevance, systematics, and coherence of the topics to be studied, the alignment of teaching-learning methods and assessment forms used by academic/guest staff, and the determination of the realism of the student's ability to achieve the established learning outcomes.

Article 5. Map of Program Objectives and Learning Outcomes

1. One of the indicators of achieving learning outcomes is the learning outcomes map, which allows for the comparison of the program's and course's learning outcomes, clearly showing which course(s) lead to the achievement of the educational program's learning outcomes.

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Map of Program Objectives and Learning Outcomes

Program Objectives	Learning Outcomes							
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2
Objective 1	✓	✓	✓					
Objective 2	✓	✓			✓			
Objective 3				✓		✓	✓	✓
Objective 4	✓	✓	✓	✓	✓	✓	✓	✓

The table shows that the achievement of Objective 1 is determined by the learning outcomes 1.1, 1.2, and 1.3.

Learning outcomes: 1 - Knowledge and understanding; 2 – Skills; 3 - Autonomy and responsibility.

Map of Course Content and Learning Outcomes Alignment

#	Courses	Learning Outcomes							
		1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2
	Course 1			1	1				
	Course 2		2	2	2				
	Course 3			1			3		
	Course 4		3		3			3	3

The table shows that the achievement of learning outcome 1.3 is accomplished through Courses 1, 2, and 3, with the corresponding level indicated.

Level of achievement: 1 – Awareness; 2 – Deepening; 3 – Strengthening;

Learning outcomes: 1 - Knowledge and understanding; 2 – Skills; 3 - Autonomy and responsibility


First and foremost, the courses that the student takes are evaluated based on the learning outcome(s). For each course, a planned target benchmark, actual indicator, and allowable deviation threshold are established.

For each learning outcome, planned and actual target benchmarks are set. These are calculated using the average arithmetic of the grades received by the student

The allowable deviation threshold for each learning outcome is set at 20%

Article 6. Assessment Methods

1. Through the LMS, data is collected and processed to determine the percentage of students who have achieved each learning outcome of the program out of the total number of students enrolled in the program, in order to compare it with the target benchmark. For this purpose, both direct and indirect assessment methodologies are used. Examples of direct assessment methods include written/oral exams/interviews, presentations, essays, practical exercises, and others. Indirect assessment methods include employer surveys, alumni surveys, analysis of the educational program, student surveys, and others.

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Article 7. Target Benchmarks for Learning Outcomes

1. The target benchmark for each learning outcome of the educational program is the normal distribution of academic performance. In the case of deviation from the normal distribution range (more than 20%), the learning outcomes and the methods for achieving these outcomes will be reviewed.


- Distribution of credits/working hours over time;
- Teaching methods;
- Topics/literature;
- Volume;
- Assessment forms and methods;
- Number of students in the group;
- Prerequisites for completing the course;
- Features of organizing the educational process, etc.

#	Program Learning Outcomes	Courses	Target Benchmarks	
			Planned	Factual
			A	B
1.1	Outcome 1	Course1 Course2 Course3	70% <	60%
1.3	Outcome3	Course4 Course5 Course6	70% <	60%
2.1	Outcome4	Course7 Course8 Course9	60%<	60%
2.3	Outcome 6	Course 10 Course11 Course12	60%<	60%
3.1	Outcome7	Course13 Course14 Course15	60%<	50%
3.2	Outcome 8	Course16 Course17 Course18	60%<	50%

Column A - To what level a specific learning outcome is achieved.

Column B - The percentage of students who will achieve the planned learning outcome.

2. To monitor the progress or regression of learning outcome achievement, the monitoring results are compared with the target benchmarks, and a graph is created for visibility.

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Article 8. Employer Survey

1. The employer survey is an external mechanism for evaluating the learning outcomes of graduates of the educational program, which, considering labor market demands, allows for determining the program's viability
2. The employer survey is conducted by filling out the relevant questionnaire and/or the evaluation sheet for the employed graduate/practicant/intern.
3. The responsibility for establishing contact with the employer, exchanging information with them, and processing the obtained information lies with the head of the program.
4. The employer survey is conducted annually, and employers who do not have graduates from the specific program employed are not required to complete the graduate/practicant/intern evaluation sheet.