



NATIONAL EDUCATIONAL UNIVERSITY

Bachelor's Degree Regulations



Article 1. General Provisions

1.1. The Provisions determine the general requirements for the functioning of the “NEU - National Educational University” (hereinafter referred to as the “University”) Bachelor’s degree and the awarding of the Bachelor’s degree in accordance with the Law of Georgia “On Higher Education” and the legal documentation applicable to the University;

1.2. Bachelor’s degree - the first level of academic higher education, which provides for the teaching of the theoretical foundations of relevant specialties and the development of practical skills, which are necessary for a person’s further study in a master’s degree or for working with the obtained qualification;

1.3. Bachelor’s degree - the holder of the academic degree that is awarded to a person as a result of mastering the number of credits established for the first level of an academic higher education program - Bachelor’s degree.

Article 2. Admission to the Bachelor's Degree/Bachelor's Degree Program

2.1. Admission to the Bachelor's Degree Program

2.1.1. A person with a document certifying complete general education issued in Georgia or an equivalent document, who has successfully passed the relevant Unified National Examinations in accordance with the procedure established by the Ministry of Education and Science of Georgia and who meets the prerequisites for admission provided for in the program, if any;

2.1.2. In order to support applicants and student mobility, study at the Bachelor's Degree Program without passing the Unified National Examinations is permitted in accordance with the procedure established by the Law of Georgia on Higher Education and the Minister of Education and Science of Georgia;

2.1.3. **2.1.1.** of this Article Enrollment of persons specified in paragraphs 1 to 3 of this Article shall be carried out in accordance with the “Regulations on the Conduct of Unified National Exams and the Rules for the Distribution of State Educational Grants” approved by Order No. 19/n of the Minister of Education and Science of Georgia of 2011;

2.1.4. Enrollment of persons specified in paragraph 2.1.2 of this Article shall be carried out in accordance with the “Law of Georgia on Higher Education” and the rules established by the Minister of Education and Science of Georgia;

2.1.5. A person with complete general education has the right to study at a bachelor’s program without passing the Unified National Exams, internal/external mobility requirements and passing the Unified National Exams in accordance with the rules established by the legislation of Georgia. For those who have studied for the last 2 (two) years and received a document confirming complete general education or basic general education in a general

educational institution located in the occupied territory, as provided for by the Law of Georgia "On Occupied Territories", a document confirming the recognition of education is required. Enrollment of a citizen of Georgia/foreign country with complete general education or equivalent education to the university is carried out without exams, based on the legislation of Georgia.

2.2. Educational program

2.2.1. Along with academic staff, employers, students, graduates and administrative staff, etc. are involved in the development of the bachelor's educational program;

2.2.2. The bachelor's program specifies information on the duration/volume of study, purpose, academic degree to be awarded, learning outcomes, language of instruction, prerequisites for admission to the program, teaching methods, assessment rules, employment fields, resources necessary for study, etc.;

2.2.3. The structure of the bachelor's program specifies the credits of the program components, the number of contact hours, prerequisites, semester, status.

2.2.4. The program includes:

A. Syllabus of study courses;

B. Information on the human and material resources necessary for the implementation of the educational program;

2.2.5. The learning outcomes of the educational program are described in terms of sectoral and general competencies. The Higher Education Qualifications Framework is used to describe the outcomes of the programs:

A. Knowledge and awareness;

B. Ability;

C. Responsibility and autonomy.

2.2.6. The educational program is implemented by the academic and invited staff of the University;

2.2.7. The head of the educational program may be the academic and/or invited staff of the University;

2.2.8. The syllabuses of the educational program are created by the staff implementing the relevant educational course, taking into account the content of the educational course and the academic freedom granted to the author of the syllabus.

2.3. Individual program

2.3.1. The student has the opportunity to study under an individual program. When drawing up an individual program, the rules regulating the educational process of the University must be taken into account. The decision

on the approval of the individual program is made upon the proposal of the Dean/Deputy Dean of the School, which is approved by order of the Rector of the University.

Article 3. Syllabus of the study course

3.1. The syllabus of the study course shall indicate:

- Name of the educational program (in Georgian and English);
- School;
- Level of study;
- Name of the study course (in Georgian and English);
- Code of the study course;
- Language of instruction;
- Status of the study course;
- Semester;
- Prerequisites for admission to the study course;
- Number of credits and student workload – ECTS;
- Provider(s) of the study course;
- Purpose of the study course;
- Learning outcome;
- Content of the study course;
- Teaching - learning methods;
- Assessment system;
- Assessment forms and components;
- Assessment methods and criteria;
- Required/core literature;
- Supporting literature and other learning materials;
- Consultation;
- Learning resources;
- Information for students;
- Information related to plagiarism;
- Appendix, with the content of lectures/seminars.

3.2. The course provider is not limited to adding additional items to the syllabus or making changes, which does not violate the necessary conditions set forth in these regulations for the course and the syllabus.

Article 4. Teaching/Learning Methods

4.1. It is impossible to study any specific issue in the teaching process using only one method. The course provider has to use different methods in the teaching process, and in many cases, methods are combined. Methods

complement each other in the teaching process. There are various classifications of teaching methods. This document presents the most common options, from which the course provider will select the necessary option based on the specific goal and objective.

- **Discussion/debate** - one of the most common methods of interactive teaching. The discussion process significantly increases the level of student involvement and activity. Discussion can turn into a debate, and this process is not limited to questions asked by the teacher. It develops the student's ability to reason and justify his or her own opinion in order to broaden his or her horizons;
- **Presentation/demonstration method** - this method helps to make the various stages of perception of the learning material visible, at the same time, this strategy visually presents the essence of the issue/problem, which is quite effective in terms of achieving the result. The material to be studied can be demonstrated by both the lecturer and the student;
- **Inductive method** - defines a form of any knowledge transfer when the course of thought in the learning process is directed from facts to generalization, that is, when conveying the material, the process proceeds from the specific to the general;
- **Deductive method** - defines a form of any knowledge transfer that represents a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific;
- **Analysis method** - helps to decompose the learning material as a whole into its constituent parts. This simplifies the detailed coverage of individual issues within a complex problem;
- **Synthesis method** - involves grouping individual issues to form a whole. This method helps develop the ability to see the problem as a whole;
- **Explanation - explanatory method** - is based on reasoning around a given issue. When presenting the material, the professor cites a specific example, which is discussed in detail within the framework of a given topic. This method promotes maximum group involvement in the process of discussing issues, the student's ability to think logically, form an independent opinion, justify their own opinion, and respect the opinions of others;
- **Example generation** - involves the formation of various modeled examples of a specific issue/problem within a specific topic;
- **Practical work** - based on the acquired knowledge, the student independently performs one or another action that develops practical skills;
- **Presentation** - involves the formation of students into appropriate groups. Students can select presentation topics on the instructions of the lecturer or independently and defend them publicly based on the processing of the found material;
- **Verbal presentation** - includes knowledge of theoretical issues, which is carried out in the form of a narrative or in the format of answering questions and involves participation in a survey, discussion. Verbal presentation involves demonstrating knowledge of theoretical issues and reasoning on specific issues;

- **Brainstorming** - involves the formation of as many radically different opinions and ideas as possible about a specific issue/problem within a specific topic and facilitating their expression, which contributes to the development of a creative approach to the problem;
- **Resource search** - independently searching for new information/material using electronic and printed means;
- **Thinking questions** - are effective teaching and learning strategies that promote the development of students' higher-order thinking skills;
- **Problem-based learning (PBL)** - a teaching method that uses a problem as the initial stage of the process of acquiring and integrating new knowledge;
- **Case study** - a situational analysis method, the basis of which is learning by solving specific tasks/situations, the so-called "cases". The teaching method is based on the discussion of specific practical examples (cases). "Case" is a kind of tool that allows the use of acquired theoretical knowledge to solve practical problems. By combining theory and practice. The method effectively develops the ability to make reasoned decisions in a limited time;
- **Collaborative work** - involves dividing students into groups and giving them learning tasks. Group members individually work on the issue and simultaneously share their opinions with the rest of the group members. Depending on the set task, it is possible to distribute functions among the members during the group's work. This strategy ensures maximum involvement of all students in the learning process;
- **Individual project** - is a learning and teaching method that takes into account the preservation of acquired knowledge and its active use. It is a kind of plan that reflects the possibility of a modeled implementation of a specific issue/problem;
- **Heuristic method** - is based on a step-by-step solution to the issue and independent recording of facts during learning. The method involves the student's calculation of generalizing indicators reflecting the development of a particular direction of the foreign sector of the economy, determining the regularity of the development of events and drawing conclusions. The student must present the results at a practical lesson and be able to conduct a discussion with the audience;
- **Cooperative learning** - each member of the group is obliged not only to study the subject himself, but also to help his teammate to study the subject better. Each member of the group works on the problem until all of them master the subject;
- **Situational imitation** - situational imitation is a method where the student is given the opportunity to imagine and then analyze a specific issue/topic; with this method, the student learns to perform the task by studying the reflection between observations and actions. The teaching paradigm through imitation is gaining popularity because it facilitates the teaching of complex tasks based on minimal expert knowledge of the tasks;

- **Quiz** - is a written work (testing theoretical material within the framework of the topic studied). This method measures the student's knowledge, abilities, and skills. The quiz consists of theoretical questions;
- **Role-playing games** - are an active teaching method aimed at developing dialogical and monologue speech, listening skills. During role-playing games, the relevant field vocabulary, language constructions, clichés of the communication situation are used and memorized. The goal of this activity is for participants to gain more knowledge based on sharing each other's experiences. Games carried out according to a pre-developed scenario allow students to look at the issue from different positions. It helps them form an alternative point of view. Like a discussion, these games also form the student's ability to independently express their position and defend it in an argument;
- **Essay** - independent work on a topic predetermined by the lecturer - is an effective method of assessing the results of students' learning. Its use in teaching contributes to the development of students' skills in clearly and correctly expressing their thoughts, in a logical sequence, and speaking in business terminology. The essay also accustoms students to use examples, quotes, and express their own opinion on the topic under discussion. The purpose of the essay is to diagnose the productive and creative part of students' cognitive activity, which involves assessing the skills of analyzing information, interpreting it, constructing arguments, and formulating conclusions;
- **Translation** - based on the field vocabulary, it will develop students' practical translation skills, improve translation techniques, and teach them how to understand the language of the text, understand explicit and implicit information;
- **Exercises** - are a necessary component in the process of teaching a foreign language for the actualization of grammatical and lexical skills, for refining and deepening the field language;
- **Written work** - students' performance/presentation of various tasks in written form;
- **Work on a book** - independent processing of educational literature;
- **Listening** - develops the student's ability to understand authentic English speech in a foreign language, concentrate attention, perceive and analyze general and specific information from the heard material;
- **Blitz - survey** - is a frontal survey within the framework of the material studied, which reveals the student's level of perception of the material studied in a relatively short time;
- **Seminar report** - is a method that develops the student's ability to independently search for relevant, reliable and high-quality sources of information, collect and explain data, identify problems, present ways to solve them, develop theses and present conclusions. The seminar report reveals the level of knowledge of the issue and the depth of material processing;
- **Socratic method** - a teaching method that involves the active involvement of students in building their own knowledge by answering questions. It involves focusing on questions that are only problematic and not informative. The Socratic method can be used through discussion and debate. This method develops critical and logical thinking in students;

- **Action-oriented teaching** - requires the active involvement of the teacher and student in the teaching process, where the practical interpretation of theoretical material is of particular importance;
- **E-learning** - this method involves the use of electronic resources in the process of teaching a foreign language. The syllabus of the training course specifically presents the teaching methods used in the implementation of the training course;
- **Audio-visual method** - information technologies, slides, presentations are used in lectures/practical classes, students answer questions; the lecturer draws attention to key words, they are written down on the board by the demonstration method;
- **and others;**

4.2. Lectures are interactive. Their purpose is to provide theoretical understanding, generalization and problem-based discussion of the topics covered by the syllabus, and to form an orientation for independent learning for students. The focus of lectures is on outlining the main provisions of the issue under discussion, formulating substantiated theses and their critical analysis.

Article 5. Organization and implementation of practice

5.1. The practice is led by a university representative who is responsible for the implementation of the practice. The practice supervisor assists students in resolving problems arising during the practice process and monitors the conscientious conduct of the practice. In order to fully implement the practice, the practice facility allocates a mentor who will directly supervise the students in the institution.

5.2. During the internship, the student is obliged to follow the internal regulations of the internship facility, safety and ethics standards, perform specific work and also keep a practice diary, and after completing the internship, draw up a practice report, which will be publicly defended at the end of the semester.

5.3. The implementation of the internship at the university includes the following main stages:

- Organization of a preparatory meeting regarding the start of the internship;
- Informing students about the goals and expected results of the internship by the internship supervisor;
- Introducing the internship location to the student by the mentor at the internship site;
- Involving the student in the work process by the mentor, checking daily records/practice diary and supervising their activities;
- Evaluation of the student's daily activity;
- Conducting consultations with the student by the internship supervisor, visiting the internship site and periodically checking the student's work;
- Preparing an internship report;
- Assessing/defending the internship.

5.4. The goal of the internship is to strengthen and expand the theoretical knowledge acquired by the student within the framework of the educational program. Developing practical skills and achieving the necessary competencies for practical work while performing the work, gaining experience in a real work environment.

Article 6. Internship Report

6.1. After completing the internship, students draw up an internship report. The internship report should contain a brief overview of the work performed by the student during the internship, the goals and results of the internship, and provide a clear idea of the internship site and the scope of the internship. All documents (copies) related to the work performed by the student and describing their content are attached to the internship report.

6.2. Description of activities carried out during the internship - reflects the activities carried out by the student, the ways of achieving the results of the internship and answers the following questions: what types of functions did the student perform, what competencies did he/she acquire and/or develop during the internship.

Article 7. Defense of the internship report

7.1. The internship report is defended before a commission established by the order of the Rector of the University, and students are admitted to the defense by a legal act of the Rector. The commission consists of the chairman of the commission, members of the commission and the dean/deputy dean of the school. The student presents a completed and properly formatted internship report at the defense, presents the work done by him orally and answers the questions asked.

7.2. The internship report must be evaluated by the internship defense commission in accordance with the approved criteria using the ECTS grading system, which both the commission members and the students should be familiar with in advance.

7.3. During the defense procedure, each member of the commission evaluates the student's internship report. The final grade is determined by the arithmetic average of the scores assigned by each member.

7.4. The assessment of the practice is multiple and multi-component. The assessment is subject to the student's intermediate assessment and final assessment at the practice site.

7.5. After the practice defense, a report is drawn up, which reflects the sum of the final assessment written by the intermediate assessment commission, which is signed by the chairman and members of the commission.

7.6. A student with a claim regarding the practice assessment has the right to protest the result immediately after it is announced. The commission is obliged to consider the claim in the presence of the student and make a final decision.

Article 8. Practice Defense Commission

8.1. The practice defense is carried out before the Practice Defense Commission, the composition of which is determined by the rector;

8.2. The commission is chaired by one of the members of the commission determined by the rector;

8.3. At each session of the practice defense commission, no more than 35 (thirty-five) practice reports may be defended. It is permissible to hold two sessions of the practice defense commission during the day;

8.4. The practice defense commission is authorized to begin work if the number of attendees is at least two-thirds of the total number.

Article 9. Rules for preparing and defending a bachelor's thesis

9.1. A bachelor's thesis is a written work that must be completed and defended by a student in the last semester of the academic program. A bachelor's thesis is one of the important mandatory components within the framework of the bachelor's program. When working on a bachelor's thesis, the student's knowledge, practical skills and competences achieved as a result of studying the components of the bachelor's program should be demonstrated in accordance with the requirements specified in the bachelor's program.

9.2. Methods of working on a bachelor's thesis

The process of preparing a bachelor's thesis is carried out in the format of consultations with the bachelor's thesis supervisor and independent work. In accordance with the supervisor's instructions, the student will plan the sequence and time of the stages of the work to be completed, independently search for materials and information related to the topic of the thesis, use information and communication technologies, and use various methods in accordance with consultations with the bachelor's thesis supervisor and the recommendations received in order to complete the work perfectly. During the preparation of the bachelor's thesis, written, verbal, communication and other methods are used to develop transferable skills. The methods of working on the bachelor's thesis are determined by the achievement of the set goals and results through the maximum manifestation of the individual abilities of the students.

Article 10. Supervisor of Bachelor's Thesis

10.1. The topic of the bachelor's thesis and the supervisor of the bachelor's thesis are chosen by the student. The topic of the bachelor's thesis is selected from the topics approved by the School Council based on the reconciliation of the opinions of the student and the supervisor.

10.2. The supervisor of the bachelor's thesis may be a person elected to an academic or invited position at the university who has a doctoral degree in the relevant field. Taking into account the specifics of the educational program, a person without a doctoral degree who is distinguished by extensive practical experience in the field and high qualifications may be selected as the supervisor of the bachelor's thesis.

10.3. The supervisor has the right to refuse supervision. In this case, he or she must apply to the Dean of the School within a reasonable period of time, in writing, with appropriate arguments.

10.4. The supervisor of the bachelor's thesis is obliged to help the student in drawing up a plan, selecting, searching and processing relevant literature. The supervisor of the bachelor's thesis checks the process of working on the topic, expresses opinions and/or notes, thereby helping the student in completing the bachelor's thesis perfectly.

After completing the thesis, the supervisor is obliged to prepare a conclusion, which should contain the following information:

- Title of the thesis;
- Student's identity;
- Brief overview of the thesis;
- Indication of the strengths and weaknesses of the thesis with hints of notes and recommendations;
- Indication of the author's work capacity and other skills;
- General assessment of the thesis (not by grade);
- Conclusion - recommendation for submitting the thesis for defense.

Article 11. Bachelor's thesis structure

11.1. Basic requirements:

- The volume of the bachelor's thesis should be at least 35 and at most 45 pages of A4 size;
- Font – “Sylfaen”;
- Text font size – 12, chapter headings font size 16 and subtitles font size – 14;
- Line spacing – 1.5;
- Page margins (on all sides) 2 cm.

11.2. The bachelor's thesis is accompanied by the supervisor's conclusion and the plagiarism program conclusion.

11.3. The components of the bachelor's thesis structure are:

- Title page (header)
- Contents (table of contents);
- Annotation (in Georgian and English);
- Introduction;
- Main part;
- Conclusion;
- References (bibliography);
- Appendix (tables, graphs, images, manuscripts, etc.)

11.4. Title page (title page)

The work begins with a title page, the so-called title page, on which the following information should be placed: title of the work, student's name and surname, type of work (bachelor's thesis); name of the school or program, name, surname and academic degree of the scientific supervisor, name of the higher educational institution, place and year of submission of the work. The title page is not numbered, but the data is written centered, in the following sequence and font parameters:

- Full name of the higher educational institution - font size 14, bold;
- Name of the school and educational program - font size 14, bold;
- Name and surname of the student - font size 14, bold;
- Title of the bachelor's thesis - font size 16, bold;
- Name, surname, scientific degree, academic position of the supervisor of the bachelor's thesis - font size 14 without bold;
- Place (city) and year of completion of the bachelor's thesis (without the word "year") - font size: 14 without bold.

11.5. Contents (Table of Contents)

The bachelor's thesis must include a table of contents. It should reflect all the necessary parts of the work - annotation, introduction, title of the chapter and subsection, bibliography/references and appendices with page numbers. Page numbers should be placed in the right margin. When separating chapters and subsections, it is imperative to take into account that a chapter must consist of at least two subsections. Their titles should be selected with special care and should accurately reflect the content discussed in a particular chapter.

11.6. Annotation

The annotation reflects a brief summary of the bachelor's thesis. The annotation is completed in two languages (Georgian and English). The total volume of both annotations should not exceed 2 pages.

11.7. Introduction

The introduction is the general part of the work, which should reflect:

- The relevance of the topic;
- The purpose and objectives of the bachelor's thesis;
- The main findings of the bachelor's thesis;
- The scope and structure of the bachelor's thesis.

11.8. The main part of the thesis

The main text should be divided into chapters and subchapters. Chapters and subchapters are numbered consecutively. The title of the chapter is written in 16-point font. The text may include 2-3 chapters, and each chapter 2-3 subchapters. The introduction, each new chapter of the thesis, conclusion and list of used literature should start on a new page, and subchapters should correspond to the corresponding text. The purpose of the main part of the bachelor's thesis is to find answers to the research questions posed in the introduction based on

theoretical and/or empirical research. The main part of the thesis describes the course of the research: what sources were analyzed, what was interpreted, what data was obtained and how they were evaluated. To fulfill these components, it is necessary to use the following techniques of academic work:

- Finding sources;
- Argumentation;
- Quoting, paraphrasing and summarizing;
- Using and verifying sources.

11.9. Conclusion

The purpose of the conclusion is to formulate an answer to the research question and demonstrate how the research goal was achieved. This section should summarize specific results, namely, describe what was determined as a result of the description, research, analysis, and interpretation. The conclusion does not raise a new topic or discuss issues that were not discussed in the main part of the paper. The conclusion should be concise and short and represent no more than 10% of the paper. The conclusion does not include: sections that have already been described in the introduction or main parts of the paper, a theoretical overview or description of the context, quotations and paraphrases, since only the research results should be presented in the conclusion. When formulating conclusions according to this principle, the following words can be used: revealed, discovered, substantiated, shown, given, presented, opened, developed, proposed, classified, systematized or: we introduce, we substantiate, we show, etc. In addition, it should be taken into account that the text should begin in the first (plural) or third person (and not mixed).

11.10. References (bibliography)

References (bibliography) are the structural units of the work in which all sources discussed, processed and cited in the work are listed in alphabetical order.

The rules for compiling and formatting a bibliography are regulated by the document “Guidelines for the Execution of Academic Papers”, which define in detail the rules for citing sources (in accordance with Chicago or APA style, taking into account the specifics of the field and in agreement with the supervisor).

11.11. Appendix

Data and facts that are necessary for understanding the work or support the author’s reasoning may be placed in an appendix. Through it, the reader receives detailed information on a specific issue. It is reasonable to include an appendix if the data in question is so extensive that their reference in the main text would complicate the reading of the text. Such materials represent research details and their examples are: interview questionnaires, tables, graphs, images, drawings, manuscripts, etc. If the paper has more than one appendix, they should be numbered, and the appendix should be referenced using the in-text citation format.

Article 12. Submission of the Bachelor's Thesis and Defense Procedure

12.1. Submission of the Bachelor's Thesis

- A. Along with the bound copy of the Bachelor's Thesis, the student must also submit an electronic version on a CD-ROM, in the form of a Word file of the text material of the thesis, one week before the defense of the thesis;
- B. In case of late submission of the Bachelor's Thesis, the student will not be allowed to the defense;
- C. The Bachelor's Thesis must be bound (bound with a spring or inserted into a cover).

12.2. Stages of Evaluation of the Bachelor's Thesis

- A. The Bachelor's Thesis is evaluated using a 100-point system;
- B. The evaluation of the Bachelor's Thesis includes intermediate and final assessments;
- C. The intermediate assessment of the bachelor's thesis includes the assessment of the thesis supervisor, while the final assessment involves the assessment of the defense committee;
- D. The completed bachelor's thesis is submitted to the bachelor's thesis supervisor for the purpose of presenting a conclusion;
- E. The bachelor's thesis supervisor evaluates the thesis and submits it to the school together with the conclusion;
- F. The bachelor's thesis is checked using a plagiarism program;
- G. The supervisor is authorized to return the thesis to the author once and give recommendations in case of plagiarism detection;
- H. The student is authorized to correct the shortcomings;
- I. If plagiarism is confirmed in the final version of the bachelor's thesis, the thesis is not evaluated and the student is entitled to revise and submit the same thesis. Accordingly, the student will not be allowed to defend and a negative semester grade is formed. The student has the right to complete a new bachelor's thesis within the next two years. The student is obliged to finance the re-preparation of the bachelor's thesis himself.

12.3. Bachelor's thesis defense

- A. The bachelor's thesis defense must be held before a commission composed of specialists in the relevant field, which is established by a legal act of the university rector. The thesis defense procedure is public. The speaker is given 10 - 15 minutes to present the thesis.
- B. The chairman of the commission introduces the student's identity, the topic of the thesis, specialty, and supervisor to the audience. After that, the floor is given to the student to make a report.

- C. The student's report must briefly and clearly state the goals, objectives, and main results of the thesis.
- D. In the concluding speech, the student expresses his opinion on the remarks. A discussion is held, in which interested persons, in addition to the members of the commission, also participate. This completes the defense of the thesis.
- E. After the completion of the bachelor's thesis defense procedure, the commission convenes a closed session, at which each thesis is evaluated.
- F. The bachelor's thesis must be evaluated by the commission in accordance with the approved criteria using the ECTS grading system, which both the members of the commission and the students should be familiar with in advance.
- G. During the defense procedure, each member of the commission evaluates the student's bachelor's thesis, the final grade is determined by the arithmetic average of the scores assigned by each member.
- H. The scores for the interim assessment and the bachelor's thesis defense are given in the syllabus of the relevant bachelor's educational program.
- I. The process of defending the bachelor's thesis is reflected in the protocol, which is drawn up by the secretary of the commission.
- J. The protocol must be accompanied by the supervisor's assessments and also the final assessment report written by the commission, which is signed by the members of the commission.

Article 13. Bachelor's thesis defense commission

- 13.1.** The bachelor's thesis defense is carried out before the bachelor's thesis defense commission, the composition of which is determined by the rector;
- 13.2.** The commission is chaired by the rector or another authorized person determined by him;
- 13.3.** Up to 25 students may attend each session of the bachelor's thesis defense; two sessions of the bachelor's thesis defense commission are allowed during the day;
- 13.4.** The Bachelor's thesis defense commission is authorized to begin work if the number of attendees is at least two-thirds of the total number;
- 13.5.** A member of the commission cannot be the supervisor of the relevant Bachelor's thesis;
- 13.6.** The defense of the Bachelor's thesis must be attended by the supervisor of the relevant Bachelor's program;

13.7. The final assessment of the Bachelor's thesis is notified to the student on the same day.

Article 14. Forms and components, methods and criteria for assessing a bachelor's thesis

14.1. The assessment of a bachelor's thesis is multiple and multi-component. The assessment is subject to an interim assessment directly by the thesis supervisor and a final assessment of the defense of the bachelor's thesis by the commission. In order to be awarded a credit, the student is obliged to overcome the minimum competency threshold established in each form of assessment by the syllabus of the educational component.

Assessment system

The student's knowledge will be assessed using a 100 - point system. In this assessment system, points are distributed as follows:

A) Five types of positive assessment:

A.A) (A) Excellent – 91-100 points of assessment;

A.B) (B) Very good – 81-90 points of maximum assessment;

A.C) (C) Good – 71-80 points of maximum assessment;

A.D) (D) Satisfactory – maximum grade of 61-70 points;

A.E) (E) Sufficient – maximum grade of 51-60 points.

B) Two types of negative grades:

B.A) (FX) Failed – maximum grade of 41-50 points, which means that the student needs more work to pass and is given the right to take an additional exam with independent work once;

B.B) (F) Failed – maximum grade of 40 points and less, which means that the work done by the student is not sufficient and he has to study the subject again.

In case of receiving an FX grade, the student is given the right to submit a revised bachelor's thesis to the commission in the same semester, no later than 5 calendar days after the announcement of the result.

In case of receiving an F grade, he loses the right to submit the same thesis.

Article 15. Appeal

15.1. A student is entitled to file an appeal application within 5 days of becoming aware of the assessment of the bachelor's thesis in order to appeal the assessment results;

15.2. The student is obliged to indicate in the application which assessment criterion/component he/she disagrees with the assessment received;

15.3. The student's substantiated application on the appeal of the assessment shall be submitted to the School Council;

15.4. The School Council shall form an appeal commission consisting of 3 members, none of whom participated in the student's initial assessment;

15.5. During the consideration of the issue by the appeal commission, the student shall be entitled to attend the session and present his/her own opinions and evidence;

15.6. Within the framework of the decision, the commission is authorized to review the supervisor's assessment, schedule a re-defense of the thesis or refuse to satisfy the appeal application;

15.7. The results of the appeal are notified to the applicant and are reflected in the final decision of the appeal commission.

Article 16. Post-defense procedures:

16.1. The report after the defense is submitted to the Dean of the School;

16.2. Students' bachelor's theses are stored at the university according to the established procedure.

Article 17. Final provisions

17.1. This provision is approved by the University Senate;

17.2. This provision of the university comes into force immediately after signing;

17.3. The adoption, cancellation, amendment and addition of the provision are carried out by the Senate;

17.4. This provision loses its force in the event of approval of a new provision.