



**Procedures for planning, elaborating, approving, developing,  
modifying and cancelling the educational programmes.**

*Approved by Academic Council Resolution  
(Protocol N2, 24.2025)*

Tbilisi

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## **Article 1. General Provision**

1.1. Present document regulates the procedures for planning, elaborating, approving, developing, modifying and canceling educational programs of Alterbridge University (hereinafter "University").

1.2. Document relies on the Law of Georgia on Higher Education, the National Qualifications Framework, authorization/educational programme accreditation standards, accreditation guidelines and sectoral benchmark documents. All stakeholders participate in the process in order to maximally meet labor market demands according to the mission and strategic plan of the university.

## **Article 2. Program planning and elaborating procedures**

1. Educational programme is a combination of academic and research components necessary for obtaining a higher education qualification, which includes the programme objectives, learning outcomes, relevant number of credits for study (study course, module, practice, project, bachelor's thesis, etc.), research components, student assessment system and specific features of educational process organization.

2. Planning and development of the educational programme encompasses the following stages:

a) During the educational programme planning stage, the relevance, necessity and required resources of the programme are determined (programme relevance and necessity is established based on labor market demand study report). The initiation of programme development takes place at the school council and by decision of the school council, a report on labor market research and programme demand is prepared, as well as a report on the resources necessary for programme implementation. The dean presents the labor market research report and necessary resource assessment for programme implementation to the academic council, which then decides and grants approval to commence work on the new educational programme.

b) Determining the head of the educational programme and creating a working group to prepare

the programme for accreditation;

- c) Determining the parties engaged in the working process;
- d) Development of educational programme goals, learning outcomes and creation of the study plan;
- e) Presentation of the educational programme goals, learning outcomes and study plan to stakeholders;
- f) Receiving feedback and discussion of results by the head of the educational programme and working group;
- g) Modification of programme goals, learning outcomes and study plan based on analysis of received results;
- h) Determination of the staff involved in the implementation of the educational programme and development of syllabi for respective components by them;
- i) Review of syllabi by working group members in close collaboration with the quality assurance service and if necessary, making certain modifications in agreement with the authors of the syllabi;
- j) Review of the programme at the school council;
- k) Submission of the educational programme to the quality assurance service and implementing modifications according to the recommendations provided by the quality assurance service (if necessary);
- l) Submission of the programme to the academic council for approval;

3. The stakeholders engaged in educational programme development include:

- a) University academic and invited staff;
- b) Administrative staff, within its competence: Quality assurance service, school administration, human resources management service, financial service and others;
- c) Potential employers, professional associations and other stakeholders;
- d) Students of the main educational structural unit (from the educational programmes of the

relevant direction and in the absence of such from the adjacent specialty educational programmes), where the educational programme should be implemented. It is also possible to invite students of similar programme from other university;

e) Graduates of educational programmes in the relevant field, or in case such programmes does not exist, graduates of adjacent specialty educational programmes;

4. The head of the programme coordinates the educational programme elaboration;

4.1. The head of the educational program is a person involved in the elaboration of the programme, who has a vision for programme development and possesses sectoral and managerial competencies. The head of the educational programme must be a member of university academic staff, while the co - head can be either academic or invited staff member.

4.2. The primary function of the head of the educational programme is coordination of programme elaboration, facilitation of implementation, development and making appropriate modifications to it. The head of the programme ensures the continuous development of the programme and fulfills the rights and duties assigned by legislation and the legal acts of the university.

4.3. The head of the educational programme, in collaboration with the quality assurance service, is responsible for programme compliance with accreditation standards;

4.4. Educational programme can have a co - head together with the head of the programme, among whom responsibility is distributed equally;

4.5. In case of dismissal from the occupied position or written refusal to lead the programme, the school council considers the mentioned issue and makes a decision regarding the appointment of a new head of the programme in accordance with established procedures.

5. Individuals involved in the elaboration of the educational programme follow these significant documents for the elaboration of the programme:

a) National Qualifications Framework, which describes learning outcomes for different levels of higher education; Classifier of the Fields of Study, which determines the qualification to be awarded in each field of study;

- b) "Rules for Calculation of Credits for Higher Educational Programmes" approved by Order N 3, dated January 5, 2007, of the Minister of Education and Science of Georgia;
- c) "Accreditation provision of educational programmes of educational institutions" approved by Order N 65/n, dated May 4, 2011, of the Minister of Education and Science of Georgia;
- d) Higher education sectoral benchmark (if any);
- e) Other normative acts and international documents/conventions existing in the field of higher education;
- f) Internal legal acts and instructions of the University.

6. The persons involved in the educational programme, within their competence, determine the programme goals and estimated learning outcomes, which should derive from the university mission. In the process of elaboration of regulated education programmes, it is significant to take into consideration higher education sectoral benchmark.

7. The goals and learning outcomes of educational programme components should align with the requirements of the qualifications framework, as well as with sectoral benchmark (if any) and learning outcomes envisioned by the programme.

8. During the process of developing educational programme components, the volume of each component is determined, credits to be assigned are established according to contact hours and independent work and teaching-learning and assessment methods are defined. The development of syllabi of educational programme components also considers determining the prerequisites necessary for mastering the study course.

9. The number of credits for educational programmes across higher education levels is the following:

- a) Bachelor's educational programme includes no less than 240 credits. Within the framework of first - level educational programmes, awarding intermediate qualifications is allowed after achieving the learning outcomes established for completing a section of the relevant educational programme, which must not be less than half of the credits envisioned by the educational

programme.

b) Master's educational programme includes no less than 120 credits.

10. Structure of educational programmes:

10.1. The educational programme of first - level of higher education may be organized according to the following principle:

a) Study courses/subjects/modules corresponding to the main field of study (with a volume of no less than 120 credits) and free components;

b) Study courses/subjects/modules corresponding to the main field of study (with a volume of no less than 120 credits), additional programme (no less than 30 and no more than 60 credits)/additional programmes and free components;

c) Study courses/subjects/modules corresponding to the main field of study (with a volume of no less than 120 credits) and additional programme (no less than 30 and no more than 60 credits)/additional programmes.

10.2. It is possible to combine only those additional specialties in the educational programme whose main specialty educational programme is already being implemented in the higher educational institution in authorized or accredited mode.

10.3. The free component includes study courses/subjects/modules oriented toward promoting the development of general, transferable skills and/or available within any first - level higher education educational programme, which the student can select freely to expand their outlook in fields (topics) that interest them.

10.4. Study courses/subjects/modules with the content corresponding to the main field of study shall be presented as mandatory and optional modules. Additional programme and free components also must include the mandatory as well as optional study courses/subjects/modules.

10.5. In first and second level higher education educational programmes, it is possible to include concentration/concentrations, which means grouping study courses/subjects/modules corresponding to the main field of study with a focus on a specific

theme/topic. Concentration has a learning outcome, which is considered in the learning outcomes of the educational programme. Existence of concentration in the educational programme does not change the field of study of the programme or/and the qualification to be awarded. In first - level higher education educational programmes, concentration includes no more than 30 credits including the bachelor's thesis, while in second - level higher education educational programmes - no less than 50% of the total number of programme credits.

10.6. Regulated educational programme is focused on preparing students for the corresponding regulated profession. In this case, no less than 75% of the educational programme is dedicated to developing the competencies necessary for the regulated profession.

10.7. Master's programme includes study component and a qualification thesis developed based on independent research. It is desirable, that the master's programme include a practical component as well.

11. Qualification – learning outcome that is achieved through completion of a higher educational programme and is confirmed by a diploma issued by a higher educational institution; the formation of the qualification to be awarded takes place in the following manner:

- a) The title of the qualification to be granted by the respective educational programme in the higher education includes general name corresponding to the level of higher education, title of qualification and field of study existing in the detailed field.
- b) Awarding of qualifications corresponding to interdisciplinary detailed field is carried out from the narrow field whose learning outcomes dominate the respective subject. Field of study of qualification is reflected in the diploma supplement.
- c) Field of study of qualification is reflected in the diploma supplement.
- d) The references/terminology in parentheses existing in the fields of study placed in the detailed field of the classifier are not reflected in the title of the qualification.

12. The descriptors 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) Skills (abilities to apply the relevant knowledge to perform specific task and solve problems);
- c) Responsibility and autonomy (application of knowledge and skills with relevant quality of values and independence).

12.1. Based on the higher education qualifications framework and a relevant sectoral benchmark document, based on the mission of the university, learning outcomes for individual educational programme is formulated. The learning outcomes of the educational programme and study component are described with field and general competencies;

12.2. Levels of the higher education, according to learning outcomes are described hierarchically. Each subsequent level of higher education implies the achievement of additional learning outcomes based on the learning outcomes achieved at the previous level;

13. The goal of the educational programme should consider the development of sectoral and general competencies for graduates established by the corresponding level descriptor of the higher education qualifications framework. The goal of the programme must be in compliance with the mission of the university, be clearly formulated, take into account labor market demands and be directed toward determining the employment field of the graduate.

14. Language of instruction:

14.1. The language of instruction at the university is Georgian;

14.2. Teaching of the educational programme in another language, apart from individual study courses, is permitted if this is provided in the international agreements or is agreed upon with the Ministry of Education, Science, Culture and Sports of Georgia;

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

15. The duration of the educational programme is expressed by indicating the corresponding semesters and years.

16. Development of a study plan within the framework of the educational programme includes a combination of study and research components based on objectives and learning outcomes, which according to the requirements of the qualifications framework achieves the learning outcome (study courses for achieving core learning outcomes, sequence of study courses, etc.);

17. Programme Admission prerequisite:

17.1 Programme admission prerequisites are determined in accordance with the current legislation of Georgia (see Educational Process Regulatory Rule). Additional programme admission prerequisites are defined within a specific educational programme.

17.2. Programme admission prerequisite must ensure the achievement of the learning outcomes defined by the educational programme.

18. Forms and methods of achievement of teaching - learning outcomes:

18.1. The programme should specify those teaching/learning methods that enable students to achieve the learning outcomes of the educational programme.

18.2. During the teaching process specific issue can be learned using a combination of different methods. The supervisor of the study course determines the forms and methods of teaching.

19. The system for evaluating student knowledge within the educational programme:

19.1. The student knowledge assessment system in the educational programme is established in accordance with the current Georgian legislation;

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

20. The educational programme describes the possibility for graduates to continue their studies at the next level of education.

21. The educational programme describes the possible field of employment of the graduate.

22. Within the educational programme, the material resources necessary for educational

programme implementation are described. When needed, information regarding the technical infrastructure essential for programme implementation should be indicated, which is necessary for promoting the development of knowledge, skills and values defined by the educational programmes.

23. Bachelor's and master's educational programmes must include the following points:

- a) Title of the educational programme;
- b) Title of the detailed field and code;
- c) Qualification to be awarded (in Georgian and English languages); d) Level of higher academic education;
- d) Language of instruction;
- e) Duration of the educational programme;
- f) Volume of the educational programme in credits; g) Structure of the educational programme;
- h) Head(s) of the educational programme; i) Programme admission prerequisite;
- j) Goal of the educational programme;
- k) Learning outcomes of the educational programme;
- l) Alignment map of educational programme goals and learning outcomes; m) Learning outcomes map;
- n) Forms and methods of teaching and achieving learning outcomes;
- o) Assessment map for achieving programme learning outcomes through teaching and learning methods; p) Assessment of learning outcomes;
- q) Organization of the academic process;
- r) Student knowledge assessment system;
- s) Possible employment fields;

- t) Opportunities to pursue subsequent education;
- u) Educational programme study plan;
- v) Necessary human resources for programme implementation; w) Necessary material resources for implementation of educational programmes.

24. The educational programme is accompanied by the following programme appendices:

- a) Map of alignment of educational programme goals and learning outcomes, which should determine and confirm the correspondence between programme goals and learning outcomes; (Appendix 1)
- b) Map of educational programme learning outcomes (Appendix N 2 of educational programme), which should determine the achievement of particular learning outcomes through programme components;
- c) Map of assessment of achieving programme learning outcomes through teaching and learning methods (Appendix N 3 of educational programme), which should determine and confirm the achievement of programme learning outcomes through teaching and learning methods used within the programme;
- d) Assessment of educational programme learning outcomes (Appendix 4 of educational programme), which should determine assessment indicators and assessment levels for each learning outcome provided for by the programme. Assessment methods, process, notable assessment results and use of results (response mechanisms) for programme learning outcomes assessment are determined according to the learning outcomes assessment methodology;
- e) Educational programme study plan (Appendix N 5 of educational programme), which should determine all programme components, their sequence, volume of credits and study prerequisites;
- f) Table of staff implementing educational programmes (Appendix N 6 of educational programme), which should include information about human resources necessary for programme implementation, with the indication of their qualifications and status; only persons with

appropriate qualifications may be involved in the implementation of the educational programme. A person with appropriate qualification is considered to be someone who has the necessary competence for developing learning outcomes provided for by the programme, which may be determined by the academic degree, received specialized education, publications or professional experience.

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

- a) Title of the study course;
- b) Educational programme;
- c) School; d) Level of education;
- e) Teaching semester;
- f) Lecturer/lecturers (name, surname, academic position, phone, email);
- g) Status of the study course;
- h) Goal of the study course;
- i) Number of credits and hour distribution;
- j) Admission prerequisites; learning outcomes of the study course;
- k) Content of the study course;
- l) Teaching - learning forms and methods;
- m) Assessment system and criteria;
- n) Core literature;
- o) Supplementary literature (if available);

26. The educational programme must be accompanied by syllabi compiled according to the developed template, which should include the following mandatory information:

- a) Title of the study course;
- b) Educational programme;
- c) School;

- d) level of education;
- e) Teaching semester;
- f) Lecturer / lecturers (name, surname, academic position, phone, e-mail);
- g) Status of the study course;
- h) Goal of the study course;
- i) Number of credits and hour distribution;
- j) Admission prerequisites; learning outcomes of the study course;
- k) Content of the study course;
- l) Teaching - learning forms and methods;
- m) Assessment system and criteria;
- n) Core literature;
- o) Supplementary literature (if available);

27. Developed programme is discussed on school council meeting and the decision regarding programme submission to the next stage is formalized in the form of protocol.

28. The coordinated version of the programme is submitted to the quality assurance service for review. The quality assurance service verifies programme compliance with requirements established by university and other normative acts;

29. In case the quality assurance service of the university prepares a negative conclusion, the programme is returned to the head(s) of the programme and working group for implementing changes according to the conclusion, while in case of a positive evaluation of the programme draft, the programme is submitted to the academic council for discussion;

30. Academic council reviews the programme and in case of a positive decision/when considered appropriate approves the educational programme;

### **Article 3. Development of the educational programme and implementation of changes.**

1. The parties responsible for educational programme development are: Head of the programme,

programme working group, dean of the school and quality assurance service.

2. The basis for educational programme development and implementation of corresponding changes may be:

a) Significant ongoing changes in the field; b) Results of internal and external programme evaluation;

c) Legislative changes.

3. Educational programme development process includes the following stages:

a) Data collection - assessment of the programme using internal and external quality assurance mechanisms: Studying ongoing changes in the field / programme evaluation using direct (studying academic performance of the students, assessment of learning outcomes) and indirect methods (stakeholder surveys);

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

c) Identification of areas to be improved - review of areas to be improved outlined in the educational programme based on analysis by the quality assurance service, head(s) of the programme and programme working group;

d) Development of recommendations and planning changes - for the purpose of educational programme development, elaborating recommendations related to correcting identified areas to be improved in the programme and planning corresponding changes;

e) Implementation of changes - implementation of the mentioned recommendations with involvement of parties and procedures defined by internal university acts;

4. Stakeholders are defined by the individuals involved in the programme development process.

5. Reflecting changes in the educational programme is carried out similarly to the programme development stages.

6. In case of implementing changes in the educational programme, the university offers the student individual study programme. The individual study programme is developed with student

participation.

7. During the educational programme accreditation/conditional accreditation period, in case of changes to educational programme learning outcomes and/or structure (addition or/and removal of educational components of the main specialty,

changes to credits assigned to educational components of the main specialty, addition or/and removal of modules, addition or/and removal of additional specialty programmes), LEPL - National Center for Educational Quality Enhancement is notified in written form about this within 30 calendar days from the implementation of changes and the modified educational programme is submitted, as well as the act issued regarding the implementation of changes.

8. During the educational programme accreditation/conditional accreditation period, changing the language of instruction and/or qualification to be awarded in the educational programme is not allowed. Also, merging educational programmes existing in accreditation/conditional accreditation regime or dividing a programme is not permitted. In case of implementing changes provided by this provision, the educational programme/programmes is considered as a new programme/programmes, for which the institution must obtain the right of implementation according to procedures established by legislation.

9. During the educational programme accreditation/conditional accreditation period, changing the qualification to be awarded in the educational programme is permissible if this relates to bringing the educational programme into compliance with sectoral benchmarks or the National Qualifications Framework and Classifier of the Fields of Study, resulting from changes implemented in existing sectoral benchmarks. In such case, the mentioned educational programme is not considered as a new programme.

**Article 4. In case of modifying/cancelling the educational programme, ensuring continued education for students of the respective programme**

1. Cancellation of the educational programme is possible:
  - a) In case no student is enrolled in the respective educational programme;
  - b) The educational programme no longer meets legislative requirements;
  - c) In case of absence of financial and/or other necessary resources;
  - d) In other cases provided by legislation.
2. Decision regarding educational programme cancellation is made by the Academic Council of the university. The issue is initiated at the school council by the head of the programme /representative of quality assurance service. For the purpose of discussion at the school council, the head of the programme prepares justification report for programme cancellation and a plan to inform students. The report is reviewed by the school council and the decision of the school council is submitted to the academic council by the dean for final decision - making.
3. In case of educational programme modification or cancellation, ensuring continued education for students of the respective programme is important for the university. Accordingly, the university provides the opportunities for the students to continue their studies considering credits received within the framework of modified or cancelled educational programme.
4. To protect students legitimate interests, in case of implementing changes to the educational programme, students enrolled before the implementation of changes continue their studies on the modified educational programme, with a different study plan if necessary, so that learning outcomes provided by the modified programme are achieved.
5. Before making a decision about cancelling educational programme operating in the institution, to protect students interests and ensure their continued education, the quality assurance service is obliged to study the compatibility of the programme to be cancelled with adjacent/related educational programmes regarding the possibility of merging or replacing with a new educational programme and submit a corresponding conclusion to the academic council.
6. In case the academic council makes a decision regarding cancellation of the educational programme, to ensure continued education for students of the respective educational programme,

the institution is authorized to:

- a) Provide students of the educational programme to be cancelled with the opportunity to complete the ongoing level. In this case, admission to the educational programme is not carried out.
- b) Offer students mobile and flexible educational programmes that will include study courses/modules/elective components that will be compatible and relevant when transferring to other programmes and maximum credits will be recognized;
- c) Inform students regarding relevant educational programmes implemented by other higher educational institutions;
- d) Introduce students with the information regarding mobility procedures, deadlines and conditions provided by current legislation.

#### **Article 5. Individual educational programme and methodology for its development**

5.1. Individual educational programme considers the different needs of the students, offering appropriate forms and conditions of teaching - learning and assessment for special educational needs and academic preparation, possibility of implementing the educational process in the adapted environment and, when necessary, provision of appropriate human resources.

5.2 Development of the individual educational programme takes place in cases of student status restoration, enrollment through external and internal mobility procedures, recognition of education, academic lag, special needs, student request and other objective circumstances.

5.3. The quality management service ensures monitoring of individual educational programme development, implementation and execution and when needed provides recommendations regarding the modification of the individual educational programme.

5.4. Individual study plan of the student considers the student's different needs and legislative requirements, according to which mandatory workload of the student during one academic year includes 60 credits, however, acquisition of no more than 75 credits during the academic year is permissible.

5.5. The content and structure of the individual study plan depends on the needs of the student.

The relevant regulatory acts of the university must be considered in the individual study plan.

5.6. The student has the right to approach the school administration for the purpose of creating the individual programme, justify the validity and adequacy of the chosen individual plan and request participation in programme compilation.

5.7. The individual study plan prepared for students with disabilities and special educational needs must be accompanied by a report about the resources/actions necessary for implementation, which involves offering adapted assessment formats (oral, written, test, electronic survey) or, when necessary, appropriate human resources.

5.8 Student's individual study plan is reflected in the learning process management system, within the timeframe established for academic registration. Different deadlines may be established for students participating in programmes through exchange or without taking unified national examinations.

5.9. Monitoring of individual study plan and assessment of its effectiveness is carried out by the quality management service.

#### **Article 6. Final Provisions**

The present document takes effect from the time of issuance of the proper order by the rector and modifications and additions may be introduced according to established procedures through the publication of an individual legal act.

Annex №1

**Educational programme goals and learning outcomes**

**Alignment map**

Programme goals	Learning Outcomes			
	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4
Goal 1				
Goal 2				

Goal 3				
Goal 5				

**Annex №2**
**Map of educational programme learning outcomes**

1- Introduction, 2 - deepening, 3 - reinforcement

Programme Component	Programme Learning Outcomes			
	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4
Programme component 1				
Programme component 2				
Programme component 3				
Programme component 4				

**Note:** The table can specify assessment methods by which the degree of learning outcome achievement is verified, or such information may be provided in the learning outcomes evaluation plan. Any assessment method listed in the table that highly ensures the evaluation of specific learning outcome achievement must be incorporated in the relevant study course at a level that enables accurate assessment of learning outcome achievement. Each mandatory component of the programme must achieve at least one learning outcome.

**Annex N3**
**Map of alignment of teaching and learning methods with learning outcomes**

H - High

M – Medium

L – Low

Programme component	Learning outcomes
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	Learning outcomes			
	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4
Teaching and learning method 1				
Teaching and learning method 2				
Teaching and learning method 3				
Teaching and learning method 4				

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**Note:** It is mandatory that within a specific study course, to use teaching methods in appropriate doses that enable high - quality achievement of learning outcomes significant to the programme.

Annex №4

### Assessment of programme learning outcomes

#### Indicator assessment rubric

Assessment indicators	Levels of assessment				
	Fully Does not complies	Does not comply	comply	substantially complies	Fully complies

Assessment indicator 1					
Assessment indicator 2					I/D 405284473
Assessment indicator 3					
Assessment indicator 4					

**Note:** It is mandatory to determine assessment indicators for every learning outcome specified by the programme and the assessment rubrics for the indicators themselves. The learning outcome and assessment indicators of the presented programme are for demonstration purposes only and do not describe the learning components and learning outcomes of any specific educational programme. The assessment methods for learning outcomes defined by the programme, details of the assessment process and use of outcomes are described in the learning outcomes assessment methodology of the educational programme.