

**Criteria for evaluation of projects for opening  
a professional field / major of the regulated professions  
in accordance with ESG - Part 1 (1-10) and pursuant to Art. 81, para. 6 of the HEA**

**Table 6**

Standards (ESG – Part 1)	Guidelines	Criteria	Content of criteria	Evidence	Evaluations
(1)	(2)	(3)	(4)	(5)	(6)*
<b>1. Policy for quality assurance</b> Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders	Guidelines: Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available. Quality assurance policies are most effective when they reflect the relationship between research and learning &	<b>1.1. The project has disclosed the HEI policy to provide quality education in a professional field / major of the regulated professions as part of the HEI strategic management.</b>	<b>1.1.1.</b> Training in the professional field / major of the regulated professions in chosen degrees and forms of training is offered and justified corresponding to the existence of demand at national and regional level to open the professional field and to the HEI mission, goals and objectives.  <b>1.1.2.</b> The project activity of the professional field / major of the regulated professions is subject to the institutional quality system, without neglecting their specificity.  <b>1.1.3.</b> The basic unit meets the legal requirements and ensures the achievement of the designated specific objectives of the professional field / major of the regulated profession.  <b>1.1.4.</b> HEI provides a policy to implement the link between research	1. The strategy for the development of the professional field /major of the regulated professions 2. Standards and rules for periodic self-assessment and external evaluation are available. 3. HEI regulatory documents, where the policy to ensure the quality of the professional field / major of the regulated professions has been developed. 4. CQAE planned activities - internal audits, evaluations of the activity of the teaching staff, development of the quality assurance and evaluation system, operation of the training programmes 5. Code of Ethics for academic unity 6. Documented procedures to prevent and punish examination fraud and plagiarism attempts	

\* A positive or negative assessment is used, according to Art. 79, para. 3 of the HEA.

	<p>teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach.</p> <p>Such a policy supports</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the organization of the quality assurance system;</li> <li><input type="checkbox"/> departments, schools, faculties and other organizational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;</li> <li><input type="checkbox"/> academic integrity and freedom and is vigilant against academic fraud;</li> <li><input type="checkbox"/> guarding against intolerance of any kind or discrimination against the students or staff;</li> <li><input type="checkbox"/> the involvement of external stakeholders in quality assurance.</li> </ul> <p>The policy translates into practice through a variety of internal quality assurance processes that</p>		<p>and education in the professional field / major of the regulated professions within the national and institutional context.</p> <p><b>1.1.5.</b> Abiding by the rules of the HEI Code of ethics and intolerance to all forms of discrimination are declared. Procedures to prevent and punish examination fraud and plagiarism are planned.</p>	<p>7. Statistical sources, information from job centers, results of a performed marketing survey.</p> <p>8. Proven necessity for the existence of the project professional field / major of the regulated profession, need for specialists with similar qualification at the national and / or regional level.</p>	
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	<p>allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.</p> <p>The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.</p>				
<p><b>2. Design and approval of programmes</b></p> <p>Standard:</p> <p>Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p>	<p>Guidelines:</p> <p>Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.</p> <p>Programmes <input type="checkbox"/> are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;</p>	<p><b>2.1. In relation with the offered training in the professional field / major of the regulated professions the HEI has provided procedures for the development, approval, monitoring and updating of educational documentation</b> (qualification characteristics, curricula, etc.) <b>using the support of partner organizations, students and other stakeholders.</b></p>	<p><b>2.1.1.</b> The offered programmes are developed in accordance with the modern achievements of science and are consistent with the documentation from the European Higher Education Area. They have clear-cut expected outcomes relevant to goal setting.</p> <p><i>Number of listed up-to-date information sources, adequate to the development of the respective professional field / major of the regulated professions.</i></p> <p><b>2.1.2.</b> Professional competences are defined as areas of knowledge, skills and behaviors and correspond to the received training</p>	<p>1. A set of documents for each training programme offered by the institution which includes: programme objectives, a description of the acquired qualification, a description of professional competences, obtained on graduation, the curriculum, the teaching programmes of the courses, included in the curriculum, teaching methods, methods for assessment and forming the final grade, minimum standard requirements for graduation, opportunities for industrial traineeships and</p>	

	<p> <input type="checkbox"/> are designed by involving students and other stakeholders in the work;  <input type="checkbox"/> benefit from external expertise and reference points;  <input type="checkbox"/> reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);  <input type="checkbox"/> are designed so that they enable smooth student progression;  <input type="checkbox"/> define the expected student workload, e.g. in ECTS;  <input type="checkbox"/> include well-structured placement opportunities where appropriate;  <input type="checkbox"/> are subject to a formal institutional approval process. </p>		<p>and qualification.</p> <p><i>Specific competences, included in the curricula and the qualification characteristics of the major.</i></p> <p><b>2.1.3.</b> The choice of the professional qualifications for each EQD, provided by the curricula, is based on analyzes of potential jobs and national and international surveys on the development of the labor market.</p> <p><i>Quantitative evaluation of the level of interest on the part of prospective students and employers towards new educational programmes, given the changing nature of the labor market</i></p> <p><b>2.1.4.</b> A project evaluation system of the learning outcomes in each discipline and an evaluation procedure for completing the training in each major, which describes the minimum standards and therefore proves the necessary acquired competences.</p> <p><b>2.1.5.</b> Compatibility with the curricula of other HEI in Bulgaria, within or outside the EU,</p>	<p>professional development, etc.</p> <p>2. The percentage of compulsory, elective and optional subjects</p> <p>3. Published studies of the employers' level of interest in the competences, acquired due to each teaching programme, associated with the acquisition of basic competences ensuring the comprehensive realization of future specialists</p> <p>4. Separate positions or explicit functional obligations whose performance would ensure the necessary level of academic documentation</p> <p>5. Procedures for the development and evaluation of training programmes. AC resolutions on the adoption (approval) of any training programme</p> <p>6. Rules on the organization and functioning of the institutional and the specialized faculty committees for evaluation, updating and approval of training programmes in the majors in the respective professional fields (Committee on education at the AC and FC)</p> <p>7. Other official</p>	
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			<p>allowing for the professional mobility of students and graduates of the respective specialty.</p> <p><i>Comparative analysis with similar programmes from other HEI in the country and abroad.</i></p> <p><b>2.1.6.</b> The institution has developed specific procedures for supervision (control), analysis, evaluation and verification (approval, adoption) of each teaching programme and of the academic documentation of the professional field / major of the regulated professions.</p> <p><i>Qualitative and quantitative evidence about the necessity of any teaching programme in relation to the needs of the labor market.</i></p> <p><b>2.1.7.</b> The authors of the teaching programmes carry out consultations with industry representatives, social institutions, students, graduates and other stakeholders in the process of offering, drafting and updating programmes.</p> <p><i>Number of representatives of business and professional organizations, involved in the</i></p>	<p>documents (proposals, analyses, objections, etc.).</p>	
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			<p><i>preparation of teaching programmes.</i></p> <p><b>2.1.8.</b> There exists a procedure, which in accordance with European, national and institutional regulatory requirements determines the structure of the curricula, the content of the courses, the total number of credit points and the distribution in the curricula of the credit points for the compulsory and elective subjects, required for graduation.</p>		
<p><b>3. Student-centred learning, teaching and assessment</b></p> <p>Standard:</p> <p>Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p>	<p><b>Guidelines:</b></p> <p>Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.</p> <p>The implementation of student-centred learning and teaching</p> <ul style="list-style-type: none"> <li>□ respects and attends to the diversity of students and their needs, enabling</li> </ul>	<p><b>3.1. Project system of rules and activities related to stimulating students' motivation and active position in the process of training in the respective professional field / major of the regulated professions.</b></p>	<p><b>3.1.1.</b> The training of students will be conducted according to the modern requirements for the educational and qualification degrees and according to the educational mission, goals and objectives of the professional field / major of the regulated professions.</p> <p><b>3.1.2.</b> The qualification characteristics reflects accurately and clearly the exact position of the future specialist in the National Qualifications Framework for higher education, as well as in the Framework for Qualifications of the</p>	<ol style="list-style-type: none"> <li>1. Curriculum, teaching programmes</li> <li>2. Schedules on how to conduct educational activities during the school year</li> <li>3. Rules on the organization and conduct of training practices and traineeships</li> <li>4. A set of similar curricula and teaching programmes of national and foreign universities</li> <li>5. Documented reviews on the necessity for the professional field / major of the regulated professions.</li> <li>6. Information</li> </ol>	

	<p>flexible learning paths;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> considers and uses different modes of delivery, where appropriate;</li> <li><input type="checkbox"/> flexibly uses a variety of pedagogical methods;</li> <li><input type="checkbox"/> regularly evaluates and adjusts the modes of delivery and pedagogical methods;</li> <li><input type="checkbox"/> encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;</li> <li><input type="checkbox"/> promotes mutual respect within the learner-teacher relationship;</li> <li><input type="checkbox"/> has appropriate procedures for dealing with students' complaints.</li> </ul> <p>Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessors are familiar with existing testing and examination methods and receive support in</li> </ul>		<p>European Higher Education Area. The relationship between goal setting and expected outcomes is evident.</p> <p><b>3.1.3.</b> Project organization to involve students in practical activities that stimulate their creative activities.</p> <p><i>Studies on the practical utility of training.</i></p> <p><b>3.1.4.</b> Studies of the students' level of interest in training in educational programmes, harmonized at the European level.</p> <p><b>3.1.5.</b> Intended use of interactive forms of teaching by incorporating the results of research (artistic) activities in the educational process.</p> <p><b>3.1.6.</b> Planned activities for feedback between teachers and students; publicly disclosed system of examination procedures, which includes the criteria and methods for checking and assessment of the students' knowledge and skills and the criteria for assigning a numerical score.</p> <p><b>3.1.7.</b> Project organization for attracting, admitting and adaptation of Bulgarian and</p>	<p>products, providing students' professional training</p> <p>7. Documentation on the conduct of training practices and traineeships</p> <p>8. Exploring the opportunities to sign bilateral agreements with other national and foreign HEI and partner organizations</p> <p>9. Employers' written opinions on the correspondence between the specific competences developed while studying a particular subject and the content of the tests used for evaluation in that subject</p>	
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	<p>developing their own skills in this field;</p> <p><input type="checkbox"/> The criteria for and method of assessment as well as criteria for marking are published in advance;</p> <p><input type="checkbox"/> The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;</p> <p><input type="checkbox"/> Where possible, assessment is carried out by more than one examiner;</p> <p><input type="checkbox"/> The regulations for assessment take into account mitigating circumstances;</p> <p><input type="checkbox"/> Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;</p> <p><input type="checkbox"/> A formal procedure for student appeals is in place.</p>		<p>international students and doctoral students.</p> <p><b>3.1.8.</b> Students' mobility is financially ensured. The students' foreign language learning is guaranteed by the curriculum of the major.</p> <p><b>3.1.9.</b> Rules for setting up a committee on students' complaints.</p>		
<b>4. Student admission,</b>	Guidelines: Providing	<b>4.1. Publicly disclosed adopted</b>	<b>4.1.1.</b> Exploring the opportunities for	1. Admission guide for students	

<p><b>progression, recognition and certification</b></p> <p>Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.</p>	<p>conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems. It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided. Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression. Fair recognition of higher education qualifications, periods of study and prior</p>	<p><b>documents, outlining the student "life cycle". Planned admission, progression, recognition and certification in the relevant professional field / major of the regulated professions. Evidence of their consistent and transparent application.</b></p>	<p>recognition of the qualifications concerning higher education in the country and in the European region in accordance with the principles of the Lisbon Convention.</p> <p><b>4.1.2.</b> Rules for academic recognition of study periods and practice abroad, related to students’ mobility within the European programs for education, training, youth and sports.</p> <p><b>4.1.3.</b> Rules for inclusion of students and doctoral students in research projects of the professional field / major of the regulated professions, as well as in related research structures.</p> <p><b>4.1.4.</b> Planned activities for compliance with the content requirements to documents on education and qualification, issued by the HEI.</p> <p><b>4.1.5.</b> Provided administrative system for registering the realization of graduates and postgraduates.</p>	<p>2. Rules on organizing HEI educational activities</p> <p>3. Rules on the recognition of specialized courses, internships, mobilities, carried out in other HEI in the country and abroad</p> <p>4. Statutory regulation of the involvement of students and doctoral students in research activities</p> <p>5. Research opportunities for students and doctoral students.</p> <p>6. Exploring opportunities for signing cooperation agreements with other HEI and organizations creating opportunities for collaboration with the active participation of students</p> <p>7. Rules to meet the regulatory requirements to the contents of the basic documents, issued by the HEI. Procedural methods and means to check the originality and authenticity of diplomas and dissertation works.</p>	
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	<p>learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;</li> <li><input type="checkbox"/> cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.</li> </ul> <p>Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status</p>				
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	of the studies that were pursued and successfully completed.				
<p><b>5. Teaching staff</b></p> <p>Standard:</p> <p>Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p>	<p>Guidelines:</p> <p>The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3). Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment</p> <p>□ sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;</p>	<p><b>5.1. HEI policy to provide quality academic staff applying transparent procedures as part of the development strategy of the professional field / major of the regulated professions</b></p>	<p><b>5.1.1.</b> There exist publicly disclosed specific and transparent procedures which comply with the legal requirements for employment of qualified teachers, providing training in the professional field / major of the regulated professions.</p> <p><b>5.1.2.</b> It has been provided that the specialized courses should be given by lecturers holding a basic labour contract with the HEI, with qualification and representative research activity corresponding to the courses taught.  <i>Number of teachers holding a basic labour contract.</i>  <i>Number of teachers holding a second labour contract.</i></p> <p><b>5.1.3.</b> Implementation of the existing performance evaluation system, stimulation of the career development of teachers.</p> <p><b>5.1.4.</b> Programme for checking and detection of cases of cheating by students, doctoral students or teachers.</p> <p><b>5.1.5.</b> Project for the</p>	<p>1. Information is to be sought for in the HR department</p> <p>2. Officially adopted order to involve students and doctoral students in the research, artistic, performance and sports activities</p> <p>3. Planned participation in international research projects</p> <p>4. Information databases for the needs of the professional field / major of the regulated professions</p>	

	<p>□ offers opportunities for and promotes the professional development of teaching staff;</p> <p>□ encourages scholarly activity to strengthen the link between education and research;</p> <p>□ encourages innovation in teaching methods and the use of new technologies.</p>		<p>research and artistic activities of the academic staff and the participation of the students and doctoral students from the professional field / major of the regulated professions.</p> <p><b>5.1.6.</b> System for supervision, promotion and publicity of the research, artistic, performance and sports activities of students and teachers.</p>		
<p><b>6. Learning resources and student support</b></p> <p>Standard:</p> <p>Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p>	<p>Guidelines:</p> <p>For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems. The needs of a diverse student population (such</p>	<p><b>6.1. Project and provided financial, material, technical and information facilities, necessary for the teaching, research, artistic and sports activities of the professional field / major of the regulated professions, as well as an adequate environment for distance learning, if that will be carried out.</b></p>	<p><b>6.1.1.</b> Teaching room area for the education of all students trained in the professional field / major of the regulated professions, according to the requirements of the Regional health inspection.</p> <p><i>Teaching room area in sq.m. for the instruction of one student trained in the EQD.</i></p> <p><i>Number of jobs for the lecture and laboratory work of 100 students, which are used in the professional field.</i></p> <p><i>Number of jobs for lecture and laboratory work.</i></p> <p><b>6.1.2.</b> Computer rooms with specialized equipment, corresponding to the professional field /</p>	<p>1. Availability of material, technical and information facilities and a center for distance learning</p> <p>2. Library space per student</p> <p>3. Technical devices for ensuring access to information</p> <p>4. Textbooks, and teaching aids, including electronic ones</p> <p>5. Regulations to ensure the access and use of information products</p> <p>6. Available wireless internet</p> <p>7. Plans for the development of the material, technical and information facilities and the center for distance learning</p> <p>8. Financial funding of training</p>	

	<p>as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support. Support activities and facilities may be organized in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.</p>		<p>major of the regulated professions.  <i>Area in sq.m. of computer halls per 100 students (average equivalent number).</i>  <i>Number of computers per 100 students studying in the EQD.</i>  <b>6.1.3.</b> Library facilities for the professional field / major of the regulated professions and a system for their updating and periodic renewal.  <i>Library area per student.</i>  <b>6.1.4.</b> Distance learning environment and availability of information products for distance learning.  <b>6.1.5.</b> Technical support for teachers' and students' access to wireless Internet and information products.  <i>Number of copyright digitized and printed information products, ensuring students' comprehensive training in the various disciplines.</i>  <b>6.1.6.</b> Didactic resources, provision of specialized courses with their own textbooks, teaching aids and training materials.</p>	<p>9. Information on financing of educational and specialized research literature  10. Access to information networks and databases, serving the professional fields / majors of the regulated professions  11. Support services for students. Tutor system  12. Visiting hours for teachers and administration</p>	
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			<p><b>6.1.7.</b> Specialised material facilities and readily accessible information environment for the autonomous work of students with SEN.</p> <p><b>6.1.8.</b> Regulated academic and administrative services supporting students' education.</p>		
<p><b>7 Information management</b></p> <p>Standard:</p> <p>Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p>	<p>Guidelines:</p> <p>Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system. The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Key performance indicators;</li> <li><input type="checkbox"/> Profile of the student population;</li> <li><input type="checkbox"/> Student progression, success and drop-out rates;</li> </ul>	<p><b>7.1. Project organization to manage information, related to the implementation of training in the professional field / major of the regulated professions and the subsequent realization of the graduates.</b></p>	<p><b>7.1.1.</b> Disclosure is provided for of the following:</p> <ul style="list-style-type: none"> <li>- Learning resources and support available to students;</li> <li>- Opportunities for students' career development;</li> <li>- Users' expectations for the training of the graduates.</li> </ul> <p><b>7.1.2.</b> Project system for communication with the alumni.</p> <p><b>7.1.3.</b> HEI own databases are maintained on global developments in the project professional field / major of the regulated professions and the relevance of the proposed teaching materials.</p>	<ol style="list-style-type: none"> <li>1. HEI own documentation on information management</li> <li>2. Plan for periodic self-assessment and external evaluation, at least every two years</li> <li>3. Plan for taking into account students' and doctoral students' suggestions and views and improvement measures</li> <li>4. Surveys of employers' expectations of students' training in the major</li> <li>5. Operational database on the content of related educational and qualification degrees in the professional fields and in majors at leading HEI at home and abroad</li> </ol>	

	<input type="checkbox"/> Students' satisfaction with their programmes; <input type="checkbox"/> Learning resources and student support available; <input type="checkbox"/> Career paths of graduates. Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.				
<b>8. Public information</b> Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	Guidelines: Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used the pass rates and	<b>8.1. Plan to publish a clear, accurate, objective, relevant and readily accessible information for all activities, related to training in the professional field / major of the regulated profession.</b>	<b>8.1.1.</b> System of promotion of and information on the education, research and artistic activities of the professional field / major of the regulated professions.  <b>8.1.2.</b> Information and transparency in the "life cycle" of students' training. <i>Manuals, students' guidebooks, regulations.</i> <b>8.1.3.</b> Announcing the conditions for training, the forms of qualification and employment prospects, offered by the professional field / major of the regulated professions. <b>8.1.4.</b> System for keeping track of the number of alumni with professional realization in the	1. Planned meetings and forums together with users and stakeholders in order to publicise the professional field / major of the regulated professions. 2. Announcements about programmes for qualification activities and other activities of interest 3. Information and materials from joint forums with users	

	the learning opportunities available to their students as well as graduate employment information.		corresponding specialty. <b>8.1.5.</b> Publicising the students' and teachers' research and creative work. <b>8.1.6.</b> Announcing the conditions for students' and teachers' mobility.		
<b>9. On-going monitoring and periodic review of programmes</b> Standard: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action, planned or taken as a result, should be communicated to all those concerned.	Guidelines: Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students. They include the evaluation of: <ul style="list-style-type: none"> <li><input type="checkbox"/> The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;</li> <li><input type="checkbox"/> The changing needs of society;</li> <li><input type="checkbox"/> The students' workload, progression and completion;</li> <li><input type="checkbox"/> The effectiveness of procedures for assessment of students;</li> <li><input type="checkbox"/> The student expectations, needs and satisfaction in relation to the programme;</li> <li><input type="checkbox"/> The learning</li> </ul>	<b>9.1. Institutions carry out regular monitoring (review) and updating , according to the evolution of scientific knowledge and technology, of teaching programmes for the education in the professional field /major of the regulated profession.</b>	<b>9.1.1.</b> Project system for managing and monitoring the quality of the educational process, including: <ul style="list-style-type: none"> <li>- updated teaching programmes and necessity for change;</li> <li>- students' achievements in the course of their professional training;</li> <li>- the quality of training in relation to the current requirements for personalization of the educational process;</li> <li>- the organization and opportunities for dynamic changes of the educational environment;</li> <li>- feedback from students about the quality of the acquired knowledge, content of the curriculum, teaching programmes and methods and, based on the above, the career prospects in that specialty.</li> </ul> <b>9.1.2.</b> Planned activities to keep	1. Developed, adopted and announced rules for providing training in the professional field /major of the regulated profession 2. FC and AC decisions and proposals by the teaching councils, educational committees, department councils for adopting curricula and teaching programmes 3. Information on surveys of the interest in the professional field and expectations of users and partner organizations for students' practical training 4. Target measures to implement the recommendations of audits of the internal system aimed at improving its efficiency	

	<p>environment and support services and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.</p>		<p>track of students' achievements and how to increase them.</p>		
<p><b>10. Cyclical external quality assurance</b> Standard: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.</p>	<p>Guidelines: External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities. Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative</p>	<p><b>10.1. Planned activities for self-assessment and external evaluations of all teaching programmes of the professional field / major of the regulated professions.</b></p>	<p><b>10.1.1.</b> For the professional field / major of the regulated professions the HEI has planned activities for self-assessments and external audits by agencies, recognized at national and international level and the recommendations made are implemented. <b>10.1.2.</b> Organization to maintain and develop cooperation and exchange with professors from other universities. <b>10.1.3.</b> Planned activities that professors from other HEI and users should be invited in the composition of the semester and state examination committees in order</p>	<p>1. Interested parties' opinions regarding the quality of offered teaching programmes 2. Available documentation on how to form committees and structure protocols regulating HEI effective operation 3. Plan of the activities related to the improvement of the professional field /major of the regulated professions and implementation of the recommendations</p>	

	<p>framework in which they operate.</p> <p>Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organizational levels (such as programme, faculty or institution).</p> <p>Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution.</p> <p>Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.</p>		<p>to obtain feedback on students' achievements.</p> <p><b>10.1.4.</b> Planned activities related to the improvement of the professional field / major of the regulated professions after PAMC.</p>		
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