



NATIONAL EDUCATIONAL UNIVERSITY

Methodology for Planning, Designing and
Developing Educational Programs



Article 1. Educational Program Planning

1.1. The planning, development and implementation of an educational program is a collaborative process involving all parties (academic/visiting staff, students, graduates, employers, university administration, etc.) that ensure the creation of a result-oriented educational program/programs;

1.2. In the process of planning an educational program, the basic conditions for the educational program are initially met:

- The social need for the program is determined at the national and international levels, taking into account the specifics of the field and labor market requirements, which is determined based on consultation with interested parties (employers, professional associations, labor market research, etc.);
- The attractiveness of the program is determined based on academic aspects;
- The availability of the necessary resources for the program (human and material - technical) is determined and/or sought;
- The program director is selected;
- The academic degree is determined;
- The program goals and learning outcomes are described;
- The content of the educational program is determined;
- The methods of learning/teaching, assessment forms, components and methods are determined;
- The possibility of graduates continuing their studies at the next level is determined.

1.3. In order to facilitate the development of the program in the process of planning the educational program, the Quality Management Service develops instructions and forms:

- Instructions for developing an educational program (**Appendix 1**);
- Instructions for filling out the syllabus (**Appendix 2**);
- Syllabus form of the study course (**Appendix 3**).

Article 2. Development of an educational program

2.1. The development of an educational program is carried out by the Educational Program Planning, Development and Development Group, which is created on the basis of the order of the Rector of the University;

2.2. The educational program development group includes academic and invited personnel, graduates, students, employers, specialists in the field, etc. The persons involved in the development of the program form the structure of the program on the basis of mutual agreement. They initiate the necessary resources for the proper implementation of the program (human; material - technical; financial, etc.);

2.3. After the administration provides resources:

- The academic quality of the program is determined;
- The goals and learning outcomes of the program are described;
- The content of the educational program is determined;
- Learning/teaching methods, assessment forms, components are determined;
- The possibility of graduates continuing their studies at the next level is determined.

2.4. The educational program, together with the syllabi of the relevant courses, is reviewed by the school council and submitted to the quality management service for further response. The developed educational program undergoes an examination (determination of compliance with legislation and internal regulations) at the Quality Management Service;

2.5. The Quality Management Service checks the educational program and the syllabi of the relevant study courses using pre - approved forms:

- Educational Program Evaluation Form (**Appendix 4**);
- Course Syllabus Evaluation Form (**Appendix 5**).

2.6. The educational program checked by the Quality Management Service is sent back to the School Council;

2.7. The Dean of the School submits the educational program and the syllabi of the relevant study courses to the School Council for consideration;

2.8. The program reviewed by the School Council is submitted to the University Senate for approval.

Article 3. Head of the Educational Program

3.1. The educational program is headed by the head of the program, who is a specialist in the field. The academic degree, qualification, teaching and scientific research experience of the head of the educational program must correspond to the goals and results of the educational program;

3.2. The head of the program is appointed and dismissed by order of the rector of the university/elected through a competition;

3.3. The head of the educational program:

- Leads the process of developing/implementing the educational program;
- Attracts highly qualified personnel (field specialists) to implement the program;
- Coordinates the activities of academic and invited personnel involved in the implementation of the educational program;
- Conducts a systematic analysis of the implementation of the educational program, the educational program and the training courses provided for by the program, the results of which are presented to the Quality Management Service and subsequently to the School Council;
- Provides information and consultations to students and other interested persons regarding the educational program and the courses provided for by the program;
- Permanently takes care of both the modernization of the program content and the introduction of modern teaching methods;
- The program head is accountable to the rector, the senate, the dean and the school council.

3.4. One person may lead several educational programs. Also, depending on the scope of the program, the program may have more than one supervisor/co-supervisor.

Article 4. Content of the Educational Program

4.1. The educational program includes:

- The name of the educational program;
- The qualification awarded upon completion of the educational program;
- The volume of the program in credits;
- The language of instruction;
- The objectives and learning outcomes of the educational program, which reflect employment - oriented competencies;
- The prerequisites for admission to the program;
- The duration of the educational program, number of study weeks, contact hours, credits, etc.

Article 5. Educational Program Review/Development

5.1. The Quality Management Service conducts research to develop the program based on the use of quality assurance tools/surveys/interviews. The Service's analysis (report) and recommendations are submitted to the University Senate for further response;

5.2. Procedure for making changes to the program: In order to reflect the research results in the program, the program manager modifies the program together with the implementers and submits it to the Educational Program Planning, Development and Development Group/School Council. The modified program is submitted to the University Senate for approval.

Article 6. Transitional and Final Provisions

6.1. This Regulation is approved by the University Senate;

6.2. This University Regulation comes into force upon signing;

6.3. The adoption, cancellation, amendments and additions to the Regulation are carried out by the Senate;

6.4. This regulation shall cease to be valid upon approval of a new regulation.

Program/program development instructions

Preamble to the Bachelor's Program

A bachelor's degree is the first level of academic higher education, which includes studying the basics of a relevant specialty, which is essential for a person to work with the obtained qualification and for further study at a master's degree. Bachelor's degree programs must comply with the Georgian Canon "On Higher Education", the requirements of the Bologna Convention, and the standards established by Georgian legislation.

Preamble to the Master's Program

Master's degree is the second level of academic higher education - a set of study programs that necessarily contain elements of scientific research and are aimed at training a specialist or researcher of a level subsequent to the bachelor's degree, as well as preparing a person to work with the obtained qualification. Master's programs must comply with the Georgian Canon "On Higher Education", the requirements of the Bologna Convention and the standards established by the legislation of Georgia.

General information about the bachelor's program

A bachelor's degree program is a set of components that includes educational and practical elements, teaching the theoretical foundations of relevant specialties, and awarding a bachelor's academic degree upon successful completion of a bachelor's degree program, which creates the basis for further study in a master's degree program or work with the received qualification in accordance with the legislation of Georgia. A bachelor's degree program is an educational program that includes at least 240 credits. The specified period of study under a bachelor's degree program is 4 (four) academic years (8 semesters). Upon completion of a bachelor's degree program, a graduate must have the appropriate competencies, field-specific, practical and general (transferable) skills. The undergraduate educational program should be student-centered, have a logical

structure, and take into account all issues related to the learning/teaching process. The courses included in the undergraduate program may be combined into modules.

General information about the master's program

A Master's degree program is a set of components that include academic and practical elements. The duration of study in a Master's degree program is 4 (four) semesters (two academic years, and a semester includes a set of study weeks, a period for conducting additional exams and assessing the student's achievement in them). The qualification is awarded upon accumulation of at least 120 credits in accordance with the curriculum of the Master's degree program - by receiving credits in the mandatory courses of the main field of study provided for by the program and fulfilling the requirements of the program.

General information about the structure of the Bachelor's/Master's program

The Bachelor's/Master's educational program may include compulsory courses in the main field of study, elective courses in the main field of study, elective and free components, etc. Compulsory components include compulsory courses, internship (if any), and preparation and defense of a Bachelor's/Master's thesis. A compulsory component of the Bachelor's/Master's thesis (preparation and defense) is a Bachelor's/Master's thesis. The basic principles and procedures for the implementation of internship, which are necessary for the planning, implementation and evaluation process of internship, are presented in the relevant regulations in force at the university and in the internship syllabus.

General requirements for bachelor's/master's programs

The content of the program should serve to achieve the level of knowledge, skills and values adequate for the relevant academic degree. The training courses and other components provided for by the program should also ensure the development of sectoral knowledge, general and sectoral competencies (transferable skills). The qualification to be awarded should comply with sectoral standards (if any) and the National Qualifications Framework developed in accordance with the requirements of the Bologna Process.

Description (characterization) of the educational program

Name of the program - should comply with the National Qualifications Framework;

Academic degree to be awarded (in Georgian and English) - the qualification to be awarded after completing the program, the academic degree should be indicated in accordance with the Order of the Minister of Education and Science of Georgia No. 69/n of April 10, 2019. The academic degree to be awarded must be indicated in English for the diploma supplement;

Head/Co-Head of Bachelor's/Master's Program - The head of the program ensures the participation of academic staff of the relevant field, professors invited on a contract and

hourly basis, representatives of scientific and research institutions, and employers in the program development process. The head of the program/co-head is responsible for the quality of the syllabi presented within the program.

Program Objectives - Clearly, preferably in detail, indicate the program objectives. The goals of the educational program should be described in terms of competencies, namely: sectoral knowledge and sectoral skills, as well as general competencies. When describing the program objectives, an analysis of labor market and employer research is taken into account in the context of the relevance of the program. The program objective must be consistent with both the university's mission and strategic development plan, as well as the school's mission, goals, and strategic objectives.

Learning outcomes - learning outcomes are considered to be a set of competencies that determine what a student should know, understand and be able to do by applying this knowledge as a result of completing a long-term or short-term learning process. The educational program should indicate in a differentiated manner the sectoral, practical or general (transfer) skills that the graduate will acquire. When describing learning outcomes, it is mandatory to take into account the relevance (compatibility) of the program goals and learning outcomes, and the description of learning outcomes in relation to training courses should be carried out in accordance with the competency map. When describing learning outcomes, it is important to take into account the analysis of the labor market and employer surveys.

Teaching - Learning methods - it is necessary to indicate what methods will be used when studying the training courses provided for by the program - the lecture is fully devoted to the theoretical part of the training course to be studied, where the student is given the opportunity to obtain broad theoretical knowledge. Theoretical classes are held in a lecture format in an interactive manner. Taking into account the specifics of the training course, technical means may be used.

Practical classes involve the performance of a number of tasks, the most important of which are: preparation of a thematic presentation, performance of practical exercises, activity in practical classes (using the method of mental attack), case analysis, processing of quizzes (control questions), preparation of essays and many others. Preparation of individual/group presentations by students in the training process is a necessary practice. Taking into account the specifics of a specific training course, the lecturer conducting the training course may use the following teaching - learning methods:

In order to achieve the learning outcomes, the following teaching-learning methodology is used:

Discussion/debate – one of the most common methods of interactive teaching. The discussion process dramatically increases the level of student engagement and activity. Discussion can develop into a debate, and this process is not

limited to questions posed by the teacher. It develops the student's ability to reason and justify their own opinion in order to expand their horizons;

Presentation/demonstration method – this method helps to make the various stages of perception of the learning material visible, at the same time, this strategy visually presents the essence of the issue/problem, which is quite effective in terms of achieving the result. The material to be studied can be demonstrated by both the lecturer and the student;

Inductive method - defines a form of transferring any knowledge when the course of thought in the learning process is directed from facts to generalization, that is, when transferring the material, the process proceeds from the specific to the general;

Deductive method - defines a form of transferring any knowledge that represents a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific;

Analysis method - helps to decompose the educational material into its constituent parts as a whole. This simplifies the detailed coverage of individual issues within a complex problem;

Synthesis method - involves grouping individual issues to form a whole. This method contributes to the development of the ability to see the problem as a whole;

Explanation - explanatory method - is based on reasoning around a given issue. When transferring the material, the professor cites a specific example, which is discussed in detail within the framework of a given topic. This method promotes maximum group involvement in the process of discussing issues, the student's ability to think logically, form an independent opinion, justify their own opinion and respect the opinions of others;

Example generation - involves the creation of various modeled examples of a specific issue/problem within the framework of a specific topic;

Action-oriented learning - requires the active involvement of the teacher and student in the learning process, where the practical interpretation of theoretical material is given special importance;

Electronic learning (E-learning) - this method involves the use of electronic resources in the process of teaching a foreign language. The teaching methods used in the implementation of the course are specifically presented in the syllabus of the course;

Socratic method - a teaching method that involves the active involvement of students in building their own knowledge by answering questions. It involves focusing on questions that are only problematic and not informative. The Socratic method can be used through discussion and debate. This method develops critical and logical thinking in students.

The following assessment methods are used to achieve learning outcomes:

Practical work - based on the acquired knowledge, the student independently performs one or another action that develops practical skills;

Presentation - involves the formation of students into appropriate groups. Students can select presentation topics on the instructions of the lecturer or independently and defend them publicly based on the processing of the found material;

Verbal presentation - includes knowledge of theoretical issues, which is carried out in the form of a narrative or in the format of answering questions and involves participation in a survey, discussion. Verbal presentation involves demonstrating knowledge of theoretical issues and reasoning on specific issues;

Brainstorming - involves forming as many radically different opinions and ideas as possible about a specific issue/problem within a specific topic and facilitating their expression, which contributes to the development of a creative approach to the problem;

Resource search - independent search for new information/material using electronic and printed media;

Thinking questions - are effective teaching and learning strategies that contribute to the development of students' higher-order thinking skills;

Problem-based learning (PBL) - a teaching method that uses a problem as the initial stage of the process of acquiring and integrating new knowledge;

Case study - a situational analysis method, the basis of which is learning by solving specific tasks/situations, the so-called "cases". The teaching method is based on the discussion of specific practical examples (cases). "Case" is a kind of tool that allows the use of theoretical knowledge to solve practical tasks. By combining theory and practice. The method effectively develops the ability to make reasoned decisions in a limited time;

Group (collaborative) work - involves dividing students into groups and giving them learning tasks. Group members individually work on the issue and simultaneously share their opinions with the rest of the group members. Depending on the task set, it is possible to distribute functions among the members in the process of group work. This strategy ensures maximum involvement of all students in the learning process;

Individual project - is a learning-teaching method that takes into account the retention of acquired knowledge and its active use. It is a kind of plan that reflects the possibility of a modeled implementation of a specific issue/problem;

Heuristic method - is based on a step-by-step solution of the issue and independent recording of facts during teaching. The method involves the student's calculation of generalizing indicators

reflecting the development of a particular direction of the foreign sector of the economy, determining the regularity of the development of events and drawing conclusions. The student must present the results at a practical lesson and be able to conduct a discussion with the audience;

Cooperative learning - each member of the group is obliged not only to study the subject himself, but also to help his teammate study the subject better. Each member of the group works on the problem until all of them master the issue;

Situational imitation - situational imitation is a method where the student is given the opportunity to imagine and further analyze a specific issue/topic; With this method, the student learns to perform a task by studying the reflection between observations and actions. The paradigm of teaching through imitation is gaining popularity, as it facilitates the teaching of complex tasks based on minimal expert knowledge of the tasks;

Quiz - is a written work (testing theoretical material within the framework of the topic studied). This method measures the student's knowledge, abilities, and skills. The quiz consists of theoretical questions;

Role-playing games - are an active teaching method aimed at developing dialogical and monologue speech, listening skills. During role-playing games, sectoral vocabulary, language constructions, and clichés appropriate to the communication situation are used and memorized. The goal of this activity is for participants to gain more knowledge based on sharing each other's experiences. Games carried out according to a pre-developed scenario allow students to look at the issue from different positions. It helps them form an alternative point of view. Like discussions, these games also develop the student's ability to independently express their position and defend it in an argument;

Essay - independent work on a topic predetermined by the lecturer - is an effective method of assessing the results of students' learning. Its use in teaching contributes to the development of students' skills in clearly and correctly expressing their thoughts in a logical sequence, and in speaking using business terminology. The essay also accustoms students to using examples, quotes, and expressing their own opinion on the topic under discussion. The purpose of the essay is to diagnose the productive and creative part of students' cognitive activity, which involves assessing the skills of analyzing information, interpreting it, building arguments, and formulating conclusions;

Translation - based on field vocabulary, it will develop students' practical translation skills, improve translation techniques, and teach them how to understand the language of the text, understand explicit and implicit information;

Exercises - are a necessary component in the process of teaching a foreign language for the actualization of grammatical and lexical skills, for the refinement and deepening of the subject-specific language;

Written work - the performance/presentation of various tasks by students in written form;

Book work - independent processing of educational literature;

Listening - develops the student's ability to understand authentic English speech in a foreign language, concentrate attention, perceive and analyze general and specific information from the heard material;

Blitz - survey - is a frontal survey within the framework of the material studied, which reveals the student's level of perception of the material studied in a relatively short time;

Seminar report - is a method that develops the student's skills in independently finding relevant, reliable and high-quality sources of information, collecting and interpreting data, identifying problems, presenting ways to solve them, developing theses and presenting conclusions. A seminar report reveals the level of knowledge of the issue and the depth of material processing, etc.

Note:

The selection of specific activities or their combination depends on the goals and learning outcomes set by the relevant component. The lecturers implementing the training courses, taking into account the specifics of the training course, determine the various methods to be used in the training process, which are reflected in the syllabi of the relevant training course.

Employment areas - the purpose, content and structure of the program, learning outcomes must comply with the specified employment areas and the legislation of Georgia. During the development of the program, active consultations with potential employers are recommended in order to determine together with them the specific theoretical knowledge and practical skills that are required of the graduate to meet the requirements of the labor market, a specific field, and to establish a worthy place in the labor market.

Prerequisite for admission to the educational program - must comply with the requirements of the Law of Georgia on Higher Education.

Curriculum of the educational program - curriculum (components, courses of study, relevant credits). The curriculum of the bachelor's/master's program should be presented in a special table.

Map of program goals and learning outcomes - one column of the map should indicate the goals described by competencies, and the second column should indicate the relevant learning outcomes of the program.

Curriculum Map - indicates on one side of the table the learning outcomes of the program, taking into account

sectoral knowledge, sectoral skills and general competencies, while on the other side the training courses are described, the correspondence of which with the learning outcomes of the program is indicated by the appropriate marking in the corresponding column.

Learning Resources - indicates the learning resources required for the implementation of the educational program.

Human Resources - indicates the human resources required for the implementation of the educational program.

Appendix 2

Instructions for filling out the syllabus

The syllabus of a course of study is a set of instructions for teaching a specific course of study. Through the syllabus of a course of study, the student finds out how many credits the course of study includes, what are the prerequisites for studying the course of study and the goal of the course of study, what topics will need to be studied to achieve the results envisaged by the course of study. The number of credits indicated in the syllabus reflects the student's contact and independent work. Contact hours include lecture and seminar/practical work, preparation for and passing midterm and final exams. The syllabus indicates the main and auxiliary literature that will help the student master the learning material. The syllabus describes the forms and criteria for assessing the student's knowledge. The syllabus of a course regulates the relationship between the lecturer and the student, because before starting the course, the student knows how much work he will have to do and by what criteria his knowledge will be assessed.

Title of the educational program (in Georgian and English)

Please indicate the full name of the educational program.

School

Specify the school

Level of education

Please indicate your level of education.

Course title (in Georgian and English)

Please indicate the full name of the course.

Course code

Course code assigned by Tet University

Language

Please indicate the language of instruction (Georgian)

Course status

Indicate the status of the course (required; optional)

Semester

Please indicate the semester in which the course is to be taken.

Prerequisites for admission to the study course

Indicate what knowledge the student must have to master this course, which course(s) they must have already completed.

Number of credits and student workload – ECTS

1. Indicate the number of credits in the course;
2. Indicate the student's academic workload, which includes the number of academic hours planned for contact and independent work. Contact hours represent the hours of classes (lectures, seminars/practical, midterm exam and final exam) provided for in the table, while independent hours represent the hours of individual, independent work of the student. To calculate independent hours, multiply the number of credits in the course by 25.

Course provider/providers

Please indicate the name, surname, academic position, and contact information of the course provider(s).

Course Objectives

Indicate the outcome-oriented objective of the training course that reflects why this course is needed.

Learning outcome

Indicate the results to be achieved by the student, which are in line with the National Qualifications Framework and a specific sectoral standard, how the student will be able to use the acquired knowledge and competencies in practical activities in the specialty and in terms of continuing education. The information provided should determine how accurately the course of study is being taught, how well the learning objectives and the outcomes to be achieved by studying the course of study correspond to each other, how adequate the forms of teaching and assessment, the main and auxiliary literature, etc. are in terms of achieving the learning outcomes.

Course content

List the topics of lectures and seminars/practical classes with the corresponding hours; indicate in which week a specific lecture, seminar/practical class, midterm exam and final exam will be held. Indicate the number of hours allocated for a specific lecture, seminar/practical class, midterm exam and final exam.

Teaching - Learning Methods

Indicate what methods will be used when studying the course - the lecture is fully devoted to the theoretical part of the course to be studied, where the student is given the opportunity to obtain broad theoretical knowledge; Theoretical classes are conducted in an interactive manner in the lecture format. Taking into account the specifics of the course, technical means may be used. The academic readiness of students is subject to constant monitoring.

Evaluation system

Student knowledge should be assessed on a 100-point scale. In this grading system, grades are distributed as follows:

Five types of positive grades:

- (A) Excellent - 91-100 points;
- (B) Very good - 81-90 points of maximum grade;
- (C) Good - 71-80 points of maximum grade;
- (D) Satisfactory - 61-70 points of maximum grade;
- (E) Sufficient - 51-60 points of maximum grade;

Two types of negative grades:

- (FX) Failed - 41-50 points of maximum grade, which means that the student needs more work to pass and is given the right to take an additional exam with independent work once;
- (F) Failed - 40 points and less of maximum grade, which means that the work done by the student is not sufficient and he/she has to study the subject again.

Also indicate the actions or results to be taken by the student in the event of an F or FX grade and/or failure to appear for the final exam, in order to improve the grade received, as well as the deadline for taking the additional exam.

Assessment forms and components

Indicate the forms of assessment: final assessment (final exam) intermediate assessment (practical study, midterm exam); as well as the assessment components: practical study, midterm exam, final exam - oral/written survey, oral written exam, etc. Indicate how many times and in what form (oral, written) the midterm exam is conducted. Indicate the number of questions and the maximum score for each question, as well as the total score. The sum of the intermediate and final assessments constitutes the final assessment.

It is necessary to indicate the minimum competency threshold specified in each form of assessment.

Evaluation methods and criteria

Indicate the means/means to be used to assess the achievement of the learning outcomes specified in the learning component (test, essay, demonstration, presentation, discussion, working group, etc.). The assessment method must be measurable, therefore, the assessment criterion must be indicated, which is the unit of measurement of the assessment method and thereby determines the level of achievement of the learning outcomes.

Required/core literature

Indicate the main textbook(s) according to which the teaching is conducted.

Supporting literature and other learning materials

Indicate the textbooks, monographs, scientific articles, periodicals, electronic resources, and other teaching materials that you use in your teaching. When listing additional textbooks, keep in mind that all of these textbooks contribute to a more complete understanding of this course and that alternative options may be used.

Consultation

Specify the modes and forms of consultation.

Learning resource

Please indicate the learning resources required to implement the training course.

Information for students

It is desirable to reflect the following information in the course:

Plagiarism – it is unacceptable to use someone else's work, idea or opinion without indicating the source when presenting homework or presenting it in written form. In such a case, the lecturer is obliged to leave the student's assignment without assessment.

Copying/dictation – this action is prohibited during any type of activity (homework, exam, presentation, etc.). In such a case, the lecturer is obliged to leave the students without assessment.

Behavior – the student's behavior should not contain elements that disrupt the learning process. It is prohibited to use a mobile phone, music player (iPod, etc.) during the lecture. In case of an attempt to disrupt the learning process, the lecturer is obliged to remove the student from the class.

Appendix 3

Sylabus	
Name of the educational program	
(in Georgian and English)	
School	
Level of study	
Name of the study course	
(in Georgian and English)	
Course code	
Language of instruction	
Course status	

Semester	
Course Provider/s	
Course Objectives	
Learning Outcomes	
Course Content	
Teaching-Learning Methods	
Assessment System	
Assessment Forms and Components	
Assessment Methods and Criteria	
Mandatory/Core Literature	
Supporting Literature and Other Learning Materials	
Consultation	
Learning Resources	

Week	lecture/practical
I	
II	
III	
IV	
V	
VI	
VII	
VIII-IX	Midterm exam
X	
XI	
XII	

XIII	
XIV	
XV	
XVI	Final exam
XVII	Repeated exam

Educational Program Evaluation Form

Educational Program Name:

Higher Education Level:

Are all sections of the Educational Program Form completed?

All items are filled in.	
Not all fields are filled in.	

Compliance of the academic degree awarded upon completion of the educational program with the academic degrees established by the legislation of Georgia:

Complies	
Does not comply	

Compliance of the volume of the educational program in credits with the amount determined by legislation:

Complies	
Does not comply	

Compliance of the prerequisites for admission of students to the educational program with the conditions specified by legislation:

Complies	
Does not comply	

Compliance of the goals of the educational program with the mission of the university:

Fully compliant	
partially compatible	
not compatible	

Educational program goals:

Described in detail	
Described generally and vaguely	

Teaching methods in the educational program:

Consistent with the goals of the educational program and the learning outcomes to be achieved	
Needs improvement	
Does not conform to the goals of the educational program and the learning outcomes to be achieved	

Educational program teaching format:

Consistent with the goals of the educational program and the learning outcomes to be achieved	
Needs improvement	
Does not conform to the goals of the educational program and the learning outcomes to be achieved.	

Material resources for program implementation:

Corresponds to the educational program	
Not enough	
Does not correspond to the educational program	

Program implementing staff (academic/invited):

Corresponds to the educational program	
--	--

Not enough	
Does not correspond to the educational program	

საგანმანათლებლო პროგრამის მოცულობა, ECTS

Complies with ECTS requirements	
Does not comply with ECTS requirements	

Educational program structure, components and distribution of credits

The structure of the program is described	
The structure of the program is not described	
All components of the program are indicated	
The status of the program components (mandatory/optional)	
Is indicated	
Not indicated	
The total credits of the program are distributed among all components	
The volume of all components in credits is indicated	

Compliance of the learning components provided for in the educational program with the goals of the educational program and the learning outcomes to be achieved

Complies	
Does not comply	

Educational program curriculum (study components by semester, credits, contact/independent hours, features of teaching organization):

Total number of credits according to the curriculum: Corresponds to the volume of the program ECTS	
The curriculum specifies the following for all learning components: The number of credits is specified The number of contact/independent work hours is specified	
All mandatory components are specified in the curriculum	
Elective components are provided for in the curriculum	

Compliance of the literature specified in the educational program's courses with the content of the course and the library's book collection

Required literature and teaching materials: Corresponds to the course of study Does not correspond to the course of study Only foreign language literature is indicated Not in the library's book collection	
Supporting literature and teaching materials: Corresponds to the course of study Does not correspond to the course of study	

Academic degree awarded upon completion of an educational program

Indicated and in accordance with the legislation	
Indicated, but not in accordance with the legislation	

The opportunity to continue studying at the next level of higher education based on the knowledge and competencies acquired through the educational program

Provides the opportunity for the above	
Not possible due to the specifics of this educational program	

Summary information about the educational program

Fully compliant	
Not compliant	

Head of Quality Management Service:

Head of Educational Program:

Course Syllabus Evaluation Form

The purpose of course syllabus evaluation is to eliminate deficiencies in the learning process, improve and ensure the quality of the learning process.

Course of study:

Course status:

Educational program:

Language of instruction:

Semester:

Course provider(s):

Course status compliance with the curriculum of the educational program

Complies:

Does not comply:

Course and program objectives compliance

Complies fully:

Complies partially:

Does not comply:

Course and program learning outcomes compliance

Complies fully -----

Complies partially -----

Does not comply -----

Course credits (contact/independent work hours) compliance with the program curriculum

Complies fully -----

Not compliant -----

Prerequisites for studying the course

are specified -----

Not specified -----

Learning objectives of the course

are clearly and specifically stated -----

Vaguely and generally described -----

The format of the course

ensures the achievement of learning outcomes -----

Does not ensure the achievement of learning outcomes -----

Teaching/learning methods of the course

ensure the achievement of learning outcomes -----

Does not ensure the achievement of learning outcomes -----

Material resources of the training course

Ensure the achievement of learning outcomes -----

Do not ensure the achievement of learning outcomes -----

Compliance of student knowledge assessment with the established rules

Compliance -----

Not compliant -----

The minimum competency threshold established in each form of assessment

Is clearly and specifically formulated -----

Is vaguely and generally described -----

Compliance of learning outcomes/achieved competencies with the qualification descriptor

Compliance -----

Not compliant -----

Conformity between the objectives of the training course and the learning outcomes

Is compliant -----

Not compliant -----

The content of the training course

Reflects the topic to be studied:

Fully -----

Incomplete -----

Complies with the objectives of the course:

Completely -----

Incomplete -----

Does not correspond -----

Main literature

Complies with the content of the course -----

Does not correspond with the content of the course -----

Modern textbooks and materials are indicated -----

Compliance of the main literature with the library's book collection

Is in the book collection -----

Not in the book collection -----

Supporting literature and materials

Complies with the content of the course -----

Does not correspond with the content of the course -----

Summary information about the syllabus of the course

Completely corresponds to the requirements -----

Does not meet requirements and requires new syllabus -----

Several deficiencies need to be corrected, including: -----

Head of Quality Management Service: -----

Course Author: -----