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## Methodology of planning, formulating and developing educational programme and its approval procedure

Tbilisi  
2023

## **1. BA, MA, PhD and Single Cycle Medical Doctor Degree Educational Programme**

### **Qualifications Awarded**

#### **General Requirements to Educational Programme**

1.1 The educational programme shall be in line with the university's mission. Educational programmes of the university set the conditions for obtaining BA, MA, PhD and Medical Doctor academic degrees and constitute the combination of courses and programme components aimed to develop field-related and general competences necessary for graduates to continue studies and/or work on jobs matching their qualifications. As far as MA educational programmes are concerned, the qualification to be awarded shall match the areas, fields, specialities and/or subfields, or subspecialities determined by the National Qualification Framework.

1.2 The university has a) the first cycle bachelor's degree programmes; b) the second cycle master's programmes; c) the third cycle PhD programmes, and d) One Step Educational Program "Medicine"

1.2.1 Bachelor's degree programme – the first cycle programme of higher academic education, the learning results of which correspond to generalized learning results of the sixth stage of the national qualification framework that is required to pursue a master's degree and work on a job matching received qualifications.

- BA programmes aim at teaching the basics of the corresponding speciality, in-depth attainment of theoretical aspects of academic disciplines that prepares a person for master studies and working on a job matching received qualifications in accordance with the constraints determined by the legislation of Georgia.
- The volume of the BA programme, ECTS: it comprises not fewer than 240 credits shared between all programme components. Sixty credits are earned in an academic year. Given the higher education programme and/or the characteristics of the students' individual learning plan, students' average annual workload may exceed 60 credits or be fewer than 60 credits. However, students' annual workload may not exceed 75 (ECTS) credits. One credit equals 25 study hours.
- The first cycle higher educational programme may be comprised of a) study courses, subjects or modules (not fewer than 120 credits) corresponding to the main field of study, and free components; b) study courses, subjects, and modules corresponding to the main field of study (not fewer than 120 credits), an additional programme (not fewer than 30 and not more 60 credits)/additional programmes and free components; c) study courses, subjects, and modules (not fewer than 120 credits) corresponding to the main field of study and an additional programme (not fewer than 30 and not more than 60 credits) and additional programmes. In the educational programme of higher education, a concentration or concentrations may be envisaged, which means the grouping of study courses, subjects and modules corresponding to the main field of study by

focusing on a specific topic or issue. The concentration produces the learning result that is envisaged in educational programme learning results. The presence of the concentration in the educational programme does not change the field of study of this programme or a qualification awarded. In the first cycle educational programme of higher education, the concentration shall envisage not more than 30 credits, including the bachelor's thesis.

- The programme learning results. The learning results of the first cycle programmes of higher education are based on learning results of complete general education. Based on the descriptive and field-related characteristics of the national qualification framework (if any), the level of knowledge, skills, and values to be achieved at the first cycle degree programme (at the bachelor's degree programme) is determined. This covers three criteria: knowledge and comprehension, skills, responsibility and autonomy;
- A student shall obtain 240 credits to earn a bachelor's degree in accordance with the conditions determined by the programme;

Within the framework of the Bachelor's Degree Programme or the educational programme corresponding to the generalized learning results determined for the sixth level of the national qualification framework that also covers the learning results determined for the sixth level of the national qualification framework, a student obtains an associate degree after accruing the corresponding number of credits and achieving the short cycle educational programme learning results.

1.2.2 Master's Degree Programme – the second-cycle educational programme of academic education the learning results of which correspond to the generalized learning results determined for the 7th level of the national qualification framework and aims to produce a specialist or researcher after they obtain a bachelor's degree and also prepares a person for further PhD studies and/or finding a job matching their qualification in accordance with the constraints envisaged in the legislation of Georgia.

- MA studies aim to a) give students in-depth knowledge in the corresponding field, speciality and/or subfield or subspeciality and help them produce the corresponding skills that prepare a person to work in accordance with the constraints determined by the legislation of Georgia and/or for PhD studies; b) change the speciality (except for the regulated educational programme); c) prepare them for scientific and research work and pedagogical activities in the higher educational institution; d) prepare them for professional development and enhance their qualifications.
- The Master's Degree Programme, ECTS. It comprises not fewer than 120 credits divided between all programme components. The workload for MA students annually is 60 academic credits. Given the higher education programme and/or the characteristics of the students' individual learning plan, students' average annual workload may exceed 60 credits or be fewer than 60 credits. However, students' annual workload may not exceed 75 (ECTS) credits. One credit equals 25 study hours.

- In the Master's Degree programme, a concentration or concentrations may be envisaged, which means the grouping of study courses, subjects and modules relevant to the main field of study by focusing on a specific topic or issue. The concentration produces the learning result that is envisaged in educational programme learning results. The presence of the concentration in the educational programme does not change the field of study of this programme or a qualification awarded. In the second cycle educational programme of higher education, the concentration shall envisage at least 50% of the total number of the programme credits.
- The programme learning results. The learning results of the first cycle programmes of higher education are based on learning results of complete general education. Based on the descriptive and field-related characteristics of the national qualification framework (if any), the level of knowledge, skills, and values to be achieved at the second level of higher education (at the master's degree programme) are determined. This covers three criteria: knowledge and comprehension, skills, responsibility and autonomy;
- A student shall obtain 120 credits to earn a master's degree in accordance with the conditions determined by the programme;

1.2.3 PhD Programme – the third-cycle educational programme of higher education that is a combination of a learning component and scientific-research component and the learning results of which correspond to the generalized learning results for the 8th level of the national qualification framework;

- PhD studies aim to carry out in-depth scientific analysis of topical practical and theoretical issues in the corresponding field, conduct result-oriented research and create new knowledge.
- The PhD programme lasts for at least three years, and its study component is comprised of not more than 60 credits.
- A higher education institution provides PhD students with a supervisor, creates conditions for them to hold a scientific research oriented work that must cover justified theoretical and/or experimental results; it also contributes to Phd students' integration in the world scientific community
- Learning outcomes. The are based on the descriptive and field-related characteristics of the national qualification framework (if any), the level of knowledge, skills, and values to be achieved at the third level of higher education (at the PhD programme) is determined. This covers three criteria: knowledge and comprehension, skills, responsibility and autonomy;
- Provided that the PhD programme is completed and a dissertation defended, the PhD student obtains an academic degree the name of which shall be determined in accordance with a classification mechanism of different fields of study.

1.2.4 One Step Educational Program "Medicine" is aligned with national qualifications framework at level seven and leads to the award of an academically recognized medical doctor (MD) degree. The total credit load is 360 credits.

- One Step Educational Program “Medicine” aims to a) equip students with in-depth and systematic field-related knowledge and develop the required skills enabling graduates:
  - working as an junior doctor under the supervision of experienced medical professionals., in the legislation of Georgia.
  - to have access to the next-level professional development and qualification enhancement, namely, in the corresponding speciality, for them to get the right of independent medical practice in accordance with the legislation of Georgia.
  - to pursue PhD studies;
- Carry out scientific and pedagogical activities in the theoretical fields of medicine or in other areas of health care that do not require independent medical activity. One Step Educational Program “Medicine” includes 360 ECTS credits, 60 credits annually and 30 credits in one semester. Correspondingly, a typical duration of the programme is six years or 12 semesters. Considering students’ individual workload, the number of credits annually may be fewer or more than 60 credits, but it cannot exceed 75 credits once in six years.
- The programme learning results. The programme’s learning results are determined in accordance with the document for higher education field-related characteristics, in view of the qualifications framework and internationally recognized recommendations.

1.3 The Ministry of Education and Science approves the accreditation procedure and tuition fees for regulated higher educational programmes following the request from the National Center of Education Quality Enhancement. At least 75% of regulated programmes develop competences required for regulated professions.

1.4 Common Requirements for BA, MA, PhD and One Step Educational Program “Medicine”:

- The programme shall be approved by an authorised body.
- The programme shall be drawn up in accordance with the European Credit Transfer System and shall have the consistent structure determined by the legislation;
- Admission preconditions shall be transparent and shall ensure the involvement of persons with the corresponding knowledge, skills and values in the programme, with this serving the objective of students attaining the learning outcomes.
- The programme objectives shall correspond to the university mission, shall be well formulated, attainable and oriented on the labour market.
- The programme learning outcomes shall be described by field-related and general competences and correspond to the higher education qualifications framework and specific field-related characteristics (if any); they shall also ensure graduates’ competitiveness in the field of education and the labour market.
- All programme components shall be included in the learning plan of the programme. The order of programme components and admission preconditions shall be logical and consistent. All university study courses last for a semester except for exceptions provided for by the programme

specifications. Study courses with same names and the number of credits in different educational programmes shall not have different objectives, learning outcomes, and contents. The number of credits of a programme component (a learning course, module, and others), contact and independent hours and their ratio, planned objectives and learning outcomes, programme component content and its study format, learning methods and student achievement assessment system, main and additional literature shall be consistent and in line with the objectives of a particular component and learning outcomes. Programme components together shall ensure the achievement of the programme objectives and learning outcomes.

- Syllabi for all compulsory and optional components provided for in the learning plan of the programme shall be annexed to the programme description (curriculum).

### 1.5 Study hours and distribution of hours

- One academic year comprises two semesters and is 36-week long. Each semester is comprised of 18 weeks, out of which 13 are lecture weeks, 2 mid-term exams week, 2 final exams week and one additional exams week. Additional final exams shall be scheduled within at least five days after the final exam results are announced.
- In the case of One Step Educational Program “Medicine” , one academic year is comprised of two semesters and is 40 weeks long. Each semester is comprised of 20 weeks, Except for individual courses, each semester for the One Step Educational Program “Medicine” is comprised of 15 lecture weeks, two mid-term exams, two final exams, and one additional exams week.
- Program credits are distributed between all components envisaged in the learning plan. Bachelor’s Degree Programme components are as follows: courses, subjects or modules corresponding to the main field of study (compulsory and optional courses, practice, and bachelor’s degree thesis), additional programmes (courses) and free components. Free components include courses, subjects and modules focused on contributing to general, transferable skills and courses, subjects, and modules within any first cycle educational programme which can be freely chosen by students to broaden their horizons in the fields that interest them.
- The Bachelor’s Degree Programme includes study (compulsory and optional study courses) and research components (a research thesis, project and a master’s degree thesis).
- The PhD programme consists of a study component that includes at least 60 credits and a scientific-research component (a dissertation).
- Credit distribution and possible structure of a one Step Educational Program “Medicine” is as follows: compulsory and optional courses, modules, and others. A minimum of 330 ECTS, and a maximum of 30 ECTS general and/or free components.

## 2 Aspects to be considered in developing educational programme

(Tuning Educational Structures in Europe, Universities’ Contribution to the Bologna Process, 2005)

2.1 The educational programme shall be focused on students and results and centred on an academic degree to be awarded and a qualification. The programme profile shall be based on the needs identified and recognized by the public. The programme is developed by the internal party concerned: academic society, students and external parties concerned: employers (organizations), graduates, and professional organizations. Each party plays its part in making a decision on which general and field-related competences emphasis shall be placed and which methods shall be used to achieve them. It must be noted that each educational program profile is unique and is based on opinions and decisions of the parties involved in programme formulation. In formulating a programme, those specific characteristics that are important for the corresponding sectoral field must be considered.

Learning outcomes of a programme's individual units (a course/module, and others) create common learning results of the educational programme. Students' competence is developed progressively: from simple to hard and from general to concrete. This means that competence is formed at different stages of study after learning the components envisaged in the programme. Herewith, competence the formation of which is not obvious may also exist. Consequently, that competence attainment only which may be evaluated shall be included in learning outcomes.

2.3 According to Tuning, courses interconnected at random cannot be considered a unified educational programme. In a well-planned programme centred on competence to be achieved all components are interrelated, their results complete each other, develop students' competence and create common results of the programme – the graduates' competence. Therefore, the programme is composed of its components, and each component in it has its significance and its corresponding credits. This concerns the program's mandatory components (study courses, modules, and others), the central part of the programme (core), as well as optional study courses that shall strengthen graduates' competences in a well-planned programme and enable students to form their individual profiles.

2.4 The tools for involvement of persons concerned (employers' academic personnel, students, graduates, and others) in the determination of learning outcomes of the programme and its development process shall be formulated;

2.5 Programme execution tools and its quality assessment mechanisms aimed to further improve the programme shall be formulated and shall operate.

### **3 Formulating and Planning Educational Programme**

3.1 An educational programme may be initiated at the university by the faculties, a doctoral school, academic personnel, or any person concerned.

3.2 The basis for initiating may be the analysis of the labour market and/or an employer, as well as cooperation with a foreign or local educational institution.

3.3 Academic personnel, students and graduates (if any), the administrative personnel of the university and employers shall be involved in the formulation and development of the educational programme;

- 3.4 Field specifications, university's priorities, employers' or potential employers' requirements, and a feedback from partners shall be considered in formulating a programme.
- 3.5 An educational programme shall comply with an institution's mission.
- 3.6 In the programme (Annex 1.1), shall be referred as follows:
- 3.6.1 the programme name;
  - 3.6.2 the programme supervisor \_ they shall have knowledge and experience required to develop a programme;
  - 3.6.3 Language \_ the programme shall provide information on a language it is uses to function. Individual programme components may be offered in a foreign language, the determination of knowing a foreign language as a precondition for the completion of the programme and/or referring the bibliography in a foreign language are also possible.
  - 3.6.4 Qualifications awarded shall be in line with the program contents and learning results.
  - 3.6.5 Bachelor's degree programme is comprised of at least 240 credits divided between all programme components. The Master's degree programme is comprised of at least 120 credits divided between all programme components. The PhD programme lasts for at least three years, and its study component is comprised of not more than 60 credits. One Step Educational Program "Medicine" comprises at least 360 credits. Students' workload in the course of an academic year is comprised of 60 credits. Given programme specifications and individual workloads, annual number of credits may be fewer or more than 60 credits but may not exceed 75 credits once for six years. 1 credit = 25 hours.
  - 3.6.6 A programme approval date and protocol number.
  - 3.6.7 A programme update date and protocol number.
  - 3.6.8 The educational programme objective aiming to help students gain competence and determine their field of employment.
  - 3.6.9 Learning results show general and field-related competence and are produced in accordance with the level corresponding to the higher education qualification framework and specific field-related characteristics.
  - 3.6.10 The precondition for admission to the programme \_ it is transparent in accordance with the legislation of Georgia.
  - 3.6.11 Teaching and learning methods \_ they correspond to a teaching level, course contents, learning results and ensure that they are achieved;
  - 3.6.12 Students' knowledge assessment system \_ the university uses the unified assessment system that is in line with the requirements determined by the legislation of Georgia.
  - 3.6.13 The field of employment.
  - 3.6.14 A possibility to continue studies;
  - 3.6.15 Material resources required for programme execution;
  - 3.6.16 Organizing the Teaching Process \_ Peculiarities



- 3.6.17 Learning Plan \_ All compulsory and optional components shall be included in the learning plan, the corresponding credits, contact and independent working hours, admission preconditions, a status and semester among them.
- 3.6.18 Program objectives and Learning Results Map;
- 3.6.19 The learning results map includes all programme components and their interconnection to program components;
- 3.7 The following shall be annexed to the programme:
  - 3.7.1 Study courses syllabi (annex 1.2).
  - 3.7.2 Educational programme learning results assessment plan (annex 1.3).
  - 3.7.3 Information on human resources necessary for programme execution \_ persons with the corresponding qualifications and competence shall be in charge of the programme (Annex 1.4).
  - 3.7.4 The Programme Approval Act;
  - 3.7.5 The programme execution financial plan;
- 3.8 In formulating and planning of the programme shall be considered as follows: a ratio of the number of students, academic and invited personnel to be admitted to the programme shall correspond to the standards set by the methodology for determining the number of the academic and invited personnel.
- 3.9 The flow of the academic and invited personnel shall ensure the program sustainability and may not exceed 5% of the personnel involved in the programme.
- 3.10 The programme review and its compliance with the requirements determined:
  - 3.10.1 The programme formulated in accordance with this procedure shall be transferred to the Quality Management Service that checks the compliance of the programme and its accompanying documents with the standards.
  - 3.10.2 After carrying out the procedures, the Quality Management Service draws up an opinion.
  - 3.10.3 If recommendations are included in the opinion, the programme is processed.
  - 3.10.4 If BA, MA and One Step Educational Program “Medicine” are evaluated positively, the faculty board reviews the programme and if approved, the faculty submits it to the academic board.
  - 3.10.5 If the PhD programme is evaluated positively, the dissertation board will review the programme and if approved, it will submit the program to the academic board.
  - 3.10.6 The decision of the academic board is notified to the corresponding structural unit for the purposes of planning and carrying out further processes and procedures.
  - 3.10.7 If the academic board approves the programme, the corresponding programme documents are submitted to the National Center For Educational Quality Enhancement for the purposes of programme accreditation for a new programme.

3.11 The educational programme form and attached document samples annexed to the mentioned procedure are advisory. Forms of annexes may be different.

#### **4 Introducing changes to educational programme**

4.1 After the educational programme starts functioning, changes to it may be introduced one week before the academic semester for the purposes of developing the programme and improving learning, teaching, and research processes.

4.2 The basis of changes may prove to be findings envisaged in the internal quality mechanism of the programme that were detected following systematic evaluations, the external evaluation of the programme, as well as the data from the feedback of students, graduates, or any other person concerned.

4.3 The basis of changes may also prove to be recommendations by experts during accreditation or within programme monitoring.

4.4 Changes to the programme are introduced in accordance with this Procedure.

#### **5 Abolition of the Programme**

5.1 The basis of programme abolition may prove to be results of analysis of the labour market in evaluating the programme, low employment rates of graduates, faults, risk-factors, termination of cooperation with partners, absence of interest from students, graduate survey results, and so on.

5.2 A decision to abolish a BA, MA and One Step Educational Program “Medicine” is made at the faculty board in consideration of the opinion by the Quality Management Service and at the initiative of the programme head, while in the case of a PhD programme, on the dissertation board.

5.3 The decision by the faculty or the dissertation board is forwarded to the academic board for review and final decision.

5.4 The decision on the abolishment of the programme is sent to the corresponding structural units of the university to plan and carry out further activities.

#### **6 Formulation of Individual Learning Plan**

6.1 The Individual Learning Plan is formulated to ensure the fulfilment of students’ requirements, special educational needs, academic readiness and their unimpeded involvement in the educational process;

6.2 The individual learning plan shall envisage students’ different requirements, their academic readiness and special educational needs.

6.3 Students shall address a faculty ensuring the execution of the corresponding bachelor’s, master’s, or One Step Educational Program “Medicine”, while in the event of the PhD programme, the doctoral school. A documentation of disability shall be attached to a student’s statement.

6.4 The corresponding faculty board approves the individual learning plan following the request of a supervisor of the BA, MA or the One Step Educational Program “Medicine” , while for a doctoral programme, it is approved by the dissertation board following the request of a doctoral programme supervisor.



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**Bachelor/Master/PhD /One Step Educational Program „Medicine“**

<b>Title of the Program</b>	
<b>Head of Program</b>	
<b>The language of instruction</b>	
<b>Qualification to be awarded</b>	
<b>Volume of the educational Program in credits</b>	
<b>Date of Program Approval</b> <b>Protocol Number</b>	
<b>Date of Program Renewal and Protocol Number</b>	

<b>Program goals</b>

<b><i>Learning Outcomes</i></b>
<b>Knowledge and understanding</b>  Graduate:
<b>Skills</b>  Graduate:
<b>Responsibility and autonomy</b>

Graduate:

### *Program Admission Requirement*

### Teaching and learning methods

- ☐ Lecture ☐ Working in group ☐ Practical work ☐ Colloquium ☐ Teaching by electronic resources
- ☐ e-learning ☐ other

### Evaluation system for student's knowledge

In the learning component of the educational program, the evaluation of the level of achievement of learning outcomes by the student includes following assessment forms - Midterm (one-off or multiple) and final examination, the sum of which is the final mark (100 points).

Midterm and final evaluations (evaluation forms) include the evaluation component/components, which determine the evaluation means of a student's knowledge, skills and/or competences (oral/written examination, oral/written testing, homework, practical/theoretical work, etc.). The evaluation component combines the unified evaluation methods (test, essay, demonstration, presentation, discussion, performance of practical/theoretical task, working in a working group, participation in discussions, solving cases, participation in mock trials etc.). The evaluation method/methods are measured by the evaluation criteria, i.e. by a measurement unit of the evaluation method, which determines the level of learning outcomes achievement.

Out of the total score (100 points), a certain share is assigned for each form and component of assessment in the final evaluation, which is envisaged in the specific syllabus and notified to the student in the beginning of the academic semester. Credit should not be granted using only one form of evaluation (midterm or final evaluation). Credit is earned, if the student receives a positive assessment.

During the implementation of the educational program, the share of the minimum competence threshold of the student's midterm and final evaluations are reflected in the specific syllabus and notified to the student in the beginning of each academic semester. The evaluation system includes:

#### *Five types of positive evaluation:*

(A) Excellent	91-100 points of maximum evaluation;
(B) Very Good	81 - 90 points of maximum evaluation;
(C) Good	71 - 80 points of maximum evaluation;
(D) Satisfactory	61 - 70 points of maximum evaluation;
(E) Sufficient	51 - 60 points of maximum evaluation.

#### *Two types of negative evaluation:*

(FX) Unsatisfactory	41-50 score of total evaluation, meaning that a student requires more work to pass and is given the right to attempt an additional examination by means of independent work;
(F) Failed	40 and less points that means the work of the student is not sufficient and he/she has to retake the course.
<b>Evaluation forms and components</b>	
<b>Evaluation forms and components</b>	<b>The maximum score</b>
<b>Midterm Evaluation, including:</b>	<b>70 points</b>
Written/oral testing	30
Midterm Written/Oral Exam	30
Individual homework/presentation	10
<b>Final Evaluation</b>	<b>30 points</b>
Final written/oral exam	30
<b>Total</b>	<b>100 points</b>
<p>In the learning component of the educational program, in case of getting the FX, an additional exam will be appointed within no later than 5 calendar days after announcing the final exam results. The amount of points received in the final evaluation is not added to the evaluation received by a student for the additional examination. The evaluation obtained during the additional exam is the final one and it will be reflected in the final evaluation of the teaching component of the educational program. Considering the evaluation at the additional exam, if a student receives 0-50 points in the final evaluation of the educational component, a student will have F-0 points assigned.</p>	

**Field of employment:**

**Continuous Learning Opportunities**

**Material resources necessary for the program implementation**

**Characteristics of Organizing Studies**

№	Admission Requirement	Module/Subject	ECTS credits								Student's Academic Workload	
			I year		II year		III year		IV year		Contact hours	Independent hours
			Semester									
			I	II	III	IV	V	VI	VII	VIII		
	Learning component											
	Compulsory learning courses											
1.												
2.												
3.												
	Elective learning courses											
1.												
2.												
3.												
	Practical component											
	Compulsory learning courses											

1.												
2.												
	<i>Research component</i>											
1.												
In a Semester												
In a year												
Total												



*Map of the program objectives and learning outcomes*

<i>Program Objectives</i>	<i>Program Learning Outcomes</i>

*Map of mandatory training courses and program learning outcomes*

№	<i>Module/Subject</i>	<i>Course status</i>		<i>Program Learning Outcomes</i>				
				(A)	(B)	(C)	(D)	(E)
1.								
2.								
3.								

*Course status*

I –Introduction	D - Developing	P - Practical	M- Master

№	<i>Subject</i>	<i>Learning outcomes</i>		
		<i>Knowledge and understanding</i>	<i>Skills</i>	<i>Responsibility and Autonomy</i>
1.				
2.				
3.				



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Annex 1.2

**Course Syllabus**

Faculty	
Academic Program	
Study Cycle	

Course Name	
Course status	
Language	
Preconditions to the Course	

Lecturer	First Name, Last Name	
	Academic Degree	
	Position	
	Contact Mob:	
	E-mail	
	Consultancy Time:	According to the schedule approved by the Faculty Dean (see university web-site: <a href="http://www.sabauni.edu.ge">http://www.sabauni.edu.ge</a> ).

Teaching Load	Credit (ECTS)	
	Hours (1 credit = 25 hours)	
	Contact Hours	
	Lecture	
	Seminar	
	Midterm and Final Exam	
	Hours for Independent Work	

Objectives of the Course	Student:
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Learning Outcomes
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Knowledge and Understanding	Student: •
Skills	Student: •
Responsibility and Autonomy	Student: •

Teaching Methods	<input type="checkbox"/>	Lecture	<input type="checkbox"/>	Colloquium
	<input type="checkbox"/>	Working in group	<input type="checkbox"/>	Teaching by electronic resources
	<input type="checkbox"/>	Practical work	<input type="checkbox"/>	e-learning
	<input type="checkbox"/>	other		

<b>Knowledge Assessment (Assessing student achievements of learning outcomes)</b>	
<p>The knowledge will be assessed with the 100 point system. The assessment of students encompasses the midterm assessment (maximum 70 points) and final exam (maximum 30 points); the sum of both assessments is referred to as a Final Assessment (maximum 100 points).</p> <p>Midterm Assessment Rule: The Midterm Assessment is composed of the following components: Colloquium, Midterm Exam and Individual Homework. Each midterm component has its share in the 70 point midterm assessment system. The minimal competency core corresponds to 21 (or 30% of maximum 70 points) accumulated points in midterm assessments referring to minimal requirements the students must meet in order to obtain the right to pass a final exam.</p> <p>Final Exam Rule: Only those students who will meet the requirements of minimal grade (accumulation of X points through assessing midterm components) will be admitted on the final exam. Students who will not meet the requirements of minimal grade (accumulation of X points through assessing midterm components) will not be admitted on the final exam. Minimal competency core for final exam is defined as X% of the maximum grade (30 points) plus 1 point that is X points. Final exam is referred to as passed, if student accumulates minimum X points on the final exam.</p> <p>The course will be considered passed if the student accumulates a minimum of 51 points according to the maximum score (30 points) of the middle grades and the final grade. The student will be credited in case of receiving one of the positive assessments provided by the legislation.</p>	
<b>Indexed System of Evaluation and Indicators (positive grade)</b>	
Excellent	A - 91-100 points
Very Good	B - 81-90 points
Good	C - 71-80 points
Satisfactory	D - 61-70 points
Sufficient	E - 51-60 points
<b>Negative Grade</b>	
FX – Unsatisfactory	41-50 points (Unsatisfactory - meaning a student needs more effort to pass an examination and is given an extra chance to pass an additional examination through independent work. Final exam will be assigned in 1-5 days since declaration of the results of the final exam)
F - Failure	40 and less of the maximum of grades (meaning the student's effort is not enough and he has to learn the subject anew)

Assessment Components and Points				
N	Assessment Components	Quantity	Maximum point of each	Maximum Point
1	Midterm Assesmmnt:			70 points
1.1.	Oral Quiz			
1.2.	Colloquium			
1.3.	Midterm Exam			
1.4.	Individual Homework			
2	Final Exam			30 points
Total				100 points
Midterm Assessment Components, Rubrics and Criteria				
Components	Rubrics and Criteria			
Colloquium	Rubrics: Multiple Tests and Open Questions. Maximum --- ponts.			
	Points	Multiple Tests		
	Open Questions			
	Points	Criteria for assessing open questions		
Midterm exam	Assessment Rubrics: Multiple Choice Tests and Open Questions. Maximum --- ponts.			
	Points	Criteria for assessing multiple choice tests		
	Points	Criteria for assessing open questions		
Final Exam Components				
Components	Methods and Criteria			
Final Exam	Final Exam Rubrics: Multiple Choice Tests and Open Questions. Maximum --- ponts			
	Point	Criteria for assessing multiple choice questions		
	Point	Criteria for assessing open questions		


Course Content		
Week	Contact Hours	Content/Assessment component/Maximum point
1	Lecture (1 hour)	<b>Topic 1.</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading:
	Seminar (1 hour)	Discussion on the syllabus structure, course content, assessment system da mandatory reading.
2	Lecture (1 hour)	<b>Topic 2.</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading:
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
3	Lecture (1 hour)	<b>Topic 3.</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading:
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
4	Lecture (1 hour)	<b>Topic 4</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading:
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
5	Lecture (1 hour)	<b>Topic 5.</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading:
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
6	Lecture (1 hour)	<b>Topic 6.</b> <ul style="list-style-type: none"> <li></li> </ul>
	Seminar (1 hour)	Mandatory Reading:
		<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
7	Lecture (1 hour) Seminar (1 hour)	<b>Topic 7</b> <ul style="list-style-type: none"> <li></li> </ul>
8-9	2 hours	<b>Assessing component</b> – Midterm exam. Maximum 30 points. Includes materials from I-VII academic weeks.
10	Lecture ( 2 hours)	<b>Topic 8. Introduction to differential equation</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading:
11	Seminar (1 hour)	Review midterm exam results
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
12	Lecture (1 hour)	<b>Topic 9.</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading:
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>

13	Lecture (1 hour)	<b>Topic 10.</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
14	Lecture (1 hour)	<b>Topic 11.</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading:
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
15	Lecture (1 hour)	<b>Topic 12.</b> <ul style="list-style-type: none"> <li></li> </ul>
		Mandatory Reading
	Seminar (1 hour)	<b>Assessing component</b> – Colloquium// Oral quize. <b>maximum - - - point</b>
16-17	3 hours	<b>Assessing component</b> – Final Exam. <b>Maximum 30 points. Includes materials studied during the semester.</b>
18	3 hours	<b>Make-up exam.</b>

Mandatory Reading	
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Supplementary Reading	
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Internet Resources	
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*Annex 1.3*

Educational program learning outcomes assessment plan

In accordance with the learning outcome/qualifications framework to be assessed	Learning course	Target mark	Academic year
(A)	•		
(B)	•		
(C)	•		
(D)	•		
(E)	•		
(F)	•		

Program Learning Outcome Targets





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*Annex 1.4*

**Human resource information**

Name of the program \_\_\_\_\_

Nº	Name and surname of the personnel involved in the implementation of the program	Learning course	Position held (with indication of affiliation)	Qualification	The term of signing a contract or being elected to a position
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					