

**Order N3**  
**of The Minister of Education and Science of Georgia**

**5 January 2007**

**City of Tbilisi**

**On Approval of the Rule of Calculation of Higher Education Programmes with Credits**

In order to ensure Article 87, paragraph 8 of the Law of Georgia "On Higher Education", based on Article 7, paragraph 1, subparagraph "O1" of the Law of Georgia "On Higher Education", on Article 3, paragraph 2, subparagraph 1 of Resolution N37 of Government of Georgia of 21 May 2004 On the approval of the regulation of the Ministry of Education and Science of Georgia",

**I hereby order:**

1. To approve the rule of calculation of higher education programmes with credits.
2. The order shall enter into force 15 days after its publication.

**Acting Minister A. Didebulidze**

**The rule of calculation of higher education programmes with credits**

**Article 1. Scope and general provisions**

1. The rule of calculation of higher education programmes with credits (hereinafter- the rule) establishes the rules and principles of higher education programme credit distribution, student workload calculation and evaluation of learning outcomes.
2. This rule and evaluation of learning outcomes are based on the principles and approaches developed by the European Higher Education Area (EHEA).
3. The European Credit Transfer and Accumulation System (ECTS) ensures the introduction and implementation of student-centered, transparent approaches to the teaching-learning process and the assessment of learning outcomes.
4. The purpose of the European Credit Transfer and Accumulation System (ECTS) is to facilitate the planning, implementation and assessment of learning outcomes, as well as the recognition of educational programme component/components, knowledge, skills and competences, as well as the process of student mobility.

**Article 1<sup>1</sup>. Definition of terms**

For the purposes of this rule, the terms used shall have the following meanings:

a) Credit – a unit that expresses the study load required for the student and which can be obtained after achieving the learning outcomes;

b) Contact hours – the time determined for the student's educational activities with the involvement of the staff implementing the component of the educational programme;

c) Independent hour – the time of student's educational activity without the involvement of the staff implementing the component of the educational programme;

d) Educational programme components – the educational programme components are the study component and the scientific research/research component;

e) Study component – a constituent part of the educational programme, which is presented in the form of a academic course/subject, practice, creative/performance practical project/work, undergraduate research project/work or in a form of other component;

f) Module - an independent sequential block of teaching that combines related courses/subjects. Interrelationships and sequence of study courses/subjects are defined in the module. Several modules make up the curriculum;

g) Concentration - grouping of academic courses/subjects/modules of the main field of study of the first and second cycle educational programme of higher education with a focus on a specific topic/issue. The concentration has a learning outcome that is included in the learning outcomes of the educational programme;

h) Scientific research component – a constituent part of the master's and doctoral educational programmes, which is presented in the form of a master's project/thesis, dissertation or creative/performative work or other scientific project/work;

i) Student's study load - time required to achieve the learning outcomes determined by the components of the educational programme. The student's study load should be based on independent and contact hours;

j) assessment components – assessment components are midterm assessment (single or multiple) and final assessment, the sum of which represents the final assessment;

k) Evaluation method – the means/means used to assess the learning outcomes defined in the component of the educational programme (oral/written exam/survey, project, portfolio, test, essay, demonstration, presentation, discussion, presentation of an audiovisual work, exhibition, participation in a play/staging, concert performance, performance of practical/theoretical task, working in a working group, participation in discussion, solution of a case study, participation in simulated process, objectively structured clinical examination (OSCE), objectively structured practical examination (OSPE), etc.);

l) Evaluation criterion – a measurement unit of the evaluation method, which determines the level of achievement of learning outcomes.

## **Article 2. Distribution of credits**

1. Credit is distributed among each component determined by the educational programme (except for the scientific research component of the doctoral level educational programme) and includes the contact and independent hours required for the learning outcomes to be achieved by the specific component.

2. The academic component lasts one semester.

3. A concentration can combine academic courses/subjects and/or modules from the same semester or from different semesters. A module can combine courses/subjects of the same semester or of different semesters.

4. One credit covers the student's study load of 25-30 hours, which combines both contact and independent hours. The higher education institution is authorized to determine the amount of the student's study load within 25-30 hours, taking into account the goals, learning outcomes and specifics of the higher education programme.

5. The distribution of credits among the different study components should be based on a realistic assessment of the study load of a student with average academic achievements that are required to achieve the learning outcomes and goals set for each component.
6. When calculating the credit, the time determined for the additional exam (preparation, passing, evaluation) as well as the consultation time with the person implementing the component of the educational programme should not be taken into account.
7. In a higher educational institution, learning components with the same content, scope, goals and learning outcomes include the same number of credits for students of all programmes.

#### **Article 2<sup>1</sup>. Academic week / semester / academic year**

1. An academic week is a period of time over which the study load of a student with average academic achievement is distributed and includes a combination of activities to be performed during both contact and independent hours.
2. A semester is a period of time that includes a combination of academic weeks, a period of conducting an exam/additional exam and evaluation of student's learning outcomes.
3. An academic year is a set of semesters and a break between them, not exceeding 12 continuous calendar months.
4. A full load of one academic year includes 60 (ECTS) credits.
5. Taking into account the features of the higher education programme and/or the student's individual curriculum, it is allowed for the student's study load to exceed 60 credits or be less than 60 credits during one academic year. It is not allowed for a student's study load to exceed 75 (ECTS) credits in one academic year.
6. Taking into account the duration, volume and structure determined by the relevant sector benchmark within the educational programme of a certified medical doctor, the student's study load during one academic year includes 60 (ECTS) credits. With the student's individual study plan, the student's study load during one academic year can be determined by more than 60 credits, the total number of credits added above 60 within the duration determined by the sectoral benchmark of the educational programme of a certified medical doctor should not exceed 15 credits in total.

#### **Article 3. Part load of teaching-learning**

1. The higher educational institution is authorized, based on the educational goals, to implement the teaching-learning process with part load within the framework of master's and doctoral educational programmes.
2. Part load of teaching-learning means a student's study load with a total volume of independent and contact hours of no more than 25 hours per week.
3. An part teaching-learning load during one academic year may include up to 30 (ECTS) credits.

#### **Article 4. Evaluation of a student in the study component**

1. Assessment of the level of achievement of the student's learning outcome in the study component of the programme should include mid-term and final assessments.

2. Each evaluation component must be quantified (percentage or points) out of the total evaluation score (100 points) in the final evaluation.

3. It is impermissible to assign a credit by using only one form of evaluation (midterm or final evaluation). The student is awarded a credit in each evaluation component provided for in paragraph 4 of this article, as well as, for overcoming the minimum competence thresholds (if any) specified in each evaluation method provided for in paragraph 5 of this article and in case of receiving one of the positive evaluations defined by paragraphs 7-8 of this article.

4. A minimum competency threshold should be defined in each assessment component. The relative share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. In cases provided by the sectoral benchmark of higher medical education, the relative share of the minimum competence threshold of the final assessment may exceed 60% of the final assessment.

5. Taking into account the goals, learning outcomes and specificity of the higher education programme, the higher education institution is authorized to determine the minimum competence threshold in the evaluation method/methods.

6. The assessment of the learning outcomes of the learning components of the educational programme (except the concentration and module) must be completed in the same semester in which it was carried out.

7. The evaluation system provides for:

a) Five types of positive evaluation:

a.a) (A) Excellent – 91-100 points;

a.b) (B) Very good – 81-90 points;

a.c) (C) Good – 71-80 points;

a.d) (D) Satisfactory – 61-70 points

a.e) (E) Sufficient – 51-60 points;

b) Two types of negative evaluation:

b.a) (F X) did not pass - 41-50 points of maximum evaluation, which means that the student needs more work to pass the examination and is given the right to retake (one time) an exam via independent work;

b.b) (F) Failed – 40 points or less, which means that the work done by the student is not sufficient and he/she has to retake the course/subject.

8. The higher education institution is authorized, taking into account the goals of educational programmes, learning outcomes, specificity, as well as minimum competence thresholds, to establish a minimum positive evaluation

different from the subparagraph "a" of paragraph 7 of this article, which should not be less than 51 points and more than 60 points.

9. In case of getting FX in the study component of the educational programme or in the case of failure to receive a positive evaluation specified in paragraph 8 of this article, the higher education institution is obliged to schedule an additional exam within at least 5 days after the announcement of the final exam results.

10. The number of points obtained in the final assessment is not added to the grade received by the student at the additional exam.

11. The grade obtained at the additional exam is the final grade and is reflected in the final grade of the study component of the educational programme.

#### **Article 4<sup>1</sup>. Removed**

#### **Article 4<sup>2</sup>. Evaluation of a student in the scientific-research component**

1. The higher education institution is authorized to determine the deadlines for the completion of the scientific research component, taking into account the goals, learning outcomes and specificity of the master's and doctoral educational programmes. A thesis, master's project/thesis, creative/performance work, or other scholarly project/thesis must be evaluated in the same or the following semester in which the student completes working on it.

2. The master's project/thesis, dissertation or creative/performative work, or other scientific project/work submitted for the awarding of an academic degree must be evaluated as a whole, - with a final evaluation, which includes the evaluations by the persons determined by a higher education institution and the evaluation received during thesis defense.

3. Taking into account the goals, learning outcomes and specificity of the higher educational programme of the doctoral level, the higher educational institution determines, and in the case of the higher educational programme of the master's level - it is authorized to determine the prerequisites for the admission of the student to the defense of the master's project/thesis, dissertation or creative/performative work, or other scientific project/thesis, which considers periodic formative evaluations of the student's progress.

4. Master's project/thesis, creative/performative work or other scientific project/thesis is evaluated according to the system defined by Article 4, paragraph 7 of this rule.

5. For the scientific research component of the master's educational programme, in case of receiving the assessment provided for in the article 4, paragraph 7, subparagraph "b", subsection "b.a" of this rule, the master's student is allowed to submit the revised scientific research component during the next semester, and in the case of receiving the evaluation provided for in the article 4, paragraph 7, subparagraph "b", subsection "b.b" of this rule, the master's student loses the right to present the same scientific research component.

6. Evaluation system of the scientific research component of the doctoral educational programme:

- a) Excellent - (summa cum laude) – excellent work;
- b) Very good (magna cum laude) – a result that exceeds the requirements in every respect;
- c) Good (cum laude) – a result that exceeds the requirements;
- d) Average (bene) – an average-level paper that meets the basic requirements;

- e) Satisfactory (rite) - the result, which, despite the shortcomings, still meets the requirements;
- f) Insufficient – work of an unsatisfactory level, which cannot meet the requirements;
- g) Completely unsatisfactory (sub omni canone) - a result that doesn't meet the requirements at all.

7. The higher education institution is authorized to adjust the evaluation system determined by paragraph 6 of this article to the grade indicators.

8. The higher education institution is authorized to determine the conditions and deadlines for the submission of the dissertation by the student in case of receiving the assessment provided for in subparagraph "f" of paragraph 6 of this article, and in case of receiving the assessment provided for in subparagraph "g" of paragraph 6, the doctoral candidate loses the right to submit the same dissertation.

### **Article 5. Transitional Provisions**

1. All licensed educational institutions, in which other types of credit systems have been introduced, must switch to the credit system defined by this rule for the 2006/2007 academic year.

2. A higher education institution is authorized to make a decision that this rule does not apply to students enrolled before the 2006-2007 academic year. In the Legal Entities of Public Law - higher education institutions, this decision must be made by the acting rector on the recommendation of the acting dean, and after the creation of the institution 's academic council - by the academic council, and must be formalized with an individual administrative - legal act .

2<sup>1</sup>. During the transition period, the higher education institution is authorized, taking into account the goals of the bachelor's educational programme, the learning outcomes, the specifics of the programme and the best interests of the student, to determine deadlines for the execution and evaluation of the bachelor's research project/thesis, creative/performance work, different from Article 2, Paragraph 2 and Article 4, Paragraph 6 of this Rule. A higher education institution is authorized to assign a student no more than 2 semesters to complete a bachelor's research project/thesis, creative/performance work, and the evaluation must be completed in the same or the following semester in which the student completes working on it.

2<sup>2</sup>. The transitional period provided for in paragraph 2<sup>1</sup> of this article shall be considered the period until the threat of the spread of the new coronavirus is eliminated.

3. (Removed).

4. (Removed - 31.05.2013, No. 60/N);

5. (Removed - 31.05.2013, No. 60/N);

6. (Removed - 31.05.2013, No. 60/N).