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## Provision of the educational program

### Preamble

The quality culture of the University of Georgia means the action and unification of involved parties and stakeholders: academic staff, students, graduates, administrative staff, partners, and management in a common spirit under the values declared by the mission of the University of Georgia so that development and improvement can be made possible through joint efforts.

A strong quality culture helps create an environment within the university where stakeholders actively participate in quality assurance processes, not out of obligation, but out of an intrinsic desire for excellence.

The following activities are carried out for the realization of the above-mentioned idea:

#### 1. **Outcomes of competence-oriented learning:**

The University has a program learning outcomes assessment mechanism that evaluates with measurable criteria and ensures appropriate stakeholder engagement to ensure competency-based learning.

The main mechanism for evaluating the results of study at the university is the Program Development Council, which is created individually for each program.

#### 2. **Practical relevance:**

The university constantly takes care of the continuous development of programs' curricula in the practical direction and provision of such activities as internships, practices, projects, portfolios, etc. So that students, while still at university, have the opportunity to learn about the challenges that they will face in carrying out their duties after employment.

#### 3. **Institutional assessment**

Ensuring the systematic self-evaluation of the university, for institutional evaluation, the purpose of which is the constant self-evaluation of the institution and providing recommendations to the Board of Rector to respond to new challenges promptly for the continuous development of the university.

#### 4. **Continuous improvement:**

Providing feedback to stakeholders using internal and external mechanisms to share knowledge gained in practice and/or to let stakeholders know how their assessments have impacted university life or programs/syllabi. Electronic means have been introduced for feedback, and meetings both inside and outside the university to share information and experiences.

## 5. Continuous professional development

Periodic training in student-centered learning methods. Also, ensuring constant communication with interested parties to share information about what processes and innovations are implemented in the direction of quality assurance both locally and internationally.

### Chapter 1. Educational Program

#### Article 1. Educational Program

1.1. The educational Program is an administered process aimed at the goals of the program by students, gaining competencies defined by the study outcomes and assigning the respect qualification to students. It is provided in case a student masters the aggregate study components that are ordered algorithmically in this program.

1.2. The Educational Program is a basic educational unit of the University.

1.3. The Educational Program is an administrative unit of the University of Georgia (hereinafter - UG) and it is administered by the second chapter of this Provision, the Provision Management of the UG, the Personnel Provision, and other normative acts.

1.4. The Educational Program is a basic source of income for the University.

1.5. Languages of the studies provided by this Program can be Georgian as well as foreign. Certain study components of the Georgian educational program can be implemented in foreign languages according to the legislation.

1.6. The volume (the time needed to master the Program) of the Educational Program is measured in credits (ECTS) where 1 ECTS implies 25-hour study loading.

1.7. The Provision of the Educational Program:

- a. The Program Curriculum
- b. Program components and their syllabuses
- c. Program objectives and learning outcomes
- d. Methods/activities for achieving learning outcomes
- e. Peculiarities of teaching organization and details of the program
- f. Forms of the Evaluation, the Process/Criterion
- g. Description of the Human Resources Necessary for the Program Implementation
- h. Description of the Material Resources for the Implementation of the Program

#### Article 2. The Types of the Educational Program

2.1. The Educational Program can be:

A bachelor educational program - 240 ECTS (including, if any, a major program at least of 120 ECTS and a minor program of at least 60 ECTS)

2.2. One staged educational program of 300 ECTS or 360 ECTS.

2.3. A master's educational program of 120 ECTS.

2.4. A doctoral educational program - The duration is not less than 3 years and its educational component includes no more than 60 credits

### Article 3. Independent Educational Program (IEP)

3.1. The Educational Program implemented at the UG is fully or partially a property of the University.

3.2. The educational program that is a partial property of the University is the Independent Educational Program (IEP).

### Article 4. The Curriculum:

4.1. The teaching plan of the Educational Program (Curriculum) is an aggregate of the modules and separate components of the Program that are logically ordered, structurally united, and distributed for the learning period. The number of the total credits is distributed to them. It is the instruction of the beginning and the end of the program learning with the algorithm determined by the preconditions.

4.2. The University provides scheduling of an individual teaching plan for those students who due to special educational needs require respect forms and special conditions for academic preparation, studying and evaluation, etc.

4.3. An individual teaching plan is scheduled for specific students considering their special needs. Teaching course sequence, hour loading, methods, etc. are determined by the individual approach principles.

### Article 5. The Educational Program Module

5.1. A program module is a group of program components combined considering certain features and is aimed at the development of one or several components of the program.

5.2. The Educational programs of the UG are built on a module principle. A program can consist of mandatory, and electives, humanitarian-social and STEM blocks, concentration, direction, major and minor programs, and other modules.

5.3. Modules of the program as well as their components can be interconnected according to a prerequisites principle.

5.4. Modules of the program as well as their components can be mandatory, elective, or mandatory-elective.

5.5. A program module can define an additional specialty, niche specialization/concentration. In such cases, the program has scheduled goals and outcomes.

### Article 6. Educational program component/module prerequisite

6.1. A prerequisite for a component of an educational program/module is a condition that must be fulfilled for a student to register for the corresponding component of the program.

6.2. A prerequisite for a component/module of an educational program may be:

6.2.1. Prerequisite - a program component/group of components that must be met (depending on the content of the component or the sequence of components in the program) to register for a given component.

6.2.2. Co-requisite - a program component/group of components that must be passed by the student at the time of registration for a given component or must be taken together with a given component.

6.2.3. Alternative prerequisite - a group of components, one of which must be met to register for a given component.

6.2.4. Alternative condition - a group of components, one of which must be passed on a given component by the student at the time of registration, and must be taken together with the given component.

6.3. A certain number of credits accumulated by the student within the program can be defined as a prerequisite for the component/module of the educational program.

## Article 7. Educational program component

7.1. The educational program component is a constituent part of the program, which is divided into two categories:

a) The training component may be presented in the form of a training course, curation, internship, bachelor's thesis/project, or other component of the program.

b) The scientific research component may be presented in the form of a master's thesis/project, a doctoral dissertation, or another research component of the program.

7.2. The educational program component has a goal, learning outcomes, credit, prerequisite, distribution of contact and independent hours, a defined teaching method, a defined evaluation system, forms, and methods, the learning components also have a period-specific content.

7.3. The purpose of the learning component of the educational program, learning outcomes, methods of achieving learning outcomes, amount of credit, distribution of contact and independent hours, prerequisites, description of teaching methods, description of the evaluation system, methods, and forms, course content for the period, schedule, mandatory and supporting literature, etc. are written in the syllabus of the component.

7.4. The syllabus of study components of all programs operating in UG are available in the Online UG system.

## Article 8. Teaching methods and features

8.1. Considering the specificity of different components/issues, the educational program provides for different teaching methods.

8.2. The teaching methods used in the learning component are described in the component syllabus.

8.3. Teaching methods used in various programs across the university are defined by Appendix N 1.

#### Article 9. Contact and independent hours

9.1. Contact and independent (non-contact) time with the student is determined by the syllabus of the study component.

9.2. The contact hour includes the time determined by the student for educational activities (lecture, seminar, curation, internship/practice, mock trial, etc., and the time determined for submitting evaluation forms determined by the relevant program) with the involvement of the staff implementing the component of the educational program (including in remote, electronic mode).

9.3. The independent hour is the time determined by the student for educational activities to achieve the learning results of the component without the involvement of the staff implementing the component of the educational program.

#### Article 10. Evaluation system

10.1. A multi-component system of knowledge assessment is used to assess the learning outcomes of the training component of the educational program, which allows for a step-by-step assessment of the student's knowledge during the semester;

10.2. The evaluation system includes intermediate and final evaluation.

10.3. Forms of intermediate assessment are:

a) weekly assessment (quiz)

b) an abstract or other activity that may involve a presentation

c) Intermediate exam/colloquium

d) Assessment of practical skills

10.4. The form of final assessment is the final exam.

10.5. In each component of the educational program, depending on its specificity, the evaluation forms and points are different and are prescribed by the program.

#### Chapter 2. Administration of the educational program

##### Article 11. Implementation of the educational program

11.1. An educational program implemented by a competence center (school/department) or an IEP (independent educational program) is administered by the relevant structural unit.

11.2. Academic management and development of all programs is ensured by the head of the program (academic dean).

11.3. The administration of the educational program, together with the structural unit and the head of the program provided for in clause 11.2, is provided by the relevant departments of the university within their competence.

#### Article 12. Head of the program (academic dean)

12.1. The academic dean of the program is a person with an academic position in the university who appoints the head of the department and the curator of the component.

12.2. Based on the needs of the program, along with the program leader provided for in paragraph 1 of this article, invited personnel with relevant competence may be determined as co-leaders of the program. All Program Co-Directors shall, for this provision, equate to the Academic Dean of the Program.

12.3. The candidacy of the academic dean of the program on the recommendation of the head of the department (if the program does not belong to any department - on the recommendation of the school director) is approved by the school board (in the case of IEP, which is not administered by the school/department, the head of the program is appointed by the PG).

#### 12.4. Academic dean of the program:

a) Manages the program and ensures the smooth operation of the Program Development Council.

b) with the involvement of interested persons, conducts the self-evaluation process of the program, as a result of which it prepares a self-evaluation report by the form established by the relevant local or international accrediting body.

c) ensures the involvement of the academic and guest staff implementing the program, potential employers, students, graduates, and other interested persons in the process of program development.

d) ensures the conduct of appropriate research (market research, employer research, graduate research, etc.) for program development.

e) supervises whether the evaluations stipulated by the regulation have been carried out, provides an analysis of the material obtained by indirect evaluation of the program results, and based on the analysis, submits a draft of possible changes to the Program Development Council.

f) with the involvement of relevant services, implement the internationalization of the program, attract international academic staff, and encourage exchange programs of students and academic staff.

- g) submits the project of changes in the program for approval to the PDB.
- h) submits to the school council (in the case of IEP, which is not administered by the school/department - to the PDB) the topic of the internal university exam acceptable to the master's degree for approval.
- i) with the involvement of the competence centers and the human resources management service, recruit the academic and guest staff implementing the program.
- j) In cooperation with the educational process administration service, ensures the drawing up of the semester table, the determination of the implementing person for each component of the program defined by the table, the modification of the study table from the beginning of the semester, the registration of a new group or the cancellation of the existing one by the rules outlined in the regulations of undergraduate and graduate education.
- k) ensures the implementation of practical components provided by the educational program/internship for the necessary contingent of students, takes care of the development of the program's capabilities in this direction, and cooperation with potential employers.
- l) determines the book fund necessary for the implementation of the program, and ensures its renewal and development with the involvement of relevant services.
- m) examines students' statements/appeals, including students' complaints regarding the results of midterm or final exams, and creates relevant commissions.
- n) together with the educational process administration service, manages the student mobility process, and coordinates the recognition of educational components implemented within the program, including, in the case when the educational course is offered to students within the framework of another academic program.

#### Article 13. Head of the department

- 13.1. The head of the department is a person with an academic position in UG.
- 13.2. The Head of the Department manages several program components, which in total may lead to a minor major/concentration/specialization/qualification within any program.
- 13.3. The head of the department is responsible for the continuous development of the department, the compliance with national and international standards, the content of the program components included in the department, the logic of their sequence and prerequisites, and ensuring the achievement of the goals of the department by combining mandatory and optional components.
- 13.4. The head of the department is responsible for the timely implementation of the components included in the department.

#### Article 14. Curator of the educational component

- 14.1. All study components of the current program at UG have a curator.

14.2. The curator of the study component is an academic official or visiting staff at UG.

14.3. Curator of the learning component:

- a) directs the progress of any component of the program (subject, curation, practice/internship).
- b) Together with the academic dean of the program, he may participate in the process of staffing the training component implementers.
- c) ensures the development of the component, the updating of content, teaching methods, and literature, and the involvement of other persons implementing the component in this process.
- d) directs the process of development of questions for intermediate and final exams.
- e) At the end of each semester, he revises the syllabus of the study component and, if necessary, submits a draft of changes to the head of the program/academic dean. Among other factors, it uses learning outcomes assessment analysis to identify the need for change.

Article 15. IEP management bodies

15.1. IEP management is carried out by administrative structural units and collegial management bodies.

The administration is represented by: the administrative dean of IEP, the academic dean of IEP, and the manager of IEP; The collegial body is represented by: the Program Development Board (PDB).

Article 16. Administrative dean of IEP

16.1. Administrative Dean of IEP:

- a) represents the IEP in official relations, with university stakeholders, and with structural units within the university.
- b) is responsible for the implementation of IEP activities by the applicable legislation, this regulation, and other legal acts of the university; On the orderly execution of the rector's order, the decision of the rector's council, and the decision of the PDB.
- c) Determines and directs IEP's marketing activities and public relations in agreement with the university's marketing and public relations department.
- d) Determines and manages the finances of the IEP in agreement with the financial service of the university: establishes the annual budget, and is responsible for the effective spending of funds.
- e) hires and fires the administrative staff of the IEP (by the rules defined by the UG Staff Regulations).
- f) Develop incentive/reprimand mechanisms for encouraging/reprimanding employees and students.



g) Submits acceptable annual/semester quota parameters to the IEP for approval at the PDB and subsequently at the Rector's Council.

h) submits to the PDB for approval the composition of the council for considering the claims of candidates for master's degrees.

i) in cooperation with the University's employment and career development service, will search for potential employers and ensure students' and graduates' communication with them.

j) in coordination with international students and international relations service, will find international partners and develop forms of cooperation with them (international practice/employment, student exchange).

k) in agreement with the International Students and International Relations Office, communicates with international agents in terms of finding international students.

m) takes care of the international recognition of the program in agreement with the International Accreditation Service.

n) submits the report of the work performed to the PDB at least once a year.

n) is responsible for the proper operation of the immovable property of the IEP/UG assigned to the IEP.

#### Article 17. Independent Educational Program Development Board (PDB)

17.1. The highest governing body of the IEP is the Program Development Board (PDB).

17.2. The composition of the PDB is approved by the IEP Constituent Board, which includes UG representative/s and IEP representative/s.

17.3. PDB members are:

a) UG quality service representative

b) other owners of the program (their representatives).

c) Administrative dean of the program

d) Academic dean of the program

17.4. If necessary, a representative of another structural unit of the university may be invited to the council.

17.5. 17.11 of this article. In the resolution of the issues provided by clauses (c) and (d), the voice members of the PDB are UG representative/s and other owners of the program (their representatives).

17.6. A person automatically gains/loses PDB membership status upon acceptance/resignation of the relevant position.

17.7. The chairman of the PDB is the head of the respective IEP, and the secretary of the board is the manager of the IEP

17.8. The decision on the PDB shall be made by the majority of votes, in the resolution of the issues provided for in clauses 17.11 (c) and (d) of this article - by the share. At least 51% of the total votes are required to make a decision.

17.9. Each party has the right to veto the decision

17.10. The PDB meets at least once a year. The meeting of the board can be initiated by the chairman of the PDB, the program owner, the administrative dean of the program, the academic dean of the program

17.11. Program Development Board:

(a) Approves the Administrative Dean of the IEP

(b) The Academic Dean and Manager of the IEP

(c) reviews and approves IEP's development strategy, and marketing plan upon submission of the IEP's administrative dean

(d) reviews and approves issues related to the reinvestment of IEP profits and the distribution of dividends, develops the dividend policy, annually approves the volumes of dividends to be issued or reinvested profits

(e) The IEP Academic Dean approves and forwards the IEP Self-Evaluation Report to the IEP for approval.

(f) Approves the draft of changes in the IEP (mission, goals, learning outcomes, curriculum, component prerequisite/syllabus) upon submission to the Academic Dean of the IEP and sends it to the Academic Council for approval

(g) assigns appropriate qualifications to the graduates of the educational program (h) approves the internal admission to the master's program upon submission of the academic dean of the IEP.

(h) assigns relevant qualifications to the graduates of the educational program (h) approves the topic of the internal university exam acceptable to the master's degree upon submission of the academic dean of the IEP

(i) On the recommendation of the Administrative Dean of the IEP, approve the composition of the Grievance Board to review the grievances of candidates for master's degrees

(j) on the submission of the IEP administrative dean, reviews and submits to the Rector's Council for approval the parameters of the annual/semester quota acceptable to the IEP

(k) Approves tuition fees for the IEP on the recommendation of the IEP Administrative Dean

(l) Hears the annual report of the IEP Administrative Dean.

(m) Decides to cancel/modify the IEP.

#### 17<sup>1</sup>. Educational Program Development Council Program Development Council

17.1. The Board of Schools of the University of Georgia creates the Program Development Board (hereinafter the Board), the composition of which is determined by the academic board of the school, taking into account the specifics and needs of the program. The list of persons included in the council is approved by the minutes of the school council.

17.2. The permanent members of the Council are the head/co-head of a specific program and an employee of the quality assurance service.

17.3. The Council considers and approves the changes implemented in the program and its components, and ensures the functioning of the mechanism of continuous development of the program, the aforementioned includes the evaluation of the program and is carried out for compliance and improvement of the goals and results of the program; Analyzes the results of the conducted surveys, determines the needs of the program.

#### 17<sup>2</sup>. Program Accreditation Board (PAB)

17.1. PAB consists of the following permanent members: Head of Quality Assurance Service, Head of International Accreditation Department, Head of Authorization and Accreditation Department, and Head of Internal Quality Process Assurance Department.

17.2. Invited members of the PAB are: each school's quality assurance manager, the academic staff/leader of the relevant program, or another person involved in the program. UG students are elected for a term of 1 semester by the regulations of the Student Affairs Center.

17.3. The head of the quality assurance service is the chairman of PAB.

17.4. PAB approves the educational programs/changes to be implemented in the programs and submits the periodic self-assessment report to the accrediting body for accreditation/reaccreditation.

### Chapter 3. Creating an educational program

#### Article 18. The process of creating an educational program

18.1. The process of creating an educational program involves the following stages:

18.1.1. Initiate the program

18.1.2. Recruitment of the organizational group working on the program, the start of work

18.1.3. Submission of the project to the quality assurance service (determination of the person/group of persons working on the project by the quality assurance service)

18.1.4. The program is approved by the school board, and the independent education program by the PAB; After this, the program will be submitted to the PAB.

18.1.5. The program is sent for accreditation to the relevant body after the positive conclusion of the PAB.

#### Article 19. Initiation of the educational program

19.1. An educational program is initiated by one of the following:

- a) School director
- b) Head of Department
- c) to any interested person/group of persons (in case of IEP)

19.2. The school director/head of the department addresses the school board with the initiative project of creating a new educational program

19.3. The initiative project of the educational program should include the following information:

a) Program qualification - the qualification must be by the national qualifications framework and study area classifier defined by the state.

b) General outline of the curriculum - information about the purpose of the program, modules, components, their sequence (distribution to academic years), and credits, as well as basic teaching methods.

c) Analysis of demand for the program - the study of employment prospects of graduates, demand for given specialists in the employment market, demand for given specialty among entrants in the last 5 years, and probable future dynamics.

d) Possible tuition fees for the program - the possible price range based on market requirements and competitive market conditions.

e) Admissible quota for the program - the planned number of possible admitted students each year based on the program tuition fees, demand for the program, and academic and material resources.

f) Necessary material/laboratory resource - information about the auditorium space, furniture, and other inventory, necessary computer equipment, literature, laboratory equipment, devices and equipment, consumables, etc. based on the planned contingent of students (calculated for 1 group of students)

g) necessary academic resource - refers to the definition of competencies for the academic staff needed for the implementation of the program and information about the number of staff with the said competencies; Also, information about how and in what quantity, academic personnel with appropriate competencies are obtained in the university and how it is possible to find the appropriate amount of academic personnel of the required competence.

h) Appropriateness of the program - the basis of the appropriateness of the program may be:

Commercial feasibility - the potential profitability of the project is confirmed by market demand, competitive environment, market perspective, program implementation costs, etc. The interest in the project does not stem from profitability, but it leads to the increase of the university's reputation/prestige in a certain field or in general and is approved by the Rector's Council's protocol No. 51/20 of November 24, 2020. It is justified by the protocol of October N 31/23 based on long-term marketing goals.

19.4. Based on the positive decision of the school board, appropriate material, financial, and human resources for program development and accreditation are allocated from the school/department, and a program development board is created for each program individually.

19.5. If there are not enough material and financial resources for the development of the program in the school's budget, the director of the school applies to the rector with a request to receive resources from the central budget of the university to support the educational program.

#### Article 20. Initiation of IEP

20.1. Any interested person/group of persons may submit an initiative project for the creation of an independent educational program (IEP) to the central quality assurance service of the university.

20.2. The quality assurance service accepts or rejects the project based on the initial study.

20.3. The project is rejected if the quality assurance service does not consider the quality of the preparation of the IEP project, the competence, interest, resources, etc. of the interested person/group of people to be sufficient to bring the project to the end.

20.4. In case of acceptance of the project, the interested person/group of persons pays for the services of the quality assurance service and pays the fee determined for the relevant group of educational programs.

20.5. The Office of Quality Assurance assigns a person/group of persons working on the educational program to work with the IEP initiator to accredit the program.

20.6. In case of zero investment in the IEP by the university/its separate school, the share of the university in the IEP is 20%.

20.7. In the case of equity investment in the IEP by the university/its school, the share of the university/its school is determined based on the volume of the investment by negotiation with the initiator/initiative group of the IEP.

#### Article 21. Development of an educational program

21.1. The development of the educational program is led by the head of the program/academic dean of the program.

21.2. The decision on the development of the educational program is made by the school board, and on the development of the IEP - by the PDB.

21.3. During the development of the educational program, the involvement of potential academic staff implementing the program, potential employers, potential students (if any, or students of related specialties), quality assurance service, and others is ensured.

21.4. "During the development of the program and its addition, the faculty target marks are taken into account when determining the number of students and implementing staff.

21.5. The development of an educational program involves the implementation of the following steps:

a) Labor market research, which means, on the one hand, the research of the employment market, and on the other hand, the research of potential employment areas of graduates and employers

b) Establishing cooperation with organizations implementing activities relevant to the program

c) study of similar Western programs

d) studying the views of potential academic staff

e) Studying the employment opportunities and attitudes of graduates (if it concerns the renewal/modification of the existing program)

f) studying the attitudes of existing students (if it is about updating/modifying the current program)

g) Determination of program qualifications, objectives, and learning outcomes

h) Development of the program curriculum structure: determination of basic and optional modules, directions, concentrations, major and minor programs

i) Determination of program components, their sequence and credits, and determination of component curator and academic staff for each component/group of components

j) Development of syllabuses for program components: determination of prerequisites for admission to the course, teaching methods, assessment methods and forms, course content, mandatory and additional literature

k) Entering the syllabi of the program and its components into the Online UG system

l) determination of the nomenclature and parameters of computer equipment, furniture and other inventory, laboratory inventory, equipment and machines, consumables, etc., necessary for the implementation of the program

m) Compilation of program self-evaluation report

n) checking the compliance of the self-assessment report, program, and syllabus with the regulatory documents of higher education and the regulations of the University of Georgia, determining the admission quota of students for the educational program

## 21<sup>1</sup>. Updating the educational program

21.1. The development/updation of the educational program is led by the head of the program/academic dean of the program.

21.2. The PDB decides on the renewal of the educational program, And the decision on updating the IEP is made by the PDB.

21.3. “When updating an educational program, PDB ensures that stakeholders (students, program staff, alumni, potential employers, etc.) are involved/feedback is considered.

21.4. The decision to update the educational program, as well as the IEP, is made by the respective PDB

## Article 22. Approval of educational program

22.1. The decision on the development of the educational program is taken by the school board, and on the renewal by the PDB; The PDB decides to develop and update the IEP.

22.2. An educational program approved by the School Board/PDB on the recommendation of the School Principal/IEP Academic Dean shall be submitted to the PDB.

## Chapter 4. Academic staff implementing the educational program

### Article 23. Academic staff

23.1. A person who has the necessary knowledge, experience, and competence necessary to produce the learning outcomes provided by the program can participate in the implementation of educational programs.

23.2. The teaching components of the educational program are led and implemented by the academic/visiting staff of the university.

23.3. In the case of an IEP that is not administered by the school, the learning process is carried out by invited academic staff if the competence centers in the university cannot provide the appropriate competence in the form of permanent academic staff in the required amount. Such cases require agreement with the quality of service.

23.4 To ensure the stability and quality of the educational program, the following ratios of the number of academic staff invited staff, and students are established for the program:

23.4.1 The ratio of permanent and invited academic staff to the total number of students in the program is not less than 1/20.

23.4.2 The ratio of permanent academic staff to invited academic staff is not less than 1/6.

23.4.3 The ratio of the thesis supervisor and doctoral student is not less than 1/4.

23.5. To ensure the stability and quality of the educational program, the following ratios of the number of staff and students in the program are established:

<b>The formula for calculating the quota of students</b>	A1/150
<b>a) Study area (sq.m.)/2</b>	
<b>b) Human resources</b>	
<b>A. Number of administrative staff per student</b>	
<b>lecture teaching</b>	
Number of students/number of staff	25/1
Number of students per class/number of lecturers per class	120/1
Number of hours per week/lecturer	20 h
<b>seminar teaching</b>	
Number of students/number of staff	25/1
Number of students per class/number of lecturers per class	25/1
Number of hours per week/lecturer	20/1
<b>Clinical teaching</b>	
At the seminar - number of students/number of staff	14/1
on practical - number of students/number of staff	14/1
Number of hours per day/lecturer	8 h
<b>Laboratory training</b>	
Laboratory work - number of students/number of staff	20/1
Simulation/clinical skills training - number of students/number of staff	15/1
Number of hours per day/lecturer	8 h

Chapter 5. Continuous improvement mechanism for evaluation and development of the educational program

Article 24. Objectives and methods of program evaluation

24.1. In the University of Georgia, learning outcome evaluation mechanisms are used to evaluate the results of the programs.

24.2. The purpose of the mechanisms for evaluating the learning outcomes of the program is to continuously improve the program, and refine and develop the results.

24.3. The program results are evaluated consistently, and transparently, taking into account the specifics of the field.

24.4. When evaluating the results of the program, the following are used:



a) direct method of evaluation of program results

b) Indirect method of evaluating program results

#### Article 25. Direct evaluation of program results

25.1. Direct evaluation of program results - refers to checking the achievement of the learning outcomes of the courses defined by the program by the students to measure the level of achievement of the learning outcomes defined by the program and through the obtained results, to refine/modify the competences of the learning outcomes of the program.

25.2. The learning results of the courses determined by the program are checked, measured, and analyzed during the semester, with intermediate and final evaluations determined by the regulations of the University of Georgia for the evaluation of the student's knowledge.

25.3. The forms of direct assessment of the program results are defined by the relevant program syllabi and these forms include:

a) weekly assessment (quiz)

b) an abstract or other individual or team activity that involves a presentation

c) Intermediate exam/colloquium

d) Assessment of practical skills

e) Curation

f) Internship

g) simulated process

h) seminar

i) individual or team activity (project)

j) final exam

k) Bachelor thesis

l) master's thesis

m) doctoral thesis

n) Survey of students

#### Article 26. Indirect evaluation of program results

26.1. Indirect evaluation of the program results involves the study of the attitude of the student and interested persons about the learning processes and learning outcomes of the program.

26.2. Indirect forms of evaluation of program results are:

- a) survey of employers
- b) survey of graduates
- c) Survey of the staff implementing the program
- d) conferences, scientific activity
- e) analysis of results of international projects
- f) market research, which takes into account the employment rate of graduates, the employment rate of students

Article 27. Periodicity of evaluation of program results

27.1. The results of the program are evaluated on the PDB.

27.2. Evaluation of program results through direct mechanisms is carried out at least once a year; Evaluation of program results through indirect mechanisms is carried out at least once every 3 years.

27.3. Quality control of the evaluation carried out by the quality assurance service is carried out by direct mechanisms in case of evaluation of program results at least once every 2 years; In case of evaluation of program results through indirect mechanisms, at least once every 4 years;

27.4. Recommendations developed by the school board are reflected in the program component change project and submitted by the Program Development Board (PDB) to the Program Accreditation Board (PAB).

27.5. The academic dean ensures reflection of the PDB's recommendations.

27.6. The program evaluation questionnaires are defined by the annexes:

Appendix N 2 - a form of evaluation of the training course and the lecturer for students

Appendix N 3 - a form of evaluation of satisfaction with the educational process for students

Appendix N 4 - training course evaluation form for lecturers

Appendix N 5 - form of evaluation of education received at the university (for employed students and graduates)

Annex No. 6 - Questionnaire for the demand and assessment of necessary professional skills for employers

27.7. The school/IEP reserves the right to determine questionnaires that deviate from this rule, which is approved by the PDB.

## Chapter 6. Funding of the educational program

### Article 28. Funding of the educational program

28.1. The main source of funding for the educational program is the tuition fee paid by the student.

28.2. The main costs of the program are direct, indirect, and overhead costs of program implementation.

28.3. The educational program has its budget (the nomenclature of the income and expenditure part of the budget and the rules of formation and management are regulated by the budget of the SU

by statute).

## Chapter 7. Determining the admission quota of students for the educational program

### Article 29. Methodology for determining the quota of students admitted to the program

29.1. The following factors are taken into account when determining the annual admission quota for the program:

- a) external limiting factors
- b) internal limiting factors
- c) strategic indicators

29.2. External limiting factors are such factors affecting the amount of estimated demand under the conditions of the tuition fee offered for a separate UG program, such as students' ability to pay, popularity of the specialty, number of vacant places determined by competing universities, tuition fee; Retrospective analysis of previous years' demand among entrants for a given specialty, admission statistics in previous years, analysis of perspectives, etc.

29.3. The internal limiting factors are such factors as academic staff limit, infrastructure limit (less than 2 square meters of study space per student), and material-technical (computer equipment, laboratory resources, etc.) base limit.

29.4. Strategic benchmarks refer to the general benchmarks set by the UG's strategic plan, which determine the long-term strategy for such issues as the development of individual fields/fields, tuition fees for individual programs, the ratio of local and foreign students, the relative distribution of students at study levels, etc.

29.5. The university will review the target benchmarks for the program renewals. In the process of updating and/or determining the number of programs, the target marks are taken into account.

### Article 30. Contingent planning process

30.1. The draft of the annual admission quota is prepared by the administrative dean of the program according to Article 1 of Chapter 6 of this regulation.

30.2. The academic dean of the program submits the draft of the annual admission quota to the school board for approval, and the administrative dean of DSP - to the program development board.

30.3. The school director/IEP administrative dean will submit the draft of the annual admission quota to the Rector's Council for approval.

30.4. The decision of the Rector's Council is made based on a compromise between the school principals and the administrative deans of the IEPs taking into account the best interests of the UG.

## Chapter 8. UG's equity participation in the IEP

### Article 31. Investment of UG in IEP

31.1. At least 20% of IEP is co-owned by UG. The rest can be distributed among a group of persons.

31.2. UG may invest in the IEP as well as finance it as a loan.

31.3. Investment can be made both in monetary and other tangible or intangible forms.

31.4. UG's share in IEP (above 20%) is determined according to UG's investment in IEP:

a) UG's share in the IEP (over 20%) is equal to the ratio of the investment volume to the discounted value of potential annual profits during the accreditation period (7 years);

b) the discount rate is equal to the average arithmetic return on UG's capital over the last 3 years;

c) Return on capital is calculated as the ratio of annual profit at the end of the previous reporting year to the capital of the enterprise;

### Article 32. Alienation of IEP share

32.1. The UG-owned share of the IEP is disposed of by the UG

32.2. The share in the property of UG of IEP is alienated based on the decision of the meeting of partners.

32.3. The owner of the share (which does not belong to UG) has the right to dispose (allocation/inheritance) of the ownership share in the IEP.

32.4. In case of disposal, UG enjoys the right of pre-emption.

32.5. An IEP shareholder (other than UG) may dispose of the share after 6 months from the official notification of the intention to dispose of the share to UG.

## Chapter 9. Cancellation of the educational program

### Article 33. Cancellation of educational program

33.1. The cancellation of the educational program at the University of Georgia is done by transferring the program to the mandatory mode.

33.2. The educational program is transferred to the mandatory mode by the school board at the request of the school director (in the case of IEP - PDB).

33.3. Acceptance is not announced for the eligible program, and the program is not indicated in the questionnaire of the unified national exams and common master's exams.

33.4. To ensure the interests of students enrolled in the Mileva program, they are given the possibility of internal/external mobility to another, including an adjacent educational program.

33.5. If the student does not/cannot benefit from internal/external mobility, the university undertakes to allow him to complete the program.

33.6. The student with a suspended status is notified by the educational process administration service about transferring the program to the eligible mode. Such a student has the option to be reinstated by active students on the program before the end of the program and benefit from internal/external mobility or continue their studies.