

REPUBLIC OF AZERBAIJAN MINISTRY OF EDUCATION

Approved by Decision No. _____
of the Ministry of Education
of the Republic of Azerbaijan
dated _____, 2020

**ACADEMIC PROGRAM
IN THE FIELD OF SPECIALIZATION AT THE BACHELOR'S LEVEL**

Specialization (Program) Code and Title: **050306 – Design** (*by fields*)

BAKU – 2020

FRAMEWORK DOCUMENT

OF THE ACADEMIC PROGRAM IN THE FIELD OF SPECIALIZATION AT THE BACHELOR'S LEVEL

1. General Provisions

1.1 The Bachelor's Degree Academic Program in the field of specialization "050306 – Design" (by fields) (hereinafter referred to as the *Academic Program*) has been developed in accordance with the Law of the Republic of Azerbaijan "On Education," relevant decisions of the Cabinet of Ministers of the Republic of Azerbaijan, and the "Classification of Specializations (Programs) at the Bachelor's (basic higher education) Level of Higher Education."

1.2 The objectives of the Academic Program are as follows:

- To define the graduate competencies, the scope of the specialization, teaching and learning methods by subject, assessment methods, learning outcomes, requirements for infrastructure and human resources necessary for training, as well as opportunities for student internships, employment, and further education;
- To inform students and employers about the knowledge, skills, and learning outcomes acquired by graduates;
- To provide information to experts involved in evaluating the compliance of human resource training with the Academic Program.

1.3 The Academic Program is mandatory for all higher education institutions operating in the Republic of Azerbaijan, regardless of their subordination, form of ownership, or organizational-legal status, that implement undergraduate (bachelor's level) training in the specified field of specialization.

1.4 The total weekly workload of a student, based on a 5-day working schedule, is 45 hours, including both in-class and out-of-class activities (excluding special-purpose higher education institutions). In-class hours should not exceed 50% of the total weekly workload. Depending on the specifics of the specialization, the weekly workload may vary.

2. Graduate Competencies

2.1 Upon completion of the Academic Program, the graduate must possess the following general competencies:

- Oral and written communication skills in the Azerbaijani language relevant to their specialization;
- Communication skills in at least one foreign language relevant to their specialization;

- Systematic and comprehensive knowledge of the historical, legal, political, cultural, and ideological foundations of Azerbaijani statehood, as well as the country's role and position in the modern world, and the ability to forecast its future development;
- Ability to identify challenges and threats faced by the national state;
- Ability to effectively use information technologies in the workplace;
- Teamwork skills and the ability to contribute to collective problem-solving approaches;
- Adaptability to new environments, the ability to take initiative, and the determination to succeed.
- Ability to identify and select additional information resources for problem-solving;
- Ability to analyze, synthesize, and apply relevant information for professional purposes;
- Ability to plan and organize professional activities, improve future education and existing skills, manage time, and complete tasks on time;
- Ability to act with social and environmental responsibility, civic consciousness, and ethical approach, as well as to prioritize quality in activities;
- Ability to reassess situations and oneself for the purpose of developing knowledge and skills, and to practice self-criticism.

2.2. At the end of the Academic Program, the graduate must acquire the following professional competencies:

- Must have a solid understanding of the general principles and methods of design;
- Must have logical thinking, be able to apply mathematical rules and laws, use existing mathematical methods and apply mathematical methods for processing results, use mathematical models in simple systems and processes, use basic methods in processing experimental results, and carry out analytical and numerical solutions of the fundamental equations of mathematical physics;
- Must be able to carry out design activities within the profession based on a systematic approach, use and develop models for describing and forecasting various situations, and conduct qualitative and quantitative analysis of these models;
- Must be able to set goals and formulate problems related to professional functions and know how to use the methods of the sciences learned for their solution;
- Must know the technical and software tools of computer technology, the basics of algorithmization and programming, one of the modern programming systems, and solve profession-related problems using that system on a computer;
- Must be able to provide graphical representation of any model, prepare and read project-graphic documents and technical graphics of equipment, know the rules for drafting technical diagrams and drawings, and the rules for using software packages to prepare drawings, specifications, and explanatory notes;
- Must know the basic methods, laws, techniques, and rules of descriptive geometry and technical drawing, acquire the ability for spatial thinking, study three-dimensional geometric models considering their hierarchical structure, and evaluate the applicability limits of the results obtained;
- Must have knowledge about modern design tools, the general and specific development prospects of construction materials;

- Must be able to express their opinion on historical matters, justify their position, have deep knowledge of the history of Azerbaijan, and information about major periods and their chronology in human history;
- Must know the basics of sociological analysis;
- Must know the basics of economic theory;
- Must know the periodic and regional characteristics of design history, science, art and architecture history, styles, well-known architects, and their valuable works;
- Must know the laws of architectural, spatial-planning, volumetric-spatial composition, the basics of project design in relevant fields, the basic structural systems of architecture and interiors, their individual parts, methods of architecture and urban planning, landscape and architectural design project phases;
- Must independently use sections of natural sciences related to architecture in the artistic construction process, thoroughly understand the general principles and methods of design, acquire spatial thinking, have knowledge about abstraction and continuity in nature, know the basics of dynamic and static principles, have knowledge of the biological structure of matter, the principles of formation and development of living systems, information about the principles of symmetry and conservation laws;
- Must be able to provide graphic representations of artistic-industrial production items, printing, clothing, transport design solutions, and various environmental objects; prepare project-graphic documents for city, architectural, landscape objects, and environmental equipment; know the rules for preparing drawings, design materials, their relevant standards and usage norms, and be able to apply them from an artistic-aesthetic perspective;
- Must acquire knowledge and understanding of the ecological safety of designed and existing production, methods of quantitative and qualitative analysis of especially hazardous factors in production, scientific and organizational foundations of measures aimed at preventing and eliminating the consequences of accidents and natural disasters;
- Must study the construction structure of the enterprise, material-technical supply, cost and sale price of the produced product, income and financing, and the principles and methods of technical-economic justification, and be able to apply them;
- Must be able to work together with colleagues in a team, make optimal decisions, and have skills in management methods;
- Must acquire knowledge about the role of graphic design in art, its features, various types of graphics, basic composition rules, the structure of typography, creation of ornamental composition, and principles of designing advertising media; be able to organize the work of executors, analyze in a multi-opinion environment, and make correct decisions for resolving management issues;
- Must have knowledge about the biosphere and its evolutionary directions, the mutual influence of the organism and its environment, nature conservation, efficient use of nature, and the ecological principles of creating technologies that do not harm the environment;
- Must know the basics of ergonomics in technological equipment, develop and implement the use and application methods of modern materials and technologies.

3. Structure of the Academic Program

Number of Courses	Course Title	ECTS Credits
GENERAL COURSES		
1	<p>Azerbaijani History This course systematically studies the emergence, formation, and development of the traditions of modern Azerbaijani statehood in chronological order. It analyzes and investigates the roles of political, ideological, economic, and cultural factors in the formation of modern Azerbaijani statehood. The course provides a systematic analysis of the position and role of the Azerbaijani state in the contemporary world.</p>	5
2	<p>Business and Academic Communication in Azerbaijani This course focuses on developing students' skills in delivering presentations, public speaking, academic and business writing in the Azerbaijani language.</p>	4
3	<p>Business and Academic Communication in a Foreign Language Within this course, students receive special attention to developing their skills in presenting, public speaking, academic and business writing, both oral and written, in one of the foreign languages relevant to their specialization.</p>	15
	<p>Elective Courses (Elective courses are determined by the higher education institution. Additions to elective courses may be made depending on the specifics of the specialization.)</p>	6
4	<p>Philosophy</p> <p>Sociology</p> <p>Fundamentals of Law</p> <p>Logic</p> <p>Ethics and Aesthetics</p> <p>Psychology of Creativity</p>	3
5	<p>Information Technologies (specialization-related)</p> <p>Information Management</p> <p>Fundamentals of Entrepreneurship and Introduction to Business</p>	3
Specialty (Major) Courses		
1	<p>Drawing This course focuses on the accurate composition of drawings on paper, the articulation of form structure and plasticity within the drawing, and the deliberate spatial representation of forms. It emphasizes adherence</p>	20

	to principles of constructiveness and schematic organization, the application of light and shadow as well as tonal modulation laws, and the rules of perspective. Psychological factors are highlighted and distinctly articulated in accordance with the comprehensive rules governing drawing. The course aims to enhance the expressive potential of drawings and guide students toward producing refined and sophisticated results.	
--	---	--

2	<p>Painting</p> <p>During the instruction of this course, attention is given to the central placement of the main object; the proportionality of the natural subject; the relationships of light and shadow, color harmony, warm and cool color shades; a general understanding of painting materials technology; color mixing techniques; working with watercolor, acrylic, gouache, and oil paints; conducting studies from life; rendering body parts of clothed figures; conducting studies from nature; and emphasizing the structural aspects of plastic anatomy in the human figure.</p>	18
3	<p>Perspective</p> <p>This course covers concepts related to the construction of perspective; visual angle limits in human perception of objects; determination of horizon lines and viewing angles; construction of perspective using horizontal and vertical parallel lines, width, depth, and height measurements; methods for constructing perspective of simple and complex volumetric figures based on the normal eye-level horizontal plane; and construction of perspective of simple and complex volumetric figures based on a bird's-eye view horizontal plane.</p>	6
4	<p>Fundamentals of Design</p> <p>Within this course, students develop the ability to create expressive and figurative compositions utilizing compositional principles; cultivate logical thinking; shape aesthetic taste; and understand the basics of design through compositional elements such as rhythm and meter, accents and nuances, static and dynamic qualities, texture and pattern, balance, symmetry and asymmetry, proportion and scale, modules, and combinatorics. Attention is given to familiarization and analysis of analogues on a given topic; idea development in sketch variants; color solutions in sketches; layout solutions on boards; and solving tasks with colored or monochrome geometric shapes.</p>	10
5	<p>Ergonomics</p> <p>During the study of this course, focus is placed on the aims and objectives of ergonomics science; fundamental concepts of ergonomics; its interrelation with other disciplines; methods of ergonomic research; ergonomic evaluation of design projects; parameters and equipment of the workplace; justification of ergonomic analysis and design tasks;</p>	5

	practical skills in solving specific design problems; formation of design thinking; and creation of a human-centered living environment.	
6	History of Design This course emphasizes the history of the emergence of various fields within world art and design; the structures, sources, stages, and evolution of stylistic developments; analysis of works by world-renowned designers; and the ability to identify major trends and characteristics in global art and design.	5
7	Introduction to Multiculturalism Within this course, students acquire knowledge about the essence, causes, and significance of multiculturalism; ideas of tolerance and multiculturalism formed within world and Azerbaijani socio-philosophical thought history; the theoretical and ideological foundations of multiculturalism; its importance in regulating religious and ethnic-national diversity in society; acquaintance with progressive international experiences in managing ethnic-cultural diversity; the interrelation between multiculturalism, socio-economic development, and foreign policy; and the essence and features of the Azerbaijani model of multiculturalism.	3
8	Civil Defense This course addresses the basics and tasks of civil defense organization; emergency response and rescue operations during peacetime and wartime incidents; training and organization of population protection; emergency response activities of students and academic staff; provision of first aid to victims of modern weapons; development of habits related to anti-epidemic measures at bacteriological contamination sites; and acquisition of rescue skills during emergencies in civil defense.	3
	Institution-Specific Elective Courses The courses in this category are individually determined by each higher education institution and are reflected in the curriculum of the respective specialization.	110
	Practical training	21
	Final Certification (Graduation Project)	9
Total number of credits		

General Courses	Specialty Courses (including Civil Defense)	Courses Determined by the Higher Education Institution	Practical training	Final Certification (Graduation Project)	Total

30	70	110	21	9	240
----	----	-----	----	---	-----

4. Teaching and Learning

4.1. The teaching and learning environment must be organized in such a way that students can achieve the intended learning outcomes specified in the educational program.

4.2. Teaching and learning methods should be described in relevant documents (e.g., the instructor's syllabus, etc.) and made publicly accessible (e.g., on the academy's website, program brochures, etc.).

4.3. Teaching and learning methods should be continuously reviewed and improved, taking into account innovative educational practices. Regular enhancement of these methods should be an integral part of the academy's quality assurance system.

4.4. Various teaching methods should be employed during the educational process. These methods must promote a student-centered approach and encourage active participation of students in the learning process. Examples of teaching and learning methods include:

- lectures, seminars, practical assignments;
- presentations and discussions, debates;
- independent work/research (e.g., working with practical examples);
- projects;
- workshop activities;
- master classes;
- laboratory work;
- reports;
- peer assessment;
- video and audio conferencing technologies;
- video and audio lectures etc.

Note: The listed methods may be selected or adapted depending on the specifics of the course.

4.5. A balance between theoretical instruction and practical training must be maintained. The primary focus should be on strengthening practical skills in accordance with the evolving needs of the labor market.

4.6. The educational program should support student independence and foster the concept of lifelong learning. By the end of the educational process, students should be able to work independently in any given direction and continue their education throughout their lives.

5. Assessment

5.1. Assessment must be organized to effectively measure whether students have achieved the expected learning outcomes. It should enable monitoring of progress, evaluation of the extent to which program outcomes are met, facilitate feedback and dialogue with students, and help create the necessary conditions for program improvement.

5.2. Assessment methods should be described in relevant documents (e.g., course syllabus, program documentation, etc.) and be publicly accessible (e.g., on the academy's website, program brochures, etc.).

5.3. Assessment methods should be regularly reviewed and improved, considering innovative teaching practices. Regular updating of assessment methods must be part of the institution's quality assurance system.

5.4. Various assessment methods should be used throughout the educational process. These methods must encourage a student-centered approach and active student engagement.

Examples of assessment methods include:

- written assignments;
- knowledge and skills tests, computer-based tests;
- oral presentations;
- surveys;
- open discussions;
- practical reports;
- evaluation of skills based on observations during practice and laboratory work;
- project reports;
- portfolio assessment;
- oral questioning;
- group and self-assessment etc.

Note: The listed methods may be selected or adapted depending on the specifics of the course.

5.5. Methods used to assess learning achievements must be based on clearly defined criteria and allow for accurate and reliable measurement of the student's level of knowledge, skills, and competencies throughout the educational period. Teachers must adhere to principles of transparency, impartiality, mutual respect, and humanism during assessment.

5.6. Students should be given the opportunity to discuss all aspects of their education, including the assessment process, with instructors and evaluators. The higher education institution must establish procedures for appeals related to assessment and grades.

5.7. Academic ethics holds a significant place in the educational process. Students should be taught to uphold academic integrity, understand the issue of plagiarism, and be informed about intellectual property rights related to intellectual work.

6. Learning Outcomes of the Program and Each Course

6.1. The determination of the learning outcomes of the educational program, as well as the learning outcomes of each course and the preparation of each course syllabus, fall under the authority of the higher education institution/academic staff.

6.2. The learning outcomes are provided in Appendix 1. The matrix of learning outcomes (Appendix 2) reflects the relationship between courses and learning outcomes.

6.3. To ensure that the educational program provides theoretical and practical content responsive to the changing needs of society and the labor market, the syllabi of courses must be regularly updated.

7. Infrastructure and Human Resources

7.1. The teaching, learning, and assessment processes of the educational program require that the higher education institution possesses the following infrastructure: facilities for conducting classes of the planned courses in the curriculum; workshops, studios, offices, laboratories, computer classrooms, etc., as well as a material and technical base equipped with modern equipment for carrying out scientific research activities. Students must have access to the institution's local network, the Internet, information databases, electronic libraries, and search systems.

7.2. The faculty of higher education institutions typically holds academic degrees. Additionally, individuals from other public or private institutions and/or other relevant organizations may also be involved in teaching.

8. Practical Training

- 8.1. Practical training is important for applying theoretical knowledge in practice and for strengthening professional skills.
- 8.2. Practical training may be organized at private companies, public institutions, research laboratories, museums, exhibition halls, state historical and architectural reserves (historical and artistic reserves), various regions of the republic, as well as academies, private, local, or international organizations and companies, etc.
- 8.3. Prior to practical training, a contract must be signed between the higher education institution and the company/institution providing the practical training. Simultaneously, based on the student's individual application, permission may be granted for practical training at another company/institution corresponding to their specialty, including abroad. The contract shall specify the conditions, students' rights and responsibilities, and other necessary details.
- 8.4. The assessment of practical training requires the student to write a report on the results of the practical training project carried out at the production enterprise or company during the training period and defend it before a commission composed of academic staff of the higher education institution and representatives of the practical training site. The outcomes of the practical training program are evaluated in the form determined by the educational institution.

9. Graduation Project

- 9.1. The educational program is completed with a Graduation Project.
- 9.2. The evaluation of the Graduation Project is conducted by a relevant commission organized with the participation of highly qualified specialists invited from other institutions and the leading academic staff of the academy.

10. Employment and Lifelong Learning

- 10.1. Graduates of this program may work in state institutions, exhibition halls and galleries, restoration centers, museums, state historical and architectural reserves (historical and artistic reserves), private organizations, companies, in accordance with their specialty degrees.
- 10.2. The higher education institution must regularly conduct surveys on the employment of the graduates of the educational program and also publish information on vacant job positions on its website.
- 10.3. Graduates of the bachelor's program may continue their education in the master's program in the specialty of "Decorative Arts."
- 10.4. The knowledge, skills, and approaches acquired during the educational period constitute the foundational conditions enabling graduates to pursue lifelong independent learning.

Agreed and Approved:

Deputy Head of the Office
of the Ministry of Education of the Republic of Azerbaijan,
Department of Science, Higher and Secondary Vocational Education

_____ Yaqub Piriyeu

Date: “ ____ ” _____ 2020

Chairperson of the Working Group
Responsible for the Development of State Educational Programs
for the Group of Specializations in Culture and Arts

_____ Ceyran Mammadova

Date: “ ____ ” _____ 2020

Appendix 1

Learning Outcomes of the Educational Program (LOEP)

Learning Outcomes of the Educational Program (LOEP)
<p>PLO 1. Demonstrates the ability to represent assigned design tasks in accordance with the spatial elements and their inherent principles in three-dimensional space. Possesses knowledge of the emergence, formation, and development of modern Azerbaijani statehood traditions and is able to analyze and study the political, ideological, economic, and cultural factors influencing the establishment of the modern Azerbaijani state. Is capable of critically analyzing the role and position of Azerbaijan in the contemporary world. Demonstrates proficiency in delivering presentations, public speaking, academic and professional writing in the Azerbaijani language. Demonstrates the ability to deliver presentations and produce academic and professional written and oral communication in at least one foreign language relevant to the field. Understands the concept of multiculturalism, its origins and importance, the regulation of religious and ethnic diversity in society, and is capable of analyzing the interrelation between multiculturalism, socio-economic development, and foreign policy. Demonstrates knowledge of the fundamental principles and functions of civil defense; is capable of organizing emergency rescue operations during peacetime and wartime emergencies, providing primary medical assistance to those affected by modern warfare, and performing civil defense tasks in emergencies.</p>
<p>PLO 2. Demonstrates the ability to analyze the physical, chemical, mechanical, aesthetic, and ecological properties of design materials.</p>

PLO 3. Applies compositional principles to accurately express the visual concept in design projects.
PLO 4. Demonstrates the ability to develop artistic-constructive and technological projects in accordance with ergonomic principles.
PLO 5. Effectively uses visual tools such as color, graphics, construction, and typography to communicate conceptual solutions in design projects.
PLO 6. Utilizes contemporary technologies appropriately in the implementation of design projects.
Course Learning Outcomes (CLOs) "Drawing (General Course)"
CLO 1. Learns to correctly position drawings on paper and determine the precise proportions between depicted objects.
CLO 2. Acquires the ability to construct the accurate structural and schematic form of an object on paper.
CLO 3. Develops the skill to render the plastic form of any object accurately in drawing.
CLO 4. Applies the principles of light and shadow to depict the volume and correct form of an object accurately.
CLO 5. Understands and applies the laws of perspective in the structural organization of the drawing.
CLO 6. Applies the main compositional rules to develop the given subject into a cohesive artistic form.
"Painting (General Course)"
CLO 1. Learns to accurately arrange a still life composition on paper, observe it from multiple angles, and analyze form, perspective, lighting, color, and tonal relationships.
CLO 2. Develops the ability to observe and accurately depict live human figures, portraits, and complex figure compositions.
CLO 3. Gains understanding of constructive structure.
CLO 4. Understands color harmony and properly uses watercolor techniques.
CLO 5. Masters the use of light-shadow in painting.
CLO 6. Learns to work with complex still life compositions consisting of similar-colored objects against a light background.
"Perspective"
CLO 1. Understands the theory and historical development of perspective.
CLO 2. Learns methods of visual representation in art and other fields.
CLO 3. Compares perspective drawing to orthographic projection.
CLO 4. Understands the basic principles and methods of constructing perspective.
CLO 5. Acquires the skills to construct the perspective of simple and complex volumetric forms based on standard eye-level perspective.
CLO 6. Mastery of core perspective methods, laws, techniques, and principles;

develops spatial reasoning and the ability to analyze three-dimensional geometric models with hierarchical structure and assess their practical applications.
"Fundamentals of Design"
CLO 1. Learns the principles of design and their application in project work.
CLO 2. Understands the approach to solving design problems from a conceptual standpoint.
CLO 3. Applies compositional principles in design projects.
CLO 4. Understands the rules of color application in visual compositions.
CLO 5. Demonstrates proper use of visual, methodological, and instrumental means in design.
CLO 6. Develops skills in layout presentation and final project board composition.
"Ergonomics"
CLO 1. Understands the aims and objectives of ergonomics as a scientific discipline.
CLO 2. Explores the interdisciplinary relationships of ergonomics.
CLO 3. Studies types and methods of ergonomic research.
CLO 4. Gains the ability to analyze design projects from an ergonomic perspective.
CLO 5. Develops the competence to reflect ergonomic research in design work.
CLO 6. Understands the human-environment relationship and environmental ergonomics.
"History of Design"
CLO 1. Studies the origins and development of various areas of world art and design, including structures, sources, stages, and stylistic evolution.
CLO 2. Understands the classification of design types, key historical stages, and contemporary artistic design movements.
CLO 3. Develops the ability to critically analyze the works of world-renowned designers.
CLO 4. Applies knowledge of the history of visual art and design in practical and professional activities.
CLO 5. Characterizes the features of design practice, articulates theoretical foundations, distinguishes between types of design, and aligns emerging technologies with professional design activities.
CLO 6. Identifies and interprets the core trends in global art and design.
"Introduction to Multiculturalism" (CLOs):
CLO 1. Demonstrates understanding of ethnic, racial, religious, and cultural diversity in society, including the foundational values and strategies for their preservation.
CLO 2. Explains the concept of multiculturalism, its theoretical and ideological foundations, historical development, and the advantages of the multicultural policy model in comparison to alternative models.
CLO 3. Identifies key concepts related to religion, its emergence, and various theoretical approaches; analyzes the role of religion in the modern world and the nature of state–religion relations in contemporary Azerbaijan.
CLO 4. Analyzes the evolution of ethnic groups, challenges of ethnic identity and national determination, and the role of ethnic values in shaping national consciousness and ideology.

CLO 5. Evaluates the role of multiculturalism as a component of domestic and foreign policy, particularly its contribution to sustainable and inclusive development.

CLO 6. Assesses the current state of multiculturalism in Western countries; identifies the objective and subjective factors that shaped Azerbaijan's multicultural model and describes its main characteristics.

“Civil Defense” (CLOs):

CLO 1. Classifies types of emergency situations and explains their characteristics; understands the history, roles, and responsibilities of civil defense, including related government regulations.

CLO 2. Describes the functions of civil defense during peace and wartime emergencies, preventive measures in technogenic emergencies, and procedures for public behavior in bacteriological, chemical, and radiological conditions.

CLO 3. Explains the structure and responsibilities of emergency response commissions and the organization of non-militarized civil defense units.

CLO 4. Applies knowledge of civil protection measures including collective shelters, personal protective equipment, and population evacuation during emergencies.

CLO 5. Operates radiation and chemical reconnaissance tools; describes civil defense command structures and their responsibilities.

CLO 6. Plans and implements civil defense activities; organizes search-and-rescue and emergency response operations; applies principles of civil defense education and provides first aid in disaster zones.