



ქროველი თავდაცვის აკადემია NATIONAL DEFENCE ACADEMY



Regulations for the Management and Administration of NATO-Certified Courses at the
Distance Learning Center of the LEPL David Aghmashenebeli National Defence Academy
of Georgia

Gori

2026 year

Article 1. Scope of Regulation and Legal Framework

1. These Regulations for the Management and Administration of NATO-Certified Courses (hereinafter — the Regulations) at the Distance Learning Center (hereinafter — the Center) of the LEPL David Aghmashenebeli National Defence Academy of Georgia (hereinafter — the Academy) establish the procedures for the analysis, design, development, implementation, and evaluation of NATO-certified courses conducted by the Center.
2. These Regulations have been developed based on the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, as established by the Quality Assurance Service of the Academy.
3. The activities, powers, and responsibilities for managing NATO-certified course(s), as well as the rights and duties of the personnel of the Center, are governed by these Regulations, the Statute of the Center, and other internal normative acts of the Academy.

Article 2. Definition of Terms

1. **SAT (Systems Approach to Training)** – A systematic methodology for training. This NATO standard utilizes the **ADDIE model** to ensure high-quality development, management, and delivery of training courses.
2. **ADDIE** – A classic instructional design model consisting of five phases: **Analysis, Design, Development, Implementation, and Evaluation**.
3. **Department Head (DH)** – The entity responsible for a specific discipline; tasked with validating training requirements and ensuring course content alignment. The DH collaborates with the Training Needs Analysis Working Group (TNA WG).
4. **CCD** - Course Control Document.
5. **AAR (After Action Report)** – A formal review conducted immediately following course completion, summarizing outcomes and identifying areas for improvement.
6. **ETOC (Education and Training Opportunities Catalogue)** – NATO Education and Training Opportunities Catalogue.
7. **e-PRIME (Education and Training Programme Management System)** – The Partnership Real-Time Information Management and Exchange System; utilized for the administration of NATO education and training programmes.
8. **ILIAS** – An open-source Learning Management System (LMS) utilized for hosting course materials and managing the learning process.
9. **Adl.eta.edu.ge** – The Academy's official e-learning platform.
10. **Office 365 / Microsoft Teams** – Cloud-based services and communication platforms used for virtual classrooms, video conferencing, and collaborative work.
11. **SCORM (Sharable Content Object Reference Model)** – An international technical standard for e-learning software products that ensures content interoperability across various LMS platforms and enables detailed tracking of learner progress.

12. **Office 365 Forms** – A tool used for creating online assessments, surveys, and feedback questionnaires.
13. **LMS** – Learning Management System.
14. **E&IT** – Education and Individual Training.

Article 3. Analysis Phase

The purpose of the analysis phase is to formulate clear, precise, and measurable performance objectives. Performance objectives ensure the remediation of existing gaps and define the desired outcomes of NATO Education and Individual Training (E&IT). These objectives are formulated based on the level of professional competence that personnel must achieve within a real-world operational environment. The Center ensures that the established objectives are compatible with the digital learning ecosystem.

The analysis phase comprises:

- Reviewing existing data;
- Interpreting requirements;
- Identifying, selecting, and structuring tasks.

The analysis phase addresses three fundamental questions:

- **Why is the training required?**
- **Who is the target audience?**
- **What should be learned, to what standard, and under what conditions?**

Product -Upon completion of the analysis phase, the Course Control Documents (CCD I and CCD II) are prepared and initiated. CCD II serves as the primary document that:

- Directs the design, development, implementation, and evaluation of the course;
- Is uploaded to the Education and Training Opportunities Catalogue (NATO ETOC) by the Center;
- Ensures consensus among all stakeholders.

The analysis phase of the process comprises 6 primary steps:

Step 1 – Establishing the Training Needs Analysis Working Group

The working group is established by the Head of Department:

- Following the approval of the Training Requirements report;
- Or during the review/update of an existing course.

The objective is to ensure the comprehensive implementation of the analysis phase within the NATO Systems Approach to Training (NATO SAT) process.

1.1 Defining the Target Audience: This involves identifying military/civilian personnel, job positions, and organizational levels (strategic, operational, tactical). The Center conducts a preliminary assessment of the audience's technical proficiency and digital accessibility.

1.2 Verifying the Accuracy of Performance Requirements: Requirements are validated against specific NATO standards and criteria.

1.3 Documentation of Requirements: All requirements are formally recorded, and the required proficiency level is determined for each performance statement.

Step 2 – Analysis of Performance Requirements: At this stage, requirements are broken down into a detailed hierarchy (tasks, sub-tasks, and elements). The Center determines which tasks are suitable for transformation into a digital learning format.

Step 3 – Formulation of Performance Objectives: Performance objectives consist of three components: Action, Condition (when, where, and under what circumstances), and Standard. The Center defines specific conditions related to the virtual learning environment and the technical standards of the LMS.

Step 4 – Target Audience Analysis: Compliance with requirements is assessed, and the audience's alignment with the learning objective is checked.

Step 5 – Determination of Instructional Strategy: At this stage, the instructional strategy is selected: Face-to-Face, Distance Learning, or Blended Learning. The Center defines the compatibility parameters for the selected strategy within the LMS ILIAS.

Step 6 – Documentation of Results:

This step involves documenting the outcomes of the analysis phase, which are formally reflected in the Course Control Documents (CCD I and CCD II). The analysis phase concludes by establishing a clear definition of requirements and provides the framework for developing NATO Education and Individual Training solutions.

The completion of CCD I and CCD II serves as the basis for developing Course Control Document III (CCD III), which falls under the responsibility of the Academy. In accordance with the Systems Approach to Training (SAT), the Head of Department (DH) is responsible for the validation of both CCD II and CCD III. During the development of CCD III, the DH shall collaborate closely with the Academy.

Article 4. Design Phase

The purpose of the design phase is to transform the performance objectives identified in the analysis phase into a specific, structured course. This phase defines: what the students should learn, how they should learn, the instructional sequence, and how learning outcomes will be assessed. The design phase serves as a bridge between the analysis phase (what is needed) and the development phase (how it will be created).

Product: The primary output of the design phase is the development of Course Control Document III (CCD III). The Center ensures the uploading of CCD III to the Education and Training Opportunities Catalogue (NATO ETOC). Course Control Document III defines the complete structure of the training program and includes:

- Learning objectives;
- Assessment methods;
- Learning strategies;
- Course modules and lessons.

Methodology: The design phase is led by the Course Director and instructors, while the Head of Department (DH) facilitates the process. The Center participates as technical support staff and instructional designers.

Process: The result of the design phase is the development of the Course Control Document III, specifically comprising:

Step 1 – Formulation of Learning Outcomes: Learning outcomes are derived from performance objectives. An effective learning outcome must be clear, measurable, and outcome-oriented. It includes an Action, a Condition, and a Standard. The Center ensures that learning outcomes are formulated to allow achievement and assessment within both physical and Learning Management System (LMS) environments.

Step 2 – Defining the Assessment Strategy: There are two primary forms of assessment: formative and summative.

- **Formative Assessment:** Conducted throughout the instructional process, it aims to facilitate continuous improvement.
- **Summative Assessment:** Conducted upon course completion, it measures the final learning outcomes. The Center defines the digital assessment tools, such as LMS ILIAS test modules and Office 365 Forms questionnaires.

Step 3 – Structuring Instructional Content: Learning materials are structured hierarchically into modules, topics, and lessons, adhering to the principles of progression: from simple to complex, and from theory to practice.

Step 4 – Selection of Instructional Methods and Approaches: It is critical to select the most effective delivery methods (lectures, discussions, simulations, etc.). **The Center defines the technological capabilities required for each method, such as virtual collaborative workspaces for group work or interactive video lectures.**

Step 5 – Defining the Learning Environment: The instructional process can be delivered via face-to-face, online, or blended formats. **At this stage, the Center specifies the technical configuration required for the Learning Management System.**

Step 6 – Documentation of Results: At the conclusion of the design phase, Course Control Document III (CCD III) is prepared, comprising:

- Learning outcomes;
- Assessment methods;
- Instructional strategy;
- Course modules and sessions.

Course Control Document III shall be utilized by the Head of Department as evidence of alignment between the course delivered by the Academy and NATO requirements.

Article 5. Development Phase

The purpose of the development phase is to transform the instructional concept defined in the design phase into actual, usable training materials and tools. If the design phase addresses the question “How should we teach?”, the development phase addresses the question “Through what means and materials should we teach?”

The phase concludes with the delivery of a pilot course to validate the readiness of the curriculum for full implementation.

Product: The primary outputs of the development phase include training materials, assessment instruments, and learning resources for both instructors and learners. It also comprises the Course Training Package, which includes presentations, manuals, practical exercises, and tests. **The Center ensures the digital conversion of these materials and their integration into the LMS ILIAS platform.**

Methodology: The effectiveness of the development phase relies on the required products and the learner experience. It is critical that all resources are fully aligned with Course Control Document III (CCD III). **The Center ensures that all digital resources comply with NATO certification standards.**

Process: The development phase comprises the following steps:

Step 1 – Course Review: This step involves the final review of the **Course Control Documents (CCD I, II, and III)**.

Step 2 – Resource Requirements Determination: Each learning outcome maps to its required resources (consumable and non-consumable items). **The Center specifies the technological infrastructure requirements, including software licenses, hardware (laptops), and internet bandwidth.**

Step 3 – Content Creation and Development: At this step, training materials designed to achieve the established learning outcomes are produced. The Center executes the **digital transformation** of the course content, which entails:

- Integrating learning materials (presentations, video content, texts) into the **LMS ILIAS** platform;
- Developing **SCORM**-compliant materials where applicable, to ensure interactivity within the instructional process;
- Configuring virtual collaborative workspaces within the **Microsoft Teams** environment, as required.

When necessary, the Center oversees the creation of SCORM packages, video lecture editing, and the deployment of multimedia resources into the LMS. Upon completion of this step, students must be fully equipped with lesson plans, manuals, and relevant online resources.

Step 4 – Development of Assessment Instruments: Objective, reliable, and valid instruments for both formative and summative assessments are developed. **The Center deploys the tests within LMS ILIAS and designs corresponding questionnaires via Office 365 Forms to collect learner feedback.**

Step 5 – Development of the Course Agenda: The Center prepares a detailed course schedule that reflects the total workload of the academic week, accounting for exact instructional hours and topics. The schedule specifies the learning objectives defined in Course Control Document III (CCD III) and identifies the designated instructors.

Step 6 – Training of Course Delivery Staff:

Training the course delivery staff is a critical step in ensuring course effectiveness. As a rule, delivery personnel must be provided with detailed instructions on:

- How to conduct lessons;
- Which instructional methods to utilize;
- How to manage time effectively.

Three fundamental elements are critical to this process:

- Providing comprehensive course orientation;
- Developing necessary instructional competencies;
- Ensuring the continuity of training.

Within this process, the Distance Learning Center, within its scope of competence, provides the following mechanisms:

- **Technical Briefing:** The Center conducts specialized training for course delivery staff on utilizing the LMS ILIAS platform, enabling them to manage training materials and monitor learner activities.
- **Communication Environment Organization:** The Center provides a unified digital workspace for the course delivery staff and the Course Director to facilitate rapid information exchange, coordinate the training schedule, and ensure training continuity by preventing technical disruptions.
- **Administrative Monitoring:** The Center's personnel ensure the continuous processing of Learning Management System (LMS) analytics and, when necessary, provide technical and methodological support to staff for effective data processing.

Step 7 – Course exam (Testing): The objective of this step is to assess the quality and effectiveness of training materials through feedback. Three levels of testing must be integrated into the development phase:

- **Level 1:** Internal Evaluation by subject matter experts (SMEs).
- **Level 2:** Conducting the course in a small group.
- **Level 3:** Pilot Course Delivery: Conducting a pilot course, during which the Center exercises comprehensive technical oversight and gathers metrics on material effectiveness for final optimization.

Article 6. Implementation Phase

The purpose of the implementation phase is the delivery and execution of the course within a real-world operational environment. At this stage, the course is officially executed, learners acquire the requisite knowledge and skills, and instructors facilitate the instructional process.

Product: The results of the implementation phase comprise:

- Executed training course;
- Fully trained course delivery staff;
- Qualified graduates.

Methodology: The implementation phase comprises four primary activities—planning, preparation, execution, and a concluding post-activity review—that support a specific course. The latter is formally integrated into the Academy's Quality Management System. The Head of Department leads the phase, and the entire process must remain fully aligned with Course Control Document III (CCD III) and the established curriculum.

Process: The implementation phase of the process comprises the following steps:

1. Integrating the NATO Education and Individual Training solution;
2. Initiating updates to relevant job descriptions;
3. Conducting NATO Education and Individual Training.

Step 1 – Integrating the NATO Education and Individual Training (E&IT) Solution:

Integrating the NATO E&IT solution requires clear policies, procedures, and work instructions. These procedures define how the course shall be integrated into the Academy's core quality management, management, and administrative processes.

To achieve this goal, the Center's functions comprise:

- **International Data Integration:** The Center ensures that all course data is accurately recorded and updated within the NATO ETOC and the Partnership Real-Time Information Management and Exchange System (e-PRIME).
- **Students Recruitment and International Coordination:** To facilitate the participation of representatives from NATO member and partner nations, the Center executes the following procedures:
 - **Internal Coordination:** Based on the official report of the Commander of the Academy, an appeal is submitted to the Chief of the Defence Forces of Georgia to task the relevant services with identifying qualified candidates.
 - **Euro-Atlantic Integration Department:** Coordinates the dissemination of invitations to NATO Allied Command Operations, where the Ministry of Defence Liaison Officer briefs representatives from partner nations.
 - **International Relations Department:** Manages the recruitment of eligible candidates from partner countries through Defence Attachés, within the framework of bilateral cooperation.

Step 2 – Initiating Updates to Relevant Job Descriptions: Upon the integration of the NATO Education and Individual Training solution, it shall be necessary to update the relevant NATO job descriptions to reflect the required qualifications and associated course codes.

Step 3 – Conducting NATO Education and Individual Training (E&IT): Conducting NATO E&IT requires the availability of the finalized Course Training Package and the integration of the course into the Academy's quality management, administrative, and support functions. While course delivery shall produce qualified graduates, it also encompasses other supporting activities that form part of the systematic approach. A Course Director shall be appointed based on professional competence to oversee the continuous improvement and development of the course. The course shall be delivered in strict accordance with the Course Control Documents (CCDs), and instructors shall ensure that all training objectives are fully achieved.

To achieve this objective, the primary activities comprise:

- **Course Planning:** Including course readiness, flexibility, outreach, and instructor support;
- **Course Preparation:** Including defining the delivery format;
- **Course Delivery:** Including pre-course preparation, course content, and post-assessment reporting;
- **Course Completion:** Including the After Action Report (AAR).

To manage and organize this process, the Distance Learning Center executes the following activities:

- **Technical Administration and Support:** During course delivery, the Center ensures 24/7 availability of the Learning Management System (LMS ILIAS) platform, manages access credentials for students and instructors, and promptly resolves any technical disruptions.
- **Digital Instructional Management:** The Center updates training materials as required, monitors submission deadlines for learner assignments, and ensures the continuous functionality of communication channels (forums, chats, and video conferences).
- **Administrative Monitoring:** The Center continuously analyzes Learning Management System (LMS) analytics (student engagement, session duration) and provides technical and methodological support to staff for effective data processing.
- **Documentation Support:** During the course completion phase, the Center, in coordination with the Course Director, evaluates learner progress and compiles final reports, which serve as the basis for issuing graduation certificates and preparing the After Action Report (AAR).

Article 7. Evaluation Phase

The purpose of the evaluation phase is to determine the effectiveness of the course and the extent to which the established training objectives have been achieved. This phase ensures the continuous improvement of the instructional process. Evaluation is not a one-time activity; it is a continuous, cyclical process.

Product: As a result of the evaluation phase, the course is improved, and feedback is received by the Academy and the persons responsible for the development of the discipline.

Methodology: The evaluation phase consists of a systematic review and feedback of quality assurance, which promotes continuous improvement. An educational institution that has obtained institutional accreditation uses course evaluations during annual self-evaluation processes as an integral part of the quality management system. The evaluation process may involve the head of the department, instructors, evaluation specialists, and other stakeholders. Both quantitative and qualitative methods are used during the evaluation.

Process: The evaluation phase is supported by two distinct processes: post-course evaluation (internal and external) and institutional evaluation.

- **The first stage** involves evaluation immediately upon completion of the course, which includes a post-course report and an After Action Report. Internal evaluation focuses on logistical, thematic, and administrative issues.
 - **Center activity:** The Center ensures the preparation and distribution of digital questionnaires through the LMS ILIAS. The Center automatically collects data on student satisfaction (course duration, pace, relevance of materials).
- Students evaluate the relevance of the topic and the practical applicability of the knowledge. In addition to the students, the evaluation form is also filled out for the instructors.
 - **Center activity:** The center systematizes the feedback from the instructors.
- The course evaluation plan is formed during the design phase. The reliability and validity of the tests used during the course should be assessed.
 - **Center activity:** The center performs statistical analysis of the tests conducted in the LMS, which ensures the validity of the assessment tools.
- **The second stage of evaluation**, which is a post-course process and can be carried out within 6 months of course completion, assesses how practical the knowledge acquired by graduates during the course turned out to be and whether they were able to apply this knowledge in the workplace. One of the most effective and common forms of evaluation during this type of evaluation is a survey, which is completed by graduates and may also include a survey of direct supervisors. Institutional evaluation is a self-assessment of the Academy's organizational activities, focusing on its mission and goals.
- **Level 1 – Reaction:** How the students perceived the course. **Center:** Analysis of LMS satisfaction surveys.
- **Level 2 – Learning:** What the student learned. **Center:** Processing of summative evaluation and providing the received materials to the Course Director and the Quality Assurance Service of the Academy.
- **Level 3 – Behavior:** Whether the learner uses the knowledge in the workplace. **Center:** Long-term digital monitoring and facilitation of external surveys.
- **Level 4 – Results:** What impact the training had on the organization.

Evaluation ensures the continuous development of the SAT process. Feedback is a critical element for quality improvement; it must be systematically collected (including via digital channels) and utilized.

Article 8. Course Completion Criteria

Course completion criteria **are communicated** to participants **at the initial stage** of the course, ensuring transparency and **predefined expectations**. Upon successful completion of the training program, participants **are awarded** a course completion certificate, **depending on** their engagement and achieved results.

According to the course criteria, two types of certificates are issued:

A **course completion certificate** is awarded to a student who fully meets the course completion criteria. Namely: passes the course summative assessment, which includes answering at least 16 questions correctly in a 20-question test, actively participates in the preparation and presentation of the policy document and group presentations. The participant is also required to ensure at least 80% attendance in relation to the total contact hours.

If the participant fails to achieve the minimum result in the test, he/she is given the opportunity to retake the test on the same day.

A **certificate of Attendance** is awarded to a student who fully participates in the instructional process but fails to meet the established requirements for receiving a course completion certificate—for example, by failing to pass the minimum threshold in the assessment. This certificate confirms the fact of participation and attendance in the course but does not imply the full achievement of learning outcomes.

Article 9. Learner Complaints (Appeals)

1. In case of dissatisfaction with the exam results, for the purpose of appealing the assessment, the student may apply in writing to the Education and Individual Training (E&IT) Program Manager/Head and the Course Director on the very day of the results announcement.
2. The complaint is considered by the Academy's Appeals Commission, which consists of the Commission Chairman, the Commission Secretary, and the Commission members.
3. Composition of the Appeals Commission:
 - a) Chairman of the Commission – Deputy Commander of the Academy;
 - b) Members of the Appeals Commission:
 - b.a) Head of the Distance Learning Center;
 - b.b) Course Director/Manager of the Education and Individual Training (E&IT) Program;
 - b.c) Head of the Quality Assurance Service of the Academy;
 - b.d) NATO Accreditation Quality Assurance Expert;
 - b.e) Head of the Legal Department / Chief Legal Advisor of the Academy;
 - c) Secretary of the Commission – Training Administrator of the Distance Learning Center.
4. The Appeals Commission is quorate if more than half of its members are present.
5. The Commission makes decisions by a majority vote.

Article 10. Transitional Provisions

1. Amendments and supplements to these Regulations, as well as declaring them invalid, shall be executed by resolution of the Academic Council of the Academy.
2. The curriculum, syllabus, audio, and video materials created within the framework of the course (including content hosted on ILIAS and Adl.eta.edu.ge platforms) constitute the intellectual property of the Academy.
3. Any audio/video recording made during the course (including the archiving of synchronous sessions conducted via Microsoft Teams), as well as the storage and transfer of these recordings to third parties, shall be carried out in full compliance with the Georgian legislation on "Personal Data Protection" and the internal regulations of the Academy.
4. The Center is obliged to ensure access control to the materials hosted on the Adl.eta.edu.ge platform in order to prevent unauthorized access to the materials posted there.