**Order of the Rector of the Non-entrepreneurial (Non-commercial) Legal Entity - Saint King Tamar University of Patriarchate of Georgia**

№050/01   5 December 2018          City of Tbilisi

On the Approval of Methodology of planning, developing and elaboration of educational programs of the N(N)LE Saint King Tamar University of Patriarchate of Georgia

According to Article 35 of the Civil Code of Georgia of the Law of Georgia, pursuant to Article 14, Part I, Part III, Paragraphs "b", "e", "f" of the Charter of the N(N)LE Saint King Tamar University of Patriarchate of Georgia, I do hereby declare:

1. To approve Methodology of planning, developing and elaboration of educational programs of the N(N)LE Saint King Tamar University of Patriarchate of Georgia in accordance with Annex #1.

2. A copy of this order shall be made public.

3. To send this order to the structural units/staff of the University for the implementation within the scope of their competence.

4. I will personally control the implementation of the order.

5. The order may be appealed in accordance with the rules established by the legislation of Georgia.

6. The order shall enter into force upon signing.

Professor, Archimandrite Adam (Vakhtang Akhaladze) - /signed/

**Methodology of planning, developing and elaboration of educational programs of the N(N)LE Saint King Tamar University of Patriarchate of Georgia**

### Article 1. Scope of Action

Methodology of planning, developing and elaboration of educational programs (hereinafter the "Methodology") of the N(N)LE Saint King Tamar University of Patriarchate of Georgia (hereinafter the "University") defines the rules and procedures for planning, developing, reviewing, evaluation approval, modifying educational programs

### Article 2. Requirements for educational programs

1. Educational program (hereinafter referred to as the program) represents the set of educational courses/components that are necessary to obtain the higher education qualification.

2. The program needs to be assembled according to the European Credit Transfer System.

3. Prerequisites for admission to the program should be transparent and ensure the inclusion of individuals with relevant knowledge, skills and values in the program, which serves to achieve the learning outcomes of the student.

4. The goals of the program should be in accordance with the mission of the University and need to be clearly formulated, attainable and job market - oriented.

5. Program learning outcomes should be described with sectoral and general competencies and correspond to the description of the relevant level of the higher education qualifications framework and the field characteristics (if any).

6. Sequence of components included in the program and the prerequisites for the admission to subsequent components need to be consistent and logical.

7. The set of the components of the program should ensure the achievement of the program goals and learning outcomes defined by the higher education qualifications framework and also the competitiveness of graduates in the education (further degrees) and employment market.

8. The program needs to point out

a) The name of the program (in Georgian and English) - the name of the program may not match the qualification to be awarded.

b) Qualification to be awarded (in Georgian and English) - the academic degree to be awarded must be in line with the national qualifications framework;

c) The number of credits of the program - the Bachelor's degree programs consist of at least 240 credits; Certified Doctor's program consists of at least 360 credits; Certified dentist and/or veterinarian program consists of at least 300 credits; The Master's programs consist of at least 120 credits, and PhD programs consists of at least 180 credits;

d) Language of instruction - the program may be carried out either in Georgian or in a foreign language. The language of instruction needs to be stated in the program;

e) The prerequisites for the admission to the program

f) The goals of the program

g) Learning outcomes - the learning outcome represents the set of competencies that defines what a graduate knows, understands (knowledge and understanding), what he/she can do (skills to apply knowledge in practice, inference, communication and learning) and what values the graduate has after completing the program.

h) Learning methods - the methods of teaching/learning need to be stated in the program, which ensures the achievement of learning outcomes provided by the program.

i) Student Knowledge Assessment System - assessment of student knowledge needs to be in accordance with applicable law and the specifics of the program component;

j) Program Curriculum - The curriculum should include all the compulsory and elective components, indicating relevant credits, contact and independent working hours, admission prerequisites, and semesters. The sum of the number of credits for the elective courses indicated in the curriculum must exceed the total number of credits provided by the program for the elective courses;

k) Program manager / managers / coordinator;

l) Graduate's field of employment - the field of employment should be commensurate with the purpose of the program, the content and the competencies of the graduate.

m) Opportunity to continue education - the program needs to state at what level of higher education a graduate will be able to continue education in accordance with the legislation of Georgia.

9. Educational programs should be accompanied by:

a) The educational course programs (syllabi) - The syllabus needs to indicate: course title, author, lecturer / lecturers, course objectives, number of credits (contact and independent working hours), course prerequisite, learning outcomes, course content, teaching / learning methods, learning outcomes assessment system, basic literature, supporting literature and other study materials. The course can be read in a foreign language with the appropriate prerequisites.

b) Information on the human resources necessary for the implementation of the program (surname, first name, academic position);

c) Information on the material resources necessary for the implementation of the program;

d) Information on the financial sustainability of the program

e) Learning outcome map

f) Program approval act.

### Article 3. Program manager/ managers/ coordinator

1. The program may have one or more manager;

2. The program manager may be a professor in the relevant field of the university or an associate professor.

3. If there are several program managers, one of them may be a coordinator based on the overall decision of the program managers;

4. The program may be led by an invited person with the relevant qualifications, in accordance with the legal act of the Rector of the University;

5. The program manager/ coordinator is responsible for providing the program content and up-to-date curriculum/study material;

6. The program manager/ coordinator is obliged to provide the university administration with timely information on the renewal of study materials / study materials to be purchased.

7. The program manager/ coordinator is responsible for: providing students with information about the curriculum, advising them on optimal planning of the individual curriculum, resolving organizational issues related to the implementation of the program, etc.

### Article 4. Educational program planning

The university conducts labor market research to determine the required specialties and

identifies the need for an educational program in consultation with stakeholders (employers, academic staff, field specialists, etc.).

### Article 5. Development of the educational program

1. The educational programs will be developed by the academic and invited staff (if any) of the relevant faculty. In addition to academic and invited staff, stakeholders (field specialists, potential employers, graduates, etc.) participate in the program development process.

2. The educational program is reviewed by the Faculty Board and in case of a positive evaluation, the program is submitted to the University Quality Assurance Service for consideration.

### Article 6. Determining the compliance of the educational program with the applicable standards

1. The University Quality Assurance Service checks and determines the compliance of the educational program with the standards applied in Georgia and the regulations applied at the University.

2. In the event of a defect being identified by the Quality Assurance Service, the program will be resubmitted to the Faculty Board for consideration.

3. In case of a positive written report submitted by the Quality Assurance Service, the educational program will be submitted to the Rector of the University for consideration and approval.

### Article 7. Development of Educational programs

1. The evaluation of the educational program(s) of the University is carried out by the Quality Assurance Service.

2. Quality Assurance Service for the evaluation of educational programs:

a) Monitors the learning process, including the examination process;

b) Conducts surveys of students, graduates, employers, program implementers and / or administrative staff;

c) Conducts interviews as needed;

d) Monitors the updating of study materials;

e) Conducts analysis of students' academic performance;

f) Periodically conducts technical expertise of the program, course syllabi and relevant materials;

g) In order to develop educational programs, the Quality Assurance Service, based on paragraph 2 of the same article, develops recommendations and submits them to the relevant faculty.

3. The Quality Assurance Service recommendations are reviewed by the Faculty Board and instructed by the program manager/ coordinator to consider changes to the program.

4. Changes approved by the Rector of the University in educational programs are reflected in the self-assessment reports of authorization and accreditation of educational programs and are sent to the legal entity under public law, namely, The National Center for Educational Quality Enhancement.

### Article 8. Cancellation of educational program

1. The reason for the cancellation of the educational program may be the weaknesses and risk factors identified during the evaluation of the implementation of the program, such as the lack of

material and human resources required for the implementation of the program, the lack of interest of students in the program due to the demands of the labor market, the results of surveys of students and graduates, termination of cooperation with external partners supporting the implementation of the program, etc.

2. The decision to cancel the educational program is initiated by the program manager(s) is based on the conclusion of the University Quality Assurance Service, and is made by the Faculty Board.

3. The decision made by the Faculty Council to cancel the program will be submitted to the University Rector for consideration and for a final decision.

4. The decision to cancel the educational program is sent to the University Quality Assurance Service and all relevant structural units for the planning and implementation of further processes and procedures.

5. In case students are enrolled in the canceled educational program, their further education will be provided in the prescribed manner.

### Article 9. Development of the individual curriculum

1. An Individual Curriculum is a set of educational courses that take into account the different requirements, needs and level of academic preparation of students.

2. Individual curriculum may be developed for students with special educational needs and disabilities, for members of ethnic minorities, for students admitted without passing the Unified National / Common Master's Exam or for students participating in the Exchange program, for students admitted from mobility / internal mobility, for students with academic backwardness or outstanding academic achievement, for students who restored status, for convicted students, for master's and PhD students due to the needs of their research component, etc. to ensure their diverse requirements, special educational needs and academic training, as well as the smooth involvement of students in the educational process.

3. Individual curriculum may indicate the name of the teaching course / courses, number of credits, semester of teaching, appropriate forms and conditions of teaching-learning and assessment, different requirements for the implementation of the teaching process in terms of material resources, etc. The content and structure of the individual curriculum depends on the needs of the student.

4. When developing an individual curriculum for students with special educational needs, the possibility of implementing the learning process in an adapted environment and, if necessary, providing appropriate human resources should be considered.

5. At the beginning of the semester, within the time of administrative registration, the student applies to the faculty administration with a request to develop an individual curriculum. The need to develop an individual curriculum must be substantiated in the application. The application must be accompanied by relevant documentation (if necessary).

6. The below listed individuals may take part in the development of an individual curriculum: the student, the manager/ managers/ coordinator of the relevant educational program, the lecturer / lecturers implementing the educational courses, the representatives of the Quality Assurance Service.

7. The student's individual curriculum is reflected in the academic process management database within the timeframe set for academic registration. Different deadlines may be set for students admitted without passing the Unified National / Common Master's Exam or for students participating in the Exchange program.