

Master's Educational Program

Public Administration

Title of the Educational Program: საჯარო მმართველობა / Public Administration

Level of Higher Education: Master's Degree (Postgraduate)

Faculty: Faculty of Law and Social Sciences

Language of Instruction: Georgian

Program Workload in Credits:

The Master's Educational Program in Public Administration is structured based on the European Credit Transfer and Accumulation System (ECTS). One credit (ECTS) corresponds to 25 hours of student workload and includes both contact hours and independent study hours.

The volume of the Master's Educational Program in Public Administration complies with current legislation, the National Qualifications Framework, and the requirements of the Public Administration Sectoral Characteristics. The program comprises 120 ECTS credits and consists of two consecutive parts of 60 ECTS credits each.

- **The first part of the program (60 ECTS credits)** focuses on developing the student's practical and professional competencies in the field of public administration, as well as strengthening their problem analysis and resolution skills within the sector.
- **The second part of the program (60 ECTS credits)** focuses on conducting in-depth research in the field of public administration, deepening theoretical and analytical knowledge, and developing the capacity for critical analysis and resolution of complex problems. The second part of the program includes a research component – the Master's Thesis.

A student's standard workload per academic year is 60 ECTS credits, and 30 ECTS credits per semester. The standard duration of the first 60-credit part is 2 semesters (1 academic year), while the standard duration of the full program (120 ECTS) is 4 semesters (2 academic years).

An individual student's workload may exceed 60 credits or be less than 60 credits within an academic year. However, a student's total academic workload must not exceed 75 ECTS credits per academic year.

Awarded Qualification:

- Upon successful completion of the first 60-credit (ECTS) part of the Master's Educational Program in Public Administration, the graduate is awarded the qualification: **Master of Public Administration**.
- Upon successful completion of the full 120 ECTS credit Master's Educational Program in Public Administration, the graduate is awarded the qualification: **Research Master in Public Administration**.

Heads of the Educational Program:

- **Zurab Aznaurashvili**, Doctor of Public Administration, Associate Professor. :, Email: zurab.aznaurashvili@eeu.edu.ge
- **Sofo Chkopoia**, Doctor of Social Sciences, Associate Professor. , Email: sopo.chkopoia@eeu.edu.ge

Program Admission Prerequisites:

An individual holding a Bachelor's degree or an equivalent academic degree has the right to enroll in the Master's Educational Program in Public Administration, provided they successfully pass the Unified Master's Examination and internal university examinations.

A candidate for master's studies gains the right to participate in internal university examinations if they overcome the minimum competence threshold established for the Unified Master's Examination.

Internal university examinations include:

1. A written examination (testing) in the English language, aimed at verifying English language proficiency of at least B2 level.
2. A written examination (testing) in the specialty/major field.

The content of the internal university examinations, testing procedures, exam topics (sample tests), and evaluation criteria are published on the official website of the university (<http://eeu.edu.ge>) at least one month before the exams begin.

Enrollment in the Master's Educational Program in Public Administration is also possible through student mobility rules, in compliance with current legislation. A candidate seeking enrollment via mobility must meet the program admission prerequisites.

Continuing studies on the Master's Educational Program without passing the Unified Master's Examinations is permissible in accordance with the rules and terms established by the Ministry of Education and Science of Georgia, under the cases provided by Article 52¹, paragraphs 7 and 7¹ of the Law of Georgia "On Higher Education".

Note: A candidate is exempted from the internal university English language exam if they present a valid international certificate proving English language proficiency of at least B2 level (IELTS, TOEFL, Cambridge English, TOEIC, BULATS, Aptis, etc.), a corresponding certificate (CERTUS) issued by the National Assessment and Examinations Center, or a diploma confirming completion of an English-taught academic program within the last 2 years.

Objectives of the Master's Educational Program in Public Administration:

The objective of the Master's Educational Program in Public Administration is to provide students with the knowledge, skills, and competencies aligned with modern trends in the development of public administration, academic standards, and the demands of local and international labor markets.

Specifically, the program aims to:

- Provide students with deep and systemic knowledge regarding the theoretical, conceptual, institutional, and legal foundations of public administration, public policy, public financial management, strategic management, modern governance approaches, academic writing, and research methods;
- Develop skills for the critical analysis of complex problems in public administration, evidence-based decision-making, public policy planning, strategic management, and the design of innovative approaches;
- Form capacities for data retrieval, processing, critical analysis and synthesis, drafting research-based conclusions, and ensuring effective written and oral professional and academic communication;
- Develop the ability to independently plan and conduct scientific research on topical issues of public administration, apply modern research methods, and compile research papers in adherence to the principles of academic integrity;
- Cultivate the ability to act in line with professional and ethical standards and principles of academic honesty, make decisions in complex environments, engage in teamwork and take responsibility for performance outcomes, independently plan, manage, and develop learning and research activities, and continuously update personal knowledge through lifelong learning.

Learning Outcomes of the Master's Educational Program:

The learning outcomes of the program correspond to the program goals, the Master's level descriptors of the National Qualifications Framework, the qualifications to be awarded, and are based on the minimum requirements defined by the Public Administration Sectoral Characteristics. The program's learning outcomes are differentiated based on program volume and objectives, reflecting both practical and research competencies.

Upon completion of the **first 60-credit part** of the Master's Educational Program in Public Administration, the graduate shall possess the following learning outcomes:

Knowledge and Understanding

- **LO 1.** Systematically describes the goals, principles, concepts, and methodological bases of public administration, its constitutional and legal framework, the essence of public policy, its models, tools, and analytical methods, policy planning and coordination mechanisms, the main directions of public financial management and budgetary policy, modern approaches to human resource, public service, and project management in the public sector, as well as the legal instruments of public administration activity and types of administrative proceedings.

Skills

- **LO 2.** Analyzes difficult and complex problems in the field of public administration, evaluates factual circumstances, and designs well-grounded ways to resolve them.
- **LO 3.** Formulates managerial decisions, policy planning documents, programs, and projects in the field of public administration, and prepares research-based analytical reports.
- **LO 4.** Retrieves and processes complex empirical information, primary data, and scientific sources, analyzes and synthesizes them, and presents findings in adherence to academic standards.
- **LO 5.** Formulates, presents, and argumentatively defends personal positions on issues within the field of public administration in academic and professional environments, both in written and oral forms.

Responsibility and Autonomy

- **LO 6.** Acts in accordance with professional and ethical standards in the public administration sector; makes decisions in complex environments and takes responsibility for the outcomes of both individual and teamwork activities.
- **LO 7.** Demonstrates the capacity to independently plan, manage, and develop one's own professional activities, along with self-organization, independent learning, and continuous knowledge updating.

The **second 60 ECTS credit part** of the 120 ECTS credit program encompasses the learning outcomes of the first 60-credit part and enhances them with advanced theoretical knowledge and research competencies, preparing the graduate for independent scientific and professional work.

Upon completion of **both parts** of the 120 ECTS credit Master's Educational Program in Public Administration, the graduate shall possess the following learning outcomes:

Knowledge and Understanding

- **LO 1.** Comprehensively and critically discusses the goals, principles, concepts, and methodological bases of public administration, its constitutional and legal framework, the essence of public policy, its models, tools, and analytical methods, policy planning and coordination mechanisms, the main directions of public financial management and budgetary policy, modern approaches to human resource, public service, and project management in the public sector, the legal instruments of public administration activity and types of administrative proceedings, "Good Governance" principles, the core components of Regulatory Impact Assessment (RIA), as well as basic principles of academic writing, modern scientific research methods, rules of academic honesty, research ethics issues, and the primary rules and principles of creating professional scientific texts.

Skills

- **LO 2.** Critically analyzes complex and multidimensional problems in the field of public administration and, by integrating theoretical and empirical knowledge, devises innovative, original, and evidence-based approaches for their resolution.
- **LO 3.** Devises complex managerial decisions, strategic management and policy planning documents, programs, and projects based on evidence-based approaches and research findings.
- **LO 4.** Retrieves, processes, and critically evaluates a wide spectrum of complex and incomplete data and scientific sources, integrates and synthesizes them, and presents results in compliance with academic and professional standards.

- **LO 5.** Critically formulates, presents, and argumentatively defends personal positions in academic and professional environments, utilizing appropriate forms and standards of academic discourse.
- **LO 6.** Plans and independently conducts scientific research on topical issues of public administration, uses modern research methods, and prepares a research work executed in line with principles of academic integrity.

Responsibility and Autonomy

- **LO 7.** Acts in accordance with professional and ethical standards in the field of public administration, academic honesty, and scientific ethics norms; makes decisions in complex environments and takes responsibility for the outcomes of both individual and teamwork activities, including the professional development of team members.
- **LO 8.** Demonstrates the capacity to independently plan, manage, and develop one's own professional and research activities, along with self-organization, independent learning, and continuous knowledge updating.

Teaching-Learning Methods and Activities:

The syllabus of each course within the Master's Educational Program in Public Administration details the ways (methods) to achieve the course objectives, rooted in student-oriented teaching principles. The teaching-learning methods defined in each course syllabus focus not only on knowledge acquisition but also on skills development.

The courses include teaching-learning methods tailored to the specific nature of the topics. The methods reflected in each syllabus correspond to the degree level, goals, and content of the course. Depending on course specificities, these methods ensure the achievement of the course learning outcomes, while the combination of all methods ensures the attainment of the overall program learning outcomes.

When selecting teaching methods, the objective of the course and the expected outcome—what the student should know and be able to do—are considered. To implement the educational component of the program, methods such as lectures, working in a working group, seminars, practical work, and others are used. The teaching-learning methods outlined in the course syllabi facilitate the mastery of specific material and develop the student's transferable skills.

Furthermore, the teaching-learning method includes corresponding activities: discussion/debates, cooperative teaching, group (collaborative) work, demonstration, explanation, verbal instruction, deduction, induction, analysis, brainstorming, case studies, problem-based learning (PBL), and others.

The activities used in the teaching-learning process complement and transition into one another. The academic and invited staff implementing the program may use one or several of the listed activities, or any other activity depending on the specific educational task.

Student Knowledge Assessment System:

Mastering the educational components of the Master's Program in Public Administration entails active student participation in the learning process and is based on the principle of continuous assessment of acquired knowledge.

The assessment of a student's learning outcome level is conducted in compliance with the evaluation system approved by Order N3 of the Minister of Education and Science of Georgia dated January 5, 2007, "On the Rule of Calculating Higher Educational Programs with Credits".

The assessment of student learning outcomes in a course component consists of midterm (one-time or multiple) and final evaluations, the sum of which constitutes the final grade (100 points).

Midterm and final evaluations (assessment components) include assessment methods, i.e., the tool(s) used to evaluate the achievement of learning outcomes (oral/written exam/quiz, project, test, essay, demonstration, presentation, discussion, execution of practical/theoretical assignments, working in a group, participation in discussions, etc.). The unit of measurement for an assessment method is the assessment criterion, which determines the level of learning outcome achievement.

Each evaluation component is assigned a quantitative indicator (expressed in percentages or points) out of the total score (100 points) in the final grade, which is reflected in the syllabus of the specific course and communicated to the student at the beginning of the academic semester.

A minimum competence threshold is defined for each evaluation component. The share of the final evaluation's minimum competence threshold should not exceed 60% of the final exam score itself. The specific minimum competence thresholds for midterm and final evaluations are reflected in the course syllabus and communicated to students at the beginning of the semester.

It is impermissible to award credit based on only one evaluation component (midterm or final evaluation alone). A student is awarded credit if they overcome the minimum competence thresholds defined for each assessment component and receive one of the positive grades.

The assessment of learning outcomes for course components is completed in the same semester in which the course was delivered. The program's grading system allows for:

Five types of positive grades:

- **(A) Excellent** – 91-100 points;
- **(B) Very Good** – 81-90 points;
- **(C) Good** – 71-80 points;
- **(D) Satisfactory** – 61-70 points;
- **(E) Sufficient** – 51-60 points.

Two types of negative grades:

- **(FX) Insufficient (Failed to pass)** – 41-50 points, which means the student needs to work more to pass and is granted the right to take a make-up exam once through independent study;
- **(F) Fail** – 40 points and less, which means the work done by the student is not sufficient and they must retake the course/subject from the beginning.

In case of receiving an FX in a course component, a make-up exam is scheduled at least 5 calendar days after the announcement of the final exam results. The score received by the student on the make-up exam is not added to the points received in the previous final exam. The score obtained on the make-up exam stands as the final evaluation score and is reflected in the final grade of the course component.

The scientific-research component of the program (Master's Thesis) must be evaluated in the same or the following semester in which the student finishes working on it.

The Master's Thesis is evaluated holistically as a single final grade, which includes the substantive evaluation of the thesis and the defense evaluation score carried out by the persons designated under the "Rule for Planning, Implementation, and Evaluation of the Scientific-Research Component of Master's Educational Programs of the Faculty of Law and Social Sciences" at East European University.

The evaluation system for the scientific-research component (Master's Thesis) allows for:

Five types of positive grades:

- **(A) Excellent** – 91-100 points;
- **(B) Very Good** – 81-90 points;
- **(C) Good** – 71-80 points;
- **(D) Satisfactory** – 61-70 points;
- **(E) Sufficient** – 51-60 points.

Two types of negative grades:

- **(FX) Failed to pass** – 41-50 points, meaning the graduate student is permitted to resubmit a revised Master's thesis during the next semester;
- **(F) Fail** – 40 points and less, meaning the graduate student loses the right to submit the same Master's thesis.

Employment Fields:

Based on the deep and complex competencies acquired, a graduate of the Public Administration Master's Program can be employed in positions that require in-depth analysis of managerial issues, complex problem-solving, and independent decision-making.

The graduate can be employed in the public sector where the degree provided by the educational program is required, specifically:

- In the executive bodies of state authority – Government Administration, Ministries, State Sub-agency Institutions within their governance spheres, the Office of the State Minister, Special Purpose State Institutions of Executive Power directly subordinate to the Government, State Representative Administrations, and Executive Power Institutions of the Autonomous Republics of Abkhazia and Adjara;
- In municipal bodies and institutions, private law legal entities funded by municipal budgets, and non-entrepreneurial (non-commercial) legal entities established by municipalities;
- In Legal Entities of Public Law (LEPL).

Opportunities for Continuing Education:

In accordance with the qualification obtained within the Public Administration Master's Program, graduates have distinct opportunities for continuing their education:

- A graduate awarded the Master of Public Administration degree (60 ECTS) has the right to continue studies at a higher education institution in Georgia or abroad in the second 60-credit part of a Public Administration Master's program or another Master's program, unless restricted by that program's admission prerequisites.
- A graduate with a Master's academic degree of 60 ECTS is entitled to continue studies in doctoral programs only if they additionally complete a research-oriented Master's program (120 ECTS) and fulfill the academic requirements of the respective doctoral program.
- A graduate awarded the Research Master in Public Administration degree (120 ECTS) has the right to continue studies in a doctoral educational program in Public Administration or another field in Georgia or abroad, provided they meet the relevant academic requirements.

Information on Material Resources Necessary for Program Implementation:

To achieve the learning outcomes defined by the program, the university infrastructure and material-technical resources are available to students without restrictions, namely:

- Auditoriums equipped with appropriate inventory, and workrooms for academic and administrative staff;
- A conference hall;
- A library equipped with computer hardware and information-communication technologies, where printed and electronic literature prescribed by the course syllabi is available;
- Three computer resource centers, computer equipment connected to the internet and internal network, and computer programs adequate for the learning/teaching process;
- Various technical equipment, etc.

The program is supported by the university library, which houses the latest modern book collections in Georgian and foreign languages. The book collection includes mandatory literature, lecture courses, readers, and other educational materials (including electronic media) specified in the syllabi, which are supplemented and updated annually. Students have access to the latest scientific periodicals in electronic and physical forms, as well as international electronic library databases: Cambridge Journals Online, Edward Elgar Publishing's journals and development studies eBooks, and HeinOnline.

For the implementation of the practical component, the university has signed memorandums of cooperation with various public institutions where students will have the opportunity to develop practical skills.

Information on Human Resources Necessary for Program Implementation:

University academic staff and invited specialists with relevant qualifications participate in the implementation of the program. They possess the competence necessary to cultivate the learning outcomes of the Public Administration Master's program, professional experience matching the program profile, academic degrees, and teaching/research experience.

For additional information regarding human resources, see the appendix of the Public Administration Master's Educational Program and the syllabi of the respective courses.

Program Structure:

The Master's Educational Program in Public Administration is developed in accordance with the "Classification of Fields of Study" approved by Order №69/n of the Minister of Education, Science, and Youth of Georgia dated April 10, 2019, "On the Approval of the National Qualifications Framework and the Classifier of Fields of Study".

The **first part (60 ECTS credits)** consists solely of the taught component and includes:

- Compulsory courses of the program – 35 ECTS;
- Elective courses of the program – 10 ECTS;
- Public Administration Clinic – 15 ECTS.

The **second part (60 ECTS credits)** consists of taught (30 ECTS) and research (30 ECTS) components. The taught component of this second part includes:

- Compulsory courses of the program – 20 ECTS;
- Elective courses of the program – 10 ECTS.

The Public Administration Clinic (15 ECTS) is a compulsory component aimed at developing the student's practical skills. Within the clinic, the student carries out practical activities in partner organizations under the supervision of a practice supervisor.

Taking the Public Administration Clinic is not required for a student who has at least one year of relevant work experience in the public administration sector, provided that no more than 2 years have elapsed from said experience to the start of the clinic. In this case, the student fills the volume of credits defined for the clinic (15 credits) at the expense of elective courses within the taught component.

The research component of the second part of the program (30 ECTS) is presented in the form of a Master's Thesis.

Annex 1. Curriculum of the First 60-Credit Part of the Public Administration Master's Educational Program

№	Course/Module Title	Course Code	ECTS Credits/Hours	Student Workload (Contact Hours)	Student Workload (Independent Hours)	Prerequisites	Semester
1.1. Compulsory Courses/Components of the Taught Component (50 ECTS)							
1	Organizational Structure of Public Administration	MPA1001	6/150	40	110	None	1
2	Public Policy and Policy Analysis	MPA1002	6/150	40	110	None	1
3	Public Financial Management and State Budgeting	MPA1003	6/150	40	110	None	1
4	Strategic Human Resource Management in the Public Sector	MPA1004	6/150	40	110	None	1
5	Strategic Management of Public Services and Projects	MPA1005	6/150	40	110	None	1
6	Legal Instruments for the Implementation of Public Administration	MPA1006	5/125	40	85	None	2
7	Public Administration Clinic	MPA1007	15/375	322	53	30 ECTS	2

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№	Course/Module Title	Course Code	ECTS Credits/Hours	Student Workload (Contact Hours)	Student Workload (Independent Hours)	Prerequisites	Semester
1.2. Elective Courses of the Taught Component (10 ECTS)							
1	Democratic Organization of Government	MPA1101	5/125	40	85	None	2
2	Behavioral Models of Managerial Decision-Making	MPA1102	5/125	40	85	None	2
3	Civil Service Management System	MPA1103	5/125	40	85	None	2
4	Municipal Law (European Charter and Georgia)	MPA1104	5/125	40	85	None	2
5	Tax Policy and Tax Law	MPA1105	5/125	40	85	None	2
6	Innovation Management in the Public Sector	MPA1106	5/125	40	85	None	2
7	Risk and Crisis Management in the Public Sector	MPA1107	5/125	40	85	None	2

No	Course/Module Title	Course Code	ECTS Credits/Hours	Student Workload (Contact Hours)	Student Workload (Independent Hours)	Prerequisites	Semester
I. Taught Component (30 ECTS)							
1.1. Compulsory Courses/Components of the Program (20 ECTS)							
1	Research Design and Methods in Public Administration	MPA2001	5/125	40	85	None	3
2	Comparative Public Administration	MPA2002	5/125	40	85	None	3
3	Democracy and Good Governance	MPA2003	5/125	40	85	None	3
4	Regulatory Impact Assessment (RIA)	MPA2004	5/125	40	85	None	3
1.2. Elective Courses/Components of the Program (10 ECTS)							
1	European Standards of Personal Data Protection	MPA2101	5/125	40	85	None	3
2	State Regulation of Architectural and Construction Activities	MPA2102	5/125	40	85	None	3

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№	Course/Module Title	Course Code	ECTS Credits/Hours	Student Workload (Contact Hours)	Student Workload (Independent Hours)	Prerequisites	Semester
3	National Security Management	MPA2103	5/125	40	85	None	3
4	Leadership in Civil Service	MPA2104	5/125	40	85	None	3
5	Competition and Antitrust Regulation	MPA2105	5/125	40	85	None	3
6	Comparative Administrative Law	MPA2106	5/125	40	85	None	3
7	Marketing Management in the Public Sector	MPA2107	5/125	40	85	None	3
II. Research Component (30 ECTS)							
1	Master's Thesis	MPA2201	30/750	16	734	80 ECTS	4

Annex 3. Map of Program Goals and Learning Outcomes

Program goals and learning outcomes are interconnected and ensure the substantive and logical consistency of the program. Each goal is reflected in corresponding learning outcomes, ensuring the comprehensive development of graduates' knowledge, skills, and responsibility/autonomy.

Program Goals	Knowledge and Understanding	Skills					Responsibility and Autonomy	
	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8
Program Goal 1	●							
Program Goal 2		●	●					
Program Goal 3				●	●			
Program Goal 4						●		
Program Goal 5							●	●

- — Knowledge and Understanding
- — Skills
- — Responsibility and Autonomy

Annex 4. Learning Outcomes (Curriculum) Map

Course / Component	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8
Organizational Structure of Public Administration	I	I		I	I	I	I	I
Public Policy and Policy Analysis	D	D	I	D	D		D	D
Public Financial Management and State Budgeting	D	D	D	D	D		D	D

Course / Component	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8
Strategic Human Resource Management in the Public Sector	D	D	D	D	D		D	D
Strategic Management of Public Services and Projects	D	D	D	D	D		D	D
Legal Instruments for the Implementation of Public Administration	D	D		D	D		D	D
Research Design and Methods in Public Administration	D	D		D	D	D		
Comparative Public Administration	D	D		D	D	D	D	D
Democracy and Good Governance	D	D		D	D	D	D	D
Regulatory Impact Assessment (RIA)	D	D	D	D	D	D	D	D
Public Administration Clinic		M	M	M	M		M	M
Execution and Defense of Master's Thesis	M	M	M	M	M	M	M	M

- **I – Introduction:** The student acquires relevant knowledge and skills.
- **D – Development (Deepening):** The student develops and applies knowledge and skills.
- **M – Mastery (Consolidation):** The student independently and fully masters the relevant competence.

Notes:

1. Each course is oriented toward developing corresponding learning outcomes, ensuring gradual and consistent achievement. The curriculum map reflects a realistic and balanced distribution of learning outcomes across courses, preventing cognitive and curricular overload.
2. The curriculum map demonstrates through which courses, instructional activities, and research components the program learning outcomes are developed.
3. Program learning outcomes develop progressively (I – Introduction; D – Development; M – Mastery) and each learning outcome is guaranteed development at the appropriate level and consolidation in at least one component (M level).
4. Program learning outcomes are assessed in those courses/components in which they are consolidated (M level) according to the curriculum map.
5. The curriculum map ensures logical consistency between program goals and learning outcomes and represents a critical instrument for institutional quality assurance.

Annex 5. Program Learning Outcomes Assessment Plan**1. General Assessment Principles**

The assessment of program learning outcomes is conducted based on this assessment plan, ensuring a valid, reliable, and transparent evaluation of learning outcome achievements.

The assessment plan rests upon the following core principles:

- Each learning outcome is evaluated only in the course(s)/component(s) where it is consolidated (M level) according to the curriculum map.
- The assessment of a learning outcome is not based on the final cumulative grade of the course/component as a whole, but rather on the specific evaluation component that directly measures the corresponding learning outcome (e.g., substantive aspect of the Master's thesis, presentation and defense, student activity in the clinic, presentation and defense of the clinic report, etc.).
- A single learning outcome may be assessed through one or several assessment components. Concurrently, a single assessment component may evaluate multiple program learning outcomes.
- The achievement of each program learning outcome is determined on the basis of a pre-established target benchmark.
- The assessment of program learning outcomes is carried out through both direct and indirect methods, though the definitive determination of outcome attainment is grounded in direct assessment.

2. Assessment Methods

The evaluation of program learning outcomes utilizes direct and indirect methods.

Direct Methods:

- Substantive aspect of the Master's Thesis;
- Presentation and defense of the Master's Thesis;
- Student activity in the Public Administration Clinic;
- Public Administration Clinic report, along with its presentation and defense.

Indirect Methods:

- Student self-assessment;
- Graduate surveys;
- Employer feedback and evaluations.

Indirect methods serve as supplementary mechanisms for evaluating program learning outcomes, utilized for contextualizing direct assessment findings and driving continuous program enhancement.

3. Tools and Components for Assessing Learning Outcomes

№	Learning Outcome	Assessment Tool (M Level)	Assessment Component	Weight (%)
1	LO 1	Master's Thesis	Substantive aspect of the Master's Thesis	100%
2	LO 2	Public Administration Clinic	Student activity in the clinic	50%
		Master's Thesis	Substantive aspect of the Master's Thesis	50%

№	Learning Outcome	Assessment Tool (M Level)	Assessment Component	Weight (%)
3	LO 3	Public Administration Clinic	Student activity in the clinic	70%
		Master's Thesis	Substantive aspect of the Master's Thesis	30%
4	LO 4	Master's Thesis	Substantive aspect of the Master's Thesis	70%
		Public Administration Clinic	Student activity in the clinic	30%
5	LO 5	Master's Thesis	Presentation and defense of the Master's Thesis	50%
		Public Administration Clinic	Presentation and defense of the clinic report	50%
6	LO 6	Master's Thesis	Substantive aspect of the Master's Thesis	100%
7	LO 7	Master's Thesis	Substantive aspect of the Master's Thesis	20%
		Public Administration Clinic	Student activity in the clinic	80%
8	LO 8	Public Administration Clinic	Student activity in the clinic	50%
		Master's Thesis	Substantive aspect of the Master's Thesis	50%

The evaluation of program learning outcomes is differentiated as follows:

- Learning Outcomes **LO 1** and **LO 6** are evaluated exclusively within the Master's Thesis framework.
- Learning Outcomes **LO 2, LO 3, LO 4, LO 5, LO 7, and LO 8** are evaluated jointly within the frameworks of both the Master's Thesis and the Public Administration Clinic.

4. Target Benchmarks for Learning Outcome Achievement

Target benchmarks are established for every learning outcome within the program:

- **4.1. Individual Student Level:** A program learning outcome is deemed achieved at the student level if the student secures at least 60% of the maximum available score for the corresponding assessment component, i.e.: $LO_i \geq 60\%$, where LO_i represents the student's score for that specific learning outcome.
- **4.2. Aggregate Program Level:** A learning outcome is deemed achieved at the program level if at least 60% of the cohort reaches or exceeds this benchmark, i.e.:
 - N_{achieved} - is the number of students exceeding the 60% threshold, and
 - N_{total} - is the total number of evaluated students.

Example:

- If total number of students are = 20
- and number of students achieved 60% = 13
- the achievement rate is $13 / 20 = 65\%$, indicating successful attainment of the outcome at the program level.

5. Formulas for Calculating Learning Outcome Attainment

- **5.1. Evaluation via a Single Tool:** Where a learning outcome is measured by a single instrument, the formula is:
 - LO_i - is the learning outcome score; and
 - A_i - is the score earned in that specific assessment component.
- **5.2. Evaluation via Multiple Tools:** Where a learning outcome is evaluated across two or more instruments, the weighted composite formula applies:
 - $A_1, A_2, \dots, A_n$ - are the scores across assessment components, and
 - $w_1, w_2, \dots, w_n$ - are their respective weights;
 - such that weight = 1.

Example: For **LO 2** (if Clinic activity weighted at 50% and Thesis substantive aspect 50%):

- The Evaluation results: $LO_2 = 0.5 \times \text{Clinic} + 0.5 \times \text{Thesis}$.
- If necessary, the corresponding weights for each learning outcome are defined in the program assessment table or an internal working document.

6. Periodicity of Assessment

- Learning outcome assessment is conducted at the final stage of program completion, in the specific curricular components where mastery/consolidation (M level) takes place.

- Programmatic synthesis, analysis, and quality reporting of outcome achievements occur annually at the close of each academic year.

7. Assessment Reliability and Continuous Improvement

The program assessment framework guarantees:

- **Validity:** Precisely measuring the targeted competencies;
- **Reliability:** Grounded in transparent, pre-determined, standardized rubrics;
- **Transparency:** Clear articulation of assessment principles, rubrics, and performance thresholds prior to course delivery.

Whenever a learning outcome fails to reach the designated target benchmark, the program team initiates root-cause analysis and formulates corrective actions within the university's **PDCA (Plan-Do-Check-Act)** quality assurance cycle.