



Regulation of the Educational Process in Vocational
Education Programs

Date	July 2025
Chapter	-
Page	1/36
Revision	0

„Approved”

Rector of Georgian Aviation University,
Professor

_____ S. Tepnadze


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Statement № _____



Georgian Aviation University
**Regulation of the Educational Process in Vocational
Education Programs**

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	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	1
	Table of Contents	Page	2/36
		Revision	0

1. Table of Contents


1.	Table of Contents	2
2.	Revision Highlights	4
2.1	Revision Records	4
3.	List of Active Pages	5
4.	Document Control.....	6
4.1	Document Distribution List	6
5.	The main part	7
Article 1.	General provisions	7
6.	Vocational education program, its components, and features	8
Article 2.	Vocational Education Program	8
Article 3.	Vocational Education Program Developed Within the University	8
Article 4.	Evaluation Procedures for Students of Vocational Educational Programs	8
7.	Rules for the Development and Revision of a Vocational Education Program	13
Article 5.	Rules for the Development, Revision, and Cancellation of a Program.....	13
Article 6.	Mechanisms for Ensuring the Continuation of Education for Students in the Event of Program Changes or Cancellation	13
Article 7.	Duration of Studies	14
Article 8.	Vocational diploma	14
8.	Acquisition, Suspension, and Termination of Vocational Student Status	15
Article 9.	Acquisition of Vocational Student Status	15
Article 10.	Suspension of Vocational student Status	15
Article 11.	Termination of Vocational student Status	16
9.	Rule for Recognition of Education	17
Article 12.	Mobility and recognition of education obtained.....	17
Article 13.	Recognition of Learning Outcomes Achieved Within Formal Education.....	17
Article 14.	Stages and Deadlines for the Recognition of Formal Education	17
Article 15.	Submission of the Application	18
Article 16.	Review/Evaluation of the Application and Documentation by the Commission	19
Article 17.	Decision Making	19
Article 18.	Placement of Formal Education Recognition Results.....	20
10.	Rule for Implementation and Evaluation of Integrated Programs	21



Regulation of the Educational Process in Vocational Education Programs

Date	July 2025
Chapter	1
Page	3/36
Revision	0

Article 19. Legal Basis:.....	21
Article 20. Purpose of Integration	21
Article 21. Methodology of Integration and Integrated General Modules	21
Article 22. Specific Features of Program Implementation	21
11. The Rule for Confirming the General Education secondary-level learning Outcomes Achieved by the Vocational Student in Integrated Programs	22
Article 23. Scope of Regulation	22
Article 24. Definitions of Terms	22
Article 25. Purpose of Verification and Characteristics of the Assessment System.....	22
Article 26. Assessment of Achievements in Learning Outcomes Defined by the Integrated General Module	23
Article 27. Verification of General Education Secondary Level Learning Outcomes	24
Article 28. Verification Commission	24
Article 29. Informing a Vocational Student.....	24
12. Appendices:.....	25

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	2
	Revision Highlights	Page	4/36
		Revision	0

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


	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	4
	Document Control	Page	6/36
		Revision	0

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

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	5
	The main part	Page	7/36
		Revision	0

5. The main part

Article 1. General provisions

1. This rule aims to regulate the organizational and legal matters related to the implementation of vocational education programs by LLC Georgian Aviation University (hereinafter referred to as the University).
2. In carrying out its educational activities, the University relies on the legislation of Georgia in the field of vocational education, this rule, the University's statute, and other internal legal acts of the University.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	6
	Vocational education program, its components, and features	Page	8/36
		Revision	0

6. Vocational education program, its components, and features

Article 2. Vocational Education Program


1. Vocational education at the University is implemented through a vocational education program (hereinafter referred to as the "Program") developed in compliance with the Law on Vocational Education, relevant subordinate acts, and the University's internal legal acts.
2. Vocational education programs are developed by the head of program in collaboration with the Quality Assurance Service and representatives of the relevant faculty of the University and are submitted to the Governing Council for approval.

Article 3. Vocational Education Program Developed Within the University

1. The duration of a vocational education program is expressed in terms of the workload (student workload) required by the vocational student to acquire the knowledge, skills, and values provided by the individual academic or practical courses of the program.
2. The duration of the program depends on the minimum number of credits defined by the vocational standard.
3. One credit reflects 25 astronomical hours of a vocational student's academic activities.
4. The distribution of credits among the components of the program must enable the achievement of the learning outcomes defined by the academic course, as determined by the relevant vocational education standard.
5. The total workload provided by the program includes both theoretical and practical components.
6. The following methods are used during teaching:
 - 6.1. Lecture-based learning;
 - 6.2. Group work;
 - 6.3. Practice;
 - 6.4. Industrial practice;
 - 6.5. Distance (online) learning.
7. The teaching methodology is reflected in each program's academic course and/or module. At the discretion of the vocational teacher, a different method from the one defined in this article may be selected to ensure the effective study of a particular discipline. This alternative method is also documented in the academic course and/or module.


Article 4. Evaluation Procedures for Students of Vocational Educational Programs

1. In vocational education programs approved by the Civil Aviation Agency of Georgia, the assessment of vocational students during module teaching is conducted through determining assessment. Developing assessment may be applied by vocational teacher individually, but without assigning any point.
 - 1.1. The Engineering Faculty assesses student achievement in professional/specialized theoretical modules through a standardized final examination (open or closed test format). To earn credit for a module, students must achieve a minimum score of 75%. This assessment system is mandated by the order of director of the Civil Aviation Agency of Georgia and is structured as follows:
 - 1.1.1. All basic examinations (The vocational educational program's corresponding term used by the Georgian Civil Aviation Agency) shall be carried out using the multi-choice question format

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Vocational education program, its components, and features	Chapter	6
		Page	9/36
		Revision	0

and essay questions as specified subchapter 2. The incorrect alternatives shall seem equally plausible to anyone ignorant of the subject. All of the alternatives shall be clearly related to the question and of similar vocabulary, grammatical construction and length. In numerical questions, the incorrect answers shall correspond to procedural errors such as corrections applied in the wrong sense or incorrect unit conversions: they shall not be mere random numbers.

- 1.1.2. Each multi-choice question shall have three alternative answers of which only one shall be the correct answer and the candidate shall be allowed a time per module which is based upon a nominal average of 75 seconds per question.
- 1.1.3. Each essay question requires the preparation of a written answer and the candidate shall be allowed 20 minutes to answer each such question.
- 1.1.4. Suitable essay questions shall be drafted and evaluated using the knowledge syllabus in Appendix №1: 7A, 7B, 9A, 9B, and 10.
- 1.1.5. Each question will have a model answer drafted for it, which will also include any known alternative answers that may be relevant for other subdivisions.
- 1.1.6. The model answer will also be broken down into a list of the important points known as Key Points.
- 1.1.7. The pass mark for each module and sub-module multi-choice part of the examination is 75%.
- 1.1.8. The pass mark for each essay question is 75 % in that the candidates answer shall contain 75% of the required key points addressed by the question and no significant error related to any required key point.
- 1.1.9. If either the multi-choice part only or the essay part only is failed, then it is only necessary to retake the multi-choice or essay part, as appropriate.
- 1.1.10. Penalty marking systems shall not be used to determine whether a candidate has passed.
- 1.1.11. An examination in a module may not be retaken earlier than 90 days following the date of a failed examination in that module, except in the case of a maintenance training organization approved by the Georgian Civil Aviation Agency, which delivers a course of retraining tailored to the failed subjects in the particular module; the failed module may be retaken after 30 days.
- 1.1.12. The time interval required by Article 7 of these rules applies to each exam module, except for those exam modules in which exams have been passed under a different license category and a license has been issued.
- 1.1.13. The maximum number of attempts for each examination is three in a 12 month period. The next three attempts are allowed with a one-year interval.
- 1.1.14. The candidate must provide written confirmation to the maintenance training organization or agency they approach for exams, detailing the number of exam attempts, dates, and the organization where these attempts took place within the past year. The maintenance training organization or agency is obligated to verify the number of attempts within the corresponding timeframe.
- 1.2. The Flight Training Faculty assesses student achievement in professional/specialized theoretical modules using a combination of mid-term and final closed book examinations. This assessment

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Vocational education program, its components, and features	Chapter	6
		Page	10/36
		Revision	0

system is mandated by the order of director of the Civil Aviation Agency of Georgia and is structured as follows:

- 1.2.1. Theoretical exams are conducted using the testing method (multiple-choice answers). Each test question must have four alternative answers, only one of which is correct. The exam is considered passed if the vocational student correctly answers 75% of the questions.
- 1.2.2. If a vocational student fails the professional/specialized theoretical module exam, they may retake the exam no sooner than two weeks after the initial examination.
- 1.2.3. The duration of the final exam for each professional/specialized theoretical module is individual and is determined by the regulatory documentation of the European Union Aviation Safety Agency (EASA).

For the evaluation of practical components, the assessment considers only a pass/fail system (competency-based assessment) and allows for the following two types of evaluations:

- a) The learning outcome has been confirmed.
 - b) The learning outcome could not be confirmed.
2. For vocational educational programs that do not require approval by Georgian Civil Aviation Agency, should be used the student assessment system defined by the current legislation of Georgia.
- 2.1. There are two types of assessment: developing and determining.
 - 1) Developing assessment may be carried out using both a numerical grading system and credit based (pass/fail) principles; the frequency of such assessments and the recording of their results depend on the decision of the teacher delivering the module.
 - 2) Determining assessment shall only utilize a system based on the pass/fail principle (attainment of competencies) and allows for the following two types of evaluation: a) The learning outcome has been confirmed; b) The learning outcome could not be confirmed.
 - 2.2. In the event of a negative result in a determining assessment, the student has the right to request a reassessment of the achievement of learning outcomes. A reassessment shall be scheduled within 10 days based on an application submitted by the student and in coordination with the respective teacher.
 - 2.3. In the case of developing assessment using a numerical grading system, five types of positive and two types of negative grades are provided:


Positive evaluations are:

 - (A) Excellent – 91% or more of the maximum score
 - (B) Very Good – 81-90% of the maximum score;
 - (C) Good – 71-80% of the maximum score;
 - (D) Average – 61-70% of the maximum score;
 - (E) Satisfactory – 51-60% of the maximum score.


Negative evaluations are:

 - (FX) Did not pass – 41-50% of the maximum score;
 - (F) Fail – 0-40% of the maximum score.


In the event of negative evaluation, the vocational student shall be provided with formative feedback for independent study.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Vocational education program, its components, and features	Chapter	6
		Page	11/36
		Revision	0

- 2.4. At least 2 weeks prior to the assessment, the module teacher shall submit assessment form/instrument (Appendix 4) to the Faculty Manager for approval. The following information must be mandatory included in the assessment instrument:
- 2.4.1. Name of the vocational educational program;
 - 2.4.2. Name and code of the module;
 - 2.4.3. Date of assessment;
 - 2.4.4. Duration of assessment. If the assessment instrument covers more than one assessment area, the duration shall be determined separately for each area.
 - 2.4.5. First name and surname of the person being assessed;
 - 2.4.6. First name and surname of the module teacher/assessor;
 - 2.4.7. Number and name of the learning outcome. If a specific criterion of the learning outcome is being assessed by the given assessment instrument, that criterion must also be indicated.
 - 2.4.8. Assessment area/direction;
 - 2.4.9. Type of assessment evidence;
 - 2.4.10. Resources required for the assessment;
 - 2.4.11. Description/instructions of the assessment/assignment;
 - 2.4.12. Conditions for the confirmation of the learning outcome;
 - 2.4.13. Conditions for reassessment and for appealing the received evaluation;
 - 2.4.14. Signatures of the assessor and the vocational student;
 - 2.4.15. Information regarding the validation of the assessment instrument;
- 2.5. Only valid assessment instruments may be used for the purpose of evaluation the learning outcomes achieved by the student.
- 2.5.1. Validation is performed by a validation group consisting of at least three members: the Faculty Manager, the Program Head, another teacher delivering the relevant module, and/or an invited person with relevant competence. To avoid a conflict of interest, the person involved in the development of a specific assessment instrument shall not participate in its validation.
 - 2.5.2. Changes to validated assessment instruments may be made a) at the initiative of the person delivering the module/learning outcome or the assessor; b) at the initiative of the Program Head; c) in the event of changes to the program; d) based on the results of verification conducted by the Quality Assurance Service.
 - 2.5.3. A validation form (Appendix 5) shall be used during the validation process of the assessment instrument.
- 2.6. Verification of the assessment system:
- 2.6.1. The assessment system verification mechanism is a quality assurance tool for the assessment system, which ensures its compliance with the Authorization Standards for Vocational Educational Institutions as defined by Annex 4 of the "Regulation on Authorization of Educational Institutions" approved by Order N99/n of the Minister of Education and Science of Georgia, dated October 1, 2010.
 - 2.6.2. Verification is the examination of the compliance of the assessment system used in the institution with the requirements established by the authorization standard. The University conducts verification in three directions: Verification of the instrument used during assessment; Process verification; Evidence verification.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Vocational education program, its components, and features	Chapter	6
		Page	12/36
		Revision	0

- 2.6.3. At the beginning of the academic year, the Vocational Programs' Quality Manager develops a verification plan, taking into account existing risk factors (for example: a new vocational education teacher; an experienced vocational education teacher; a high volume of practical assignments; the number of learning outcomes to be assessed simultaneously with a single instrument; changes to the vocational educational standard).
- 2.6.4. Verification of the assessment system (hereinafter - Verification) is carried out for the purposes of refining and perfecting the assessment system, developing programs, improving student learning outcomes, and identifying the needs of the individuals responsible for the preparation and use of assessment instruments.
- 2.6.5. Verification of the assessment system includes: a) examination of the assessment instrument; b) examination of the assessment process; c) examination of the evidence collected as a result of the assessment.
- 2.6.6. Verification entails establishing the compatibility of the assessment system with the following criteria: reliable, valid, transparent, fair, and objective.
- 2.6.7. Verification is carried out by a verification group, which is determined upon the recommendation of the Head of Quality Assurance Service (To ensure the exclusion of any conflict of interest, the author of the assessment instrument under review and/or the assessor utilizing said instrument shall not be included in the group's composition).
- 2.6.8. The group shall consist of at least two individuals selected for each specific case, at least one of whom must be a representative of the relevant field; an invited member may be included if necessary.
- 2.6.9. The examination of the assessment instrument, the assessment process, and the evidence by the group shall be conducted within a specified period, specifying the target program/module/teacher, and by means of a pre-developed form (Appendix 6).
- 2.6.10. Checklists used for verification purposes shall be generated and stored electronically by the person responsible for quality assurance.
- 2.6.11. Information collected incrementally as a result of the verification process shall be reflected in verification reports. Based on the materials collected/retrieved during verification, the person responsible for quality assurance shall develop recommendations and provide feedback to the interested party/teacher.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Rules for the Development and Revision of a Vocational Education Program	Chapter	7
		Page	13/36
		Revision	0


7. Rules for the Development and Revision of a Vocational Education Program

Article 5. Rules for the Development, Revision, and Cancellation of a Program

1. The development of a vocational education program is based on the vocational education standard.
2. The development of a vocational education program is carried out by a person (head of program) designated by the rector's order, with the involvement of the Quality Assurance Service and the respective faculty. This individual conducts labor market research, develops the relevant concept, reviews the corresponding vocational and vocational education standards, and submits a substantiated proposal to the Faculty Council. The Faculty Council, with the participation of the Quality Assurance Service, examines the necessity of developing a new program. If a positive decision is made, work begins on preparing the respective program and its courses and/or modules.
3. Employers, invited specialist in the field, graduates and if necessary, other interested parties may participate in the process of developing a vocational education program.
4. The new vocational education program, along with its curriculum and/or modules, is submitted to the Faculty Council, which reviews the educational program with the participation of the Quality Assurance Service. Following the review, the educational program is submitted to the Governing Council for approval. The Governing Council either approves the program or returns it to the head of program with comments, specifying a deadline for addressing the deficiencies. The Rector approves the vocational education program and the attached curriculum and/or modules by issuing a decree. The Faculty Council's signed meeting minutes must accompany the vocational education program submitted to the Rector.
5. The university may add elective modules to vocational education programs, provided that the total number of credits for these modules does not exceed 20% of the total credits of the general and professional modules in the same vocational program. General modules and mandatory professional modules are compulsory, and the university is not authorized to remove or add them to the program.
6. The university may independently make changes to the auxiliary notes of the modules in vocational education programs created based on the vocational education standard. In other cases, changes to the vocational education program are made in agreement with the National Center for Educational Quality Enhancement.
7. Any change to a vocational education program that would result in a modification of the vocational education standard must be initiated by submitting a proposal to the National Center for Educational Quality Enhancement.
8. The cancellation of a program is carried out based on a submission by the Quality Assurance Service through a resolution issued by the Governing Council. This resolution must detail the subsequent legal relationship between the individuals enrolled in the vocational education program and the university

Article 6. Mechanisms for Ensuring the Continuation of Education for Students in the Event of Program Changes or Cancellation

1. In the event of changes or cancellation of a vocational educational program that has already enrolled vocational students, the university ensures the opportunity for these vocational students to continue their education.
2. A vocational student is entitled to transfer to the same or a similar program within the university, continue their studies under the revised program, or choose a preferred program at another vocational educational institution.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Rules for the Development and Revision of a Vocational Education Program	Chapter	7
		Page	14/36
		Revision	0


3. In the case of changes to a vocational program, the university ensures the alignment of completed courses within the existing program with those outlined in the new educational program for each vocational student. Additionally, if necessary, the university may decide to implement an individualized study plan for the vocational student.
4. An individual study plan is developed for the revised program in agreement with the vocational student.
5. In the case of program cancellation, the university facilitates the mobility of vocational student to a similar program in another vocational educational institution through an agreement with the institution.
6. In the case of program revision or cancellation, vocational students wishing to continue their studies in a compatible, adjacent, or similar program will have their credits recognized in accordance with the requirements established by these regulation and the procedures defined by an individual legal act issued by the Rector.
7. In cases where the university does not offer a compatible, adjacent, or similar program to the canceled one, the university is obligated to notify the vocational student about the program's cancellation decision within a reasonable timeframe, enabling the student to transfer to another educational institution.
8. In the event of the cancellation of a vocational program at the university, if the same vocational program is not offered by another institution, the university is obligated to allow the current vocational students to complete the program in a phase-out mode, provided this action does not contradict the law. If necessary, and in consideration of the vocational student's best interests, the university is required to develop an individualized study plan.

Article 7. Duration of Studies

1. The duration of studies is determined in accordance with the vocational educational program.
2. A vocational student has the right to extend the standard duration of studies defined by the vocational education program, in accordance with an individual study plan.
3. The duration of implementation, as well as the start and end dates of vocational education programs, are determined by the university rector, in accordance with the curriculum of the vocational program.

Article 8. Vocational diploma

1. A vocational student who successfully completes the respective vocational educational program is awarded a vocational diploma issued by the university in the format prescribed by the Ministry of Education, Science and Youth of Georgia. The vocational diploma is issued upon completion of each level of vocational education. Along with the vocational diploma, the graduate also receives a supplement of diploma.
2. In case of loss of the diploma, a duplicate diploma is issued. In such cases, the fact of the loss must be confirmed by appropriate documentation.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	8
	Acquisition, Suspension, and Termination of Vocational Student Status	Page	15/36
		Revision	0


8. Acquisition, Suspension, and Termination of Vocational Student Status

Article 9. Acquisition of Vocational Student Status

1. The acquisition of vocational student status is carried out in accordance with applicable legislation, this regulation, and the requirements of other internal legal acts of the university.
2. Each vocational educational program determines the admission prerequisites, the fulfillment of which grants an individual the status of a vocational student.
3. To obtain the status of a vocational student, an interested individual is required to submit the following documents within the deadlines specified by the university rector's order:
 - 3.1. Application form;
 - 3.2. A photocopy of an identity document (in the case of submission by a legal representative, an additional photocopy of the legal representative's identity document and a document confirming legal representation is required);
 - 3.3. The original or a notarized copy of the document certifying the relevant level of education.
 - 3.4. Two color photographs, size 3x4;
 - 3.5. A document of education recognition for individuals who, within the last two years, studied and obtained a certificate of full general education or basic general education from general educational institutions located in the occupied territories as defined by the law of Georgia on Occupied Territories.
 - 3.6. Males aged 17-27 must additionally submit a document confirming their status on the military registry or a document confirming their removal from the military registry.
4. To obtain the status of a vocational student, testing and/or an interview may be determined by an order of the university rector.


Article 10. Suspension of Vocational student Status

1. Grounds for Suspension of Vocational student Status:
 - 1.1. Prolonged illness;
 - 1.2. Studying abroad;
 - 1.3. Failure to pay tuition fees within the established deadlines;
 - 1.4. Disconnection from the university by the vocational student until specific reasons are determined;
 - 1.5. Submission of a personal written request;
 - 1.6. Initiation of a criminal case against the student, pending a verdict;
 - 1.7. By the university's decision in cases defined by legislation and the university's legal acts;
 - 1.8. For foreign citizens enrolled in a vocational educational program, if they lack evaluation in at least one component of the study module or have no attendance records in the Module Register within 45 calendar days after academic registration.
2. A request to suspend the vocational student's status is not permissible if, at the time of submitting the application, grounds exist for the termination of their status;
3. During the period of suspension of the vocational student's status, the university and the student are released from mutual rights and obligations, except for those rights and obligations that arose prior to the suspension of the status.
4. The status of a vocational student can be reinstated if the circumstances that led to the suspension of their status are resolved.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Acquisition, Suspension, and Termination of Vocational Student Status	Chapter	8
		Page	16/36
		Revision	0

Article 11. Termination of Vocational student Status

1. Grounds for the termination of a vocational student’s status are as follows:
 - 1.1. Completion of the respective level of the program;
 - 1.2. Personal application;
 - 1.3. A legally binding conviction for a criminal offense resulting in imprisonment for a term exceeding three years;
 - 1.4. Gross violation of the university’s internal regulations and other internal governing acts;
 - 1.5. Expiration of the period of suspension of the vocational student’s status;
 - 1.6. Death.
2. The university is obligated to notify the vocational student in writing form when initiating the termination of their student status.
3. The termination of a vocational student’s status results in the dissolution of the agreement between the university and the vocational student. However, this does not exempt the parties from fulfilling obligations that arose and remained unfulfilled prior to the dissolution of the agreement.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	10
	Rule for Recognition of Education	Page	17/36
		Revision	0

9. Rule for Recognition of Education

Article 12. Mobility and recognition of education obtained


1. The deadlines and conditions for both internal and external mobility are determined by an individual legal act issued by the Rector, which is based on the requirements of these regulations. This includes provisions for competitive conditions in cases where the number of applicants for mobility exceeds the announced vacant positions.
2. Mobility includes:
 - 2.1. Mobility from one vocational program at the university to another;
 - 2.2. Transfer from the university to a vocational program at another educational institution;
 - 2.3. The transition from another educational institution to a vocational program at the university.
3. The university determines the admission places for vocational students in the order of mobility (transfer from another vocational institution to the university) for each vocational educational program.
4. To be eligible for mobility, a vocational student is obliged to submit the documents required by the rector's act within the deadlines set by the same act.
5. The university recognizes the credits obtained by a vocational student who wants to transfer from another educational institution, also credits are recognized for the student who wants to transfer from one vocational program to another within the university space, determines the correspondence of credits received by a vocational student to the vocational educational programs of the institution. It determines the individual study plan with the consent of the vocational student.
6. A vocational student of the University may at any time use mobility in another educational institution, for which the University ensures the provision and support of relevant documentation within 5 working days after the written request of the vocational student.

Article 13. Recognition of Learning Outcomes Achieved Within Formal Education

1. Recognition of formal education is permissible if:
 - 1.1. The learning outcomes specified and achieved in the educational program are identically formulated or exhibit minor differences due to linguistic nuances or the varied structuring of learning outcomes, which do not hinder their recognition as identical. Additionally, the learning outcomes are compatible, considering the descriptor of the relevant level of the National Qualifications Framework.
 - 1.2. The achieved learning outcomes exceed the learning outcomes stipulated by the educational program, based on the descriptor of the relevant level of National Qualifications framework.
2. An individual seeking the recognition of formal education is entitled to request such recognition only after obtaining the status of a vocational student in accordance with the procedures established by Georgian legislation.

Article 14. Stages and Deadlines for the Recognition of Formal Education


1. The administrative process for recognizing learning outcomes achieved within the framework of formal education shall be completed within one month from the date of application submission.
2. The process of recognizing formal education includes the following stages:
 - 2.1. Submission of the application to the university;
 - 2.2. Review and evaluation of the application and accompanying documents by the commission;

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	10
	Rule for Recognition of Education	Page	18/36
		Revision	0

- 2.3. Decision by the commission;
- 2.4. Issuance of an individual administrative-legal act by the university.
3. The university is obliged to ensure the accessibility of information related to the process of recognizing formal education for interested parties.

Article 15. Submission of the Application

1. An individual seeking recognition of formal education submits an application addressed to the Rector of the Georgian Aviation University. The application must include the following information:
 - 1.1. The name of the university;
 - 1.2. The applicant's full name, actual, and legal address;
 - 1.3. The applicant's email address;
 - 1.4. The applicant's phone number;
 - 1.5. The place and date of application submission;
 - 1.6. The request, specifically indicating the learning outcome(s) for which the applicant is seeking recognition;
 - 1.7. The applicant's signature;
 - 1.8. A list of documents attached to the application.
2. The application must be accompanied by:
 - 2.1. A copy of the applicant's identification document;
 - 2.2. If the recognition applicant is represented by a proxy, a document confirming the authority of representation.
 - 2.3. A formal education certificate (a state-recognized certificate and its appendix, where applicable according to the legislation)/a state document certifying higher or vocational education – diploma and its appendix/a state document certifying general education) or its notarized copy, or a statement confirming specific learning outcomes achieved within the framework of formal education, except for cases provided for in paragraph 4 of this article.
3. The application provided for in the first paragraph of this article may be accompanied by any document issued by an institution or a legal entity implementing professional training and/or retraining programs, containing information about the achievement of the learning outcome to be recognized, except for cases provided for in paragraph 4 of this article.
4. The university is not authorized to require the applicant to provide the documentation specified in subparagraph 2.3 of paragraph 2 and paragraph 3 of this article for the recognition of learning outcomes achieved within the framework of formal education provided by the Georgian Aviation University.
5. The university verifies the compliance of the application with the requirements of this article within 3 working days. If the applicant does not submit any document essential for resolving the case, the university grants the applicant a 15-working-day period during which the applicant must provide the necessary documentation.
6. During the period specified in paragraph 5 of this article by the university, the timeline for reviewing the application is considered suspended.
7. If the applicant fails to submit the required document within the timeframe set by the university, the university is authorized to issue an individual administrative-legal act declaring the application unreviewed.


	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Rule for Recognition of Education	Chapter	10
		Page	19/36
		Revision	0

Article 16. Review/Evaluation of the Application and Documentation by the Commission

1. After the application is accepted into proceedings, a commission is established by order of the university's rector to evaluate the submitted documentation.
2. The commission consists of at least three members, including the head of the relevant educational program and teachers involved in implementing the vocational program. The university has the right to invite the applicant to the commission's review if their participation is deemed necessary for the purposes of the proceedings.
3. The commission members elect a chairperson and a secretary from among themselves. The commission is authorized to review the matter if the majority of its members are present.
4. A decision by the commission is considered adopted if it is supported by the majority of the members present. In the case of a tie, the chairperson's vote is decisive.
5. The commission's decision is reflected in the protocol of the commission's meeting, which is signed by the commission's chairperson and secretary.
6. A member of the commission is obligated to declare any conflict of interest or self-recusal regarding the applicant, specifying the relevant grounds. A conflict of interest is deemed to exist under the circumstances outlined in Article 92 of the General Administrative Code of Georgia.
7. The commission votes on the matter of self-recusal/disqualification. The member of the commission who initiated the self-recusal or against whom disqualification has been raised does not participate in the decision-making process. A commission member is considered recused/disqualified from the moment the commission makes the corresponding decision.
8. The commission ensures the examination of the submitted application and documentation to determine whether the grounds for recognition provided in Article 3, Paragraph 1 of this regulation exist. It is not authorized to evaluate the applicant to verify the learning outcomes they have achieved.

Article 17. Decision Making

1. After reviewing the submitted application and documentation, the commission makes one of the following decisions:
 - 1.1. To recognize the learning outcome(s) achieved within the framework of formal education;
 - 1.2. To refuse the recognition of the learning outcome(s) achieved within the framework of formal education.
2. The applicant is awarded credit through recognition if the learning outcome(s) specified in the module/syllabus of the course is recognized. In the case of recognition of learning outcomes, the individual is assigned the number of credits defined by the program for which the learning outcomes were recognized.
3. The commission's decision must be substantiated. It should specify the learning outcome(s) that were recognized or those for which the applicant's request for recognition was denied, along with the corresponding justification.
4. Based on the commission's decision, an order is issued by the university's rector, which must include:
 - 4.1. The name of the university;
 - 4.2. The identity of the applicant.
 - 4.3. The title of the educational program/module/course for which the learning outcomes were recognized/not recognized for the vocational student.
 - 4.4. The number of recognized credits.
 - 4.5. The date and place of the decision.


	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	10
	Rule for Recognition of Education	Page	20/36
		Revision	0

4.6. The procedure and timeframe for appealing the decision.

5. The university is obligated to notify the applicant of the decision within 3 working days from the issuance of the individual administrative act.

Article 18. Placement of Formal Education Recognition Results

1. The results of formal education recognition and documents related to the proceedings are reflected in the relevant education management information system maintained by the LEPL - Education Management Information System.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	10
	Rule for Implementation and Evaluation of Integrated Programs	Page	21/36
		Revision	0

10. Rule for Implementation and Evaluation of Integrated Programs

Article 19. Legal Basis:

1. The Law of Georgia on "Vocational Education."
2. The Order №170/5 of the Minister of Education, Science, Culture, and Sport of Georgia, dated August 19, 2019, on the Approval of the Rules and Conditions for the Integration of Learning Outcomes of Full general education's Secondary Level into Vocational Educational Programs.
3. Order of the Minister of Education and Science of Georgia №48/5 dated July 19, 2021, on the Approval of the Rule for Confirming the Full General Education Learning Outcomes of the Secondary Level Achieved by a Vocational Student within the Framework of a Vocational Educational Program Integrating General Education Learning Outcomes.

Article 20. Purpose of Integration


1. The purpose of integration is to provide individuals with basic general education the opportunity to attain a full general education while simultaneously studying a profession. This process ensures the awarding of a qualification corresponding to Level 4 of the National Qualifications Framework, culminating in the issuance of a diploma equivalent to a full general education certificate.

Article 21. Methodology of Integration and Integrated General Modules

1. Integration involves reflecting the requirements of the national curriculum's secondary level within program components aimed at fostering and developing key competencies and/or transferable skills.

Article 22. Specific Features of Program Implementation

1. The duration of a program integrating general education outcomes at the secondary level is no less than three years.
2. Admission to a program that integrates general education outcomes at the secondary level requires possession of a document certifying basic general education.
3. The confirmation of general education outcomes at the secondary level within the program by a vocational student is carried out in accordance with the procedure established by law.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	The Rule for Confirming the General Education secondary-level learning Outcomes Achieved by the Vocational Student in Integrated Programs	Chapter	11
		Page	22/36
		Revision	0

11. The Rule for Confirming the General Education secondary-level learning Outcomes Achieved by the Vocational Student in Integrated Programs

Article 23. Scope of Regulation


1. The procedure for validating the general education secondary learning outcomes achieved by a vocational student within the framework of a vocational educational program (hereinafter referred to as the integrated program), that integrates general education secondary level learning outcomes (hereinafter referred to as "the Procedure") establishes the process for confirming these learning outcomes within the scope of a secondary-level vocational educational program that incorporates general education secondary-level learning outcomes.

Article 24. Definitions of Terms

1. For the purposes of these rules, the terms used herein shall have the meanings assigned to them by the Law of Georgia on Vocational Education and by paragraph 2 of this article.
2. For the purposes of these rules, the terms used herein have the following meanings:
 - 2.1. Integrated General Modules – The Order №170/5 of the Minister of Education, Science, Culture, and Sport of Georgia, dated August 19, 2019, on the Approval of the Rules and Conditions for the Integration of Learning Outcomes of Full general education's Secondary Level into Vocational Educational Programs.
 - 2.2. Vocational student's Electronic Portfolio (here in after –Portfolio)-an assessment tool designed for the evaluation process of a vocational student, which includes materials reflecting the student's achievements, organized by complex tasks and educational topics.
 - 2.3. Complex Task – a creative product that demonstrates the vocational student's achievements in relation to the learning outcome(s) defined by the integrated general module.
 - 2.4. Topic – a structural unit of the integrated general module, within which all learning outcomes are addressed through complex tasks.
 - 2.5. Taxonomy for Assessing Learning Outcomes of Integrated General Modules – a holistic rubric used to evaluate the achievements of a vocational student.
 - 2.6. Verification – the process by which the verification commission checks the compliance of the assessment system for learning outcomes defined by integrated general modules with the requirements established by this rule.


Article 25. Purpose of Verification and Characteristics of the Assessment System

1. Verification entails the formal confirmation of the learning outcomes achieved by the vocational student.
2. The assessment system for learning outcomes defined by integrated general modules must be:
 - 2.1. Valid;
 - 2.2. Reliable;
 - 2.3. Transparent;
 - 2.4. Fair;
 - 2.5. Objective.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	The Rule for Confirming the General Education secondary-level learning Outcomes Achieved by the Vocational Student in Integrated Programs	Chapter	11
		Page	23/36
		Revision	0

Article 26. Assessment of Achievements in Learning Outcomes Defined by the Integrated General Module

1. The institution ensures the assessment of each vocational student's progress within the framework of each integrated general module.
2. The assessment is both determining and developing. Additionally, non-differentiated determining assessment is used within the framework of integrated general modules.
3. Determining assessment determines the vocational student's achievement concerning the learning outcomes of the integrated general module.
4. Developing assessment determines the development dynamics of the vocational student, is aimed at improving the quality of learning, and is used for the purpose of supporting the vocational student.
5. A vocational student is assessed using the assessment taxonomy in the context of each topic and in relation to the learning outcomes.
6. Within the framework of an integrated general module, the vocational student performs several complex tasks related to the same learning outcome. It is mandatory to work on all learning outcomes (through complex tasks) within each topic.
7. During the assessment, it is mandatory to use tasks with a complex context. It is permissible to assess several learning outcomes with a single complex task.
8. The rubric for assessing a complex task is based on the taxonomy for evaluating learning outcomes of the integrated general module.
9. The institution ensures the necessary activities for the comprehensive completion of the portfolio.
10. If necessary, the institution organizes a reassessment of the achievement of learning outcomes.
11. A vocational education teacher is obligated to document evidence reflecting the student's progress in the portfolio within the timeframe defined by the institution following the assessment of the complex task.
12. Evidence of the vocational student's achievements recorded in the portfolio is retained for three years after the Verification Commission's protocol is finalized. Following this period, the data is archived and stored for five years. After five years, the archived data is automatically deleted.
13. The portfolio includes the following information:
 - 13.1. The vocational student's first name, last name, and personal identification number or passport number;
 - 13.2. The title of the vocational educational program;
 - 13.3. The title of the integrated module;
 - 13.4. The name of the topic;
 - 13.5. The content and number of the complex tasks;
 - 13.6. Evidence of the vocational student's performance on the complex task;
 - 13.7. The evaluation conducted by the vocational education teacher and the feedback provided according to the assessment form (Appendix 2);
 - 13.8. The dates of assignment, completion, and inclusion of the complex task in the portfolio.
14. An integrated general module is considered completed if all learning outcomes provided by the module have been achieved;
15. A learning outcome is deemed achieved if all related complex tasks have been assessed by the vocational education teacher, and at least one of them is evaluated at the "relational" or "abstract" level (Appendix 1).

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	The Rule for Confirming the General Education secondary-level learning Outcomes Achieved by the Vocational Student in Integrated Programs	Chapter	11
		Page	24/36
		Revision	0

Article 27. Verification of General Education Secondary Level Learning Outcomes


1. The prerequisite for verifying the general education secondary level learning outcomes achieved by a vocational student within the program is the successful completion of each integrated general module.
2. Based on the review and verification of evidence reflecting students' achievements presented in the portfolio, the Commission for Verifying General Education Secondary Level Learning Outcomes (hereinafter referred to as the Verification Commission), established by the educational institution, determines the extent to which of each learning outcome provided by the integrated general education modules has been achieved and makes the following decisions:
 - 2.1. The achievement of general education secondary level learning outcomes by the vocational student is confirmed.
 - 2.2. The achievement of general education secondary level learning outcomes by the vocational student is not confirmed.
3. Achievement of general education secondary level learning outcomes within the program is confirmed if the portfolio contains documentation verifying that the vocational student has successfully completed all integrated general modules.
4. In the case of an unsatisfactory evaluation by the Verification Commission, the vocational student is entitled to appeal the decision in accordance with the procedure established by the institution.

Article 28. Verification Commission

1. The Verification Commission is established at the final stage of the implementation of the vocational educational program.
2. The decision to establish the commission is made by the rector through an individual administrative-legal act.
3. The verification commission must consist of at least five members and preclude the possibility of decisions being made solely by representatives of the institution.
4. The verification commission is authorized to make decisions if the majority of its members are present.
5. Decision by the verification commission is made by a majority vote of the members present at the meeting. In the case of a tie, the chairperson's vote is decisive.
6. A member of the verification commission is authorized to attach their differing opinion to the protocol in writing.
7. The verification commission examines the instruments, processes, and evidence contained in the portfolios of vocational students within the vocational educational program and, based on this review, decides on the confirmation or non-confirmation of the students' learning outcomes.
8. The institution ensures that the verification commission is fully supported in conducting the process effectively.

Article 29. Informing a Vocational Student


1. The institution ensures that vocational students are informed about the process and outcomes of validating the learning outcomes provided by the integrated general modules.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	12
	Appendices:	Page	25/36
		Revision	0

12. Appendices:

Appendix №1

1: Pre-structural level	Vocational student is simply acquiring bits of unconnected information, which have no organization and make no sense.
2: Unistructural level	A vocational student is capable of discussing only one aspect and establishing simple, clear/obvious connections. A vocational student can use terminology, recall information verbally, follow simple instructions/algorithms, paraphrase, recognize, name, or count.
3: Multistructural level	A vocational student is capable of discussing several aspects separately, without establishing connections between them. They can list, describe, classify, combine, use methods and structures, perform procedures, etc.
4: Relational level	A vocational student is capable of understanding the connection between several aspects, as well as how these aspects fit together and form a whole. Their reasoning is structured, enabling them to compare, connect, analyze, apply theory, and explain an issue from a cause-and-effect perspective.
5: Abstract level	Vocational student is making connections not only within the given subject area, but also beyond it, able to generalize and transfer the principles and ideas underlying the specific instance.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	12
	Appendices:	Page	26/36
		Revision	0


Appendix 2. Student Evaluation Form

College -----


Student Evaluation Form

Vocational student's name, surname & ID:					
Group №:					
Vocational education teacher's name, surname:					
Vocational education program title:					
Integrated general module title & registration №:					
The title of the integrated general module direction (if necessary)					
Title of the Topic/Thematic Block/Issue:	Title/Idea of the Complex Task	Concept	Sub concept Sub issue	(Complex Task) Evaluation Criteria	Evaluation (Within the scope of topic)
	(To be filled out considering the number of complex tasks completed)			• •	<u>Target Concept¹</u> Pre-structural level <input type="checkbox"/> Unistructural level <input type="checkbox"/> Multistructural level <input type="checkbox"/> Relational level <input checked="" type="checkbox"/> Abstract level <input type="checkbox"/> <u>Target Concept 2</u> Pre-structural level <input type="checkbox"/> Unistructural level <input type="checkbox"/> Multistructural level <input type="checkbox"/> Relational level <input type="checkbox"/> Abstract level <input checked="" type="checkbox"/> <u>Target Concept 3</u> Pre-structural level <input type="checkbox"/> Unistructural level <input type="checkbox"/> Multistructural level <input checked="" type="checkbox"/> Relational level <input type="checkbox"/> Abstract level <input type="checkbox"/>
					Pre-structural level <input type="checkbox"/> Unistructural level <input type="checkbox"/> Multistructural level <input checked="" type="checkbox"/> Relational level <input type="checkbox"/> Abstract level <input type="checkbox"/>

¹ In the evaluation column, the name and number of the target concept are determined based on the target concepts present in the specific module.

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
	Appendices:	Chapter	12
		Page	27/36
		Revision	0

					<i>Target Concept 4</i> Pre-structural level <input type="checkbox"/> Unistructural level <input type="checkbox"/> Multistructural level <input checked="" type="checkbox"/> Relational level <input type="checkbox"/> Abstract level <input type="checkbox"/> <i>Target Concept 5</i> Pre-structural level <input type="checkbox"/> Unistructural level <input type="checkbox"/> Multistructural level <input type="checkbox"/> Relational level <input checked="" type="checkbox"/> Abstract level <input type="checkbox"/>
Evidence/Product of the complex task performed by the vocational student:		<i>(Please provide a link or identification N° for the evidence/products)</i>			
Justification of the vocational education teacher's assessment:		<i>(Please justify based on the target concepts and/or learning outcomes addressed within the scope of the topic, taking into account the evaluation criteria for the complex tasks performed)</i>			
Developing assessment by the vocational education teacher:		<ol style="list-style-type: none"> 1. <i>Description of the student's achievements;</i> 2. <i>Advice for the student;</i> 3. <i>Teacher's self-reflection.</i> 			
Secondary Assessment (if applicable) <input type="checkbox"/>		Assignment Date:			
		Completion Date:			

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	12
	Appendices:	Page	28/36
		Revision	0

Appendix 3. Curriculum Form

Curriculum							
Vocational Educational Institution:							
Vocational Educational Program:							
Module:							
Vocational Educational Teacher:							
Implementation Period of the topic	Number of Hours	Topic ²	Learning Outcome	Concept/ Sub concept	Issue/ Sub issue	Idea of the complex task ³	Resources/ Context Example/ Comparative Example
						I	
						II	
						I	
						II	


² The number of topics in each integrated module varies.

³ The number of complex tasks to be carried out within the scope of the topic is determined by the vocational education teacher.



Appendices:

						I	
						II	
						I	
						II	

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	12
	Appendices:	Page	30/36
		Revision	0

Appendix 4. Assessment Instrument Form

Vocational Educational Program:	
Module Title (Module Code):	
Vocational Student <i>(First Name and Surname):</i>	
Vocational Teacher <i>(First Name and Surname):</i>	
Date of Assessment:	
Duration of Assessment:	
Description of the task to be performed by the vocational student:	
List of material resources required to perform the task <i>(Equipment; Inventory; Materials/Raw materials):</i>	
Assessment Area / Direction: <i>(Mark one or more assessment areas)</i>	<ul style="list-style-type: none"> a. Oral Exam b. Practical Task by Observation c. Practical Task
Assessment Evidence:	
Learning outcomes shall be considered achieved/confirmed if:	<ul style="list-style-type: none"> a. Oral Exam - Out of X number of tasks, you will correctly answer ... tasks. b. Practical Task by Observation - You will perform the task practically and receive a positive assessment in X number of performance criteria. c. Practical Task - In each assessment criterion, you will receive X number of positive assessments.
Opportunity for Reassessment:	
Assessment Appeal Procedure:	
Assessment Instrument Validators:	




Appendices:

Learning Outcomes and Performance Criteria provided by the module: <i>(List the number of the learning outcome and each criterion that must be confirmed)</i>	Confirmation of achieved criterion (Yes/No) / Grade received
LO 1.	
LO 2.	
LO 3.	
LO 4.	
LO 5.	

Vocational Teacher's Signature:

Vocational Student's Signature:


	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	12
	Appendices:	Page	32/36
		Revision	0

Appendix 5. Assessment Instrument Validation Form

Vocational Educational Program -
 Module / Learning Outcome -
 Vocational Education Teacher -
 Validation Date -

N	Validation of the Technical/Methodological Part of the Assessment Instrument	Complies	Does Not Comply	Recommendation in Case of "No"
		Yes	No	Education Specialist's Comment
1.	The name of the vocational educational program is indicated on the assessment instrument:			
2.	The name and registration number of the module to be confirmed are indicated:			
3.	The assessment area/direction is indicated:			
5.	The first name and surname of the vocational education teacher are indicated:			
6.	The duration of the assessment is indicated:			
7.	The learning outcome(s) and performance criteria are indicated in accordance with the module:			
8.	The description(s) of the task(s) to be performed are indicated:			
10.	The environment, conditions, technical equipment, materials, and inventory required for assessment are described:			
11.	The type of assessment evidence is indicated:			
12.	The equipment, inventory, and raw materials required for the assessment process are indicated:			
13.	It is indicated under what conditions the performed task(s) will be assessed positively/negatively:			
14.	Information regarding the opportunity for reassessment is indicated:			
15.	The assessment appeal procedure is indicated:			
	Formative comments (optional):			


Validator (Methodological Perspective) - Training Process Manager:

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	12
	Appendices:	Page	33/36
		Revision	0

Vocational Educational Program -
Module / Learning Outcome -
Vocational Education Teacher –
Validation Date –

N	Assessment Instrument Validation Form (Content Perspective)	Complies	Does Not Comply	Recommendation in Case of "No"
		Yes	No	Education Specialist's Comment
1.	The number of tasks defined by the assessment instrument is sufficient to confirm the learning outcome:			
2.	The time allocated for completing the tasks is sufficient for the performance of the task:			
3.	The threshold required to receive a positive assessment is correctly defined in the assessment instrument:			
4.	The content of the tasks defined by the assessment instrument covers the learning outcomes and performance criteria provided by the module:			
	Formative comments (optional):			

Validator (Content Perspective):

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	12
	Appendices:	Page	34/36
		Revision	0

Appendix 6. Verification Form

Vocational Educational Program:

Module/Learning Outcome:

Assessor:

Assessment Period:


Verifier(s):

Verification Period:

System Component	Verification Approach	Indicator	Yes/No	Evidence in Case of "No"	Recommendation
Validity	The assessment system is valid if the assessment instrument used is relevant for confirming the learning outcome being assessed. Additionally, the assessment instrument used enables the assessment of the learning outcome according to all criteria.				
Assessment Instrument	Examination of the assessment instrument by specialists (Education/Sector)	<ul style="list-style-type: none"> The assessment instrument used is consistent with the assessment direction defined by the module; The content of the assessment instrument fully evaluates the learning outcomes to be assessed, according to all criteria established by the module. 			
Reliability	An assessment system is reliable if the results of the conducted assessment are supported by appropriate evidence.				
Assessment Instrument	Examination of the assessment instrument by specialists (Education/Sector)	<ul style="list-style-type: none"> Evidence exists for every learning outcome and for everyone assessed. Evidence is authentic; specifically, it is possible to identify the assessed individual if necessary; Evidence is sufficient; specifically, the evidence provides assurance that the task meets all criteria. Evidence is valid; specifically, it reflects what was intended to be assessed. 			



Transparency	An assessment system is transparent if the assessment process, confirmation conditions, requirements, and other necessary information regarding the assessment are known in advance to all individuals being assessed.				
Assessment Process	Review of assessment regulations and/or the assessment instrument (regarding the "conditions" section)	The regulation provides a mechanism for informing the assessed individual about the assessment in advance.			
	Interviewing the assessed individual, other evidence	<ul style="list-style-type: none"> • Advance notification is carried out in such a way that evidence of it exists. • Advance notification is carried out within reasonable timeframes and in a form that allows the student to use this information (it should not happen too early, so they don't forget, nor should it happen for all assessment processes simultaneously, to prevent confusion). • Advance notification is carried out within reasonable timeframes so that the student can technically prepare for the assessment process. <p>The mechanism provided by the regulation regarding the advance notification of the student is implemented in practice.</p>			
Fairness	An assessment system is fair if the assessment process is organized in such a way that it allows the assessed individual to confirm the achieved learning outcomes (including assessment time, assessment environment, materials used, equipment, and other conditions). Additionally, everyone must be placed under identical conditions during the assessment.				
Assessment Process	Review of the assessment instrument (regarding the "conditions"	<ul style="list-style-type: none"> • The time allocated for the assessment is sufficient • The assessment is planned in an appropriate environment 			

	Regulation of the Educational Process in Vocational Education Programs	Date	July 2025
		Chapter	12
	Appendices:	Page	36/36
		Revision	0

	section) by a Subject Matter Expert	<ul style="list-style-type: none"> • Provision of appropriate equipment is planned for the assessment • Provision of appropriate materials is planned for the assessment 			
	Interviewing the assessed individual, observing the assessment process, or viewing a recording (where possible).	<ul style="list-style-type: none"> • The assessment process was conducted in compliance with the defined conditions 			
Objectivity	An assessment system is objective if all assessed individuals are evaluated identically under the same performance (results) conditions.				
Assessment Process	Review of assessment evidence and grade sheets	<ul style="list-style-type: none"> • All tasks performed identically are evaluated identically; • Tasks performed at different levels (relative to compliance with the criteria) are evaluated differently. 			
Verification Team Members:					
Signature:					