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Rector of the University*

Procedures for planning, elaborating, approving, developing, modifying and annulling the educational programs

2020

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Article 1. General Provisions

1. The document regulates procedures planning, elaborating, approving, developing, modifying and annulling the educational programs of the European University. Also, mechanisms providing further educational opportunities to students, in case of the annulment of educational programmes;
2. Program planning, elaborating, and development is a participatory process and all stakeholders (staff, students, alumni, employers, professional associations) are involved in it, which ensures the creation of result-oriented educational programs.
3. For the purpose of effective implementation of the planning, elaborating and development processes of the educational program, a program / programs committee / committees are established at the University.

Article 2. The procedures of planning and elaborating a program

1. An educational program is a combination of teaching and research components required to obtain a higher education qualification, which includes the program objectives, learning outcomes, the relevant credits of the teaching (course, module, internship, project, bachelor's thesis, etc.) and research component, students' assessment system and peculiarities of organizing the learning process;
2. Planning and elaborating of the educational program includes the following stages:
 - A) within the planning of the educational program are determined the actuality, need and necessary resources of the program (the actuality and need of the program is determined on the basis of labor market requirements and program demand analysis). The elaboration of the program is initiated at the Faculty Council meeting, by the decision of the Faculty Council is prepared a report on market research and program demand, as well as a report on the resources needed to implement the program. A report on the resources required for market research and program implementation shall be submitted by the Dean to the Governing Board. The Governing Board makes a decision and approves the start of working on a new educational program.
 - B) determining the head of the educational program and setting up a program committee;
 - C) determining the parties involved in the process of elaborating;
 - D) setting up the educational program goals, learning outcomes and development of the curriculum;



- E) Introducing the goals of the educational program, learning outcomes and curriculum to the interested parties;
 - F) Receiving the feedback and reviewing the results by the head of the educational program and the committee;
 - G) Modification of program objectives, learning outcomes and curriculum based on the analysis of the obtained results;
 - H) Determining the staff involved in the implementation of the educational program and elaborating syllabi for the relevant components;
 - I) reviewing of syllabi by the members of the Committee in close cooperation with the Quality Assurance Service and, if necessary, make certain changes in agreement with the author of the syllabus;
 - J) Discussion of the program at the Faculty Council;
 - K) Submitting an educational program to the Quality Assurance Service, making changes according to the conclusion of the Quality Assurance Service (if necessary);
 - L) Submitting the program to the Governing Board for approval (see Annex # 1 to this document - Educational Programs Development Scheme).
3. When determining the parties involved in the process of elaborating the educational program, the program specifics shall be taken into consideration;
4. Stakeholders involved in the elaboration of the educational program are:
- a) Academic and invited staff of the University;
 - b) Administrative staff, within its competence: Quality Assurance Service, Faculty Administration, Human Resource Management Service, Student and Alumni Service Center, Financial Service, etc.;
 - c) Potential employers, professional associations and other stakeholders;
 - d) Students of the basic educational structural unit (from the educational programs of the relevant direction, and in the absence of such, of the adjacent specialty), where the educational program should be implemented. It is possible also to invite the students of the other university having the same program;
 - e) Graduates of educational programs of the relevant direction, and in the absence of such, of the adjacent specialty;
5. The elaboration of the educational program is coordinated by the program manager;



5.1. The head of the educational program is a person involved in the elaboration of the program, who has a vision for the development of the program, is distinguished by high field and managerial competence. The Head of the academic program can only be the staff of the educational program of the University, and the co-supervisor can be both academic and invited staff.

5.2. The essential function of the Head of the educational program is the coordination of the program elaboration, facilitation, development of its implementation and making appropriate changes in it. The Head of the program takes care of the continuous development of the program, fulfills the rights and responsibilities imposed on him / her by the legislation and legal acts of the University.

5.3. The head of the educational program, together with the quality assurance service, is responsible for compliance of the program with accreditation standards;

5.4. An educational program with the head of the program may have a co-head between whom responsibilities are shared equally;

5.5. In the event of dismissal from the occupied position or written refusal to manage a program, the Faculty Board will consider the matter and make a decision on the appointment of a new Program Head in accordance with established rules.

6. The persons involved in the elaboration of the educational program are guided by the following documents important for the elaboration of the program:

A) National Qualifications Framework, which describes the learning outcomes of different levels of higher education; A field classifier of the study, which determines the qualifications to be awarded in each field of study;

B) the rules for calculation of higher educational program credits, approved by the Order N3 of the Minister of Education and Science of Georgia on January 5,2007;

C) The provision of accreditation of educational programs of educational institutions approved by the order N65 of May 4 2011 of the Minister of Education and Science of Georgia;

D) Field characteristics of higher education (if any);

E) Other normative acts and international documentations/conventions existing in the field of higher education;

F) Internal legal acts and instructions of the University.

7. The persons involved in the educational program, within their competence, determine the goals of the program and estimated teaching results, which should derive from the university mission. In the process of



elaboration of regulated education programs, it is significant to take into consideration the field characteristics of higher education.

8. The goal and the learning outcomes of the educational program should be adequate to the requirements of the qualification framework, also to the field-specific characteristics (if any) and to the learning outcomes envisaged within the scope of the program.

9. During the process of elaboration of the educational program the capacity of each component is determined, determining the credit to be granted in accordance with the defined contact hours and independent work, defining teaching-learning and assessment methods. Elaboration of a syllabus of curriculum components also envisages the prerequisites for completing a training course.

10. The amount of credits for educational programs within the higher education levels is as follows:

A) A Bachelor's educational program covers no less than 240 ECTS credits. Within the scope of the first level educational program, a midterm qualification can be awarded after attaining the learning outcomes envisaged for the respective part of the educational program, which shall not be less than half of the credits envisaged for the educational program.

B) medical and dentistry education is obtained by one-level educational program, which equals to the second level with the learning outcomes. Educational program of Medical Doctor consists of 360 credits, while the educational programs of Dentistry/Veterinary consist of 300 credits.

C) Master's educational program covers no less than 120 ECTS credits.

11. Structure of educational programs:

11.1. Educational program of the first level of higher education may be built according to the following principle:

a) Educational courses/subjects/modules (not less than 120 credits) and free components with the content corresponding to the main field of study;

b) Educational courses/subjects/modules (not less than 120 credits) with the content corresponding to the main field of study, additional program (not less than 30 credits and no more than 60 credits)/additional programs and free components;

c) Educational courses/subjects/modules (not less than 120 credits) with the content corresponding to the main field of study, additional program (not less than 30 credits and no more than 60 credits)/additional programs.

11.2. It is possible to combine those academic minors in the educational program, the educational program of



the academic major of which is already being implemented in the higher education institution in authorized and accredited regime.

11.3. Free component covers educational course/subject/module existing within any educational program of the first level of higher education or/and course/subject/module focused on the development of general, transferable skills, which can be freely selected by a student in order to broaden his/her world view on the fields (issues) of his/her interest.

11.4 Educational courses/subjects/modules with the content corresponding to the main field of study shall be presented as mandatory and optional modules. Additional program and free components also shall include the mandatory as well as optional educational courses/subjects/modules.

11.5 Concentration/concentrations can be considered in the educational program of the first and second level of higher education, which means grouping of the courses/subjects/modules with the content corresponding to the main field by focusing on the specific topic/issue. Concentration has a learning outcome, which is considered in the learning outcomes of the educational program. Existence of concentration in the educational program does not change the field of study of this program or/and the qualification to be granted. The concentration in the educational program of the first level of higher education considers no more than 30 credits including BA thesis, while in the educational program of the second level of higher education - no less than 50% of the total amount of the program credits.

11.6 Regulated education program is focused on preparing students for the relevant regulated profession. In this case, not less than 75% of the educational program is directed to the elaboration of competencies necessary for the regulated profession.

11.7. A master's program embraces a study component and a qualification work, elaborated on the basis of a independent research. It is desirable, that a Master's program consists of a practical component as well.

12. Qualification- the learning outcome, which is achieved by completion a higher education program and testified by the diploma or certificate issued by a higher education institute; The qualification to be awarded is formed as follows:

A) The title of the qualification to be granted by the relevant educational program in the higher education includes general names corresponding to the level of higher education, titles of qualification and field of study existing in the detailed field.

B) General names of qualifications of Bachelor's and Master's studies are:

In Bachelor's Studies	In Master's Studies
Bachelor of	Master of Humanitarian Sciences



Humanities	Master of Arts /MA
Bachelor of Arts /BA	Master of Science
Bachelor of Science	Master of Science /MSc
Bachelor of Science /BSc	Master of Music Art
Bachelor of Musical Arts	Master of Music /MMus
Bachelor of Music /BMus	Master of Arts
Bachelor of Arts	Master of Fine Arts / MFA
Bachelor of Fine Arts/ BFA	Master of Business Administration
Bachelor of Business Administration	Master of Business Administration /MBA
Bachelor of Business Administration/BBA	Master of Engineering/MEng
Bachelor of Engineering	Master
Bachelor of Engineering /BEng	
Bachelor	

C) Qualification corresponding to the interdisciplinary detailed field is granted from that narrow field the learning outcome of which dominates in the respective educational program.

D) Field of study of qualification is reflected in the annex to diploma.

E) Indications/terms put in brackets in the fields of study placed in the detailed field of the classifier are not reflected in the title of the qualification.

13. The description of higher education qualifications determines the level of knowledge, skills, responsibility and autonomy to be achieved at the relevant level:

A) knowledge and understanding (the result of assimilation of information, facts, principles, theories, theoretical and practical methods related to the field of study or activity);

B) the ability (the possibilities of applying the relevant knowledge for performing a specific task and solving problems);

C) responsibility and autonomy (application of knowledge and skills with relevant quality of values and independence).

13.1. Based on the higher education qualifications framework and a relevant field document, proceeding from the University mission, learning outcomes for separate educational programs are established. The learning outcomes of the educational program as well as the learning component are described by field and general competencies;



13.2. Stages of the higher education are described hierarchically according to learning outcomes. Each subsequent stage of higher education implies the achievement of additional learning outcomes based on the learning outcomes obtained at the previous level;

14. The purpose of the educational program should imply to develop the field and general competencies established by the descriptor of the relevant level of the Higher Education Qualifications Framework for the graduate, the goal of the program should be in compliance with the mission of the University, clearly formulated and take into account the requirements of the labor market, and should be directed to defining the field of employment of the graduate.

15. Language of instruction:

15.1 The language of instruction at university is Georgian;

15.2. Teaching of the educational program in another language, except for certain academic courses, is allowed if it is envisaged by an international agreement or agreed with the Ministry of Education, Science, Culture and Sports of Georgia;

15.3. Within the framework of the program it is admissible to offer a separate educational component of the educational program in a foreign language with reference to the mandatory foreign language literature or to offer a Georgian language course using the English mandatory literature, which requires confirmation of English language proficiency (by defining prerequisite).

16. The duration of the educational program is expressed with reference to relevant semesters and years.

17. Consequent to the peculiarities of the Training courses it is possible to teach them in a curation format and the course of the learning process is reflected in the syllabus of the relevant course.

18. Within the educational program curriculum development includes a combination of learning and research components based on learning objectives and outcomes, which results in the learning outcome in accordance with the requirements of the qualifications framework (training courses to be achieved basic learning outcomes, sequence of training courses, etc.);

19. Prerequisite for admission to the program:

19.1. Prerequisite for admission to the educational program is determined in accordance with the current legislation of Georgia (see the regulatory rules for the learning process). Additional prerequisites for admission to the educational program are defined within a specific educational program.

19.2. Prerequisite for admission to the program must ensure the achievement of the learning outcomes defined by the educational program.



20. Forms and methods of teaching and learning outcomes:

20.1. Teaching / learning methods /activities must be specified in the program, which allows the student to achieve the learning outcomes of the educational program.

20.2. A specific issue in the teaching process can be learned using a combination of different methods/activities. The supervisor of the academic course determines the forms and methods of teaching.

21. The assessment system of the student knowledge in the educational program:

21.1. The system of assessment of student knowledge in the educational program is determined in accordance with the current legislation of Georgia ("Rule of calculation with credits of higher education programs" approved by the Order №3 of the Minister of Education and Science of Georgia of January 5, 2007, see the regulatory rules for the learning process).

21.2. The system of assessment of learning outcomes should envisage the specifics of the field and include adequate forms and methods of assessment.

22. The educational program describes the possibility for graduates to continue their studies at the postgraduate level.

23. The educational program describes the graduate's possible field of employment.

24. The material resources required for the implementation of the educational program are described within the educational program, in case of necessity, the information on the technical base for the implementation of the program should be indicated, which is essential for promoting the knowledge, skills and values defined by the educational programs.

25. The educational program should include the following points::

- A) The name of the educational program;
- B) Name and code of the detailed field;
- C) Qualification to be awarded (in Georgian and English);
- D) Level of higher academic education;
- E) Language of Instruction;
- F) Duration of the educational program;
- G) The volume of the educational program with credits;
- H) Structure of the educational program;



- I) Head / Heads of the educational program;
- J) Prerequisite for admission to the educational program;
- K) The purpose of the educational program;
- L) learning outcomes of the educational program;
- M) Map of the conformity of the objectives and the learning outcomes of the educational program (Annex # 1 of the educational program);
- N) Map of learning outcomes (Annex # 2);
- O) Teaching-learning methods and activities;
- P) Assessment map of the learning outcomes of the program learning through teaching and learning methods / activities (Educational Program Annex # 3);
- Q) Assessment of learning outcomes (Appendix # 4 of the educational program), (according to the specifics of the program, only the analysis of academic achievement is used as a direct method of evaluating the learning outcomes of the Medical Doctor program MD, therefore, Appendix # 4 is not developed within the framework of this program);
- R) Organizing the learning process;
- S) Assessment system of student knowledge;
- T) Scope of possible employment;
- U) Possibility to continue studies;
- V) Curriculum of the educational program (Annex # 5 of the educational program);
- W) Human resources required for the implementation of educational programs (Annex # 6 to the educational program);
- X) Material resources required for the implementation of educational programs (see Annex # 2 to this document - Educational Programs Form).

26. The following appendices of the program are attached to the educational program:

- A) Map of compliance of the goals of the educational program and the learning outcomes (Annex # 1 of the educational program), by which should be determined and confirmed the compliance of the goals of the program and the learning outcomes;
- B) Map of compliance of the learning outcomes of the educational program (Annex # 2 of the educational



program), by which should be determined achievement of this or that learning outcome by the components of the program;

C) Assessment map of the learning outcomes of the program learning through teaching and learning methods / activities (Annex # 3 of the educational program), by which should be defined and confirmed the achievement of the learning outcomes of the program by the teaching and learning methods used within the program;

D) Evaluation of the learning outcomes of the educational program (Appendix to the educational program # 4), (except for the one-level Medical Doctor program MD), which should determine the indicators and evaluation levels of the evaluation of each learning outcome provided by the program. Program Learning Outcome Evaluation, Methods, Process, Careful Assessment Outcomes, and Use of Outcomes (Response Ways) are determined according to the Learning Outcome Evaluation Methodology (see Educational Program Learning Outcome Evaluation Methodology);

E) Curriculum of the educational program (Annex # 5 of the educational program), by which should be defined all the components of the program, their sequence, the volume of credits and the learning prerequisites;

F) The time-schedule of staff implementing educational programs (Annex #6 of the Educational Program), which should include information on the human resources required for the implementation of the program, by indicating their qualifications and status; Only a person with the appropriate qualifications can be involved in the implementation of the educational program. A person, who has the necessary competence for achieving the learning outcomes envisaged by the program, is considered to possess the relevant qualification, which may be determined by the academic degree, special education received, publications or professional experience.

27. The educational program should be accompanied by syllabi compiled according to the developed sample, which should include the following mandatory information:

A) The name of the training course;

B) Educational program;

C) Faculty;

D) Level of teaching;

E) Semester of teaching;

F) Lecturer / lecturers (name, surname, academic position, telephone, e-mail address);

G) The status of the Academic Course;



- H) The purpose of the training course;
- I) Number of credits and distribution of hours;
- J) Admission requirements;
- K) Learning outcomes of the learning course;
- L) The content of the training course;
- M) Teaching-learning methods and activities;
- N) Evaluation system, forms, methods and criteria;
- O) Essential literature;
- P) Supporting literature (if any);
- Q) Administrative notes (see Annex # 3 to this document - syllabus form).

28. The following reports and documents are attached to the educational program at the approval stage:

- A) Market research (report on market requirements, program demand);
- B) Analysis of the comparison of the educational program with similar programs and a report on the use of the analysis results;
- C) Evaluation and analysis of educational programs by stakeholders, report (s) on the use of analysis results;
- D) Documentation certifying the qualifications of the personnel involved in the implementation of the educational program;
- E) Documentation proving the feasibility of the practice (if any);
- F) Faculty budget;
- G) Documents certifying the work of the committee established for the purpose of implementing/ developing the program (minutes of the meeting).

29. The elaborated program will be discussed at the meeting of the Faculty Council, the decision on submitting the program to the next stage will be made in the form of a protocol.

30. A compatible version of the program will be submitted to the Quality Assurance Service for review. The Quality Assurance Service verifies the compliance of the program with the requirements established by the University and other normative acts, which is formulated in the form of a conclusion (see Annex # 4 of this document - the form of the conclusion of the Quality Assurance Service);



31. In case of preparation of a negative conclusion by the Quality Assurance Service of the University, the program will be submitted to the Head/Heads of the Program and the Committee for implementing appropriate changes to the conclusion, while in case of a positive conclusion, the Program will be submitted to the Governing Board.

32. The Governing Board reviews the program and approves the educational program in case of a positive decision / expediency.

Article 3. Development of the educational program and modification

1. The parties responsible for the development of the educational program are: The Head of the Program, Program Committee, the Dean of the Faculty and Quality Assurance Service

2. The grounds for the development of the educational program and the implementation of relevant changes in it can be:

- A) Current significant changes in the field;
- B) The results of internal and external assessment of the program;
- C) Legislative amendments;

3. The development process of the educational program includes the following stages:

A) Data collection - assessment of the program using internal and external quality assurance mechanisms: Observing the current changes of the field/ evaluation of the Program using direct (studying students' academic performance, evaluating learning outcomes) and indirect methods (stakeholder surveys);

B) Data processing - analysis of information obtained, survey and evaluation results;

C) Identification of the sides to be improved - review of the outlined aspects to be improved based on the analysis by the Quality Assurance Service, the Head/Heads of the program and the program committee;

D) Elaborating of recommendations and planning of changes - for the purpose of developing the educational program, elaborating of recommendations related to the correction of the identified aspects to be improved in the program and planning of the relevant changes;



E) Implementation of changes - implementation of the mentioned recommendations with the involvement and procedures of the parties defined by the Internal University acts (see Annex #5 to this document - Development Cycle of the Educational Program).

4. Stakeholders are defined by the persons involved in the program elaboration process.

5. Reflection of the changes in the educational program is implemented in the same way as program elaboration stages.

6. In case of implementing the changes in the educational program, the University offers the student an individual study program (as needed, for details, see this document, Article 4, paragraph 4). The individual teaching program shall be designed with participation of a student.

7. During the accreditation of the educational program / conditional accreditation, change of the name of the educational program, the result (s) of study and / or the place of implementation of the educational program and / or the structure of the educational program (at least 30% change in the components of the main field of study Add / or removal that does not change the learning outcomes of the curriculum and / or increase and / or remove concentration) in the event of a change, the National Center for Education Quality Development shall be notified in writing within 30 calendar days of the change and the amended curriculum shall be submitted. Reason and relevant act issued on the change.

8. During the accreditation / conditional accreditation period of the educational program, it is not allowed to change the name of the language of teaching in the educational program and / or the qualification to be awarded, as well as to combine educational programs in accreditation / conditional accreditation mode or to divide the educational program (except for paragraph 9 of this article). In case of implementation of the change provided for in this paragraph, the educational program / programs shall be considered as a new program / programs, the implementation of which shall be acquired by the institution in accordance with the rules established by law.

9. During the accreditation / conditional accreditation period of the educational program, it is permissible to change the name of the qualification to be awarded in the educational program and / or to separate the existing educational programs in the accreditation / conditional accreditation mode. / To bring the programs in line with the industry characteristics. In this case, the mentioned educational program / programs will not be considered as a new program / programs.



Article 4. In case of changing / annulling the educational program, providing students of corresponding program with further education

1. Annulling of the educational program is possible:

- a) In case if no students are enrolled in the relevant program;
- b) The educational program no longer complies with the requirements of legislation;
- c) In the absence of financial and / or other necessary resources;
- d) There are other cases envisaged by the legislation.

2. The decision regarding the annulling of the educational program shall be made by the Governing Board of the University. The issue is initiated by the Head of the Program / Quality Assurance representative at the meeting of the Faculty Board. For the purpose of reviewing at the Faculty, the head of the program, in agreement with the Committee, prepares a report substantiating the program annulment and a plan of informing the students. The report is reviewed by the Faculty Board and the decision of the Faculty Board is submitted by the Dean to the Governing Board for a final decision.

3. In the case of changing or annulment the educational program, it is important for the university to ensure the students of the respective program with the further education. Accordingly, for the students at the University exist the opportunity to continue their study with the ECTS credits obtained within the changed or annulled educational program.

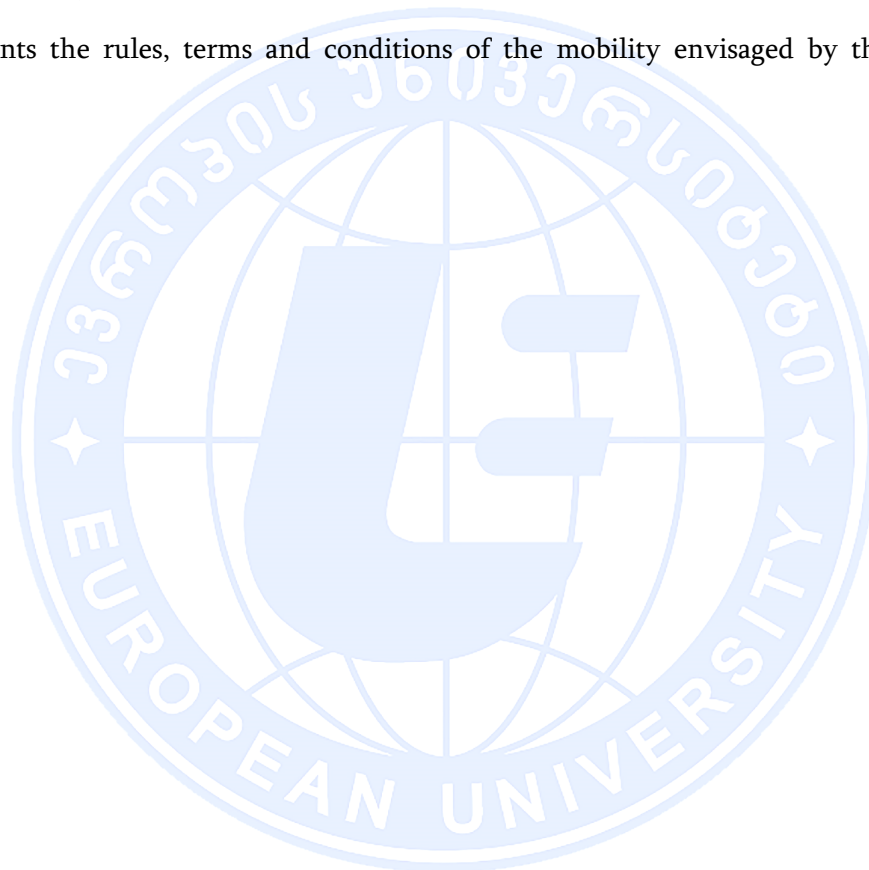
4. For the purpose of protecting the legitimate interests of students, in case of changing the curriculum, the students enrolled prior to the change will continue to study in a modified curriculum, with a different curriculum as needed, so that to achieve the learning outcomes envisaged by the modified program.

5. Before annulment of the educational program existing at the institution, in order to protect the interests of the students and ensure their further education, the quality assurance service is obliged to study the compatibility of the cancelled educational program with the adjacent/relative educational programs or the issue of its possible replacement with new educational program and present the final opinion to the Governing Board.

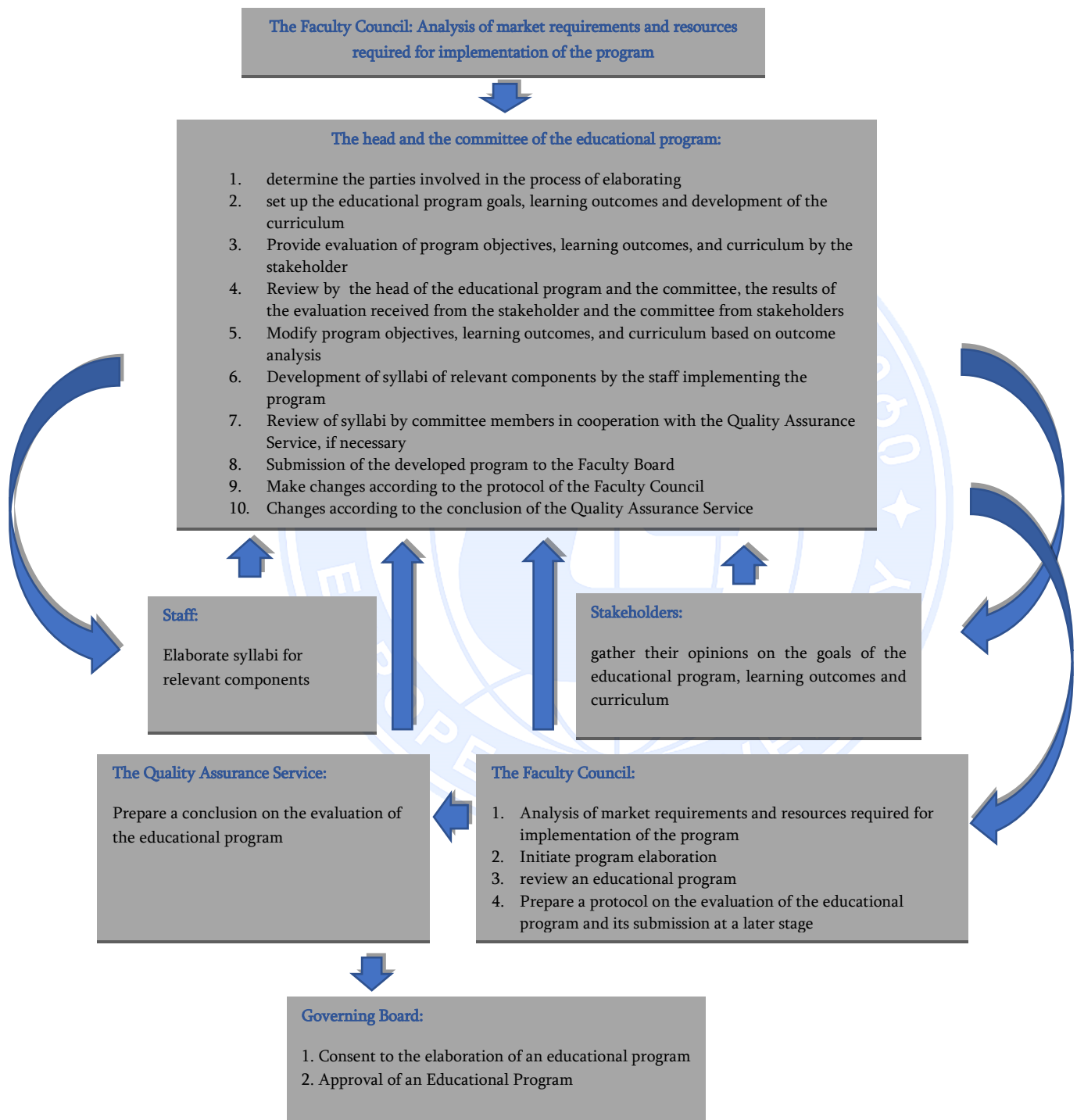
6. In the case of making decision of annulling the educational program by the Governing Board, in order to ensure the further education of the students of respective educational program, the institution is entitled:



- a) To give the students a possibility to finish the ongoing level of education from the educational program to be annulled. In this case, admission to the educational program is not conducted;
- b) Offer the students the mobile and flexible educational programs, which will be presented with such teaching courses /modules/free components that will be compatible and relevant in case of transferring to the other program and the maximum number of credits will be recognized;
- c) Provide the students with the information regarding relevant educational programs implemented by the other higher educational institutions;
- d) To introduce to the students the rules, terms and conditions of the mobility envisaged by the active legislation.



Annex # 1 to this document - Educational Programs Development Scheme





Annex #2 - Educational Program Form



Reviewed on the session of Faculty Board:

(Protocol #, date)

Approved by the decision of the Governing Board:

(Protocol #, date)

Educational program

Name of an educational program:

Education level: *(Bachelor studies (Level I Higher Education) / Master studies (Level II Higher Education))*

Language of instruction: *(Language in which the program is implemented)*

Educational program type: *(Academic, Basic / Additional)*

Name and code of the detailed field; *(name and code of the detailed field in accordance with the Classification of Learning Fields)*

Qualification to be granted: *(Qualification to be granted in accordance with the Classification of Learning Fields, in Georgian and English languages)*

Duration of the studies: *(Period of time required for granting a qualification)*

Volume of educational program : *(Volume of credits required for granting a qualification)*

Head (s) of an educational program: *(Name and Surname, Qualifications, Status of the Head (Academic, Affiliated Academic / Invited Staff, Contact Information)*

Precondition Admission for the Program

(according to the regulation stipulated by the Georgian legislation)

Relevance of the program

(Brief overview of demand on educational program))

Objectives of the program

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(The objectives of the program should be consistent with the mission of the Institution, to be clearly established, oriented to the labor market and achievable)

Learning outcomes

(Learning Outcomes, together with the objectives of the program, should be in relevance with the mission of the University, should be achievable and be evaluable)

Knowledge and understanding

Skills

Responsibility and Autonomy

(Learning outcomes of the educational program should be in compliance with the goals of the program (compliance is described in the annex: The relevance of program goals and learning outcomes - Program Annex # 1); The relevance of the program learning outcomes to the program components is described in the Annex #2: Map of learning outcomes

Teaching- learning methods and activities

(Brief overview of teaching and learning methods used within the educational program)

(teaching and learning methods used within the educational program should ensure achievement of the learning outcomes (confirming information - Program Annex # 3).

(Learning outcomes evaluation table described in the Educational Program, where the evaluation indicators for each learning outcome are described and the evaluation levels are indicated, should be presented as Appendix # 4).

Program volume

(Volume of credits to be mastered for awarding the qualification defined by the program within the educational program)

The structure of the program

(Description the structure of the educational program. The volume of credits of the program of Academic major, Academic minor and also free components).

(In the case of regulated education programs, take advantage of relevant field characteristics).

The curriculum of the educational program (distribution of credits between components, semester distribution of components, prerequisites for admission) should be submitted in the form of Annex # 5.

System of evaluation of a students' knowledge

(The Student Knowledge Assessment System in accordance with the "Rule of calculation with credits of higher education programs" approved by the Order N3 of the Minister of Education and Science of January 5, 2007).

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(In accordance with the European University "Regulatory procedures of an academic process", information about the share of the forms of assessment and according to the same rule, the minimum thresholds for the midterm and final evaluation).

(Information on the evaluation methods used under the program).

Assessment of Practice *(if any)*

(In accordance with the rule of student achievement assessment established by law).

Thesis evaluation

(In accordance with the rule of student achievement assessment established by law).

(details of the assessment rule, forms, components, criteria, and points distribution are indicated in the syllabi of the curriculum components).

Employment field

(Brief overview of fields of employment).

Possibility to pursue studies

(Indication of the possibility to pursue studies at the next level).

Material resource for the program implementation:

(Description of the material-technical base of the University for the implementation of the educational program and for achievement of the learning outcomes provided by the program)

Human resource for the program implementation:

Information on academic and invited staff involved in the implementation of the educational program; Detailed information (name, surname, qualification, status, name of the program component to be implemented by them) should be provided in the form of Annex # 6).

Note: *Educational program attachments are an integral part of the program.*

Head of the educational program: (signature)

Head of Quality Assurance Service: (signature)

Annex #1 to the Educational Program



Map of compliance of program objectives and the learning outcomes

The program objectives	Learning outcomes				
	Learning outcome I	Learning outcome II	Learning outcome III	Learning outcome IV	Learning outcome V
The program objective I	x	x	x	x	
The program objective II	x		x		x
The program objective III		x		x	
The program objective IV	x			x	x





Annex #2 to the Educational Program

Map of learning outcomes of the educational program

H (high) – High or, I = Introduce

M (medium) – Medium R = deepening

L (low) – Low E = reinforcing

Program Component	Learning outcomes				
	Learning outcome I	Learning outcome II	Learning outcome III	Learning outcome IV	Learning outcome V
Program Component I		L (test, open type questions)			H (open type questions, situation analysis)
Program Component II	L (test, open type questions)		H (open type questions, situation analysis)		
Program Component III				M (open type questions, test)	
Program Component IV		H (open type questions, situation analysis)			
Program Component V	L (test, open type questions)		M (Practical assignment)		H (Practical assignment, situation analysis)

Note: *The table may indicate assessment forms, by means of which it is checked whether the learning outcomes have been achieved, or it is possible to indicate this information in the learning outcomes assessment plan (Annex # 4). Such a form of assessment indicated in the table, which provides a high quality assessment of the achievement of a particular learning outcome, is mandatory to be indicated in the relevant training course in such a dose that it is possible to accurately assess the achievement of the learning outcome.*

Each mandatory component of the program must achieve at least one learning outcome.



Annex #3 to the Educational Program

Map of compliance of teaching and learning methods with learning outcomes

H - High
M – Medium
L – Low

Teaching and learning methods / activities	Learning Outcomes				
	Learning outcome I	Learning outcome II	Learning outcome III	Learning outcome IV	Learning outcome V
Teaching and learning method / activitie I	L	H	L	L	
Teaching and learning method / activitie II			M		H
Teaching and learning method / activitie III		L			H
Teaching and learning method / activitie IV		H		M	L
Teaching and learning method / activitie V	H			H	
Teaching and learning method / activitie VI	H		H	H	
Teaching and learning method / activitie VII		L	L		M

Note: It is mandatory to use the appropriate dose of teaching methods within the specific training course, which can achieve high quality learning outcomes for the program.



Annex #4 to the Educational Program

Assessment of program learning outcomes

Learning outcome I: Identifies financial risks; For the purpose of preventing and managing the risks makes appropriate decisions.

Evaluation Indicators:

1. Collects data on external and internal risk factors
2. Analyzes the received data for the purpose of risk assessment
3. Defines response needs
4. Chooses the adequate form of response

Rubric for assessment of indicators

Assessment of indicators	Levels of assessment				
	Completely does not satisfy	does not satisfy	satisfies	Mostly satisfies	Completely satisfies
Evaluation Indicator I					
Evaluation Indicator II					
Evaluation Indicator III					
Evaluation Indicator IV					

Map of compliance with the program components of the indicators

Program component	Evaluation indicators				
	Evaluation indicator I	Evaluation indicator II	Evaluation indicator III	Evaluation indicator IV	Evaluation indicator V
Program component I	Practical assignment (Final exam)		Practical assignment (Final exam)	Essay (Final exam)	
Program component II	Test (Final exam)			Test (Final exam)	Essay (Final exam)
Program component III		Situation analysis (Final exam)	Practical assignment (Final exam)		Situation analysis (Final exam)

Note: Note: It is mandatory to define evaluation indicators for each learning outcome set by the program, as well as to write an indicator evaluation rubric for each indicator.

It is mandatory to determine the relevance of each indicator and program components. Each compulsory component of the program must comply with at least one indicator of the specific learning outcome that the program component undergoes.

The evaluation of the indicator must be carried out using a form of evaluation that can be verified.

The learning outcomes and assessment indicators of the presented program are for demonstration purposes only and do not describe the learning components and learning outcomes of any particular educational program.

The methods of evaluation of the learning outcomes defined by the program, the details of the evaluation process, and the application of the results, as well as the established target marks are described in the methodology of evaluation of the learning outcomes of the educational program.

Annex #5 to the Educational Program

Educational program curriculum

Indicating credits and learning semesters of program components

#	Educational / research component	Prerequisites	Credits	Hours	Distribution of hours				Semesters								
					Contact hours			Total contact hours	Independent work hours	I	II	III	IV	V	VI	VII	VIII
					Lecture	orking in a working group, seminar / practical / laboratory class	Midterm exam/final exam										
Educational components (Compulsory and elective courses of the main field of study and a free component focused on the development of general, transfer skills)																	
1.	Educational component I																
2.	Educational component II																
3.	Educational component III																
...																	
Research component (if any)																	
Semester distribution of free credits (if any): <i>Mastering of free credits is conducted through passing the existing courses within the existing level programs of the University adhering the prerequisite for admission to the course.</i>																	
Volume of credits by semesters																	
Total																	

Note: Across with the components of the program, the volume of credits allocated to the component in the relevant semesters is indicated.



Annex #6 to the Educational Program

The Academic / Invited staff Implementing the Program:

#	Learning component	Name, Surname	the occupied position
1.	Educational component I		
2.	Educational component II		
3.	Educational component III		
4.	Educational component IV		
5.	Educational component V		
6.	Educational component VI		
7.	Educational component VII		
8.	Educational component VIII		
9.	Educational component IX		
10.	Educational component X		





Annex # 3 - syllabus form



Syllabus

Educational course / component	<i>(Name of a educational course/component)</i>
Educational program	<i>(Name of an educational program)</i>
Faculty	<i>(Name of the Faculty)</i>
Education Level	<i>(Bachelor studies (Level I Higher Education) / Master studies (Level II Higher Education) / Doctoral studies (Level III Higher Education))</i>
Academic Semester	<i>(Semester defined by the program to implement the component)</i>
Lecturer (s) of the educational course / component	<i>(Name, surname, qualification, status (academic position / invited lecturer) of the staff implementing the educational course / component, contact information, consultation hours with the student (at least 2 hours per week), indicating the time and place of the consultation meetings).</i>
Status of the educational course / component	<i>(Mandatory/Elective)</i>
Purpose of the educational course / component	<i>(Brief description of the purpose of the educational course / component)</i>
Number of credits and distribution of hours	<i>(Volume of credits allocated for the component and distribution of working hours)</i>
Prerequisites for admission	<i>(Prerequisite required for mastering the component)</i>
Learning outcomes of the educational course / component	<i>(Knowledge and understanding Ability Responsibility and Autonomy)</i>
The content of the educational course / component	<i>See Syllabus Annex 1</i>
Teaching-Learning methods and activities	<i>(teaching methods used by the lecturer in the learning process)</i>
The System of assessment	<i>(The Student Knowledge Assessment System in accordance with the "Rule of calculation with credits of higher education programs" approved by the Order N3 of the Minister of Education and Science of January 5, 2007). According to the mentioned rule: Students' knowledge is evaluated by a 100-point system. 100 points is a maximum evaluation. The prerequisite for granting a credit is to accumulate 51 points out of a 100 points. Student's knowledge evaluation system considers: a) Five types of positive evaluation: a.a)/(A) Excellent – 91-100 points;</i>

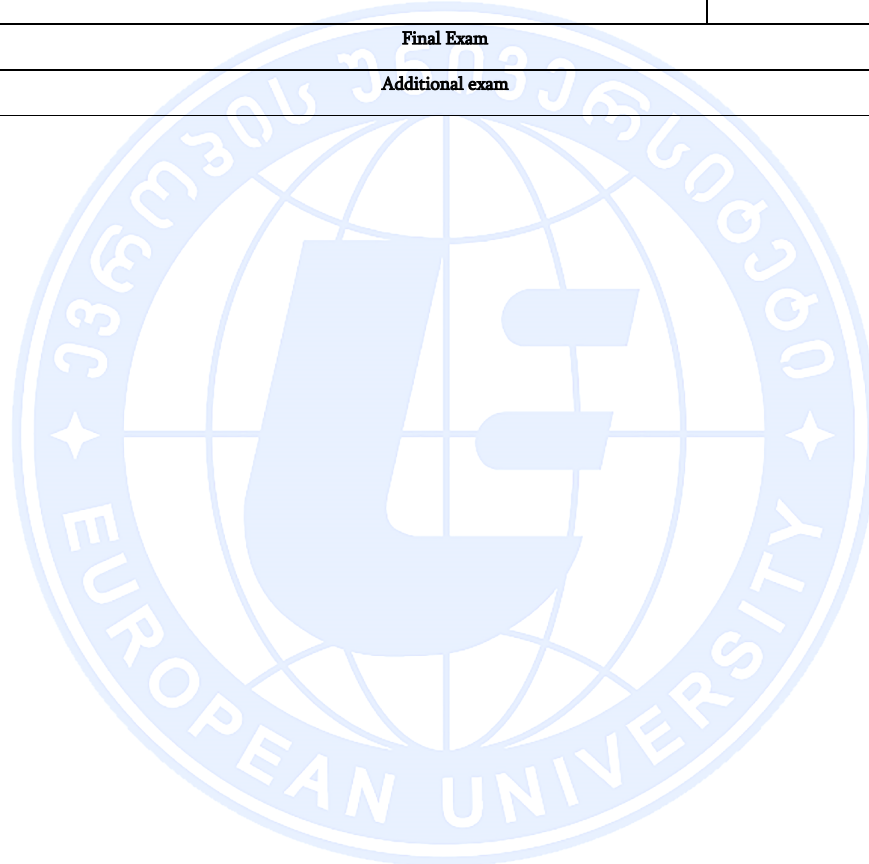


	<p>a.b) (B) Very good - score between 81-90;</p> <p>a.c) (C) Good: score between 71-80;</p> <p>a.d) (D) Satisfactory: score between 61-70;</p> <p>a.e) (E) Sufficient - score between 51-60.</p> <p>b) Two types of negative evaluation:</p> <p>b.a)(FX) Fail – 41-50 points, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;</p> <p>b.b) (F) failed - 40 points or less that means that the work performed by a student is not sufficient and he/she has to retake the subject.</p> <p>A student will be admitted to the additional exam even if he / she has passed the minimum threshold of positive assessment, but has not passed the minimum threshold of the final exam.</p> <p>A student will be admitted to the final exam in case he/she has passed the minimum threshold for midterm assessment.</p> <p>credit can be granted:</p> <p>A) in case he/she has passed the minimum assessment threshold;</p> <p>b) in case of accumulating at least 51 points out of the maximum 100 points of the final evaluation.</p>
Evaluation forms, methods and criteria	<p>(Information on the share of assessment forms according to the European University "Rules for the Learning Process" and the minimum competency threshold for interim and final assessments under the same rule).</p> <p>(Forms, Methods and Criteria for Assessing Student Knowledge: Based on the specifics of a particular course / component, the assessment methods, including the distribution of points, as well as the assessment criteria are determined by the course / component lecturer).</p>
Administrative notes	<p>(The head of the educational course / component is obliged to introduce the requirements of the educational program and the strategy of further work to the student at the first lecture.</p> <p>The student is obliged to:</p> <ul style="list-style-type: none"> - Carefully get acquainted with the syllabus of the educational course. - Perform the requirements envisaged by the syllabus (perform homework; prepare for seminar or practical work; for testing; for presentation, etc.).
Main literature	<p>(Basic literature used by the lecturer to achieve the learning outcomes defined by the course. The basic literature must correspond to the language of instruction of the educational program. It is possible to refer to foreign language literature, if the educational program confirms the attainment of at least B2 level of the relevant foreign language before taking this course, knowledge of the relevant foreign language at least B2 level is a prerequisite for studying this course).</p>
Additional literature and other learning material	<p>(Additional reading recommended by the lecturer to achieve the learning outcomes defined by the course. It is possible to use foreign language supporting literature).</p>



Course content

Week	Topic, distribution of hours	Learning Material
I - XVI	<i>(Defining the topics to be passed on weekly basis, determine the teaching forms used by the lecturer during each topic and among them distribute the contact hours, as well as the activities planned by the lecturer (quiz, presentation, etc.) Reference according to relevant weeks).</i>	<i>(literature relevant to the topic)</i>
XVII - XVIII	Final Exam	
XIX - XX	Additional exam	





Annex # 4 - the form of the conclusion of the Quality Assurance Service

Assessment of the compliance with program accreditation standards

Educational Program Name	
Education level:	
Qualification to be granted with reference of qualification code	
The language of instruction	
Number of Credits	

1. Education program objective, learning outcomes and their compliance with the program

The program has clearly established purpose and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Learning outcomes are constantly assessed in order to improve the program.

Description	
recommendations	

2. Teaching methodology and organization, adequacy of the program mastering evaluation

The Program admission preconditions, its structure, content, teaching - learning methods, and student evaluation ensure the achievement of program objectives and intended learning outcomes.

Description	
recommendations	

3. Students' achievements, individual work with them

The program ensures creating student-oriented environment by providing the relevant services; ensures students' familiarity with the named services, organizes various events and fosters students' involvement in local and/or international projects.

Description	
recommendations	

4. Providing teaching resources

Human, material, information and financial resources ensure sustainable, stable, efficient and effective functioning of the program and the achievement of the defined objectives.

Description	
recommendations	



5. Teaching Quality Enhancement Opportunities

For the purpose of enhancement of teaching quality, program utilizes internal and external quality assurance services and also regularly conducts program monitoring and program evaluation. Relevant data is collected, analyzed and utilized for informed decision making and program development on a regular basis.

Description	
recommendations	

6. Evaluation of compliance with the requirements set by the University's internal legal acts

The curriculum and syllabi are consistent with the requirements set by the following internal legal acts of the European University:

Procedures for planning, elaborating, approving, developing, modifying and annulling the educational programs	<input type="checkbox"/> Yes <input type="checkbox"/> No
Recommendation to comply with the requirements:	
Evaluation methodology of educational program learning outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No
Recommendation to comply with the requirements:	
Methodology for determining the number of academic and invited staff	<input type="checkbox"/> Yes <input type="checkbox"/> No
Recommendation to comply with the requirements:	

The final conclusion

Head of Quality Assurance Service:

(signature)

Date:

Annex #5 - Development Cycle of the Educational Program

