



CAUCASUS UNIVERSITY

CAUCASUS EDUCATION SCHOOL

Name of the Educational Program	განათლების პოლიტიკა
Name of the Educational Program in English	Education Policy
Higher academic education level	Master's
Type of Educational Program	Academic
Language of Instruction	Georgian
Qualification to be awarded, code	0111
In Georgian:	განათლების პოლიტიკის მაგისტრი
In English:	Master of Education Policy
Program Approval Date	21.03.2025 Order N01/01-27
Program Update Date	
Program Coordinator and Co-Coordinator	Aluda Goglichidze - Affiliated Associate Professor of Caucasus University (Coordinator) Shalva Tabatadze – Professor of Caucasus University (Co-Coordinator) Nino Dzotsenidze - Affiliated Associate Professor of Caucasus University (Co-Coordinator)

Program Credit Hours	
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The Master's program in **Education Policy** is a 120 ECTS credit program, which is distributed over 4 semesters, with each semester encompassing 30 ECTS credits. Accordingly, the program's estimated duration is 2 academic years. The academic year follows a semester-based system. One semester consists of 20 academic weeks, and therefore, the academic year is planned for 40 weeks. One ECTS credit is equivalent to 25 hours, which includes both the student's contact hours (lectures, seminars, practicums, etc.) and their independent study time (preparation for midterm and final exams, as well as hours allocated for preparing and presenting homework assignments).

Within the program, given the essence and contemporary purpose of educational policy, a significant focus is placed on courses directly related to policy analysis and its application in social, cultural, economic, and political contexts. In total, the educational policy and analysis direction is allocated 75 ECTS credits (45 ECTS credits for compulsory courses in educational policy and analysis, and 30 ECTS credits for the Master's thesis).

Within the program, a significant emphasis is placed on the development of research and practical skills. In terms of research, 5 ECTS credits are allocated to the foundational course in educational research methodology; 5 ECTS credits are offered as elective courses in either quantitative or qualitative research methods; and 5 ECTS credits are dedicated to

professional practice and practice-based research. Additionally, the student is supported in preparing the Master's thesis through both the research block courses and the elective courses offered within the mandatory-elective course block.

Practical skills are developed both in the professional practice and practice-based research course, as well as in individual courses, including research courses, and during the preparation of the Master's thesis.

Students also have the opportunity to take mandatory courses from the change management block, totaling 20 ECTS credits.

In total, the credits for the program are distributed as follows:

1. Mandatory Courses - Education Policy and Analysis - 45 ECTS credits;
2. Mandatory Courses - Change Management - 20 ECTS credits;
3. Mandatory-Elective Courses - 10 ECTS credits;
4. Practicum and Research Design Courses (Mandatory / Mandatory- Elective) - 45 ECTS credits.

After the expiration of the Master's degree program in Education Policy, a student with an academic debt has the right to continue their studies for additional semesters (up to a maximum of 6 semesters) in order to complete the educational program, while maintaining their student status.

Within the 120 ECTS credits required by the curriculum, the student also has the opportunity to earn a maximum of 10 ECTS credits (by substituting elective courses) through free credits.

Prerequisite for Admission to the Program

The admission requirements for the Master's Program in **Education Policy** are as follows:

1. A Bachelor's degree or equivalent academic degree;
2. The Unified Master's Exam;
3. An internal university exam specific to the program at the Caucasus Education School, which includes an assessment of English comprehension and writing skills at the B2 level
 - ✓ An applicant may be exempt from this admissions requirement if they meet the following criteria: (a) they present a certificate demonstrating English proficiency at the B2 level (TOEFL, IELTS, CAE, TOEIC, FCF (Grades A and B), CPE, etc. provided its validity is confirmed) or there are other circumstances established by the university regulations.
 - ✓ If a transcript provided confirms English proficiency at the B2 level or if an applicant has completed a Bachelor's or Master's program taught in English they will be exempt from submitting an English language certificate as well as from taking the internal university exam.
4. After the document verification process, applicants will have an interview with the admissions committee at the Caucasus School of Education. The committee will evaluate candidates based on the following criteria:
 - ✓ Motivation to develop education policy analysis competencies
 - ✓ Analytical thinking, logical reasoning, and communication skills
 - ✓ Reflection on undergraduate or other educational experiences
 - ✓ Work experience in the field of education (preference will be given in case of equal qualifications)
5. Admission to the program without passing the unified Master's exam is carried out in accordance with the procedure established by law;
6. A student's enrollment in the program through the mobility process is carried out in accordance with the legislation and the university's internal regulations.

Program Qualification Description

Program Objective	The mission of a Master's program in Education Policy at Caucasus Education School is to contribute to the development of high-quality education policies across all levels and sectors of the education system by preparing highly qualified education policy specialists and support the country's social, political, cultural, and economic development by carefully considering local, regional, and global challenges and trends. The goals of the program are as follows: 1. Understanding the essence and significance of education policy – providing students with a comprehensive understanding of the fundamental principles, historical development, and contextual importance of education policy. 2. Analyzing and critically evaluating education policy – equipping students with relevant methodologies and analytical tools that enable them to critically assess ongoing processes in education policy and identify solutions to existing challenges in the field. 3. Policy development and effective communication – developing students' skills to clearly formulate education policy issues, communicate effectively, and ensure stakeholder engagement in the policy development and implementation process. 4. Improving the quality of education policy – equipping students with knowledge and practical skills that will enable them to participate in enhancing education policy, strengthening its role, and contributing to the country's development process. 5. Professional development and the creation of new knowledge – encouraging students towards continuous professional growth, the exploration of innovative approaches, and active participation in the process of creating new knowledge in the field of education policy.
Program Learning Outcomes	Upon completion of the Master's program in Education Policy, the graduate will acquire the following competencies: <u>Learning Outcome #1: Describes and applies the essence and significance of education policy in practice.</u> <i><u>Evaluation indicators:</u></i> 1.1. Describes concepts, theories, policy analysis methods, and the policy development and implementation process related to education policy; 1.2. Explains the national education system and the legal framework for its functioning; 1.3. Discusses the political, economic, social and cultural context of the country and the role of education policy in overcoming existing challenges; 1.4. Reviews international experience, achievements, and challenges in the field of education policy. <u>Learning Outcome #2: Critically assesses ongoing processes in education policy and identifies effective solutions to address challenges in the sector.</u> <i><u>Evaluation indicators:</u></i> 2.1. Discusses issues related to education policy and identifies specific challenges/problems and formulation; 2.2. Collects and critically evaluates existing data and research and uses them as evidence in analyzing education policy issues; 2.3. By using appropriate methods and adhering to recognized standards, plans and implements research to collect new data; 2.4. Based on objective evidence, considering the country's political, economic, social, and cultural context, as well as international experience, critically analyzes education policy issues and develops alternative solutions to problems, defines expected outcomes, and assesses risks.

	<u>Learning Outcome #3:</u> Through modern technology and effective communication strategies, improves education policy to address the challenges the country faces. <i><u>Evaluation indicators:</u></i> 3.1. Communicates effectively and collaborates with relevant interest groups/stakeholders in the process of analyzing education policy issues and developing solutions to existing challenges, and integrates their interests, arguments, and feedback; 3.2. Presents analytical documents to policy makers and decision-makers regarding the needs and opportunities in the education sector, offering effective solutions for an adequate response. 3.3. Presents policy documents and analysis results to academic, professional, or other target audiences in written and oral form, using modern technologies and identifies advocacy strategies for them. <u>Learning Outcome #4:</u> Conducts inquiry and develops and implements innovative approaches to facilitate professional development and advance the field. <i><u>Evaluation indicators:</u></i> 4.1 Effectively applies the principles of individual and teamwork, as well as interpersonal communication skills in both academic pursuits and professional activities; 4.2. Creates research or analytical papers/projects and generates new knowledge using appropriate research methods and data analysis, while adhering to the principles of academic integrity and ethical standards; 4.3 Through their activities, contribute to the development of education policy analysis practices in the country and the accumulation of new knowledge 4.4 Defines individual learning needs and plans further professional development.
Employment Areas	Upon completing the Master's Program in Education Policy, students will be awarded a Master's degree. With this qualification, graduates will have the opportunity to work in the public sector at both central and local government levels as well as in various education-related organizations. They may also find employment with private, non-governmental, or international organizations operating in the education sector. This includes areas such as preschool, general, vocational, higher, and adult education, as well as scientific fields. In addition to opportunities within the education sector, graduates can also pursue careers in various other fields, such as economics and healthcare, in roles related to education, including research and staff training.
Opportunities for Further Studies	A graduate of the Master's Program in Education Policy are eligible to continue their studies in a doctoral program per the procedure established by law.

Teaching and Learning Methods	In the learning process, depending on the specific course, the following teaching methods will be used: ✓ Verbal (oral) method ✓ Text-based study method ✓ Problem-based learning (PBL) ✓ Case study analysis ✓ Written work method/written assignments ✓ Role-playing and situational games ✓ Discussion/debates ✓ Group work ✓ Brainstorming
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- ✓ Demonstration method
- ✓ Induction, deduction, analysis, and synthesis
- ✓ Collaborative learning
- ✓ Presentation
- ✓ Explanation and clarification method, and more.

In the teaching-learning process, the methods complement each other and transition seamlessly. The teaching-learning methods for each specific course are outlined in the corresponding course syllabus.

Persons Participating in the Implementation of the Program

The following are participating in the implementation of the program:

- 1 affiliated professor;
- 1 professor;
- 3 affiliated associate professors;
- 4 affiliated assistant professors;
- 5 invited lecturers.

Other Resources of the Program

Caucasus Education School has signed memorandums of cooperation with higher education institutions in Georgia and abroad, as well as with governmental, non-governmental, and private organizations.

Curriculum of the Master's Program in Education Policy

(Modules, subjects, and corresponding credits)

№	Subject Code	Prerequisite	Courses / Modules	Academic Year				ECTS Credits
				I		II		
				ECTS Credits				
				I Sem.	II Sem.	III Sem.	IV Sem.	
			1. Mandatory Courses - Education Policy and Analysis	15	20	10	0	45
1	EPOL 51131	No Prerequisite	Introduction to Education Policy	5				5
2	EPOL 51132	No Prerequisite	Education Policy Planning and Analysis	5				5
3	EPOL 51133	No Prerequisite	Education and Public Policy	5				5
4	EPOL 61132	EPOL 51133	Cost-Effectiveness Analysis of Education Policy		5			5
5	EPOL 52131	EPOL 51133	Education Policy and Finance		5			5
6	EPOL 52132	EPOL 51131	Social and Cultural Aspects of Education Policy		5			5
7	EPOL 52133	EPOL 51131	Education Policy and the Labor Market		5			5
8	EPOL 61131	No Perequisite	Legilsation, Advocacy, and Lobbying in Education Policy			5		5
9	EPOL 61133	EPOL 51131	Education Policy and Quality Management			5		5
			2. Mandatory Courses - Changes Management	10	5	5	0	20
1	TMEN 51131	No Prerequisite	Educational Project Management, Monitoring and Evaluation	5				5
2	TMEN 51132	No Prerequisite	Education Administration, Ethics, and Leadership	5				5
3	TMEN 52131	No Prerequisite	Strategic Communication		5			5
4	TMEN 61131	TMEN 52131	Conflict Management and the Art of Negotiation			5		5
			3. Mandatory – Elective Courses	0	0	10	0	10
1	PELE 51131	No Prerequisite	Modern Pedagogy and Key Competencies in Education			5		5
	PELE 51132	EPOL 61132	Economics of Education					
	ELEC 50130	No Prerequisite	Free Credit					
2	PELE 61131	No Prerequisite	Education Policy and Management in Multicultural State			5		5
	PELE 61132	No Prerequisite	Education Policy and Sustainable Development					
	PELE 61133	EPOL 51132	Education Policy and Peacebuilding					
			4. Practice And Research Block (Mandatory / Mandatory-Elective)	5	5	5	30	45
1	PRES 5213	No Prerequisite	Education Research Methodology – Introductory Course	5				5
2.1	PRES 61131	PRES 5213	Quantitative Research and Statistical Analysis		5			5
2.2	PRES 61132	PRES 5213	Qualitative Research Design and Methodology					
3.1	PACR 61131	PRES 61131 / PRES 61132	Professional Practice and Practice Research			5		5
3.2	ELEC 60130	No Prerequisite	Free Credit					
4	PTHE 6213	PRES 61131 / PRES 61132	Master's Thesis				30	30
ECTS credits			per semester	30	30	30	30	120
			per year	60		60		120
Number of subjects/modules per year				12		7		21