

*Approved
by the decision N10/2018 of the Academic Council of THU on May 7, 2018
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Modified by the decision N07 of THU Academic Council of April 13, 2019

Methodology and evaluation mechanism of planning, elaboration, development of academic educational programs

Article 1. Educational program planning

1. The mission of the university is the basis for the planning of educational programs at Tbilisi Humanitarian Teaching University. The educational programs should provide conditions for students to acquire the necessary academic and professional knowledge, as well as conditions for personal growth and development of skills necessary for employment.
2. The educational program may be initiated by academic and/or called staff of the university.
3. Analysis of labor market and/or employers' requirements, university priorities, cooperation with foreign and local higher education institutions and partner organizations can be the basis for initiation.
4. The decision on the planning of the educational program is made by the council of the relevant faculty; Information on the commencement of the development of the educational program, with appropriate, including financial substantiation, will be submitted to the Academic Council.
5. The academic council approves the decision of the Faculty Council or has the right to reject the decision of the Faculty Council, with motivated remarks. The development of the educational program begins with the approval of the Academic Council.

Article 2. Development of an educational program

1. The educational program development process is managed by the relevant Faculty Council and the sectoral commission for the development of academic programs approved by it; The staff, functions and powers of the sectoral commission for the development of educational programs are determined by the "rules of activity of heads of academic programs and sectoral commissions", which is approved by the academic council. Based on the proposal of the sectoral commission, the Faculty Council determines the probable head/leaders of the program and, after the completion of the program development, submits it together with the program to the academic council for approval;
2. The probable head of the education program is a mandatory member of the working group developing the educational program;

3. Along with the academic and called personnel of the faculty, employers, students, graduates (if any) and administrative staff (including the dean of the faculty, the head of the quality assurance service, etc.) should be involved in the development of the educational program;
4. The guiding documents for the development of the educational programs are: "Authorization Regulation for the Educational Institutions" approved by Order No. 99/N of the Minister of Education and Science of Georgia dated October 1, 2010, "Regulation for the Accreditation of Educational Programs of Educational Institutions" approved by Order No. 65/N of the Minister of Education and Science of Georgia dated May 4, 2011 ", the "National Qualification Framework" approved by the Order No. 69/N of the Minister of Education and Science of Georgia dated April 10, 2019, the Order N3 of the Minister of Education and Science of Georgia of January 5, 2007, sectoral standard "On Approving the Rules for Calculation of Higher Education Programs by Credits", (if any) (www.eqe.ge), quality assurance mechanisms of educational programs of Tbilisi Humanitarian Teaching University;
5. The requirements of the labor market; university priorities; consultations with external partners (feedback); specificity of the field; best local and international practices should be taken into account when developing an educational program;
6. In the process of developing the educational program, the following should be taken into account:
 - a) the ratio of the number of students to be admitted at the program, academic, visiting and supporting staff, which must comply with the regulations in force at the university and ensure the quality of the components and various student support services provided by the program;
 - b) infrastructure, technical equipment, training resources, financial support and etc., necessary for the implementation of the program.
7. In order to develop the quality of the academic program, the target benchmarks regarding the learning outcomes of the program should be defined in relation to the academic performance and employability of the students. The academic program may also have defined target benchmarks that it considers to be a priority in relation to some other parameter.
8. The educational program must meet the evaluation criteria of the educational program in force in Tbilisi Humanitarian Teaching University;
9. The developed program will be submitted to the relevant Faculty Council for consideration. The academic program must be accompanied by all the documents determined by the evaluation criteria of the educational program of Tbilisi Humanitarian Teaching University;
10. If the Faculty Council makes a positive decision, the program is sent to the Academic Council for review and approval; the Faculty Council is authorized to return the developed educational program with motivated notes for further processing;
11. The decision of the academic council is informed to the relevant faculty and the quality assurance service in order to plan and implement further processes and procedures.
12. In case of submitting the educational program for accreditation and receiving the accreditation, the rector will issue orders for its implementation.

Article 3. The development of the educational program and the rule of making changes to it (modifying it).

1. In order to improve the teaching-learning process, it is possible to initiate the further development of the educational program and the implementation of changes in it no earlier than the end of the first semester after the implementation of the accredited educational program.
2. It is not allowed to make changes (modification) in the current educational program during the current academic semester; if the educational program is modified during the current semester, it will come into effect from the next academic semester;
3. Any change (modification) in the educational program is subject to publication on the THU website (www.thu.edu.ge) at least 2 weeks prior to its entry into force;
4. The basis for modification for the further development of the educational program can be the findings revealed as a result of systematic evaluations provided by the internal quality mechanisms of the program, external evaluation of the program, feedback data of students, graduates or other interested persons; The basis for the changes to be implemented in the program may also be the recommendations regarding the program given by the accreditation experts during the accreditation or program monitoring visit;
5. The process of further development (modification) of the educational program is managed by the sectoral commission for the development of the academic program(s) of the relevant faculty, together with the head(s) of the educational program, in accordance with the "rules of activities of academic programs heads and sectoral commissions"; Academic and visiting staff of the program, quality assurance service and other interested persons are actively involved in the process. Proposals for the development of the program (educational program modification project) will be submitted to the Faculty Council for consideration;
6. In case of a positive decision of the Faculty Council, the modified educational program will be submitted to the Academic Council for approval, except for such cases as:
 - a) modification of syllabi of study disciplines provided by the educational program;
 - b) addition of optional study disciplines;
 - c) changes in the academic/visiting staff;
 - d) such a change of the educational program, which is due to the changes implemented in the legislation of Georgia and/or the modification of other acts of the general university, which have already been considered by the Academic Council.
7. According to the decision of the Academic Council, information on making changes to the accredited educational program will be provided to the "National Center for Educational Quality Enhancement";
8. The changes implemented in the academic program are presented in the self-evaluation periodic reports of the implementation of the educational program;
9. In order to systematize the changes made in the program, the data on the modification is presented on the title page of the accredited educational program with reference to the relevant decision (number and date of protocol of the meeting).

Article 4. Cancellation of the educational program

1. Weak sides and risk factors identified during the evaluation of the implementation of the academic program, such as, for example, the lack of material and human resources necessary for the

implementation of the academic program, the lack of interest in the program on the part of students due to the requirements of the labor market, the results of the survey of students and graduates, termination of cooperation with external partners supporting the implementation of the program and others, may become the basis for cancelling the educational program;

2. The initiator of the decision to cancel the educational program can be:

- a) quality assurance service;
- b) Council of the relevant faculty.

3. The decision on cancelling the educational program is made by the Academic Council. Before making a decision, the Academic Council is obliged to hear the position of both the Quality Assurance Service and the Faculty Council regarding the cancellation of the academic program;

4. The decision regarding cancelling the educational program is sent to all relevant structural units for planning and implementing further processes and procedures;

5. In the case if the students are enrolled in a canceled educational program, their further education will be provided in accordance with the rules for providing further education to students of the relevant program in case of changing or canceling the educational program.

Article 5. Educational program evaluation criteria scheme

Aspects of assessment	Assessment criteria
1. General requirements	<p>1.1. The educational program is in line with the mission of the university;</p> <p>1.2. The educational program is formed on the principle of mutual cooperation, which implies the involvement of all interested parties (staff, students, employers, professional associations (if any), field experts and others);</p> <p>1.3. When developing the program, labor market requirements/university priorities/consultations with external partners (feedback)/best local and international practices have been considered;</p> <p>1.4. The application form (Attachment #1) is completely filled out. The descriptive part of the program (name of the program, qualification to be awarded, the direction and field/specialty corresponding to the national qualification framework, program scope with credits and hours, language of teaching, type of educational program, information about the program head, description of the field, learning outcomes, information on program approval and renewal, prerequisites for admission to the program, description of the educational process organization and knowledge assessment system, methods of achieving learning outcomes, fields of employment, supporting conditions necessary for study, resources, financial support, information about the internationalization strategy of the program, structure (defined study courses, study course credits, number of contact hours, course prerequisites, semester, course status and identity of the lecturer) is presented. The program is accompanied by a chart of learning outcomes;</p> <p>1.5. The program is accompanied by a syllabus for all components and a document for admission requirements and assessment system (if applicable);</p> <p>1.6. The program is also accompanied by documentation created as a result of cooperation in the process of developing the program. eg: market research, memorandums/contracts/agreements with external partners (employers, professional associations, etc.), external program evaluation reports, etc.;</p>

	1.7. The form of the syllabus is fully filled out (the name of the training course, length, scope, number of hours and their distribution, prerequisites for admission to the course, if any, teaching methods, purpose, learning outcomes, main topics, evaluation method, literature/resources to be used within the course, topics according to weeks are defined).
2. Academic degree to be awarded	The academic degree to be awarded is in line with the national qualification framework, program content and learning outcomes.
3. Prerequisites (requirements) for admission to the program	The prerequisites and requirements for admission to the program are transparent and ensures that people with the appropriate knowledge, skills and values are involved in the program.
4. Program Objectives	4.1. The goal of the program is in line with the mission of the university; 4.2. The goals of the program are in line with the level of the corresponding stage of higher education; 4.3. The goals of the program are achievable, clearly and distinctly formulated (for students and all interested parties); 4.4. The goal of the program clearly shows the orientation of the program in the employment market.
5. Learning outcomes of the program	5.1. The learning outcomes of the program are in compliance with the corresponding level of higher education and the qualification awarded; 5.2. Learning outcomes are described according to six criteria describing the appropriate level of the national qualification framework: knowledge and understanding, ability to apply knowledge in practice, ability to draw conclusions, ability to communicate, ability to learn, values; 5.3. Learning outcomes of the program are in line with the sectoral characteristics (if any); 5.4. Learning outcomes are clearly defined. The description format allows them to be measured/assessed; 5.5. The learning outcomes of the program are in compliance with the program objectives.
6. Scope of the program and study load	6.1. The scope of the program is determined taking into account its content, learning outcomes and field specifics. The program is described by the European Credit Transfer System; 6.2. The use of ECTS credits in the program is in accordance with the Law on Higher Education, applicable regulations, the standard/regulation of the relevant level of Tbilisi Humanitarian Teaching University and the ECTS guiding principles; 6.3 Credits are correctly allocated between program components.
7. Rule of evaluation	7.1. The program has an evaluation system that is in compliance with the order #3 of the Minister of Education and Science of Georgia (5. 01. 2007), the rules for calculating credits for higher educational programs and the procedure for evaluating students/professional students of Tbilisi Humanitarian Teaching University, awarding credits, rating and determining payment for additional/repetitive courses/components; 7.2. The evaluation system is clearly defined, takes into account the specifics of the field and includes adequate forms, components and methods of assessment that allow to determine the extent to which students have achieved the learning outcomes envisaged by the components of the educational program.
8. Methods of achieving learning outcomes	8.1. The program defines a variety of teaching methods that are in line with the goals and learning outcomes of the program and take into account the different requirements and needs of students; 8.2. The teaching-learning methods defined by the program take into account the specifics of

	the field and ensure the achievement of the results envisaged by the program.
9. Areas of employment	The program defines the fields of employment of graduates. The graduate's employment prospect is ensured by the objectives and outcomes of the program.
10. Resources	<p>10.1. The implementation of the program is ensured by academic, visiting and supporting personnel having appropriate competence;</p> <p>10.2. The number of academic, visiting and supporting staff and their appropriateness is determined taking into account the number of students admitted to the program;</p> <p>10.3. The number and workload of academic and visiting staff involved in the program is in accordance with the regulations in force at the university and ensures the quality of the components provided by the program;</p> <p>10.4. Academic and visiting staff involved in the program provide the student with consultation regarding the content and requirements of the relevant components of the program;</p> <p>10.5. The present infrastructure, technical equipment and additional resources ensure the achievement of the results envisaged by the program; provide services for the planned student contingent;</p> <p>10.6. Mandatory literature provided in the program components is available;</p> <p>10.7. Cooperation with external partners, organizations, employers and other interested parties is envisaged for the purposes of implementation and development of training and practical components of the program. Relevant resources are stated in the program;</p> <p>10.8. The program has a program manager/s who are responsible for program planning and elaboration, evaluation and development.</p> <p>10.9. The program has a coordinator who provides support to the program head in the process of administration, evaluation and development of the program and advises to students on the planning of the educational process.</p>
11. Program structure	<p>11.1. The order of the components included in the program and the prerequisites for access to the next component are logical;</p> <p>11.2. The optionality of components is considered in the structure of the program;</p> <p>11.3. The structure and content of the program ensures that a student with average academic progress achieves the learning outcomes provided by the program in a reasonable time.</p>
12. Chart of learning outcomes of the program	<p>12.1. Competencies developed by components are logically and realistically defined in the chart of learning outcomes of the program;</p> <p>12.2. Competencies identified in the chart of learning outcomes are in compliance with the learning outcomes outlined in the syllabi/concepts.</p>
13. Program Syllabi	<p>13.1. The goals of educational courses and learning outcomes are clearly and distinctly defined;</p> <p>13.2. The learning outcomes are detailed in the syllabi in accordance with general and field competencies;</p> <p>13.3. The scope of the component is determined taking into account its content, learning outcomes and field specifics. The distribution of hours (lecture, seminar, practical training, laboratory work, mid-term assessment, final assessment, independent work, etc.) is given;</p> <p>13.4. The prerequisites for admission to the course are logically defined (if there is a prerequisite);</p> <p>13.5. The evaluation system, evaluation methods, criteria are described in the syllabus. The assessment system takes into account the specifics of the field and includes adequate assessment forms, components, methods and transparent criteria that allow to determine how far students have achieved the learning outcomes envisaged by the component of the educational program</p>

	<p>and ensures student awareness of the achieved results, shortcomings and improvements;</p> <p>13.6. The educational material is based on the current achievements of the direction/field and ensures the achievement of learning outcomes;</p> <p>13.7. The content of training courses (main topics, subjects by weeks), teaching methods and the volume of credits ensure the achievement of the goals and learning outcomes set by the program;</p> <p>13.8. The resources, equipment and infrastructure defined for the implementation of the training course are available to students and provide the achievement of the course objectives and learning outcomes.</p>
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Article 6. Evaluation mechanisms of implementation of the educational program

1. The mechanisms for the participation of students and interested persons in the external and internal evaluation of educational programs implementation as well as in the evaluation of academic staff quality and academic program implementation and the procedure for implementation are determined by the "Evaluation System for the Implementation of Educational Programs" (hereinafter "Evaluation System"), which is approved by by decision N2/2013 of the Academic Council on 11 May 2013 and also by this act.
2. The internal evaluation of the implementation of educational programs aims to determine to what extent does the program correspond to the set goals and to what extent does it respond to the needs and demands of students and society; The mechanism of internal evaluation of the implementation of academic programs refers to the periodic evaluation and monitoring of the implementation of educational programs by the university, which serves the development of programs and their continuous improvement.
3. The internal evaluation mechanism of the implementation of the educational program, in addition to the activities given in the "evaluation system", includes the following:
 - a) analysis and revision of the content of the educational program taking into account the latest trends in the given field;
 - b) analysis of changing needs of society and labor market;
 - c) analysis of quantitative data of students' academic performance, program completion rate and program graduation rate; analysis and evaluation of the effectiveness of teaching-learning and assessment processes;
 - d) analysis of the expectations and needs of students, graduates and other interested parties in relation to the educational program;
 - e) evaluation of the relevance of the learning environment, resources and student support services to the objectives of the given program.
4. The following instruments and methods are used in the internal evaluation of the implementation of educational programs:
 - a) make survey of students on satisfaction with the program/program components;
 - b) make survey of graduates on satisfaction with the program and employment;
 - c) focus group/interview/make survey of employers and partners about the program and its graduates.

5. For the purposes of internal evaluation of program implementation, it is possible to additionally use other instruments and methods.

6. The data collected through the internal evaluation instruments are reflected in the self-evaluation report of the educational program (see Appendix N1), which includes the strong and weak sides identified during the reporting period and the strategy for eliminating the identified shortcomings - relevant actions and deadlines.

Article 7. Self-evaluation report of the academic program implementation

1. The self-evaluation report of the academic program implementation is an internal quality development instrument that serves to identify strong and weak sides as a result of the evaluation of the programs implemented in the university and to plan target interventions for the development and improvement of the program based on the received data.

2. Self-evaluation of the educational program is a continuous process. The reporting period includes one academic year for data collection and analysis and the following semester for reporting and making appropriate informed decisions.

3. The first reporting period of the academic program self-evaluation should be used for the collection and analysis of baseline data, on the basis of which the relevant target levels are determined.

4. All required information and data must be fully presented in the periodic self-evaluation report of the academic program. In order to identify the dynamics and trends of the program development, the results should be compared with the data of the previous reporting period in the self-assessment report presented in each subsequent reporting period.

5. The form of the internal self-evaluation report of the academic program is approved by this act (see Appendix N1).

Enclosure N1

Self-evaluation report

Title of the program:

Qualification/qualifications to be awarded:

Language of teaching:

Head of the program:

Contact information:

Faculty:

Dean of the Faculty:

Contact information:

Head of Quality Assurance Service:

Contact information:

1. Pre-program self-evaluation results

Briefly summarize the weak sides identified during the previous self-evaluation period of the program and the measures taken to improve them, with the relevant deadlines.

2. Program overview

To review the program, specify the following:

- The year of commencement of the program implementation;
- The goal of the program;
- Learning outcomes of the program (if several qualifications are awarded within the framework of the program, the learning outcomes should be listed according to the relevant qualifications);
- Local and international partners involved in program design, implementation and/or development;
- Program structure;

Table 1. Program structure

#	Courses	Status (mand., mand./elect. elect.)	Professor/ Visiting lecturer	Precondition	Credits	Contact hours	Semesters	
							Fall	Spring

- Chart of correspondence of program learning outcomes and courses/components (in the form of a chart below, present the correspondence of program-defined learning outcomes with program courses/components so that each learning outcome provided by the program is linked to a specific course or component. Along each learning outcome/competency, indicate which reporting its evaluation is planned during the period).

Table 2. Chart of Correspondence of Program Learning Outcomes and Course/Component

Learning outcome/competence	Program Course/Component	Calculating period

Evaluation of learning outcomes of program and relevant courses/components can be done step by step so that all learning outcomes/competencies defined by the program are assessed by the end of the learning cycle provided by the program. In particular, in the case of a bachelor's program, all learning outcomes/competencies defined by the program can be evaluated **within three reporting periods** and in the case of a master's program - **within two reporting periods**.

3. Program indicators

- Total number of active students in the program and their distribution by semesters.

Table 3.1 Number of active students for the Bachelor's degree program

Semester	I	II	III	IV	V	VI	VII	VIII	> VIII	Total
Number of students										

Table 3.2. Number of active students for the Master's degree program

Semester	I	II	III	IV	>IV	Total
Number of students						

Table 3.3. Number of active students for a single-level program

Semester	I	II	III	IV	V	VI	VII	VIII	IX	X	> X	Total
Number of students												

- Indicators of students' academic performance (data related to students' academic performance should be collected according to the courses/components whose evaluation is provided in the reporting period. Based on the received data, the program should determine the target marks of the academic performance of these courses/components for the next evaluation stage)
- The results of the student survey for the satisfaction with the program (the mentioned survey is conducted with the participation of students of the graduating semester. Statistical data should be presented in the form of graphs or tables).
- Indicators of leaving the program (internal and external mobility, termination of status).

Table 3.4. Indicators of appointment for the bachelor's degree program

Appointment factor	I	II	III	IV	V	VI	VII	VIII	> VIII	Total
Internal mobility										
External mobility										
Termination of status										

Table 3.5. Indicators of appointment for master's degree program

Appointment factor	I	II	III	IV	>IV	Total
Internal mobility						
External mobility						
Termination of status						

Table 3.6. Indicators of appointment for a single-stage program

Appointment factor	I	II	III	IV	V	VI	VII	VIII	IX	X	> X	Total
Internal mobility												
External mobility												
Termination of status												

- Indicators of international mobility of students
- Indicators of program completion (in the planned period, one year later than planned, two years later than planned, two years later than planned)

Table 3.7. Indicators of completion of bachelor's degree program by years

	4 years	5 years	6 years	>6 years
Number of graduates				

Table 3.8. Indicators of completion of master's degree program by years

	2 years	3 years	4 years	>4 years
Number of graduates				

Table 3.9. Indicators of completion of single-stage program by years

	3 years	4 years	5 years	6 years	> 6 years
Number of graduates					

- Feedback from employers/program partners regarding program learning outcomes (employer's feedback regarding learning outcomes must be provided once in every 5 years for a bachelor's degree program; once in every 3 years for a master's degree program and once in every 6 years for a doctoral degree program)
- Consideration of the recent trends in the content of the program (briefly describe the latest trends in the field and how they were considered in the program)/

Relations:

- ❖ Students and academic staff
- ❖ Students and visiting staff
- ❖ Students and administrative staff
- ❖ Academic and visiting staff
- ❖ Students and material resources needed for the program (eg laboratories, computer classes, etc.)

4. Admission to the program

- Prerequisites for admission to the program
- Acceptance rates (depending on the specifics of the program stage, indicate the relevant data from the categories listed below):
- Number of vacancies and applications announced for the program
- Number of students enrolled in the program
- Major program selection indicators
- Indicators of enrolled students on entrance exams (unified national exams, common master's exams)
- Indicators of students' academic performance at the time of choosing the main program.

5. Student counseling and support

Bachelor's degree

- Orientation meetings (student survey data)
- Advising students on program administration issues by the faculty (student survey data)
- Monitoring results (data) on lecturers' response to students' messages; student survey data;

Master's level

- Orientation meetings (student survey data)
- Advising students on program administration issues by the faculty (student survey data)
- Monitoring results (data) on lecturers' response to students' messages; student survey data;
- The relation of students and supervisors;
- Student survey data related to the master's thesis/project component (including supervisor, effective process planning)
- Indicators of master thesis defense:
 - ❖ Number of master theses/projects presented
 - ❖ Number of defended master theses/projects
 - ❖ Master theses/projects submitted to be defended in which plagiarism was detected.

6. Results of the program

- ❖ Indicators of student employment;

Table 6.1 Student employment rate according to employment

	In the fields of the internship	By specialty	By non-specialty
Number of students			

- Employment rate of graduates (including by specialty) within one year after completion of the program, within two years after completion of the program, more than two years after completion of the program. (Based on the received data, the program should determine the target marks for the next evaluation stage).

Table 6.2 Employment rate of graduates according to employment

	In the fields of the internship	By specialty	By non-specialty
Number of students			

- **Survey data of graduates on the satisfaction with program**

7. Results of self-evaluation

- Strong sides identified during the self-evaluation period of the program
- Weak sides identified during the self-evaluation period of the program
- Program improvement strategy to eliminate identified deficiencies - interventions and timelines.