Methodology of planning, developing and elaboration of educational programs of LEPL Samtskhe-Javakheti State University

This Rule governs the methodology of planning, developing and elaboration of educational programs of LEPL Samtskhe-Javakheti State University, the processes and procedures for approving, modifying and abolition of educational programs. The rule is based on the Law of Georgia on Higher Education, the Law of Georgia on the Development of Quality of Education, the Regulation of Accreditation of Educational Programs of Educational Institutions approved by the Minister of Education and Science of Georgia N65 / ნ May 4, 2011 and "Regulation on Authorization of Educational Institutions" approved by the Minister of Education and Science of Georgia, the Order N99 / ნ of October 2010

Planning, developing and elaboration of educational programs of LEPL Samtskhe-Javakheti State University is a collaborative process involving all stakeholders: academic / invited / administrative staff, students, graduates, employers. They provide to create quality, student-oriented and labor market oriented educational programs.

1. **Planning of Higher Educational programmes**
1.1 The educational programme should comply with the SJSU mission

1.2 The educational program may be initiated by the faculty academic personnel.

1.3 The basis for initiation may be the   requirements of labor market and / or employers, university research priorities, cooperation with foreign and local higher education institutions and research centers.

1.4 The higher education program is planned by the involvement of stakeholders (academic personnel, students, graduates, potential employers, faculty and university quality assurance services, etc.), which is confirmed by relevant questionnaires, protocols, correspondence or other documents.

2. Development of Higher education programmes

2.1 The program is designed to comply with the relevant level of education qualifications framework and / or sectoral characteristics (if applicable), in compliance with the accreditation standard, as well as the internal instructions and procedures in the university.

2.2

The development of the program should include labor market demands / university research priorities / consultations with external partners (specification) / field specificity / best local and international practices;

2.3 The program planning and development process should include: the ratio of student, academic, invited and support staff of the program, in compliance with university regulation and ensure the quality of the various services supported by the program and the students. For the development of the programme necessary infrastructure, technical equipment, training resources, financial support and etc.

2.4 The programme elaboration and effective implementation is coordinated by the programme manager (s).

2.5. The following administrative units should also be involved in the development of the educational program:

- SJSU Human Resources Department - Personal Cases of Academic / Invited Personnel, Preparing the contract
- SJSU Financial Planning Department - providing financial budget of the program with the program manager
- SJSU Library – providing   literature in syllabi
- SJSU International Relations, Specialist - provides internationalization of the programs

2.6 The assessment of educational programme s in the SJSU is carried out by the Quality Assurance Service of the Faculty with the coordination of the SJSU Quality Assurance Service

2.7 Based on the positive report Quality Assurance of Faculty, the educational programme and attached documents are sent to the Faculty Board for review.

2.8 Based on the positive decision of the Faculty Board, educational programmes will be submitted to the Academic Council for approval.

2.9 The decision of the Academic Council shall be sent to the relevant faculty and the Quality Assurance Department for planning and implementation of further processes and procedures.

2.10 Educational programme approved by Academic Council for accreditation is sent to the National Center for Educational Quality Enhancement. Faculty submits self-assessment report to the Quality Assurance department.

2.11 Following the positive decision of the Center, the procedure prescribed by the legislation is announced on the accredited programme. The relevant faculty is entitled to implement the educational program.

3. Changes in educational programme

3.1 After the educational program enrollment, the changes can be done for improvement of learning and teaching process before the beginning of each academic semester.

3.2 The basis for the changes may be the program findings of internal and external assessment, student, alumni evaluation or other stakeholder's feedback data from the satisfaction survey questionnaires;

3.3 The basis for changes in the program may also be the recommendations issued by the accreditation experts within the scope of the accreditation or program monitoring visit

3.4 Changes in the program will be discussed by the program manager / staff involved in the program, faculty quality assurance specialist and other stakeholders. The decision on the basis of reports of the Quality Assurance department of the Faculty shall be submitted to the Faculty Board for review;

3.5 In case of a positive decision of the Faculty Council, information about changes will be announced to the University Quality Assurance Department and all the structural units related to the implementation of the changes.

3.6 If the change concerns the learning outcomes of the program and the academic awarded degree, the decision of the Faculty Board shall be sent to the University Academic Board and Quality Assurance Department for submission. Final Decision about amendments in the program shall be accepted by the University Academic Council and sent to the National Center for Educational Quality Enhancement.

3.7 Changes in the program are reflected in self-assessment of the program with periodic reports

3.8 For systematization of the changes in the program, the Faculty makes a database that reflects the changes implemented in educational programs based on relevant decisions (the number and date of the faculty board meeting) submitted .

4. Procedures for suspension / abolition of educational programme

4.1 The basis of abolishing the educational program may be the weaknesses and risk factors identified during the program implementation assessment, such as the lack of material and human resources necessary for the implementation of the program, the lack of student interest, results of surveys, termination of cooperation with external partners supporting the implementation of the program, expiration of the educational program accreditation or authorization period, etc.

4.2 The decision on suspension/annulment of the educational programme is made by the Head of the Educational programme and faculty Quality Assurance specialist, on the basis of reports of the faculty Board.

4.3 Decision made by the Faculty Board for abolition of the program shall be submitted to the University Academic Board for the final decision;

4.4 The decision for abolishing the educational program shall be sent to the University Quality Assurance Department , the Lawyer and all relevant structural units for planning and implementation of further processes and procedures;

4.5 In case of change or cancellation of the University Educational Programme further education will be ensured in accordance with the Rule of Recognition of Student Mobility

5. Individual Curriculum Development

5.1 An individual curriculum is developed to provide students with different requirements special educational needs and academic training , to ensure uninterrupted engagement in the educational process;

5.2 The individual curriculum should provide student's different requirements, academic training and curriculum for special educational needs, appropriate forms and conditions of studying and teaching;

5.3 In developing the individual curriculum for students with special educational needs, the learning process should be adapted to the adaptive environment and provide an appropriate human resource in case of need;

5.4 The student / guardian with a special educational need should apply to the relevant Faculty with requesting of an individual plan. The student / guardian's application must be accompanied by a document asserting a special educational need.

5.5 An individual curriculum may also be created in case of a change or cancellation of a university-initiated educational program;

5.6 By 5.5, paragraph, in developing and approving the requirements and procedures of individual curriculum should be taken into account in the rule of "Procedure for Recognition of Student Mobility and Education Accepted During the Learning Period"

5.7 On the basis of the recommendations submitted by Quality Assurance Service specialist, the Faculty Board approves individual curriculum plan.

6. Elaboration of educational programs

The process is based on regular internal evaluation in accordance with the standards of education and normative documents of University. The assessment revels the strengths and weaknesses of the educational program.

The quality assurance system is based on the analysis of monitoring results, according to the periodic reports. The reports outline areas for improving the educational program and ways to implement it.

The improvement process mainly involves ongoing or planned activities identified as part of a follow-up planning cycle based on recommendations developed within the university

The Quality Assurance Office conducts meetings, trainings - learning / teaching methods, student assessment methods for quality improvement

- Academic staff Participation in scientific conferences (local, republican, international)
- Participation in various trainings and projects
- sharing Experience, collaboration
- Public lectures;
- Presentations (publications, books, guide books)
- Creating relevant resources (riders, guides)
- Improving material base

Mechanism of stakeholder participation in the program development process

6.1 Stakeholders in the development of educational programs are: employers, academic staff, students and alumni;

6.2 The involvement of these participants in development of the educational program is proved by Surveys of Employers, State, labor Market, Students, Society according for their satisfaction and needs.

6.3 The overall picture, based on the results of the research, gives the program manager relevant directions - to plan better learning process, according to labor market needs and student satisfaction towards the development of the program.

6.4 The Quality Assurance Service periodically conducts inquiries with different stakeholders;

6.5 Surveys are conducted with those organizations the university has signed agreements (memoranda) to implement the practical component of the program

6.6 The overall picture, based on the results of the research, gives the program manager relevant directions - to plan better learning process, according to labor market needs and student satisfaction towards the development of the program

6.7 **External Quality Assessment:** External evaluation of the program based on annual self-assessment report the involvement of invited expert / experts.

7. **Program monitoring and periodic evaluation**

7.1. Program quality assurance is based on the principle of "plan, implement, control, develop"

7.2. Internal evaluation of the program is considered by processing and analyzing information of Academic, invited, Administrative, support staff, students, alumni, employers and other stakeholders, basis of following participants'

7.3. Educational programme is modified and renewed on the basis on results evaluation. In case of need, the program uses Formative peer assessment (by Georgian and / or foreign colleagues from other HEIs) to improve the program.

7.4. In case of need, assessment of academic and invited staff teaching process is done by pre-defined form and by attending to the lectures by colleagues (Georgian and / or foreign colleagues from other HEIs)

7.5. At the end of each course, students complete a questionnaire to evaluate the course. Survey results are used to improve the course;

7.6. Complex indicators of monitoring and program outcomes are used to evaluate program effectiveness and, if necessary, program modification and development.

8. Program evaluation by supervisor

8.1. The Program Manager makes a self-assessment report annually. In accordance with accreditation standards, he/she analyzes the implementation of the program and evaluate it on the basis of internal and external partners' recommendations; In case of, not fulfil recommendations he/she describes objective impediments. After faculty quality assurance service submission, a self-assessment report is sent to the faculty council, after it is transferred to the university quality assurance service and sent to the National Center for Educational Quality Enhancement.

8.2. Mechanism for evaluating program learning outcomes

It is a process whereby the program Manager , with the faculty quality service and academic staff of programme , evaluates program learning outcomes directly and indirectly. The Learning Outcomes Assessment System takes into account the specifics of the field and includes adequate forms and methods of assessment that allow students to determine the learning outcomes of the educational program. Both direct and indirect assessment are used.

The direct method involves:

Assessment of learning outcomes with the following tools and materials: (student works, presentations, essay, summary assessment of the learning outcomes of the program, without credit and evaluated with positive or negative evaluation).

The program Manager creates a monitoring team along with faculty quality and academic staff. They evaluate learning outcomes and target benchmarks (number of students able to reach learning outcomes).

 This assessment establishes the relevance of the outcome and the target benchmarks on the basis of the planning and implementation (intervention) of relevant changes in the program.

Indirect method involves: studentს, graduates and employers surveys and analyzing of results.

program learning Evaluation results are used to develop the program, in case of need, modifying the program.

Indicators / Evidence: Report of changes in the program as a result of evaluation of learning outcomes, review documents (protocols), surveys.