

**Approved**

By Decree N178 of **June 24, 2026**, of the Director of  
LLC "David Tvildiani Medical University Community Nursing College"



**LLC "David Tvildiani Medical University Community Nursing College"**

**Methodology for Planning, Developing, Implementing, and Evaluating Vocational  
Educational Programs**

**Tbilisi**

**2026**

## **Article 1. General Provisions**

**1.1.** These rules regulate the procedures for initiating the addition, development, approval, modification, evaluation, advancement, and termination of vocational educational programs at the David Tvildiani Community Nursing College (hereinafter referred to as the "College").

**1.2.** A vocational educational program comprises a combination of learning objectives, learning outcomes, modules, corresponding credits, teaching methodologies, assessment forms, and specific organizational aspects of the educational process. A vocational educational program concludes with the awarding of a qualification corresponding to Level 3, 4, or 5 of the National Qualifications Framework as prescribed by the vocational educational standard, and the issuance of a diploma.

**1.3.** A program must align with the College's mission and strategic plan. The decision to develop and implement it may be based on primary sources (internal institutional research on local labor market needs, survey results of vocational students/applicants, graduate employment rates, meetings with employers, etc.) as well as secondary sources (data from external research, the National Statistics Office of Georgia, etc.).

**1.4.** The content of a program is determined by the corresponding vocational educational standard.

**1.5.** The planning and development of College programs are carried out in compliance with Georgian legislation and these rules.

**1.6.** In the event of an amendment to a vocational educational standard—made in accordance with the rules for developing, advancing, and approving vocational educational standards and modules—the College ensures the alignment of the vocational educational program with the revised educational standard.

**1.7.** These rules have been developed based on the Law of Georgia on Vocational Education; Decree N99/n of the Minister of Education and Science of Georgia dated October 1, 2010, "On the Approval of the Regulations and Fees for Authorization of Educational Institutions"; Decree №733 of the Director of the LEPL National Center for Educational Quality Enhancement dated August 4, 2016, "On the Approval of the Rule for Developing, Modifying, and Terminating Vocational Standards, Educational Program Framework Documents, and Modules"; and recommendations from the National Center for Educational Quality Enhancement.

**1.8.** Program development and evaluation are grounded in Decree №69 of the Minister of Education, Science, Culture, and Sports of Georgia dated April 10, 2019, "On the Approval of the National Qualifications Framework and the Classifier of Fields of Study," as well as the authorization standards for vocational educational institutions.

**1.9.** The form of a vocational educational program is determined by its learning modules (either a standard vocational educational program or a vocational educational program integrated with the learning outcomes of the upper secondary tier of general education) and its training format (simulated, cooperative, or dual).

## **Article 2. Selection and Development of Vocational Educational Programs and Integrated Programs**

**2.1.** The development of a program is preceded by a planning phase, which includes market research, meetings with prospective implementation staff and potential partners/employers, resource analysis, and consultations with College administration representatives.

**2.2.** To develop a vocational educational program, a working group is established by decree of the Director. The working group includes vocational education teachers responsible for implementing both sector-specific and general modules.

**2.3.** A program must define the program title, objectives, qualification to be awarded, admission prerequisites, learning outcomes to be achieved, assessment directions, program volume, estimated duration, teaching methodology, and, if applicable, the approaches to executing practical components.

**2.4.** A program package includes the following annexes: the main program document, the curriculum, information on implementation staff, material resources/equipment, materials/raw consumables, and modules. For a dual program, a "Schema for Outlining Outcomes Between the College and the Enterprise" and an agreement with the partner organization are added (the agreement must include a list of the training enterprise/company's material-technical base and information about its instructors). The location of program execution must be specified, and in the case of dual programs, the partner enterprises must be identified.

**2.5.** The block of modules also accounts for Georgian language modules (A2 and B1), which aim to prepare non-Georgian-speaking students to undergo the program in the Georgian language. Taking the Georgian language module(s) is mandatory only for those vocational students who lack confirmed competence in the Georgian language.

**2.6.** The vocational educational standard (framework document) contains a general foreign language module of an appropriate level. The group responsible for program development is authorized to select the specific foreign language. If the program already includes a specific foreign language among its mandatory modules, the general foreign language must remain the same.

**2.7.** Modules of a level different from that of the program may be utilized as elective modules. Lower-level elective modules can be integrated into programs, and conversely, higher-level modules may be introduced in lower-level programs provided that all admission prerequisites (prior education or baseline modules) are met.

**2.8.** The weekly workload of a vocational student prescribed in the curriculum must not exceed 40 hours, encompassing both contact and independent study hours.

**2.9.** Prerequisites for accessing modules are set out in the curriculum. The interval between a baseline prerequisite module and its sequential module must be designated as at least 1 week.

**2.10.** Any employee of the College may initiate the addition of a vocational educational program or an integrated program. The selection and addition of new vocational programs, short-term training/retraining programs, and short-term vocational courses are managed by the Career Guidance and Career Planning Manager on the basis of market research and continuous cooperation with the private sector.

**2.11.** A "Feasibility Argumentation Table" regarding the proposed educational programs is sent to the Ministry of Education, Science, and Youth of Georgia for review, while the list of programs is aligned with the College founder at the beginning of the reporting year alongside the College Action Plan.

**2.12.** The justification for the feasibility of implementing a program must be supported by one or more of the following circumstances:

- **a)** There is an existing or projected demand for specific skills/job positions within the College's operational area, as verified by research or employer initiatives. Arguments can rely on primary sources (internal institutional research on regional labor market needs, employer meetings, etc.) or secondary sources (external research data, National Statistics Office data, etc.);
- **b)** The institution is expanding its spectrum of programs;
- **c)** The skills acquired through the program facilitate self-employment, personal interest fulfillment, or social integration, arising directly from the program's content;
- **d)** Registry data (number of prospective applicants) in cases where a framework document is terminated, under which the College held implementation authority, prompting the development of a program aligned with a new framework document;
- **e)** Other material circumstances that may serve as valid arguments.

**2.13.** Upon fulfilling the conditions established by law and internal College regulations (such as the Methodology for Determining the Maximum Capacity of Vocational Students), the College commences work on adding a new vocational educational program.

**2.14.** The volume and duration of a program are accounted for within the vocational educational program structure. Program volume is defined by the number of credits, where one credit equals 25–30 astronomical hours. The volume of the program, and consequently its estimated duration, may vary depending on the credit value of elective modules.

**2.15.** The program development process is coordinated by an authorized individual designated by the College Director. Group members are selected based on the program's specifics and are approved via an individual administrative-legal act issued by the Director.

**2.16 & 2.17.** Both general module teachers and field-specific vocational teachers participate in developing vocational educational programs and modifying modules. A vocational educational program project submitted for approval must be accompanied by a curriculum and a list of human and material resources required for its implementation.

**2.18.** The curriculum must provide a clear picture of the sequential execution of the program, and all prerequisites for accessing modules must be respected. The Head of the Academic Department ensures alignment between curricula and training schedules.

**2.19.** The main curriculum does not inherently include the schedule for the "Georgian Language A2/B1" module. Since the "Georgian Language A2/B1" module is not part of the standard vocational standard document, its weekly workload is outlined separately. The implementation and learning outcome confirmation of this module are carried out in accordance with the specific module and the rules regulating the College's educational process.

**2.20.** When a module serves as a prerequisite for another, it is preferable to maintain a minimum teaching interval of one week between them to avoid conflicts during retake assessments. When midterm and qualification assessments are scheduled into the curriculum, a student's weekly workload may drop below 30 hours. Similarly, during weeks where modules conclude, the student's hourly workload may fall below 30 hours. Instruction for the "Georgian Language A2/B1" module can also be performed with a weekly workload of fewer than 30 hours.

**2.21.** If the technical equipment required for program implementation is provided internally via the institution's practical Environment C, the program project must be accompanied by relevant documentation (confirming space ownership/lease and equipment procurement). If the internship facility/clinic is external, the project must be accompanied by an official agreement document (memorandum/contract) and a list of modules to be executed at that facility.

**2.22.** Any type of educational program prepared by the working group is submitted to the College Director for approval and is enacted via an individual administrative-legal act—a Director's decree.

**2.23.** If a vocational educational program includes a general foreign language module of a corresponding level, the College is authorized to select the specific language to be taught and reflect it within the module text. The outcomes of the general foreign language must build the mandatory competencies outlined by the educational program.

**2.24.** Educational institutions implementing secondary vocational qualifications are authorized to integrate the upper secondary tier of general education into the program, admitting applicants with basic general education and awarding graduates a qualification corresponding to Level 4 of the National Qualifications Framework.

**2.25.** Upon qualification award, a graduate of a standard vocational program receives a vocational diploma of the corresponding level. Following the completion of a vocational program integrated with the learning outcomes of the upper secondary tier of general education, both a vocational diploma and a certificate (attestat) equivalent to a full general education document are issued.

**2.26.** To implement any type of vocational educational program, or short-term training/retraining programs prepared outside the scope of authorized programs, the institution is obliged to officially obtain implementation rights.

**2.27.** Within the scope of authorized vocational educational programs, the institution is entitled to execute corresponding short-term training/retraining programs and short-term vocational courses.

**2.28.** The Director of the College is the authorized individual responsible for approving, modifying, or terminating any vocational educational program executed by the College.

### **Article 3. Rules for Module Development**

**3.1.** A module generally constitutes a component of an educational program and is thus approved alongside the program as an integrated act. Exceptions apply when a module is executed as an independent course, in which case it must be approved separately. If a module is modified, the College Director issues a legal act amending the respective program annex.

**3.2.** The educational standard of a vocational educational program includes general, vocational, and elective modules tailored to the program's specifics, as well as integrated modules in cases of educational integration. The institution may select and add elective modules independently, which shapes the program's unique institutional character.

**3.3.** The "General Information" section of a module includes: registration number, title, publication/amendment date, credit volume, admission prerequisites, and module description.

**3.4.** The "Standard Entries" section of a module includes: learning outcomes, performance criteria, scope of competency parameters, and assessment directions.

**3.5.** The "Supportive Entries" section of a module includes: organization of teaching and assessment, hours distribution schema, learning resources, guidelines for teaching students with special educational needs (SEN) or disabilities, and material resources required for implementation.

**3.6.** Supportive entries serve a recommendatory function and are subject to modification. Specifically, teaching approaches, methods, and assessment instruments (but not directions) can be adjusted.

**3.8.** Modifications to the first (General Information) and second (Standard Entries) sections of an approved module are strictly prohibited.

**3.9.** Modifications under the columns "Performance Criteria" and "Scope of Competency Parameters" within the "Standard Entries" are permissible only if prompted by changes made directly to corresponding state normative acts.

**3.10.** Elective modules must be selected by the College to expand the knowledge and skills of mandatory vocational modules in a specialized context—creating opportunities for narrow specialization, linking the field with other disciplines, providing auxiliary knowledge in adjacent specializations, or introducing key transferable skills vital for personal development, employment prospects, or self-employment.

**3.11.** The College is authorized to look beyond the elective modules proposed within a standard framework document and select or develop them at its own discretion. These may include mandatory or elective modules from other programs, including different foreign languages. Elective modules must logically align with the program and be justified when necessary.

**3.12.** If a module selection becomes a matter of dispute within the program working group, formal minutes must be taken and a reasoned decision must be recorded.

**3.13.** The estimated duration of a program may be adjusted within a reasonable timeframe based on its specific character (the ratio of contact to independent hours, module prerequisites, or the execution of the Georgian language module).

**3.14. Hours Distribution Schema:** The College can reflect its own educational approaches within the distribution of hours. Consequently, the distribution matrix may either replicate the approved default distribution exactly or redistribute hours horizontally across workload types or vertically across learning outcomes. However, the cumulative sum of hours must equal the total value specified in the module approved by the educational standard, and independent study hours must not be expanded at the expense of contact hours.

**3.15.** Module implementation approaches may be rephrased to accurately reflect the College's specific institutional methodologies.

**3.16. Syllabus Topics and Teaching Methods:** The College may modify topic listings solely within the context of the learning outcome to be achieved. It may also adjust teaching methods at its discretion. Learning outcome assessments can be conducted separately or clustered together using a single instrument.

**3.17. Location of Module Implementation:** If the College executes separate modules of an educational program at different addresses based on memorandums, it is mandatory to specify the exact location where the module takes place (address, room number, etc.).

**3.18. Technical Equipment:** An educational program (module) must be accompanied by a list of equipment utilized by the institution. This must match the parameters indicated in the norm regulations. In exceptional cases where equipment is substituted, reasoned proof must be attached demonstrating that the substitute equipment fully enables the achievement of the learning outcomes.

**3.19. Assessment Directions and Instruments:** Assessment directions and evidence types are pre-defined within a module to show how a student's achievement must be measured and what type of instrument must be selected as evidence. However, the College retains the authority to select the exact assessment instrument, provided it is adequate for the learning outcome and yields reliable evidence.

**3.20. Literature and Information Sources:** Recommended sources are listed in the approved module. The College must populate its library inventory with these sources—whether in print or

electronic format—including lecture notes, websites, and other resources that will be accessible to vocational students.

**3.21.** Recommendations for teaching students with special educational needs (SEN) and disabilities remain unchanged and are fully preserved within the module structure.

**3.22.** Data regarding the vocational education teacher, program head, and implementation instructors must be attached to the educational program. If a module is delivered by two or more individuals, all of them must be specified.

## **Article 4. Modifying and Terminating Educational Programs**

**4.1.** Modifications to a program may be initiated based on data analysis from the existing program evaluation system, amendments made to the framework document by the National Center for Educational Quality Enhancement, labor market demands (in the case of elective modules), or other objective circumstances.

**4.2.** The Quality Management Manager, a vocational education teacher delivering a module, partner organizations, or other stakeholders may initiate modifications to a program.

**4.3.** In the event of changes to a program's title, implementation form, the addition or removal of learning outcomes, or changes to the location of program execution, the College is obliged to notify the National Center for Educational Quality Enhancement within 30 calendar days from issuing the corresponding legal act and submit appropriate justifications and evidence.

**4.4.** The grounds for terminating an existing vocational educational program may include:

- **a)** Expiration of the vocational standard's validity period;
- **b)** A decision by the National Center for Educational Quality Enhancement to terminate the vocational standard;
- **c)** Transitioning to optimized vocational educational programs;
- **d)** Other objective circumstances.

**4.5.** If a vocational educational standard is updated, the College must align its program with the revised standard and notify the National Center for Educational Quality Enhancement at least 60 calendar days prior to announcing the admission of vocational students to the program.

**4.6.** When modifying or terminating a program, the legal act issued by the College Director must clearly define the effective date and identify the student groups that cannot be subject to these changes due to legal or objective circumstances. The institution is authorized to allow currently enrolled students to complete their studies under the original program format in a teach-out mode and receive their qualifications.

**4.7.** If the College decides to implement a revised program while simultaneously running the older version exclusively for already enrolled students, it must notify the Center within 30 calendar days of issuing the corresponding legal act.

**4.8.** The institution can modify program annexes on its own initiative (e.g., refining the curriculum, updating material resources, consumables, or modules, diversifying topics, or changing instructors). External notification to the Center is not required for these internal administrative adjustments.

**4.9.** Parallel to drafting program modifications, enrolled students must be informed in writing regarding their rights—either to complete their studies under the pre-existing program version or to execute academic mobility.

**4.10.** The Program Head is responsible for submitting a modified vocational educational program package for approval.

**4.11.** Program modifications are enacted via an individual administrative-legal act issued by the College Director.

**4.12.** To ensure the distribution of information, administrative staff and vocational teachers are notified of changes via eFlow and/or email. Approved programs are published on the College website.

**4.13.** In the event of program termination, the College ensures that necessary arrangements are made to safeguard the continuous education of its vocational students.

**4.14.** Prior to deciding on a program termination, the Quality Assurance Manager evaluates the compatibility of other College programs matching the student's vocational skills tests or subject groups to study options for merging or replacing the program, and presents these findings to the Director.

**4.15.** Before a program is terminated, the College administration secures a memorandum with another vocational institution to arrange credit recognition agreements, or transfers the student to a compatible program within the College, submitting all relevant data to the National Center for Educational Quality Enhancement.

**4.16.** If a program is modified or terminated, the Quality Assurance Manager, together with the Program Head, drafts a compatibility matrix mapping the modules completed by the student under the old program against the requirements of the new program.

**4.17.** The Standing Committee for Awarding Qualifications to Vocational Students performs the official recognition of credits completed under modified or terminated programs.

**4.18.** The College Director issues an individual administrative-legal act regarding the termination of a vocational educational program and provides written notice to the National Center for Educational Quality Enhancement.

## **Article 5. Short-Term Training, Retraining, and Non-Formal Courses**

**5.1.** The rules and conditions for obtaining implementation rights for vocational training and retraining programs, and ensuring their state recognition, are governed by Decree N131 of the Government of Georgia dated March 15, 2019.

**5.2 & 5.3.** Training and retraining programs prepare individuals to perform specific tasks and duties associated with a profession, or to acquire/develop competencies within the same field. Their learning outcomes may correspond to Levels 2, 3, 4, or 5 of the National Qualifications Framework, as determined by the methodology of the National Center for Educational Quality Enhancement.

**5.4.** The baseline foundations for developing short-term training and retraining programs include:

- **a)** A vocational standard;
- **b)** A vocational educational standard;
- **c)** Specific modules;
- **d)** Regulatory requirements established by Georgian legislation, international treaties ratified by Georgia, or other international legal acts;
- **e)** The International Standard Classification of Occupations (ISCO-08) and/or the National Classifier of Economic Activities. If identification within these classifiers is impossible, a document outlining the necessary content parameters must be presented.

**5.5.** Short-term training and retraining programs are developed by vocational teachers in cooperation with the Quality Assurance Manager based on applicant demand research. Once implementation rights are obtained, programs are integrated via institutional bases, dual approaches, or cooperative learning formats.

**5.6.** Training and retraining programs developed within the scope of authorized vocational educational programs are funded by the Ministry in accordance with Decree N131 dated March 15, 2019.

**5.7.** If short-term training or retraining programs are added outside the scope of currently authorized programs, the College must secure official implementation rights from the National Center for Educational Quality Enhancement to qualify for state funding.

**5.8.** A financial officer within the College administration is responsible for planning and managing the budget of short-term training and retraining programs.

**5.9.** An authorized individual designated by the Director monitors the consumption of materials within these short-term programs.

**5.10.** Non-formal short-term professional courses are developed by vocational education teachers on the basis of market demand analysis.

**5.11.** Fees for non-formal short-term courses are determined by calculating the human and material resource expenditures required to execute the program.

**5.12.** Training programs, retraining programs, and short-term professional courses are approved via an individual legal act issued by the College Director.

Here is the accurate and professional English translation of the provided document text:

Article 5. Development of Vocational Training and Vocational Retraining Programs, State Language Training, Short-Term Training-Retraining Programs, and Short-Term Vocational Courses of Non-Formal Education

- **5.1.** The rules and conditions for obtaining the right to implement vocational training and vocational retraining programs, as well as for them to be deemed recognized by the state, shall be determined in accordance with Resolution N131 of the Government of Georgia dated March 15, 2019.
- **5.2.** A vocational training program is a program that prepares an individual to perform specific tasks and duties related to a profession. The learning outcomes provided by a vocational training program may correspond to levels 2/3/4/5 of the National Qualifications Framework, the compliance with which is established in accordance with the methodology defined by the Legal Entity of Public Law (LEPL) – National Center for Educational Quality Enhancement.
- **5.3.** A vocational retraining program is a program aimed at acquiring and/or developing competencies to carry out professional activities within the same field. The learning outcomes provided by a vocational retraining program may correspond to levels 2/3/4/5 of the National Qualifications Framework, the compliance with which is established in accordance with the methodology defined by the Legal Entity of Public Law (LEPL) – National Center for Educational Quality Enhancement.
- **5.4.** The grounds for developing a vocational training and vocational retraining program may include:
  - a) Occupational standard;
  - b) Vocational educational standard;
  - c) Module/modules;
  - d) Requirements established for regulating a specific field by the legislation of Georgia and/or international treaties ratified by Georgia and/or other international acts;
  - e) Identification of the profession(s) associated with the content of the vocational training/vocational retraining program(s) in the International Standard Classification of Occupations (ISCO-08) and/or the National Classifier of Georgia on Types of Economic Activities. In case identification is impossible, the legal entity must submit a document containing the information necessary to define the program's content.
- **5.5.** Vocational training and vocational retraining programs are developed by the college based on the assessment of applicants' demands, by a vocational education teacher of the college in cooperation with the quality assurance manager. Upon obtaining the right of implementation, the programs are introduced and executed both on the basis of the college and through dual and/or cooperative approaches.

- **5.6.** Vocational training and vocational retraining programs developed within the framework of an authorized vocational educational program are financed by the Ministry in accordance with Resolution N131 dated March 15, 2019.
- **5.7.** In the case of adding vocational training and vocational retraining programs within the framework of an unauthorized vocational educational program, for the purpose of obtaining state funding, the college is obliged to obtain the right of implementation for these short-term programs from the LEPL National Center for Educational Quality Enhancement.
- **5.8.** A financial department employee of the college administration is responsible for planning and managing the budget of vocational training and vocational retraining programs.
- **5.9.** Control over the consumption of materials for vocational training and vocational retraining programs is exercised by a person designated by the Director.
- **5.10.** The development of a short-term vocational course of non-formal education is carried out based on the assessment of applicants' demands by a vocational education teacher of the college.
- **5.11.** The fee for a short-term vocational course of non-formal education developed by the college is determined in accordance with the calculation of the necessary resource costs (human and material) required for the implementation of the program.
- **5.12.** Vocational training programs, vocational retraining programs, and short-term vocational courses are approved by an individual legal act issued by the authorized person of the college, the Director.
- **5.13.** The person responsible for maintaining documentation related to the implementation of vocational training programs, vocational retraining programs, and short-term vocational courses is designated by the Director through a job description.

## 6. Evaluation and Development of the Educational Program

- **6.1.** For the purpose of evaluating the implementation of the vocational educational program, the college has developed internal quality enhancement mechanisms in accordance with the Deming Cycle (PDCA).
- **6.2.** Evaluation of the vocational educational program includes the following processes: evaluation of the substantive aspects of the programs; determining the adequacy of the ongoing teaching-learning process; evaluating the performance of the persons implementing the module; evaluating the sufficiency and authenticity of material-technical resources; and verification.
- **6.3.** Evaluation of the vocational educational program is carried out through surveys of vocational students, vocational education teachers/practice instructors, graduates, and employers, as well as through observation of the educational process and verification.
- **6.4.** The college takes care of program development both within its own capabilities and by initiating proposals to the LEPL National Center for Educational Quality Enhancement. In the former case, program improvement may relate to: diversifying themes, changing teaching methods, changing module implementation approaches, redistributing hours, changing educational resources, replacing a vocational education teacher, etc. Information may be obtained directly from the vocational education teacher (who analyzes the course of the module's implementation after the completion of one teaching cycle and highlights

areas recommended for improvement), as well as from vocational students who have already completed the module. International practice explored by the institution may also become a source for improving teaching methods, approaches, or educational resources, provided the institution believes that its implementation will significantly improve the quality of educational programs.

- **6.5.** Based on the evaluation results of program implementation, the quality assurance manager of the college develops recommendations and submits them to the college director.
- **6.6.** Based on the recommendations of the quality assurance manager, changes may be made to the vocational educational program. Amendment procedures are carried out in accordance with these rules.
- **6.7.** The process of educational program development includes the following stages:
  - a) **Data collection** - evaluating the program using internal and external quality assurance mechanisms: studying current changes in the field / evaluating the program using direct methods (studying the achievement of vocational students' results, evaluating learning outcomes) and indirect methods (surveying stakeholders);
  - b) **Data processing** - analysis of the obtained information, survey, and evaluation results;
  - c) **Identifying areas for improvement** - discussion of the areas for improvement identified in the educational program based on the analysis by the quality assurance manager, program head(s), and other individuals;
  - d) **Developing recommendations and planning changes** - for the purpose of developing the educational program, formulating recommendations related to correcting the identified areas for improvement and planning the corresponding changes.
- **6.8.** Mechanisms for evaluating the implementation of the educational program are specified in the college's quality assurance mechanisms.
- **6.9.** In case of implementing changes in the educational program, it may be necessary to develop an individual curriculum (as needed). The individual educational program/curriculum is developed with the participation of the vocational student.