



სამცხე-ჯავახეთის სახელმწიფო უნივერსიტეტი

SAMTSKHE-JAVAKHETI STATE UNIVERSITY

## Vocational Programs Catalog 2025

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*The creation of vocational education programs is conditioned by the opportunity for an interested person to learn throughout his life, the multi-level and diversity of education, as well as: to promote the professional development of the individual, to ensure the training of labor market-oriented, competitive, qualified personnel; to promote employment, including starting one's own business or self-employment.*

*For LEPL Samtskhe-Javakheti State University, it is strategically important to increase access to vocational education in Samtskhe-Javakheti, promote the integration of the multinational population in terms of vocational education, and train the necessary personnel for the region. Taking into account the above-mentioned goals, the university implements vocational modular programs in two cities: Akhaltsikhe and Akhalkalaki. By implementing them at two locations, it has increased the opportunity for young people who cannot come to Akhaltsikhe to engage in vocational education. In Akhalkalaki, the university offers them rehabilitated dormitories with the*

*best conditions. Both Georgian and non-Georgian youth. The language of education is Georgian, therefore, within the framework of the program, non-Georgian students will have the opportunity to master the state language with state funding. A description (catalog) of modular programs has been developed for interested persons, which provides information about the institution, the qualifications to be awarded, the goals of the relevant educational programs, learning outcomes, credits and assessment rules; The learning outcomes of the educational program correspond to the Vocational Education Qualifications Framework and specific professional standards. Each modular program has a prerequisite for admission. Student enrollment is carried out twice a year and includes the following stages:*

*a) Registration of applicants;*

*b) Motivational interviewing ( for third and fourth level programs);*

*Passing professional testing ( for fifth-level programs);*

# Vocational Program - Accounting

## Contact information :

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Akhalkalaki Agmashenebeli St. 119

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**Program Manager:** Maia Gelashvili

1. of the framework document in Georgian and English, on the basis of which the program has been developed - Accounting
2. Registration number of the framework document on the basis of which the program was developed - 04114-P
3. **Qualifications to be awarded in Georgian and English** - Higher Vocational Qualification in Accounting / Higher Vocational Qualification in Accounting  
The above qualification **According to** the International Standard Classification of Education (ISCED), it belongs to the detailed field - "Accounting and Taxation", code 0411, descriptor - "Study of the implementation, auditing and recording of financial transactions."

## 4. Goal

Program The goal is to ensure the implementation of a professional program that will prepare and offer to the labor market a qualified accountant who will be able to participate in planning, organizing and managing the accounting policy of an entrepreneurial, non-entrepreneurial, state organization/institution or individual; examine and analyze financial, accounting reports and records to ensure their compliance with established legislation and standards; carry out accounting operations; prepare and submit tax returns in accordance with the established procedure; ensure the transfer of tax obligations to the state budget; and will also be able to prepare financial statements, primary accounting and various types of financial documentation for external and internal users.

5. **Admission prerequisite** - complete general education

## 6. Employment scope and opportunities

professional qualification in accounting can be employed in private and public institutions, in accounting and financial departments of non-governmental organizations, in auditing and consulting companies as a chief accountant, assistant accountant, or accountant-accountant. Self-employment is also possible through private professional practice.

- National Classifier of Economic Activities Code: 69, 69.20.1
- International Classification of Occupations (ISCO) code: 3313

## 7. Structure

The Accounting Professional Education Program includes 3 general modules with 11 credits and 16 specialization professional/subject modules with 88 credits, for a total of 99 credits.

Passing the modules Georgian A2 , Georgian B1 is mandatory only for those professional students who have obtained the right to study in a professional educational program through testing in Russian , Azerbaijani or Armenian, as provided for in paragraph 2 of Article 4 of the Regulation approved by the Order of the Minister of Education and Science of Georgia No. 152/ N of September 27 , 2013 " On Approval of the Regulation on Conducting Professional Testing ". The above For individuals The vocational education program begins with a Georgian language module , worth 30 credits.

Program scope and estimated duration:

For non-Georgian speaking students: 129 credits Estimated duration: 93 weeks

For Georgian-speaking students: 99 credits Estimated duration: 73 weeks .

## **8. Learning outcomes:**

A graduate can:

1. Develop accounting policies
2. Fill out and justify work forms (accounting documents)
3. Perform accounting operations
4. Fill out and send declarations
5. Prepare financial statements
6. To conduct accounting and economic Activities Some Species According to
7. Conduct agricultural control Subject Accounting On registration
8. To conduct governance Accounting
9. To fulfill economic Analysis .

## **9. Confirmation of achievement of learning outcomes and award of credit**

A person will be awarded credit based on proof of achievement of a learning outcome, which can be:

- a) by recognizing learning outcomes achieved within the framework of prior formal education;
- b) recognition of learning outcomes achieved through non-formal education in accordance with the procedure established by the legislation of Georgia;
- c) Confirmation of learning outcomes through assessment.

There is formative and summative assessment.

Formative assessment can be carried out using both scoring and credit principles.

Formative assessment assumes the use of a system based solely on credit principles (based on the validation of competencies) and allows for the following two types of assessment:

- a) The learning outcome has been confirmed;
- b) The learning outcome could not be confirmed.

In case of receiving a negative result in the final assessment, the student has the right to request an additional assessment of the achievement of learning outcomes before the end of the program. The assessment method/methods are given in the form of recommendations in the modules.

The framework document, in its modules, learning outcomes and thematic components, envisages the development of eight key competences (*communication in the mother tongue; communication in a foreign language; mathematical competence; digital competence; independent learning ability; interpersonal, intercultural, social and civic competences; entrepreneurship and cultural expression*), which are important for the education of professional and competitive personnel. In order to develop one of the eight key competences - the main language of instruction of the native/vocational educational program, each vocational education teacher should assess oral and written communication skills, in particular, compliance with spelling and grammar rules, taking into account the scope of the following competences:

#### **10. Qualification Award**

A prerequisite for granting a qualification to a professional student is confirmation of all learning outcomes specified in the program.

#### **11. For teaching students with special educational needs (SEN) and disabilities (DIS).**

In order to ensure the inclusion of persons with disabilities and special educational needs in the vocational education program, such persons will be admitted to modules without overcoming the module prerequisite(s).

## Vocational Program - Computer Networking and Systems

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**Program Manager:** Irakli Khachidze

1. **Professional Educational Program Name ( Georgian) And English languages )** computer Network And Computer Network and Systems ;
2. Registration number - 06.2.1
3. **To be granted Qualification ( Georgian) And English languages )** - medium Professional Qualification Computer Network And Secondary Vocational Qualification in Computer Network and Systems ;
4. **The goal of the program** - computer Network And Systems Professional Educational Program The goal is Computer Network and systems Qualified Specialist Preparation, which Owns Computer Hardware and software support, Skills in organizing and maintaining small networks, administering basic server services; has a good understanding of the basic facts, principles, Processes And General Concepts Knowledge, realizes Complicated Tasks The steps necessary to complete.
5. **Qualification Level**
  - 5.1 National Qualifications Framework (NQF) - Fourth Level
6. **Classification Description**
  - 6.1 ISCED code and description : 0612 Data Bases And Networks Design And Administration - *will study Software Provision Applications Design , maintenance And Integration includes Media applications too ;*
  - 6.2 ISCO Code : 3513 Computer Network And Systems Technicians ;

6.3 Economic Activities Faces National Classifier Code : 62.03.0 Computer facilities management activities

7. **Employment Capabilities** - Computer Networking and Systems A specialist can be employed as a Junior Network and Systems Administrator in any small and medium-sized organization with network and server infrastructure and/or using information technology services, as well as in organizations with a telecommunications profile, network organizations with branches/facilities, data management agencies, and any other large organization.
8. **Admission Prerequisite**
- 8.1 Complete General Education ;
  - 8.2 Basic General Education - those In case If Medium Professional Educational In the program Integrated General Education Medium Step Learning Results ;

9. **Learning Results**

*To the graduate Can :*

- 9.1 To provide Personal Computer And Peripheral Devices Hardware And Software Support ;
- 9.2 to work Mobile And Linux Operational with systems ;
- 9.3 to install And to hold Small And Medium Size Computer Network ;
- 9.4 to install And to hold Video Supervisor Systems ;
- 9.5 To maintain a basic computer Network Physical And Logical Topology ;
- 9.6 To provide Computer In networks Basic Commutation And Routing ;
- 9.7 to hold Basically, it is VOIP telephony ;
- 9.8 Configure a basic Windows server Operational System And Network Services ;
- 9.9 to hold Basically Linux server Operational System ;
- 9.10 To hold as a base Server Virtualization Technology ;
- 9.11 Use Cloud platforms ;
- 9.12 To provide Computer Network And In systems Malfunctions Identification And Eliminate .

**10. Professional Educational Program Structure**

Professional Educational Program Includes 15 professional Module Total 80 credits and 2 general modules for a total of 7 credits .

Computer Network And In systems Medium Professional Qualification To be granted Needed A total of 87 credits Accumulation .

Computer Network And In systems Medium Professional Qualification For assignment The person, which Enrolled in a program that integrates the learning outcomes of the secondary level of general education into its curriculum, must accumulate a total of 117 credits, of which 15 professional modules totaling 80 credits and 2 general modules totaling 7 credits. 30 credits are integrated general modules.

**Modules "Georgian Language A2" and "Georgian Language B1"**

the modules "Georgian Language A2" and "Georgian Language B1" is mandatory only for those vocational students who have gained the right to study in a vocational educational program by passing the Russian, Azerbaijani or Armenian language testing. By the way. For the above persons Professional Educational On the program Teaching It begins Georgian with language modules. Accordingly, the total number of credits for such individuals will be:

- For the program with an integrated curriculum - 147 credits;
- For the program with a non-integrated curriculum - 117 credits;

#### **11 Learning Results Achievement Confirmation And Credit Grant**

To the person Credit To be awarded Learning Result Achievement Confirmation On the basis of which It is possible :

- a ) Antecedent Formal Education Within Achieved Learning Results By confession
- b ) informal Education By way of Achieved Learning Results Recognition Georgia By law established As a rule
- c ) learning Results Confirmation Evaluation By the way .

There is Developmental And Determinant Evaluation .

Developmental Evaluation Maybe To be carried out As points , as well as Counting Principles Using .

Determinant Evaluation Considers Only Counting On principles Based on ( competencies) On confirmation based on the system To use And Allows Next Two Type Evaluation :

- a ) Learning Result Confirmed
- b ) Learning Result Can't Confirmed .

Determinant When evaluating Negative Result Acceptance In case To the student Right has Program Until the end To request Learning Results Achievement Additional Evaluation . Evaluation Method / Methods Recommendation In the form of Given In modules .

The educational standard, in its modules, learning outcomes and thematic components, envisages the development of eight key competences (communication in the native language; communication in a foreign language; mathematical competence; digital competence; ability to learn independently; interpersonal, intercultural, social and civic competences; entrepreneurship and cultural expression), which are important for the upbringing of professional and competitive personnel. In order to develop one of the eight key competences - the main language of instruction of the native/vocational educational program, each vocational education teacher should assess the ability to communicate orally and in writing, in particular, compliance with the rules of spelling and grammar, taking into account the scope of the following competences:

**12. Qualification Award** - To obtain a qualification, a student must accumulate credits from modules specified in the professional education program.

#### **13. Special Educational of necessity ( SSSM ) and Limited Opportunities Professional with ( disability ) Students For teaching**

Limited Possibility And Special Educational Of necessity Having Persons Professional Educational In the program Engagement Provision For the purpose Such Persons On modules Will be allowed Module Prerequisite / prerequisites Overcoming Without .

Professional Educational By program Defined Credits To the person Assigned Only Relevant Learning Results Confirmation In the case , while Qualification - 12th point Provided As a rule .



## Vocational Program - Nursing Education

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**Program Manager**: Koba Kakachishvili

1. **The program was created based on the framework document** - Nursing Education / Nursing
2. **Approval/Amendment Date**: 21.05.2018 / 31.01.2019 / 07.02.2019 / 22.02.2019 / 16.04.2019 / 19.02.2020 / 11.02.2021 /15.09.2021
3. **Registration number** 09109-P
4. **in Georgian and English** - Higher Vocational Qualification in Nursing

Standard Classification of Education ( ISCED) , this qualification belongs to the detailed field - "Nursing and Midwifery", code 0913, descriptor - "Study of Sick , ailing Or Special Needs Having Persons Health Protection Provision And Doctors And Other Medical And Healthcare For staff Help To render Patients Diagnosis To ask And Treatment During . Nursing Case Qualification Focused Of illness And Rehabilitation At the time Patients Health Maintenance And On care . It Includes For the elderly And Also Special Needs Having People Healthcare . Obstetrics Case Will study Woman care ( health) protection ) during pregnancy , childbirth And Childbirth Further During the period . It Also Includes Infant Care And Help Nursing For mothers ."

### 5. Goal

The program aims to provide a competitive general care nurse in the local and international market.

6. **Admission prerequisite** - complete general education
7. **Employment scope and opportunities**

of a **nursing** qualification can find employment in the healthcare sector, in medical institutions of various profiles, in the field of home care, and in other types of organizations that require nursing services.

- National Classifier of Economic Activities Codes: 86.1; 86.10; 86.10.0; 86.2; 86.21; 86.21.0; 86.22; 86.220; 86.23; 86.23.0; 86.9; 86.90; 86.90.0.
- International Classification of Occupations (ISCO) code: 3221

## 8. Structure and modules

The professional educational program Nursing Education includes general and professional modules totaling 180 credits. The number of credits for general modules is 9 credits, while the number of credits for professional modules is 171. The modules are classified as follows:

- Z Ogadi Modules - 9 credits
- Theoretical training in basic sciences - 24 credits
- Theoretical training in nursing - 45 credits
- Theoretical training in social sciences - 6 credits
- Practical training - 6 credits
- Clinical training - 90 credits

Passing **the modules Georgian Language A2 and Georgian Language B1** is mandatory only for those professional students who have obtained the right to study in a professional educational program , through testing in Russian , Azerbaijani or Armenian languages , as provided for in paragraph 2 of Article 4 of the Regulation on the Approval of the Regulation on Conducting Professional Testing, approved by the Order of the Minister of Education and Science of Georgia No. 152/ N of September 27 , 2013 . For these individuals, training in the vocational education program begins with a Georgian language module .

- **Georgian-speaking students** : Volume: **180 credits**, Duration: 12 5 weeks
- **non -Georgian speaking students** : Volume: **210 credits**, Duration: 14 5 weeks

### 9. Learning outcomes:

A graduate can:

1. Assess the patient's health status
2. Implement nursing management of a therapeutic patient
3. Implement nursing management of surgical patients
4. Implement nursing management of an emergency patient
5. Implement nursing management of a critically ill patient
6. Implement nursing management of the perioperative patient
7. Implement nursing management of obstetric and gynecological patients
8. Implement nursing management of a pediatric patient
9. Implement and ensure the provision of home care services

10. Implement and provide nursing management of the geriatric patient
11. Plan and conduct an evaluation of their own practice and quality of care.

#### **10. Confirmation of achievement of learning outcomes and award of credit**

The achievement of learning outcomes can be confirmed through formative and/or summative assessment. Formative assessment can be carried out using both the points and the credit principle.

Formative assessment assumes the use of a system based solely on credit principles (based on the validation of competencies) and allows for the following two types of assessment:

- a) The learning outcome has been confirmed;
- b) The learning outcome could not be confirmed.

In the event of a negative result in the form of a summative assessment, the professional student has the right to request an additional assessment of the achievement of learning outcomes before the end of the program. The assessment method(s) are given in the modules as recommendations.

#### **11. Qualification Award**

To be awarded a qualification, a vocational student must accumulate **180 credits** as defined by the vocational education program and pass a qualifying exam.

#### **12. Peculiarities of clinical training implementation and qualification requirements of the implementing person<sup>1</sup>**

Clinical training is that part of nursing education where the future nurse, as a member of a team, applies the knowledge and skills already acquired through direct contact with healthy individuals and patients and/or the community to a real work environment. Clinical training and learning should take place in hospitals and/or other health care facilities, in the community, and among the population under the supervision of professional nursing educators and other qualified nurses <sup>2</sup>.

##### **Professional activity competence:**

1. Nursing management of the therapeutic patient;
2. Nursing management of the surgical patient;
3. Nursing management of the emergency patient;
4. Nursing management of a critically ill patient;
5. Nursing management of the obstetric and gynecological patient;
6. Nursing management of the pediatric patient;
7. Home care services

**14. For the education of persons with special educational needs (SEN) and persons with disabilities (PWDs)**

In order to ensure the inclusion of individuals with disabilities and special educational needs in the educational program, such individuals will be admitted to modules without overcoming the module prerequisite(s).

Credits specified in the educational program are awarded to a person only upon confirmation of the relevant learning outcomes, and qualifications are awarded in accordance with the rules provided for in the same framework document.

## Vocational Program - Customs case

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**Program Manager:** Vasil Beridze

**1. The name of the framework document in Georgian and English on the basis of which the program was created is** - Customs Study

**2. Approval/Amendment Date** - 13.10.2017; 29.12.2017; 05.06.2018; 31.01.2019; 29.10.2021

**3. Registration number** - 04116-P

**4. Qualifications to be awarded in Georgian and English** - Higher Vocational Qualification in Customs Study

The above qualification **According to** the International Classification of Education (ISCED), it belongs to the detailed field - " Protection of people and property ", code 1032, descriptor - "Studies services provided to society that are related to the protection of both people and their property. Includes police training, public safety, fire protection and fire fighting."

### 5. Goal

Program The goal is to ensure the implementation of a professional program that provides a competitive workforce for the customs sector. In particular, the goal of the program is to train a customs specialist who will be able to perform tasks related to crossing the customs border, customs clearance of goods, customs supervision, customs control, as well as customs representation. The goal of the program is to train highly qualified specialists who will perform their duties in compliance with professional ethics, labor and safety standards. Specialists will be equipped with professional and general/transferable skills.

**6. Admission prerequisite** - complete general education

### 7. Employment scope and opportunities

the highest professional qualification in customs can be employed in both the public (LEPL – Customs Department of the Revenue Service) and the private sector (brokerage, consulting, trade, industrial, transport and logistics companies, diplomatic institutions, non-governmental organizations, customs warehouses and terminals). In the public sector, he can be employed as a customs officer at a border checkpoint or customs clearance, and in the private sector - as a customs broker, customs declarant, customs clearance specialist. These functions may be combined with the functions of a logistics specialist, a specialist in the customs terminal service department. Career Growth In terms of, To the graduate Learning Continuation Can Further Business and Administration at the levels In the direction.

➤ National Classifier of Economic Activities Code: 52.29, 84.11.

- International Classification of Occupations (ISCO) code: 3351

## **8. Structure and modules**

The program combines one higher professional qualification in customs. To be awarded the qualification, a professional student must accumulate a total of **93 credits**.

The program includes 3 general modules - totaling 11 credits and 16 professional modules - totaling 82 credits.

the modules Georgian Language A2 and Georgian Language B1 is mandatory only for those professional students who have obtained the right to study in a professional educational program through testing in Russian, Azerbaijani or Armenian languages, as provided for in Article 4, Paragraph 2 of the Regulation approved by the Order of the Minister of Education and Science of Georgia No. 152/n of September 27, 2013. For these persons, training in the professional educational program begins with the Georgian language module.

- Program volume for Georgian-speaking students - 93 credits
- Program duration for Georgian-speaking students - 67 weeks
- Program volume for non-Katali-speaking students - 123 credits
- Program duration for non-native speakers - 89 weeks

## **9. To be granted Qualification- related learning Results**

A graduate can:

1. To carry out customs supervision;
2. to control an individual;
3. Control vehicles;
4. Determine the country of origin and customs value of the goods;
5. Define customs procedures/re-export and administer customs duties;
6. Carry out customs declaration;
7. Carry out customs clearance;
8. Implement border quarantine control;
9. Implement non-tariff measures;
10. To conduct customs violation proceedings.

## **11. Confirmation of achievement of learning outcomes and award of credit**

A person will be awarded credit based on proof of achievement of a learning outcome, which can be:

- a) by recognizing learning outcomes achieved within the framework of prior formal education;

- b) recognition of learning outcomes achieved through non-formal education in accordance with the procedure established by the legislation of Georgia;
- c) Confirmation of learning outcomes through assessment.

There is formative and summative assessment.

Formative assessment can be carried out using both scoring and credit principles.

Formative assessment assumes the use of a system based solely on credit principles (based on the validation of competencies) and allows for the following two types of assessment:

- a) The learning outcome has been confirmed;
- b) The learning outcome could not be confirmed.

In case of receiving a negative result in the final assessment, the student has the right to request an additional assessment of the achievement of learning outcomes before the end of the program. The assessment method/methods are given in the form of recommendations in the modules.

The framework document, in its modules, learning outcomes and thematic components, envisages the development of eight key competences (*communication in the mother tongue; communication in a foreign language; mathematical competence; digital competence; ability to learn independently; interpersonal, intercultural, social and civic competences; entrepreneurship and cultural expression*), which are important for the education of professional and competitive personnel.

## **12. Qualification Award**

A prerequisite for granting a qualification to a professional student is confirmation of all learning outcomes provided for in the program.

## **13. For teaching students with special educational needs (SEN) and disabilities (DIS).**

In order to ensure the inclusion of persons with disabilities and special educational needs in the vocational education program, such persons will be admitted to modules without overcoming the module prerequisite(s).

## Vocational Program - Electrical Engineering

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**Program Manager:** A. Inasaridze

10. **The name of the framework document of the vocational education program (hereinafter - the framework document)** on the basis of which the program is created **in Georgian and English** - Electricity

11. **Registration number** 07313-P

12. **Qualifications to be awarded in Georgian and English**

Secondary Vocational Qualification in Electricity;

According to the International Classification of Education (ISCED), the above qualifications belong to the detailed field - Electrical Engineering and Energy - code 0713. Description - "*Studies the installation, operation, repair and fault diagnosis of electrical wiring and electrical equipment in industrial and commercial enterprises, as well as in domestic conditions. Includes the installation and operation of underground and aboveground electrical wiring distribution networks. Energy studies the generation of energy*".

13. **Goal**

of the program is to train competitive personnel in the electrical industry.

14. **Admission requirements**

- A prerequisite for admission to the curriculum provided for in Program Appendix N-2 is complete **general education**;
- For teaching according to the curriculum provided for in Program Appendix No. 28, which integrates the learning outcomes of the secondary level of general education, a prerequisite for admission is **basic education** ;



## 15. Employment scope and opportunities

- an intermediate vocational qualification **in electricity** can be employed in any organization that owns or operates substations and high-voltage power lines, he can operate electricity transmission systems from the production site to the distribution system, operate distribution systems (consisting of power lines, poles, meters and cables) that deliver electricity received from the production site or transmission system to the end user. Employment positions can be: Supervisor; Supervisor's assistant and Electricity Transmission Systems Specialist.
- National Classifier of Economic Activities Code: 35.
- International Classification of Occupations (ISCO) code: 7411; 7412; 7413.

## 16. Structure and modules

**The secondary vocational qualification in electrical engineering** includes 4 general modules with a total of 11 credits, 13 vocational modules with a total of 59 credits. To be awarded the secondary vocational qualification in electrical engineering, a person must accumulate **70** credits.

the modules Georgian Language A2 and Georgian Language B1 is mandatory only for those professional students who have obtained the right to study in a professional educational program through testing in Russian, Azerbaijani or Armenian languages, as provided for in Article 4, Paragraph 2 of the Regulation approved by the Order of the Minister of Education and Science of Georgia No. 152/n of September 27, 2013. For these persons, training in the professional educational program begins with the Georgian language module.

- Program volume for Georgian-speaking students - 70 credits
- Program duration for Georgian-speaking students - 49 weeks
- Program volume for non-Katuli speaking students 100 - credits
- Program duration for non-native speakers - 71 weeks

**The program "Electricity", which integrates the learning outcomes of the secondary level of general education**, includes 7 General modules with a total of 68 credits, 13 professional modules with a total of 59 credits. To be awarded an intermediate professional qualification in electricity, a person must accumulate 127 credits.

- Program volume for Georgian-speaking students - 127 credits
- Program duration for Georgian-speaking students - 120 weeks
- Program volume for non-Katali-speaking students - 157 credits
- Program duration for non-Katyusha-speaking students - 142 weeks

## 17. Learning outcomes relevant to the qualifications to be awarded

A graduate can:

1. Conduct measurement work on various types of electrical materials
2. Measure the characteristic values of electrical functions.
3. Perform carpentry work according to the drawing
4. To carry out the construction of a high-voltage overhead line and provide services to it
5. Install substations and provide them with services
6. to gain And To use Engineering Information Communication Using technology (ICT)
7. Read and draw engineering drawings using a variety of techniques, including computer-aided design (CAD) systems
8. Design programmable logic controller circuits and install programmable logic controller hardware
9. Provide first aid to the victim.

#### **9. Development of a vocational education program based on the framework document**

Created on the basis of **the Framework Document** Electricity Vocational educational program "Electricity". The program is designed with a modular approach, which includes two curricula for those with both complete general education and basic education.

#### **10. Confirmation of achievement of learning outcomes and award of credit**

A person will be awarded credit based on proof of achievement of a learning outcome, which can be:

- a) by recognizing learning outcomes achieved within the framework of prior formal education;
- b) recognition of learning outcomes achieved through non-formal education in accordance with the procedure established by the legislation of Georgia;
- c) Confirmation of learning outcomes through assessment.

There is formative and summative assessment.

Formative assessment can be carried out using both scoring and credit principles.

Formative assessment assumes the use of a system based solely on credit principles (based on the validation of competencies) and allows for the following two types of assessment:

- a) The learning outcome has been confirmed;
- b) The learning outcome could not be confirmed.

In case of receiving a negative result in the final assessment, the student has the right to request an additional assessment of the achievement of learning outcomes before the end of the program. The assessment method/methods are given in the form of recommendations in the modules.

The framework document , in its modules, learning outcomes and thematic components, envisages the development of eight key competences (*communication in the mother tongue; communication in a foreign language; mathematical competence; digital competence; independent learning ability; interpersonal, intercultural, social and civic competences; entrepreneurship and cultural expression* ), which are important for the education of professional and competitive personnel. In order to develop one of the eight key competences - the main language of instruction of the native/vocational educational program, each vocational education teacher should assess oral and written communication skills, in particular, compliance with spelling and grammar rules, taking into account the scope of the following competences:

#### **11. Qualification Award**

To obtain a qualification, a student must accumulate credits from modules specified in the professional education program.

#### **12. For the education of vocational students with special educational needs (SEN) and disabilities (DIS).**

In order to ensure the inclusion of persons with disabilities and special educational needs in the vocational education program, such persons will be admitted to modules without overcoming the module prerequisite(s).

Credits specified in the vocational education program are awarded to a person only upon confirmation of the relevant learning outcomes, and qualifications - in accordance with the procedure provided for in paragraph 11.

## Vocational Program - Forestry

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**Program Manager:** M. Narimanashvili

**18. The name of the framework document of the vocational education program (hereinafter - the framework document) on the basis of which the program is created in Georgian and English:** Forestry / Forestry

**19. Registration number** 08201-P

**20. Qualifications to be awarded in Georgian and English** - - Secondary Vocational Qualification in Forestry

The above qualification **According to** the International Classification of Education (ISCED), it belongs to the detailed field - Forestry, code - 0821, descriptor - "*Studies the planting, cultivation, care and management of forests. It also includes hunting and trapping .*"

### 21. Goal

of the program is to ensure the implementation of a professional program that will prepare a qualified forestry specialist who will be equipped with the appropriate skills and will safely carry out forestry activities in the forest, including: timber production, forest restoration activities (seed collection, sowing, planting, nursery establishment, etc.). Will carry out timber sorting, ensure compliance with fire prevention rules and implement preventive measures against pests and diseases.

### 22. Admission prerequisite

- Complete general education
- Basic general education - a vocational educational program that integrates the learning outcomes of the secondary level of general education

### 23. Employment scope and opportunities

A person with an intermediate professional qualification in forestry can be employed as a coal miner, forest logger, timber processor, forester, wood cutter, timber cruiser, forest worker in a state structure, as well as in small, medium and large business organizations (license holders).

- National Classifier of Economic Activities Code: 02.1; 02.10; 02.10.0; 02.2; 02.20; 02.20.0;
- International Classification of Occupations (ISCO) code: 9215

### 24. Structure and modules

The vocational education program in forestry includes 5 general modules with a total of 15 credits, 9 vocational modules with a total of 33 credits. To be awarded the qualification, the student must accumulate a total of **48 credits**.

- Program volume for Georgian-speaking students - 48 credits

- Program duration for Georgian-speaking students - 38 weeks
- Program volume for non-Katali-speaking students -78 credits
- Program duration for non-native speakers - 57 weeks

**The Forestry program, which integrates the learning outcomes of the secondary level of general education,** includes 7 General modules totaling 68 credits, 9 professional modules totaling 33 credits. A person must accumulate **101** credits to be awarded an intermediate professional qualification.

- Program volume for Georgian-speaking students - 101 credits
- Program duration for Georgian-speaking students - 120 weeks
- Program volume for non-Katuli-speaking students - 131 credits
- Program duration for non-Katyusha-speaking students - 142 weeks

the modules Georgian Language A2 and Georgian Language B1 is mandatory only for those professional students who have obtained the right to study in a professional educational program through testing in Russian, Azerbaijani or Armenian languages, as provided for in Article 4, Paragraph 2 of the Regulation approved by the Order of the Minister of Education and Science of Georgia No. 152/n of September 27, 2013. For these persons, training in the professional educational program begins with the Georgian language module.

## **25. Learning outcomes corresponding to the qualification to be awarded :**

the Professional Education Program in Forestry can:

1. Preparing the location for forestry work;
2. Use of wood resources;
3. Timber preparation and sorting;
4. Provision of transportation of manufactured timber;
5. Production of seeds of woody forest species;
6. Carrying out forest restoration measures;
7. Forest protection from fires and pests;
8. Production of non-timber forest resources.

## **9. Development of a vocational education program based on the framework document**

The vocational educational program " Forestry " has been developed using a modular approach, Based on the **Framework Document** on Forestry, which envisages two curricula for persons with both complete general education and basic education.

## **10. Confirmation of achievement of learning outcomes and award of credit**

A person will be awarded credit based on proof of achievement of a learning outcome, which can be:

- a) by recognizing learning outcomes achieved within the framework of prior formal education;
- b) recognition of learning outcomes achieved through non-formal education in accordance with the procedure established by the legislation of Georgia;
- c) Confirmation of learning outcomes through assessment.

There is formative and summative assessment.

Formative assessment can be carried out using both scoring and credit principles.

Formative assessment assumes the use of a system based solely on credit principles (based on the validation of competencies) and allows for the following two types of assessment:

- a) The learning outcome has been confirmed;
- b) The learning outcome could not be confirmed.

In case of receiving a negative result in the final assessment, the student has the right to request an additional assessment of the achievement of learning outcomes before the end of the program. The assessment method/methods are given in the form of recommendations in the modules.

The framework document, in its modules, learning outcomes and thematic components, envisages the development of eight key competences (*communication in the mother tongue; communication in a foreign language; mathematical competence; digital competence; independent learning ability; interpersonal, intercultural, social and civic competences; entrepreneurship and cultural expression*), which are important for the education of professional and competitive personnel. In order to develop one of the eight key competences - the main language of instruction of the native/vocational educational program, each vocational education teacher should assess oral and written communication skills, in particular, compliance with spelling and grammar rules, taking into account the scope of the following competences:

#### **11. Qualification Award**

To obtain a qualification, a student must accumulate credits from modules specified in the professional education program.

#### **12. For teaching students with special educational needs (SEN) and disabilities (DIS).**

In order to ensure the inclusion of persons with disabilities and special educational needs in the vocational education program, such persons will be admitted to modules without overcoming the module prerequisite(s).

Credits specified in the vocational education program are awarded to a person only upon confirmation of the relevant learning outcomes, and qualifications - in accordance with the procedure provided for in paragraph 11.

## Vocational Program - Gardener

### Contact information :

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1. **The name of the vocational education program framework document (hereinafter - the framework document)** on the basis of which the program was created **in Georgian and English** - Agriculture
2. **Approval/Amendment Date** - 11/07/2018; 31/01/2019; 25/09/2019; 22.10.2021
3. **Registration number** 09114-P
4. **Qualifications to be awarded in Georgian and English languages**

Basic Professional Qualification Basic Vocational Qualification in Horticulture

In accordance with the International Classification of Education (ISCED), 081 Agriculture - Crop and Animal Husbandry, the descriptor is - "*Studies the cultivation and care of plant crops , as well as the breeding, feeding and care of animals. It includes the management and operation of agricultural farms and the production of unprocessed plant and animal products . "*

### 5. Goal

The goal of the program is to educate competitive personnel with relevant competencies in the field of agriculture, particularly in horticulture.

### 6. Admission requirements - Basic education

7. **Employment opportunities** -- Graduates can find employment in organizations in the agricultural sector, as well as be self - employed and manage their own farms. The employment positions available to graduates of the vocational education program in horticulture are:

- Basic professional qualification - in the field of horticulture - Gardener

#### **Employment positions identified in the International Classification of Occupations (ISCO)**

Major group 6 Skilled workers in agriculture, forestry and fishing

Subgroup 61; Minor group 611; Minor group 612; Minor group 613; Minor group 631

- Market-oriented gardeners and agricultural producers
- Livestock farmers
- Producers of mixed crops and animal products
- Farmers and gardeners
- Fruit and berry crop producers
- Gardeners, other nursery workers
- Mixed crop producers
- Dairy and livestock product manufacturers
- Poultry farmers
- Beekeepers and silkworms
- Self-consumption Oriented Agricultural Cultures Producers , livestock farmers

#### **Georgian National Classifier of Economic Activities ( 2016 )**

Section – A Agriculture , Forestry and Fisheries, descriptor - *“ The use of plant and animal natural resources, which includes the cultivation of crops, the care and breeding of animals, the obtaining of timber and the cultivation of various plants, the breeding of animals and fish, and the obtaining of animal products in agricultural enterprises and the natural environment”* .

**7. Structure and Modules -- The Professional Educational Program Gardener includes 60 credits, of which** 18 credits are general modules and 42 credits are professional modules. Basic Professional Qualification To be awarded a degree in horticulture, a student must accumulate -60 credits.

"Module, Georgian" Language A2 To pass Mandatory A only That Professional For students who Professional Educational On the program Learning Right They obtained a " professional Testing Conduct Provision Approval About " Georgia" Education And Science Minister's September 27 , 2013 Order No. 152/ N By order Approved Provision Article 4 By paragraph 2 In view of Russian , Azerbaijani Or Armenian In the language Testing By the way .

For these individuals, professional Educational On the program Teaching It begins Georgian Language Module . “ 15 credits.

- Program volume for Georgian-speaking students - 60 credits
- Program duration for Georgian-speaking students -40- weeks
- Program volume for non-Katali-speaking students - 75 credits



- Program duration for non-native speakers - 50 weeks

## 8 Learning outcomes relevant to the qualification to be awarded

Basic Professional **A graduate** with a qualification in horticulture **can** :

1. Select the type, variety/hybrid of vegetables and horticultural crops;
2. To cultivate the soil;
3. Feed vegetables and garden crops;
4. Prepare substrate and produce seedlings of vegetables and horticultural crops;
5. To graft vegetables and horticultural crops;
6. Conduct phenological observations and plant formation;
7. Ensure the harvesting, storage and sale of vegetables and horticultural crops.

## 9. Development of a vocational education program based on the framework document

Vocational education program **Gardener** Developed on the basis of the framework document "Agriculture" , using a modular approach.

## 10. Confirmation of achievement of learning outcomes and award of credit

A person will be awarded credit based on proof of achievement of a learning outcome, which can be:

- a) by recognizing learning outcomes achieved within the framework of prior formal education;
- b) recognition of learning outcomes achieved through non-formal education in accordance with the procedure established by the legislation of Georgia;
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The framework document , in its modules, learning outcomes and thematic components, envisages the development of eight key competences (*communication in the mother tongue; communication in a foreign language; mathematical competence; digital competence; ability to learn independently; interpersonal, intercultural, social and civic competences; entrepreneurship and cultural expression* ), which are important for the upbringing of professional and competitive personnel. In order to develop one of the eight key competences - the main language of instruction of the native/vocational educational program, each vocational

education teacher should assess the ability to communicate orally and in writing, in particular, the observance of spelling and grammar rules, taking into account the scope of the following competences:

#### **11. Qualification Award**

To obtain a qualification, a professional student must accumulate the number of credits required by the modules specified in the professional education program - no less than 60 credits.

#### **12. For the education of vocational students with special educational needs ( SEN) and disabilities (DIS)**

In order to ensure the inclusion of persons with disabilities and special educational needs in the vocational education program, such persons will be admitted to modules without overcoming the module prerequisite(s).

Credits specified in the vocational education program are awarded to a person only upon confirmation of the relevant learning outcomes, and qualifications - in accordance with the procedure provided for in paragraph 11.