Methodology of Educational Programs Planning, Developing and Implementation

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I. Content of the educational program

I.I. Educational Program Structure

1. The program of higher academic education must meet the minimum requirements set out in this Methodology and must indicate:
• Name of the program (in Georgian and English);
• Qualification to be awarded (in Georgian and English);
• Size of the program in credits and their distribution (mandatory, elective, free, etc.);
• Language / languages of training;
• The purpose of the educational program;
• Prerequisite for admission to the program;
• Learning outcomes;
• Teaching-learning methods and related activities;
• Student knowledge assessment system and assessment criteria;
• Curriculum, indicating the peculiarities of organizing training;
• Program Manager / Managers / Co-Manager / Coordinator;
• Areas of employment;
• Material resource;
• Program implementation staff;
• Training course programs (syllabi);
• Additional information;

2. The recommendation form of the educational program will be developed by the University Quality Assurance Office.

I.II. Name of the Program

3. The name of the higher education program is defined according to the goals of the program, which may differ from the field of study and the name of the qualification to be awarded. The name of the field of study is also not related to the name and activities of the main educational unit of the university - the School.

I.III. Qualification to be Awarded

4. The name of the qualification to be awarded by the relevant educational program in higher education includes the relevant general designation of the higher education level, the name of the qualification and the field of study in the detailed field.

I.IV. Program Size in Credits

5. The University implements academic higher education programs of all three levels and one-level higher education program of Medical Education.
6. Undergraduate education programs include at least 240 credits (ECTS).
7. Master's degree programs include at least 120 credits (ECTS).
8. The duration of the Doctoral education program is not less than 3 years and its study component includes no more than or no less than 60 credits (ECTS).
9. The Medical Education program is a one-level higher education program that ends with the award of an academic degree of a certified physician. The academic degree awarded as a result of passing the 360-credit (ECTS) educational program of a Certified Physician is equal to the academic degree of a Master.
10. The educational program at the university includes an average of 60 credits (ECTS) during one academic year.
11. After passing each stage of study, an appropriate diploma is issued with a standard appendix.

12. If a person could not or has not completed the relevant educational level he/she shall receive a relevant certificate.
13. A person who has completed a short cycle educational program is awarded a professional diploma attesting to an Associate degree.

I.V. Language of Training

14. The program can be implemented in Georgian or English.
15. The program can also be implemented in Georgian with English-language components - English written materials, teaching course / courses in English.
16. The program must indicate in which language (s) the program is implemented.
17. The educational program can be implemented only in English, if it is provided by an international agreement, or agreed with the Ministry of Education and Science of Georgia.
18. English language educational program / syllabi are prepared in both Georgian and English languages.

I.VI. The Purpose of the Program

19. The purpose of the educational program should be stated clearly and in a general sense.

I.VII. Prerequisite for Admission to the Program

20. The purpose of determining the prerequisite for admission is to identify a person's prior competencies in order to achieve the learning outcomes provided by the program.
21. According to the decision of the School, there may be additional preconditions for admission of students to this or that program (for example, knowledge of English or any other language at a certain level, for the Master's program, in which field / area he / she should have a Bachelor's degree, etc.).
22. In the case of an English language program, English language proficiency must be at least a B2 level as a prerequisite for admission to the program.
23. If there are additional preconditions, the student selection procedure should be open, transparent and fair, as defined by University / School regulations.
24. In addition to the general Master's exam, a prerequisite for admission to the Master's program is a written / oral / combined interview / exam in a specialty, the examination questions must be submitted in advance along with the relevant literature. Admission to some graduate programs may also be an exam in English. In this case, the required level of language proficiency must be indicated.

I.VIII. Learning Outcome

25. Learning outcomes should be clearly defined and should reflect the information that a person achieves in "knowledge and understanding" (the result of assimilation of information, facts, principles, theories, theoretical and practical methods related to the field of study or activity), "skills" (ability to use relevant knowledge for completing a specific task and for solving problems) and / or “responsibility and autonomy” (the use of knowledge and skills by a person with appropriate values and independence).
26. Learning outcomes should correspond to the appropriate level of higher education and the qualifications to be awarded.

I.IX. Teaching-learning Methods and Related Activities

27. The program should indicate teaching-learning methods (lectures, working in group (s), practical work, seminars, e-learning, learning through e-resources, etc.), which will ensure the achievement of the results provided by the program.
28. Teaching-learning method includes relevant activities (discussions, debates, demonstrations, presentations, seminars, etc.).
29. When specifying methods and activities, the specifics of this or that direction / field / sub-field will be taken into account.

I.X. Student Knowledge Assessment System

30. The achievement of syllabus-planned learning outcomes by a student should be reflected in a positive assessment.
31. It is inadmissible to evaluate the learning outcomes achieved by the student only once - only on the basis of the final exam (with the exception of the research component). Assessment of a student's work should include mid-term assessments and final exam assessment in a certain ratio.
32. Evaluation of the training course should be done on a 100-point scale.
33. It is not allowed to evaluate the final exam with more than 40 points.
34. It is desirable to use the components and methods of assessment needed to achieve learning outcomes, taking into account the specifics of this or that direction / field / sub-field.

I.XI. Teaching Plan

35. The curriculum of the program should include all the teaching and research components in which credits are awarded. In addition, the curriculum should include the following information: course title, amount of credits, student workload (including contact and independent working hours), prerequisites for admission to the course, semester of study, etc.
36. In the case of a Doctoral program, a different form of curriculum may be provided.
37. The structure and content of the program should ensure the logical connection of all its components.
38. The sum of the elective subjects' credit numbers in the Study Plan must exceed the total number of credits for the elective subjects according to the program.
39. The curriculum should be accompanied by a map of learning outcomes.

I.XII. Course syllabus

40. The syllabus of the course should indicate: course title, lecturer (s), course code, course objectives, number of credits and distribution of hours according to student workload (contact and independent working hours), admission prerequisites, learning outcomes, course content, teaching-learning methods, assessment criteria, compulsory literature, supporting literature and other study materials, additional conditions related to the course.
41. The recommended course syllabus form will be developed by the University Quality Assurance Office.
42. The principle of assigning a code for a course is determined by the order of the School Dean.

II. Principles of program building

II.I. Building of the First Level Educational Program of Higher Education

43. The educational program of the first level of higher education - Bachelor, can be based on the following principle:
• Courses / subjects / modules (not less than 120 credits) relevant to the core curriculum and free (elective) components;
• Courses / subjects / modules (not less than 120 credits) relevant to the core curriculum, additional programs (not less than 30 and not more than 60 credits) / additional programs and free components;
• Courses / subjects / modules (not less than 120 credits) and additional program (not less than 30 and not more than 60 credits) / additional programs.
44. Educational programs regulated in accordance with the legislation are subject to a special rule for the distribution of credits, which is determined by the sectoral characteristics.

45. In the educational program of the first level of higher education it is possible to combine only those additional program (s) for which the higher education program in the relevant field of study is already implemented in the University in an authorized or accredited mode.
46. The free (elective) component includes a course / subject / module within the framework of any educational program aimed at promoting the development of general, transfer skills and / or higher education, which the student can freely choose to broaden their horizons in areas of interest to him / her.
47. Courses / subjects / modules relevant to the core curriculum should be compulsory and elective. Additional program and free components should also include both compulsory and elective courses / subjects / modules.
48. Concentration / concentrations may be considered in the first level educational program of higher education, which means the grouping of courses / subjects / modules relevant to the content of the main field of study with a focus on a specific topic / issue. Concentration has a learning outcome that is taken into account in the learning outcomes of the educational program. The presence of concentration in the educational program does not change the field of study and / or the qualification to be awarded. Concentration in the first level educational program of higher education should include no more than 30 credits including a Bachelor's thesis.

II.II. Building a Second Level Educational Program for Higher Education

49. The educational program of the second level of higher education - Master's degree, consists of teaching, practical and research components, in addition, it also includes free (elective) credit.
50. A Master's degree program may not consist solely of teaching. It must provide for the student to conduct independent research or to carry out activities on the basis of which he or she will be able to submit a Master's thesis and / or project, taking into account the specifics of the direction, field / specialty or sub-field / specialization.
51. Concentration (s) may be considered in the 2nd level educational program of higher education, which means grouping of courses / subjects / modules relevant to the content of the main field of study with a focus on a specific topic / issue. Concentration has a learning outcome that is taken into account in the learning outcomes of the educational program. The presence of concentration in the educational program does not change the field of study and / or the qualification to be awarded. Concentration in a second-level higher education program should include at least 50% of the total program credits.

II.III. Building a Third level Educational Program for Higher Education

52. The educational program of the third level of higher education – Doctoral degree, consists of teaching and research component. The study component cannot be more than 60 credits.

II.IV. Building a One-Step Medical Education Program

53. The principles and specifics of building a one-step medical education program are provided by the relevant sectoral characteristics.

III. Program Implementation Staff

54. The Program is implemented with human resources, which includes suitably qualified academic staff and invited staff.
55. The Program should be accompanied by biographical data (CV) of relevant qualified personnel implementing the program and relevant qualification documents.
56. A person is qualified as having a competence necessary to produce the learning outcomes provided by the Program, which may be determined by that person's academic degree, special education, publications or professional experience.

57. In case of the staff involved in the implementation of the English Language program, additional knowledge of English is determined - with an English Language qualification document, relevant certificate, work experience at a foreign university, etc. In the absence of the above documentation, the person is obliged to conduct a lecture in English, which is attended by a Commission determined by the dean of the school. The Commission includes representatives of the field as well as English Language experts. The Commission draws up a protocol. The composition of the commission and the rules of operation are determined by the order of the School Dean.

IV. Program Manager / Coordinator

58. A Program may have one or more manager (s). The Program Manager may be a Professor in the relevant field of the University, or an Associate Professor.
59. The program may be led by an invited person with relevant qualifications. The decision to invite a Program Manager should be made by the School Board, based on a submission that should justify the need to invite a Program Manager. In such a case, the Program should also be led by the University Professor or Associate Professor, unless otherwise decided by the School Board.
60. The Program Manager / Coordinator is responsible for the quality of the syllabi and the compliance of the Program with the quality standards in general.
61. The Program Manager / Coordinator is the key contact person with the School Quality Assurance Manager and the University Quality Assurance Office, who is notified of the results of the Program's internal and external assessment, technical monitoring and academic examination, and is responsible for responding in this respect to elaborate the program.
62. The Program Manager / Coordinator is responsible for providing students with information about the Program and the specifics of its implementation, advising them on optimal planning of the individual curriculum, resolving organizational issues related to the implementation of the Program, etc.

V. Financial Support of the Program

63. The Program should be accompanied by information on the financial support of the relevant program – the School budget. The indicated information is prepared by the University administration.

VI. Joint Programs

64. The higher education Program may be implemented in cooperation with Georgian or foreign higher education Institutions.
65. A joint program is a Bachelor / undergraduate Medical / Master / Doctoral program based on cooperation with one or more partner Universities (if the latter has the authority to award the relevant academic degree).
66. Upon completion of the joint program, the student will be awarded a degree jointly by the partner Universities.
67. Partner Universities establish and agree with the LEPL National Center for Educational Quality Enhancement on the implementation of a joint program.
68. When implementing a joint program, it is recommended:
• The student studies and / or conducts research at a partner University;
• To facilitate the teaching and research of the University's academic and research staff at a partner University;

• To facilitate teaching and research of the partner university academic and / or scientific staff at the University;
• Relevant staff of a partner university to be the supervisor / co-supervisor of the Bachelor / undergraduate Medical qualification thesis.
69. An international joint program is a joint program in which at least one partner is a foreign higher education Institution or a Research Center.

VII. Planning, Developing and Elaboration of the Program

70. The Program planning, developing and elaboration process should be an open, transparent and collaborative process involving all stakeholders.
71. In order to support the planning, developing and elaboration of the Program, a Commission shall be established for the duration of the Program accreditation, which shall include:
• Program Manager (s)/ Co-Manager / Coordinator;
• Representative(s) of the academic staff involved in the implementation of the program;
• Student (s);
• Graduate (s);
• Employer (s) / potential employer (if desired by the staff involved in the implementation of the Program);
• Representative(s) of a professional organization(s) (if any);
• Representatives of NGO's with relevant profile(s) (if any);
• Foreign expert (s)(if desired by the staff involved in the implementation of the Program);
• School Quality Assurance Manager;
• Other member (s).

72. The Commission is formed by the order of the Dean of the School (Faculty).
73. Student(s) whose GPA exceeds 3.0 and who has accumulated at least 60 credits can be selected as a member of the Commission.
74. The Commission is headed by the Program Manager. If the Program has several supervisors, the order for the commission to be established by the School Dean shall determine which of them will head the commission.
75. The Program planning, development and implementation process should take into account: labor market requirements, feedback from graduates and employers, survey results of students and graduates, monitoring of students academic performance, results of consultations with professional associations, local and international experience.
76. The Program development process is coordinated by the Head of the Commission and ensures that the reasoned remarks and opinions of the members of the Commission are taken into account in the Program descriptions and syllabi in order to create a quality, labor-oriented, modern educational Program.
77. Commission members meet as needed.
78. The minutes of the Commission meeting are kept in the School Office.
79. The educational Program is referred to the School Quality Assurance Office and the School Board for consideration.
80. The Doctoral Education Program will be referred to the school board and the School Quality Assurance Office only after substantive consideration by the School Dissertation board.
81. The educational Program is finally approved by the Academic Council of the University.
82. A change in the Program is made according to the Rule set for Program approval.

VIII. Program Assessment, Modification and Development

83. The assessment of the educational Program is carried out **annually**, usually at the end of the academic year and **once every three years**.
84. The **annual** assessment of the educational program and its implementation is carried out by the University Quality Assurance Office, with the involvement of stakeholders (students, graduates, employers, academics and invited staff) and their evaluations. The University Quality Assurance Office submits relevant findings and recommendations to the Program Development Commission and the School Board. The Program Development Commission is required to submit a report to the University Quality Assurance Office and the School Board on the implementation of the recommendations no later than two months after their submission.
85. The assessment of the achievement of the learning outcomes of the Program is carried out by the Manager of the School Quality Assurance Office in Accordance with the rules of the University.
86. The assessment of the educational Program is carried out **once in 3 years** by a group created by the President of the University, which includes: Senior Vice President, Vice-President (s) of the University, Head of Quality Assurance Department, Head of Library, Head of Marketing and Communication, Head of Strategic Development Office, Head of International Relations, Program Supervisor / Coordinator, Academic Program Manager and other stakeholders.
87. A group set up by the President assesses the educational Program through the collection of quantitative and qualitative data on the Program at the University, data analysis, as well as interviews with various stakeholders.
88. During the assessment of the educational Program, the Evaluation Group is required to meet the following focus groups: program students, graduates, employers, academic staff, invited staff. Other focus groups are defined by the group according to interest. The focus group includes not less than 5 and not more than 10 persons.
89. The Evaluation Group writes a report, which is submitted to the University Academic Council for consideration. The University Academic Council submits a report and recommendations regarding the report to the University Quality Assurance Office. The University Quality Assurance Office ensures that the recommendations of the Academic Council are taken into account and submits a report on the implementation of the recommendations no less than two months later.

IX. Individual Curriculum

IX.I. The Purpose of the Individual Curriculum

90. The University creates an equally accessible educational environment in which all students are provided with an education that takes into account their individual educational needs and opportunities. To this end, the University defines the methodology and procedure for developing an individual curriculum for students with special educational needs.
91. A student's individual curriculum is a curriculum developed within the curriculum in accordance with the student's interests and level of academic training, which is approved by the School Board upon the recommendation of the School Dean.

IX.II. Student with Special Educational Needs

92. A student with special educational needs is a person who has a learning disability or is distinguished by special talents, or has difficulty adapting to the learning environment under normal circumstances, for which an individual curriculum needs to be developed and implemented within the educational Program. Also considered in this category is a person who needs long-term medical treatment, hospitalization, and more.
93. A student with special educational needs is also considered to be a person with disabilities, who according to the Law of Georgia on Medical-Social Expertise is a person with severe

physical, mental, intellectual or sensory disorders, whose interaction with various obstacles may be interfered in public life for his /her full and effective participation on an equal footing with others.
94. A student with special educational needs is considered a student who has been transferred to the University with mobility and a student who has regained his / her status.

IX.III. Individual Curriculum Development Methodology and Procedures

95. An individual curriculum is developed at the request of a student with special educational needs.
96. The student applies to the Dean of the relevant School with a request to develop an individual curriculum. In the application the student specifies the reason for the request and the possibility of his own load in time. The application must be accompanied by a description of the circumstances of the special educational need and relevant documentation.
97. Responsibility for the development of the individual curriculum rests with the Program Manager, who, if necessary, organizes the involvement of the academic / invited staff implementing the training course (s) in the development of the individual curriculum.
98. The individual curriculum of the student is developed in accordance with the legislative requirement, according to which the compulsory workload during one academic year must include 60 credits. It is allowed to accumulate no more than 75 credits during the academic year.
99. The curriculum is agreed with the school Quality Assurance Manager and then submitted to the relevant school dean for approval. The Dean of the School, along with the individual curriculum, approves the study calendar for the relevant student and appoints a tutor. The tutor advises the student on issues raised during the implementation of the individual curriculum.
100. An individual curriculum should usually be developed before the start of the semester.