



**IBSU**

**The rule of Planning and development  
of educational programs**



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## Chapter I. General Provisions

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### Article 1. Subject and scope of action

1.1. This rule regulates the planning and development of educational programs at all three levels of higher education (bachelor's, master's, doctorate) of LLC "International Black Sea University" (hereinafter referred to as "University"), as well as the one-level program of a qualified doctor and the educational program for teacher training.

1.2. By giving students relevant academic information and encouraging the development of theoretical knowledge and practical skills required for professional development and employment, the university's educational programs help to carry out its objective.

### Article 1. Definitions of terms

2.1. Academic higher education refers to postsecondary education courses that include bachelor's, master's, and doctoral degrees in veterinary medicine, as well as bachelor's, master's, and integrated bachelor-master's degrees in teacher training;

2.2. Classifier of fields of study - a document defining the classification of fields of study in Georgia and the qualifications to be awarded in each field of study;

2.3. Academic degree – a qualification awarded to a person by a higher educational institution upon completion of the corresponding level of academic higher education;

2.4. Credit – a unit that designates the study load required for a student and which can be obtained after achieving the learning results;

2.5. Concentration - the arrangement of training courses, disciplines, and modules related to the primary study field of the first and second level higher education programs with an emphasis on a particular problem or topic. The concentration has a learning outcome that is included in the program's learning outcomes. For example, in a first-level higher education educational program, the concentration should not include more than 30 credits, including the bachelor's thesis; in a second-level higher education program, the concentration should not include less than 50% of the program's total credits.

2.6. Educational program (curriculum) - a set of training courses/modules necessary for obtaining a higher education qualification, which includes program goals, learning outcomes, training courses/modules with appropriate credits, student evaluation system and features of the training process organization, including the possibility of using electronic learning method;

- 2.7. Components of the educational program – the components of the educational program are the educational component and the scientific-research/research component;
- 2.8. Study course program (syllabus) – a document that provides information about study course/module objectives, learning outcomes, credits, content, teaching and learning methods, evaluation criteria and the possibility of using e-learning (if any);
- 2.9. Educational component - a constituent part of the educational program, which is presented in the form of a training course/subject, practice, creative/performative practical project/work, undergraduate research project/work or other component;
- 2.10. Scientific-research component – a constituent part of the master's and doctoral educational program, which is presented in the form of a master's project/thesis, a dissertation or a creative/performative work or other type of scientific project/work;
- 2.11. Contact hour - the time determined for the student's educational activities with the involvement of the personnel implementing the educational program component;
- 2.12. Independent hour – the time of the student's educational activity without the involvement of the personnel implementing the component of the educational program;
- 2.13. Study load of the student - the time required to achieve the learning outcomes defined by the educational program. The student's study load should be based on independent and contact hours;
- 2.14. Teaching and learning methods - teaching method is the purposeful action of the lecturer to develop the relevant competence in the learners. The modern educational paradigm is based on the principles of student-centered learning achieved through interactive learning;
- 2.15. Learning outcomes - the knowledge and skills acquired by the student as a result of completing the educational program, module, training course;
- 2.16. Free component - a training course/subject/module within any educational program of the first level of higher education focused on promoting the development of general, transferable skills, which the student can freely choose, in order to broaden his/her horizons in the fields of interest.

### **Article 1. General information**

- 3.1. The classifier of the fields of study determines the level of qualification, which is the determining element of the difficulty of qualification in the framework of national qualifications, which combines "knowledge and awareness" (the result of assimilation of information, facts, principles, theories, theoretical and practical methods related to the field of study or activity), "ability" ( the ability to use relevant knowledge to perform a specific task and solve problems) and/or

"responsibly and autonomously" (use of knowledge and skills by a person with the appropriate degree of values and independence) described, generalized learning outcomes - descriptors.

3.2. Based on the framework of national qualifications and the classifier of study areas and the corresponding sectoral document (if any), depending on the mission of the university, the formation of the learning outcomes of a separate educational program is carried out. The learning outcomes of the educational program, as well as the training course or module, are described by sectoral and general competencies.

3.3. Levels of higher education, according to learning outcomes, are described hierarchically. Each subsequent level of higher education involves the achievement of additional learning outcomes based on the learning outcomes obtained at the previous level.

3.4. Professors/associate professors of the relevant field, persons with the doctor's academic degree take part in the development of educational programs. Academic staff, specialist practitioners, employers, students, graduates and other interested persons are involved in the process of developing the program.

3.5. The educational program must comply with the law of Georgia on higher education, the national qualifications framework approved by the order of the Minister of Education, Science, Culture and Sports of April 10, 2019 No. 69/N and the classifier of study areas and the sectoral characteristics developed on its basis, the requirements of the documents regulating the university's educational process.

3.6. The structure and content of the program should ensure the logical connection of its components and be suited to the abilities of students with average academic achievements to achieve their learning results in a reasonable time;

3.7. The program should include, within the credits intended for optional components, the amount of training courses to ensure the possibility for students to choose elective components;

3.8. The volume of the program component is determined according to its content, learning outcomes and field specifics. In addition, the teaching-learning methods used in the educational program should consider the specifics of the field and ensure the achievement of the study results established by the program;

3.9. When deciding on the development and cancellation of educational programs, the relevant persons should take into account the labor market requirements, the results of the survey of graduates and employers, students and academic staff, the results of monitoring the academic performance of students, the best local and international practices, the necessary material, financial

and human resources, dynamics of student enrollment in the program, employment rate of graduates.

3.10. The ECTS credit system is used to express the amount of work to be performed in order to master the constituent components of the educational program - the educational and research component. Credit reflects the amount of work required to complete a particular component and achieve learning outcomes. One credit includes the student's educational activity (student load) for 25 astronomical hours, 1 ECTS credit for the educational program of a licensed physician - 30 hours.

3.11. The educational process at the bachelor's level usually includes 8 semesters, 12 semesters for the medical program, 4 semesters at the master's, and 6 semesters at the doctoral level, except for the cases established by the university regulations.

3.12. The curriculum of the program includes mandatory and elective components (learning component, research component).

3.13. In the university, the educational component with the same content, volume and learning outcomes for students of all programs includes an equal number of credits.

3.14. Taking into account the characteristics of the educational program and/or the student's individual study program, it is permissible for the student's annual load to exceed 60 credits or be less than 60 credits. It is not allowed for the student's annual workload to exceed 75 credits. Taking into account the duration, volume and structure determined by the relevant field characteristics within the educational program of a qualified medical practitioner, the student's study load during one academic year includes 60 (ECTS) credits. According to the student's individual study plan, the student's study load during one academic year can be determined by more than 60 credits, the total number of credits added above 60 within the duration determined by the field characteristics of the educational program of the graduated medical doctor should not exceed 15 credits in total.

3.15. Credits are distributed among all components of the educational program (such as: module, study course, practice, thesis, etc.). The study component constitutes one semester.

3.16. The distribution of credits among the various components should be based on a realistic assessment of the workload of a student with average academic achievement required to achieve the learning outcomes set for each component. The correctness of credit allocation should be checked by collecting and analyzing complete information about the actual student workload, in which participation of students should be ensured together with professors and teachers.

3.17. Credit cannot be calculated solely based on the hours (contact hours) spent by the student in the learning environment with professors.

#### **Article 1. Determining the number of academic and invited staff**

1.1. In order to ensure the sustainability of the program, when planning the number of academic and invited personnel, the availability of appropriate material resources, the existing and acceptable contingent of students, and the specifics of the program should be taken into account for each program.

1.2. In order to design and develop educational programs, it is recommended that at least 3 affiliated academic staff be included in the program (at least 2 academic staff's qualification and/or research profile should match the qualifications provided by the program).

### **Chapter II. Undergraduate educational program**

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#### **Article 5. General information**

5.1 According to Georgian legislation, bachelor's degree is the first level of academic higher education.

5.2 The purpose of studying at the bachelor's level is to provide a relatively deep assimilation of the theoretical aspects of the educational disciplines along with professional training at a higher level than full general education, which prepares a person for further study and work in the master's degree through research programs, taking into account the limitations established by the legislation of Georgia.

5.3 A person with complete general education has the right to study at the bachelor's level. Unified national exams are a prerequisite for admission to the undergraduate educational program. The different admission conditions are determined by the Law of Georgia "On Higher Education" and the regulation of the university educational process.

#### **Article 6. Structure of the undergraduate educational program, distribution of credits, qualifications to be awarded**

6.1. The undergraduate educational program includes at least 240 ECTS credits, or at least 60



ECTS credits per year, 30 ECTS credits per semester. Considering the features of the higher education program and/or the student's individual curriculum, it is allowed for the student's study load to exceed 60 credits or be less than 60 credits during one academic year. It is not allowed for a student's study load to exceed 75 (ECTS) credits in one academic year.

6.2. The undergraduate educational program can be designed according to the following principle:

6.3. Courses/subjects/modules (at least 120 credits) and free components corresponding to the main field of study;

6.4. Courses/subjects/modules (with a volume of at least 120 credits), additional programs (at least 30 and no more than 60 credits) /additional programs and free components corresponding to the main field of study;

6.5. Courses/subjects/modules (with a volume of at least 120 credits) and additional programs (at least 30 and no more than 60 credits)/additional programs corresponding to the main field of study.

6.6. In the educational program of the first level of higher education, it is possible to combine only the additional program/programs, the higher educational program of the corresponding field of study is already implemented at the university in an authorized or accredited mode.

6.7. An undergraduate educational program should preferably include instructional components of information technology/computer skills, academic writing, and foreign language. In addition, on those programs for which an additional specialty is provided, students should be given the opportunity to supplement the credits intended for the additional specialty with the free credits they choose.

6.8. The qualification of the educational program should be formulated in accordance with the national qualification's framework and the study field classifier.

6.9 The regulated educational program is focused on preparing the student for the relevant regulated profession.

6.9.1 A regulated educational program is a program for which the state establishes special accreditation requirements and/or for which the state provides master's and doctorate training through special research programs.

6.10. The teacher training educational program is a higher educational program developed on the basis of the relevant standard, as part of the undergraduate educational program included in the main study area of the subject/subject group provided by the national curriculum, or independently of the undergraduate educational program and the integrated bachelor-master's educational program of teacher training, the learning results of which correspond to the national qualifications generalized learning outcomes identified for level 6 of the framework.

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## **Article 7. Learning outcomes of the undergraduate educational program**

7.1. The learning outcomes of the educational program of the first level of academic higher education (undergraduate) correspond to the general learning outcomes defined for level 6 of the National Qualifications Framework. The results of the first level of higher education (undergraduate) are:

7.1.1. **Knowledge and understanding** A broad (beyond full general education) knowledge of a field of study and/or activity, including a critical understanding of theories and principles and some of the latest aspects of knowledge.

7.1.2. Ability to use cognitive and practical skills specific to the field of study and/or activity to solve complex and unforeseen problems. Implementation of a project/work of a research or practical nature in accordance with predetermined guidelines. Collection and interpretation of field-specific data, as well as analysis of applied data and/or situations using standard and some state-of-the-art methods; Forming appropriate conclusions that consider relevant social, scientific and/or ethical issues. Communicating ideas, existing problems and solutions with specialists and non-specialists in forms appropriate to the context, using information and communication technologies.

7.1.3. **Responsibility and autonomy** – leading and taking responsibility for development-oriented activities in a complex, unpredictable learning and/or work environment. Carrying out one's own activity in compliance with the principles of ethics. Planning and facilitating the implementation of continuous professional development of oneself and others. Determining one's further learning needs and realizing a high degree of independence.

## **Article 8. Medical/dental education**

8.1. The Medical/Dental Educational Program is a single-level higher educational program that culminates in the awarding of the academic degree of Graduate Physician/Dentist. The academic degree awarded as a result of completion of the 360-credit medical degree program or the 300-credit dental degree program is equivalent to the academic degree of the master's degree.

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## **Chapter III. Master's educational program**

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### **Article 9. General information**

9.1 Master's degree is the second level of academic higher education.

9.2 The goals of studying in the master's degree are:

9.2.1.1 acquiring deep and systematic knowledge in the relevant direction, field/specialty and/or sub-field/specialization and developing appropriate skills, which prepares a person for work, taking

into account the limitations established by the legislation of Georgia, and/or for doctoral studies;

9.2.1.2 change of specialty (except for the regulated educational program);

9.2.1.3 preparation for scientific-research work and pedagogical activities in a higher educational institution;

9.2.1.4 Professional development and qualification enhancement.

9.3 A person with at least a bachelor's or equivalent academic degree has the right to study at the master's level. Admission to the program is a prerequisite for general master's exams. Additional admission terms are determined by the Law of Georgia "On Higher Education" and the regulation of the university's educational process.

#### **Article 10. Structure of the master's educational program, distribution of credits, qualifications to be awarded**

10.1. The master's educational program includes at least 120 ECTS credits, or 60 ECTS credits per year, 30 ECTS credits per semester. In the case of an individual educational program, no more than 75 ECTS credits are allowed.

10.2 The name of the qualification to be awarded after the completion of the master's educational program should be determined according to the classifier of the fields of study.

10.3. The master's educational program must necessarily provide for the student's independent research or the implementation of such activities, on the basis of which he/she will be able to present a master's thesis and/or project, taking into account the peculiarities of the direction, field/specialty or subfield/specialization. It is desirable that the master's program consists of a practical component as well.

10.4 . Master's thesis development and public defense is carried out in the final semester. In addition, the program may include an additional research component.

#### **Article 11. Learning outcomes of the master's educational program**

11.1. The learning outcomes of the second level of higher education (Master's) correspond to the general learning outcomes defined for level 7 of the National Qualifications Framework. The results of the second level of higher education (master's degree) are:

11.1.2 **Knowledge and understanding** – deep, systematic knowledge of the field of study and/or activity and its critical understanding, which includes some of the latest achievements in the field of study and/or activity and creates the basis for innovation, the development of new, original ideas.

11.1.3. Ability - to search for new, original ways of solving complex problems in an unfamiliar or multidisciplinary environment and/or carry out research independently, adhering to the principles of academic integrity, using the latest methods and approaches. Critical analysis of complex or



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incomplete information (including recent research), innovative synthesis of information, evaluation and formulation of conclusions that reflect social and ethical responsibilities. Presenting arguments of one's own conclusions and research results, both to the academic and to the professional community, in compliance with the standards of academic ethics.

11.1.4. Responsibility and autonomy - managing and adapting to complex, unpredictable or multidisciplinary learning and/or work environments through new strategic approaches. Contributing to the development of professional knowledge and practice. Taking responsibility for the activities and professional development of others; Independent learning.

**Article 12. General information**

12.1. According to the legislation of Georgia, the doctorate is the third level of academic higher education, the educational programs of which are a combination of the educational component and the scientific-research component, and the learning outcomes of which correspond to the generalized learning outcomes defined for the 8th level of the national qualifications framework.

12.2. The higher educational institution provides the doctoral student with a scientific supervisor, creates conditions for conducting scientific research-oriented work, which should include substantiated theoretical and/or experimental results, promotes the integration of the doctoral student into the global scientific community.

12.3. A person with a master's or equivalent academic degree has the right to study at a doctorate level. The prerequisite for admission is determined by the Law of Georgia "On Higher Education" and the regulation of the university educational process.

**Article 13. Structure of doctoral educational program, distribution of credits, qualifications to be awarded**

13.1. The doctoral educational program includes no more than 60 ECTS credits in the study component and the duration of the program is not less than 3 years.

13.2. Upon completion of the doctoral educational program and defense of the thesis, the doctoral student is awarded an academic degree, the name of which must be determined in accordance with the study field classifier.

13.3. The recommended distribution between teaching and research components in the doctoral educational program is:

13.3.1. Educational component - no more than 60 ECTS credits;

13.3.2. Research component - at least 2 years.

**Article 14. Study results of the doctoral educational program**

14.1. The results of the third level of higher education (doctorate) are:

14.1.1. Knowledge and understanding – knowledge based on the latest achievements in the field of study and/or activity, which allows the expansion of existing knowledge or the use of innovative methods, including in a multidisciplinary or interdisciplinary context. Systematic and critical understanding of the field of study or activity.

14.1.2. Ability - to plan and implement research in accordance with the principles of academic

integrity; Development of new research or analytical methods and/or approaches, which is focused on the creation of new knowledge (at the level of the standard required for an international refereed publication); Critical analysis, synthesis and evaluation of new, complex and conflicting ideas and approaches, thereby making correct and effective decisions independently for solving complex problems (in research and/or innovation).

The ability to clearly present and convey new knowledge in relation to existing knowledge to both colleagues and the general public. Ability to participate in local and international thematic discussions.

14.1.3 Responsibility and autonomy - implementation of latest research projects and/or development-oriented activities in an academic and/or professional context while adhering to the principles of managerial, academic and/or professional integrity, as well as demonstrating innovation and independence.

**Article 15. Planning and development of educational program**

15.1. The planning and development of the educational program is carried out by the initiator (associate professor or professor of the university), who, if the program is approved, becomes the head of the program and is responsible for the planning of the program, its development and implementation, further development and compliance with the internal regulations of the university and the requirements established by the law; Ensures the maximum involvement of interested parties (students and graduates (if any or relevant adjacent programs), academic and invited staff involved in the implementation of the program, administrative units of the university and their representatives, potential employers, etc.) in the process of planning and development of the program.

15.2 The planning, development and implementation of the educational program should include the following phases: analysis and planning, development, implementation, evaluation.

15.3 In the educational program analysis phase, data is collected and analyzed in order to determine the program's relevance and cost-effectiveness (the case of creating a new educational program), educational needs and requirements, educational courses necessary for the educational program, goals and outcomes of the educational program, prerequisites for admission to the educational program/study courses prerequisites, material and human resources needed for the implementation of the program; as well as analyzing the existing curriculum and identifying the need for changes.

15.4. The analysis should be based on the following data:

- 15.4.1 the national qualifications framework and the classifier of study areas;
- 15.4.2. relevant field characteristics (if any);
- 15.4.3. the results of labor market research;
- 15.4.4. the results of research conducted with students, graduates, potential employers, experts and practitioners working in the field;
- 15.4.5. Desk research results in order to share modern achievements and best practices in the field, etc.

15.5 During the planning (design) phase of the educational program, the following steps may be implemented:

- 15.5.1. Processing of program results according to identified requirements/needs;
- 15.5.2. Determination of learning outcomes in the syllabuses of the educational courses included in the educational program;

15.5.3. Development of a valid assessment system: determination of assessment forms, methods, components and criteria;

15.5.4. determining the structure and sequence of training courses and lessons;

15.5.5 Planning of provision of educational program with necessary resources.

15.6 During the development phase of the educational program(s), curriculum and educational component syllabi are developed, appropriate assessment mechanisms are selected, program learning outcomes assessment mechanism is developed, program resources are provided.

15.7 The implementation phase of the educational program includes the teaching process itself; In the implementation phase, data is collected and further analyzed in order to evaluate and develop educational programs.

15.8. To develop and approve the educational program, it is necessary to go through the following procedural stages:

15.8.1. The first stage - consideration of the purpose of creating a new program. The initiator discusses the proposal for the development of a new program with the school board in terms of the relevance of the program and in terms of cost effectiveness - with the vice-rector for finances. If the initiator's proposal is approved, the program development process moves to the second stage.

15.8.2 The second stage - planning and development of the educational program. After passing through the analysis, planning and development phase, the program is submitted for consideration to the quality assurance service of the university, which verifies the compliance of the program with the standards set by the law and the relevant field characteristics (if any), in case of a positive assessment by the quality assurance service (Educational Program Evaluation Form), the program is agreed upon with the vice-rector for quality. At the next stage, the program will be discussed at the school board. In case of approval of the program project by the school board, the dean of the school sends a report card to the rector of the university, who approves the program by order.

15.8.3 As determined by paragraph 16.8.2 of the present rule, the quality assurance service issues a positive conclusion in coordination with the vice-rector in the field of quality.

15.9. After the approval of the educational program by the rector, in order to implement the program by the university, its addition is carried out in accordance with the existing law.

15.10. When authorizing a new educational program, or a new program developed by processing or combining an existing program or programs, only the procedures outlined in this article's paragraph 16.8.2 is followed.

15.11. The program head shall take into consideration the opinions of interested parties when



developing the program for reaccreditation, provided that there is a change of at least thirty percent in the program's major field of study components and the number of credits assigned to it.

## **Article 16. Elements of the educational program**

The educational program should include the following information:

16.1. Header

16.2. Detailed field title and code (ISCED – F – 2013): [To be specified in accordance with the National Qualifications Framework and Study Field Classifier.]

16.3. Name of the educational program: [The name should be indicated in full, in Georgian and English.]

16.4. School [the school that offers the educational program must be indicated.]

16.5. Head(s) of the educational program: [name/surname, academic degree, position, contact information must be indicated.]

16.6. Level of higher education and qualification level: [Bachelor (first level of higher education) National Qualifications Framework - level 6 / Master's (second level of higher education) National Qualifications Framework - level 7 / Doctorate (third level of higher education) National Qualifications Framework - level 8 ]

16.7. Type of educational program: [Academic/Basic/Additional]

16.8. Qualifications to be awarded: [must be indicated in Georgian and English languages in accordance with the National Qualifications Framework and Classifier of Study Areas.]

16.9. Qualification Code: [To be specified in accordance with the National Qualifications Framework and Fields of Study Classifier.]

16.10. Language of instruction: [Language of instruction is Georgian. It is permissible to offer a separate educational component of the educational program in a foreign language, to determine a level of foreign language proficiency as a prerequisite for its completion and/or to indicate the literature to be used in a foreign language sector. It is allowed to conduct the educational program only in a foreign language, if it is stipulated by an international agreement, or it is agreed with the Ministry of Education and Science of Georgia. If the educational program is offered in a foreign language, the relevant language(s) must be indicated.]

16.11. Volume of the program in credits: [must indicate the volume of the program in the amount of ECTS credits of the volume established for the respective level.]

16.12. Program structure: [should describe the architecture of the program, the total number of credits of compulsory and elective components, etc. sh.]

16.13. Prerequisite for admission to the program: [must indicate the prerequisite for admission to the program and specific requirements if any - eg. language requirement]

16.14. The goal of the educational program should be to improve the students' competences, identify the field in which they will work, and assess their degree of knowledge, skill, and moral conviction.

16.15. Learning outcome - which includes the relevant descriptors of the qualification level defined by the National Qualifications Framework: "Knowledge and understanding" (the result of assimilation of information, facts, principles, theories, theoretical and practical methods related to the field of study or activity), "Ability" (ability to perform a specific task and solve problems, the ability to use relevant knowledge) and/or "responsibility and autonomy" (the use of knowledge and skills by a person with the appropriate degree of values and independence) and the learning outcomes of a specific sectoral characteristic respectively. Based on the framework of national qualifications and the corresponding field document, depending on the mission of the university, the learning outcomes of a separate educational program are established.]

16.16. Map of Program Objectives and Learning Outcomes: [Fill in the table below:

| Program Objectives | learning outcome<br>1 | learning outcome<br>2 | learning outcome<br>3 | learning outcome<br>4 |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.                 | 2.                    |                       |                       | 3.                    |
|                    | 4.                    |                       |                       | 5.                    |
| 6.                 | 7.                    |                       |                       | 8.                    |

The learning outcomes of the program should be aligned with the program objectives, which will be reflected in the program objectives and learning outcomes map.

16.17. Learning Outcomes Map: (Fill in according to the table below):

| Study course / module / practice / research component | learning outcomes  |                    |                    |
|---|--------------------|--------------------|--------------------|
|   | learning outcome 1 | learning outcome 2 | learning outcome 3 |
|   |                    |                    |                    |
|   |                    |                    |                    |
|   |                    |                    |                    |

Where it is indicated which learning outcome of the mandatory training course/module/practice/research component defined in the educational program is involved.

16.18. Methods of achieving learning outcomes: [must indicate what teaching and learning methods are used to achieve the learning outcomes provided by the educational program.]

16.19. Student knowledge assessment system: [must specify the exact requirements for a given program as well as the university's current student knowledge evaluation system. It is advised to include the assessment standards for the defense of master's and doctoral theses in master's and doctoral programs.]

16.20. Peculiarities of the organization of teaching [additional information should be provided that shows the peculiarities of the organization of the teaching and learning process provided by the program.]

16.21. Field of employment: [must indicate the possible field of employment of the graduate and the possibility of continuing studies.]

16.22. Information about the material resources necessary for the implementation of the educational program [must indicate the existence of the material and technical base necessary for the implementation of the program, information about the material resources necessary for the "knowledge and understanding" defined by the educational program (information, facts, principles, theories and the result of assimilation of practical methods), with "ability" (the ability to use relevant knowledge to perform a specific task and solve problems) and/or "responsibility and autonomy" (the use of knowledge and skills by a person with the appropriate degree of values and independence) for the formation of learning outcomes.]

16.23. Information about the human resources necessary for the implementation of the educational program: [data of the academic and invited personnel participating in the program should be indicated.]

16.24. teaching plan

16.25. Prerequisites: [present information about prerequisites by integrating the information into the curriculum or as an additional table].

16.26. Study course programs (syllabi): [must be attached to the program.] The syllabus must indicate the full name of the study course, educational program, corresponding school, author/implementing lecturer of the syllabus, teaching level, semester for which the study course is provided (the relevant educational program according to), status of the training course (compulsory or optional), number of credits and the distribution of hours, prerequisites for admission to the training course, objectives of the training course, learning outcomes, content of the training course, learning/teaching methods, evaluation methods, criteria and literature.

**Note:** Forms of educational program and syllabus are attached to the mentioned rule. The transition to updated forms should be carried out gradually until September 2025.

## **Article 17. Evaluation of the educational program**

17.1. The evaluation of educational programs is carried out according to the criteria developed on the basis of the internal mechanisms of quality assurance implemented in the university which is provided by the quality assurance service.

17.2. The evaluation of the educational program, which implies the evaluation of the learning outcomes defined by the program, is carried out by the head of the educational program and all

academic and invited personnel involved in the program according to the "instructions for evaluating the learning outcomes of the educational program". The process is monitored by the quality assurance service

17.3. The head of the program ensures the benchmarking of the program, which means that the head of the educational program must ensure the study of international experience and practice and the evaluation of programs, as well as the involvement of local or foreign specialists in the development and development of educational programs. Expertise/benchmarking of programs and development of recommendations/advice should be conducted by them.

#### **Article 18. Change and development of the educational program**

18.1. In addition to the provisions of this instruction, it is also possible to make changes to the program in order to improve the educational program / teaching-learning process, based on the results of the evaluation carried out on the basis of the internal quality assurance mechanisms, including the evaluations obtained as a result of the interviews of students, graduates, employers, recommendations issued by accreditation experts, relevant legislative changes and others.

18.2. The head of the program must determine the rules and conditions for the dissemination of changes to the program, if at the stage of implementation of the change in the program, the immediate entry into force of the change may have a negative impact on the rights and legal interests of students.

18.3. In case of necessary changes made in the training component(s) due to distance learning, the head of the program will submit the appropriate form to the quality assurance service. In the case of the approval of the Quality Assurance Service, changes in the program are made in accordance with the procedures specified in Article 15, Clause 15.8.2.

18.4. The changes implemented in the program are reported to the National Center for the Development of the Quality of Education, according to the legislation.

18.5. Amendments to the educational program are made in accordance with the procedures specified in Article 15, Clause 15.8.2.

#### **Article 19. Cancellation of the educational program**

19.1. The basis for the cancellation of the educational program may be such risk factors for the implementation of the program as the lack of appropriate human and/or material resources in the university, insufficient interest of students in the program due to changes in the demands of employers and the labor market, the results of the survey of employers and graduates, the results of market research, the employment of students, the programs low rate of student enrollment and completion of the program within the specified time frame, termination of existing partnership relations within the program, etc.

19.2. The head of the program, based on relevant research and analysis, prepares a report on the cancellation of the program, which is presented to the school and the vice-rector in the field of quality, after which the dean of the school addresses the rector with a report card. The rector of the university makes the final decision on canceling the program. The decision is sent to the relevant structural units in order to carry out further procedures.

19.3. If students are enrolled in the canceled educational program, the university is obliged to provide support for their further studies, in accordance with the rules established by the relevant legislation.

19.4. If the students of the canceled educational program continue to study at another educational program of the university after determining the compatibility of the components they have passed, an individual study plan may be developed by the head of the program, if necessary, and the credits passed by them will be recognized in accordance with the procedure established by the legislation of Georgia.

19.5. If necessary, in order to facilitate the mobility of students of the canceled educational program, the university negotiates and concludes an agreement with other authorized universities of Georgia to ensure the possibility of continuing studies for students on the accredited program in accordance with the law.

## **Article 20. Final Provisions**

20.1. This provision shall enter into force upon approval by the Rector.

20.2. Educational programs, which are reflected in the authorization/accreditation application submitted by February 29, 2020, for continuous implementation in the authorization/accreditation regime, must comply with the requirements established by this instruction. In addition, according to clauses 2.2, 3.1, 3.2, 3.5, 6.2, 6.5, 6.7, Article 7, 9.1, 10.2, Article 11, 12.1, 13.2, Article 14, 15.4.1, 16.2, 16.3, 16.9, 16.10, 16.16 /, the issues determined by the articles can be reflected in the program either according to the established requirements of the present instruction, or according to the order of the Minister of Education and Science of Georgia dated December 10, 2010 No. 120/n, "On the approval of the national qualification framework", with the corresponding articles/paragraphs of the "Instruction for the development of educational programs" in the prescribed manner.

**Note:** educational programs that are accredited by the Minister of Education, Science, Culture and Sports of Georgia dated April 10, 2019 No. 69/N, for the purpose of continuous implementation, from the date of implementation until February 29, 2020, are submitted in the accreditation application and comply with the "National Qualification On Approval of the Framework" of the Minister of Education and Science of Georgia, Order No. 120/N of December 10, 2010, and also in accordance with Appendix No. 3 of the Order of the Minister of Education, Science, Culture and Sports of Georgia No. 69/N of April 10, 2019. Before the deadline for submitting the self-evaluation report, the school board is obliged to present educational programs in accordance with the relevant



requirements of the order of the Minister of Education and Science of Georgia No. 120/N of December 10, 2010.

20.3. The implementation of these rules is supervised by the vice-rector for quality.

20.4. Any kind of changes and additions to this rule are approved based on the order of the rector.

20.5. This rule shall enter into force upon its approval by the Rector.

