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LEPL Shota Meskhia State Teaching University of Zugdidi

Methodology for the development of individual curriculum

Article 1. General provisions

An individual curriculum (IC) is a guideline through which individual students / vocational students are engaged in educational and university activities and adopt the appropriate educational curriculum. The individual curriculum is:

1. The combination of training courses, which envisages students' interests, different requirements, needs and academic level.
2. A document drawn up by the SEN and (WD) Disabled Students / Vocational Students to assist them in achieving the goals, set out in the relevant educational program.

An individual curriculum enables students / professional students to plan each section of the time, by contact and independent hours.

Article 2. Action of Individual Curriculum

An individual curriculum can be developed for special education needs, disability, for long-term illnesses, for students participating in the unified national / common master's degree examinations / exchange programs, for mobility/mobility students, academic backwardness or special academic achievements, employed students, self-government students, status, convicted students and for master students depending on the needs of their research component, on the basis of the motivated solicitation of the Faculty Dean / Vocational Education Development Service, as an exception, It is possible to transfer another category student / vocational student to the individual curriculum according to the decree of the Academic Council.

Article 3. Creating an individual curriculum and its stages

1. An individual curriculum is created for one student and it should be intended for a specific student. The center of constant Education, the dean, the head of the Educational program, the Management Service of Educational Process and the faculty council / Development Service of Vocational Education are involved in the elaboration/approval of individual curriculum.
2. The individual curriculum may include the name of the course/courses, the number of credits, the semester of the teaching, the appropriate forms and conditions of the study, evaluation, and the different requirements for the training process and other resources. The content and structure of the individual curriculum depend on the needs of the student.

3..The individual curriculum consists of the following 5 stages:

- a)Collection of information;
- b)Determination of direction and elaboration of individual curriculum
- c)Implementation of the individual curriculum;
- d)Revision of the individual curriculum (revaluation) and update it as needed.

Article 4. Procedure for the development and implementation of an individual curriculum

1. In order to develop IEP, the student should apply for a continuous education center / lifelong learning center, which will provide information to the dean by taking into account the student's need and training skills. The dean's office with the responsibility of the Head of the Educational Program and with the involvement of the Program Implementing Personnel will develop IEP. It will be based on an assessment of the student's capabilities and skills and, therefore, the methods, means, in which the student will reach the goals and learning outcomes will be defined by the program. (In case of special educational need (SEN) for disabled students (WD) the individual curriculum plan should be developed for the SEN students, It is based on educational program and represents its modification(qualitative or quantitative change of learning outcomes) or/and the adjustment(Without changing the learning outcomes achieved in teaching and assessment approaches) and accordingly, the SEN specifies additional educational services for the student.ISG is used as a guide for the educational process of a student with special educational needs. The current assessment of the SEN student is carried out individually, with defined learning outcomes within the framework of ISG, but the final assessment and credits are carried out in relation to the requirements of the educational program.
2. The Development of the Scheme will be compromised by the Minister of Education and Science of Georgia "on Approval of the Rule for Calculation of Higher Education Program Credits" in accordance with Order No. 3 of 5 January 2007.
3. If necessary, considering the peculiarities of the higher education program and/or student's individual curriculum at the university, the student's annual workload may exceed 60 credits or less than 60 credits. Students's annual load should not be more than 75(ECTS). Due to the educational purposes, The University of Teaching is entitled to carry out the teaching and learning process in the master's degree with incomplete load, It means that the student's training load in independent and contact hours is less than 25 hours per week.
4. In case of ITP is necessary for the students of the high educational program:
 - a) In order to elaborate the individual curriculum the student should submit the application and the appropriate documentation to the Rector, the application will be handed to the Constant Educational Center, which provides information to the Faculty Dean. The Dean prepares the conclusion with the Program Director. The conclusion will be presented to the Quality Assurance Service of the Teaching University and the recommendations (if any) shall be submitted to the Council of the

Basic Educational Unit (Faculty) for consideration. In case of approval of IEP by the Council, the Dean of Faculty together with the persons involved in the implementation of the Program will provide the student's individual curriculum in the learning process.

b) Elaboration/approval of the individual curriculum should be completed no later than 2 weeks after the beginning of the semester.

5. The stages of the individual curriculum include:

- b) Collecting information on the student's needs, namely - the list of health certificates, the use of training courses and a service notice;
- c) Determination of relevant program, student's individual curriculum, number of credits, the semester, the student's curriculum and study loads based on detailed information collected;

The implementation of the individual curriculum in practice, or dynamic process, monitoring is carried out by the relevant program manager and by the coordinator of faculty training process. The assessment of the student is carried out in accordance with the appropriate program and assessment system at the Teaching University;

D) Revision and updating of the individual curriculum is an individual process and is carried out according to the individual curriculum. At this time students' achievements are evaluated and determining how close the student is to the outcome.

E) In case of changing individual curriculum, each defined change will be reflected in the individual curriculum of the respective student.

6. In case of IEP for Professional students of professional educational programs:

- a) In order to elaborate the individual curriculum the student should submit the application and the appropriate documentation to the Rector, the application will be handed to the Constant Educational Center, which provides information to the Development Service of Vocational Education. The Vocational Education Development Office conducts the conclusion with the Coordinator of Vocational Quality Assurance. The conclusion will be presented to the Quality Assurance Service of the University of Teaching and take into consideration the recommendations (if applicable), the Vocational Education Development Service together with the persons involved in the implementation of the program will ensure the student's individual curriculum in the learning process.
- b) In case of need for special education (SEN) of professional program and training of disabled students (WLC) with disabilities based on the Framework Document, an Individual curriculum should be developed for a professional student with special needs. It is based on the professional educational program/module and represents its modification (qualitative or quantitative change of learning outcomes) and/or adjustment. (Change in teaching and assessment approaches without change of learning outcomes) and therefore specifies additional educational services for a professional student with a special educational need. The individual curriculum is used as a guide for the educational process of a professional student with a special

educational need. The current assessment of a professional student with the special educational needs conducted individually within the individual curriculum, with defined learning outcomes, but the final assessment and credits to the requirements of educational program/module. Development Service Vocational Education is informed about additional training, resource needs, etc. within the framework of the individual curriculum by the teacher of professional education. In the course of drawing up ITP, the professional education teacher is actively cooperating with the inclusive professional education specialist of the Ministry of Education and Science.

Article 5. Amendments and additions to the provision

The amendments and additions to the provision are implemented by the decree of the Academic Council