

**Criteria for evaluation of projects  
to open and transform a HEI basic unit (BU) or affiliate  
in accordance with ESG - Part 1 (1-10) and pursuant to Art. 81, para. 6 of the HEA**

**Table 3**

<b>Standards (ESG – Part 1)</b>	<b>Guidelines</b>	<b>Criteria</b>	<b>Content of criteria</b>	<b>Evidence</b>	<b>Evaluations</b>
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)*</b>
<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 & teaching and take	<b>1.1. The project, based on the announced HEI policy of quality assurance as part of the strategic management of the education institution and HEI academic priorities determines the mission, the existence of demand at national and regional level for opening or transforming a HEI basic unit or an affiliate.</b>	<b>1.1.1.</b> The project emphasizes the responsibility of the institution and of its envisaged basic unit to implement the policy of quality assurance using appropriate internal structures, which include external stakeholders.  <b>1.1.2.</b> A mode of management is provided which ensures the responsibility for compliance with academic freedoms and creates conditions for intolerance to discrimination and academic fraud.  <b>1.1.3.</b> The creation or upgrading of an internal system to assess and ensure the quality of education and academic staff is envisaged. The functions and structure of the quality assurance system have been formulated. The way of surveying	1. Project for opening and transforming a HEI basic unit or affiliate, which reveals the strategy for development of the education institution which contains: - A description of the HEI basic units and affiliates; - A description of the proposed teaching documentation; - Data on the envisaged research and teaching staff, determining its experience and development prospects; - A description of the facilities and the prospects for their improvement; - An analysis of the methods of financing the activities of the HEI basic unit or affiliate, according	

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

	<p>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 allow participation</p>		<p>students' opinion at least once per school year and of disclosing the survey results have been determined.</p> <p>Procedures for internal quality audits and for the creation of an operating committee for coordination and control after the opening of the basic unit or affiliate have been developed.</p>	<p>to the requirements of the HEA.</p> <p>2. Assessment of the needs of the labor market. It is required when opening a basic unit or an affiliate and when changing the capacity of relevant professional fields.</p> <p>3. The project for opening a basic unit or an affiliate of the state HEI shall include: documents by which the HEI is entrusted with the use of state-owned movable and immovable property as well as a document for guaranteed funding from the budget of the respective HEI</p> <p>4. The project for opening a basic unit or an affiliate of the state HEI shall present: documents of ownership of movable and immovable property and a project of the financial provisions for different activities</p> <p>5. Projects of regulatory documents providing for the overall organization and management of</p>	
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	<p>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>educational, research and other creative activities at the opening of the basic unit</p> <p>6. Declarations and CVs of the provided academic staff, having basic employment contracts with the HEI</p> <p>7. Financially guaranteed programme for the development of library and informational activities</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</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. The project includes procedures for the development and approval of the educational documentation of the professional fields and the relevant majors (qualification characteristics, curricula, teaching programmes, etc.) using the support of stakeholders.</b></p>	<p><b>2.1.1.</b> Teaching programmes are developed in accordance with the HEI strategy. The HEI has clear-cut expected learning outcomes and they have been approved by the programme accreditation of relevant professional field.</p> <p><b>2.1.2.</b> In determining the professional qualifications potential jobs are analyzed, opinions of employers and conclusions of national and international surveys on the development of the labor market are studied.</p> <p><b>2.1.3.</b> The project basic unit or affiliate provides training in certain educational and qualification</p>	<p>1. Legal procedures for developing and evaluating teaching programmes:</p> <ul style="list-style-type: none"> <li>- A set of documents for each offered teaching programme which includes: programme objectives, a description of the acquired qualification, a description of the professional competences obtained on graduation, curriculum, teaching programmes of the subjects included in the curriculum, teaching methods, methods for assessment and assigning the final</li> </ul>	

<p>Higher Education Area.</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>degrees (specialist, bachelor, master, doctor), forms of training (full-time, part-time, evening, distance) in accordance with the requirements of the HEA.</p> <p><b>2.1.4.</b> Each project teaching programme is compatible (comparable) with similar teaching programmes of other HEI in Bulgaria, within or outside the European Union, allowing for the professional mobility of students and graduates of the respective major.</p> <p><b>2.1.5.</b> HEI justifies opening or transforming a basic unit or affiliate in order to create the necessary conditions to promote the education and professional development of students by providing them with knowledge, skills and competences which can be applied in their future careers.</p> <p><b>2.1.6.</b> Opportunities to realize the inherent creative expressions of the academic staff, students and doctoral students and conditions for printing research works, textbooks and monographs are</p>	<p>score, minimum standard requirements for graduation, opportunities for industrial traineeships and professional development, etc.;</p> <ul style="list-style-type: none"> <li>- The project regulations include developed specific procedures for monitoring, analyzing, evaluation and adoption of every teaching programme;</li> <li>- Professional and interprofessional competences, acquired due to each teaching programme in the curriculum, are identified as areas of knowledge, skills and competences and correspond to the qualification for which the teaching programme in the major has been developed</li> </ul> <p>2. Survey of the degree of interest on the part of prospective students and employers towards new educational programmes for student training. That is required when opening a basic unit or affiliate, involving a change in the capacity of</p>	
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			<p>provided in the structural units which are opened or transformed.</p> <p><b>2.1.7.</b> Opportunities have been provided for the use of library and other information services for education and research.</p> <p><b>2.1.8.</b> Opportunities have been provided for modern administrative services for students and doctoral students.</p> <p><b>2.1.9.</b> The inclusion of the new structural unit in the HEI system for intellectual property protection as well as the training in intellectual property protection is provided.</p>	<p>relevant professional fields of the HEI.</p> <p>3. Project regulations for the organization and implementation of educational practices and traineeships.</p> <p>4. Plan for cooperation with employers' organizations and companies</p> <p>5. Project rules on the conditions and procedures for implementing the system of accumulation and transfer of credits</p> <p>6. The project to open a basic unit or affiliate of the HEI presents the curricula with the relevant subjects in the following categories: fundamental disciplines, specialized courses and disciplines in the professional field, grouped as mandatory, elective and optional in accordance with statutory requirements</p> <p>7. Developed procedures to prevent and punish examination fraud and plagiarism attempts</p>	
<b>3. Student-centred learning,</b>	<b>Guidelines:</b> Student-centred	<b>3.1. Project of methodological</b>	<b>3.1.1.</b> Project procedure for	1. A developed project for	

<p><b>teaching and assessment</b> Standard: 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>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. 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 flexible learning paths;</li> <li>□ considers and uses different modes of delivery, where appropriate;</li> <li>□ flexibly uses a variety of pedagogical methods;</li> <li>□ regularly evaluates and adjusts the modes of delivery and pedagogical methods;</li> <li>□ encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;</li> <li>□ promotes mutual respect</li> </ul>	<p><b>standards for the educational documentation (curricula and teaching programmes) and a procedure for changes in the educational documentation which are associated with stimulating students' motivation and commitment to the learning process.</b></p>	<p>periodic analysis of the relevance of the offered training material, taking into account students' and users' opinion.</p> <p><b>3.1.2.</b> HEI project of the organization for the development and maintenance of modern methods and forms of teaching the study material. Teaching students should correspond and adhere to modern methods of teaching and assessment of their achievements.</p> <p><b>3.1.3.</b> Project procedure for periodic analysis and disclosing results, related to methods of teaching and evaluation of students' achievements, while promoting mutual respect between students and teachers. The project reveals the special attention paid to the quality of teaching the specialized courses and conducting the traineeships.</p> <p><b>3.1.4.</b> Project of the system for conducting examination procedures (incl. state examinations and diploma defenses), which includes the criteria and methods of verification and assessment of</p>	<p>normative documents regulating the procedures for the development of educational documentation (teaching programmes, curricula) in the respective educational degrees</p> <p>2. A developed project for normative document to control educational documentation</p> <p>3. Results of surveys of the students' and users' opinion about the quality of academic documentation</p> <p>4. Well-developed project procedures for the development, improvement and adoption of educational documentation</p> <p>5. Project system for conducting examination procedures (incl. state examinations and diploma defenses) for the verification and assessment of students' knowledge and skills</p> <p>6. Information sources about the training offered by the HEI and development opportunities</p>	
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	<p>within the learner-teacher relationship;</p> <p><input type="checkbox"/> has appropriate procedures for dealing with students' complaints. Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:</p> <p><input type="checkbox"/> Assessors are familiar with existing testing and examination methods and receive support in 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</p>		<p>students' knowledge and skills and the criteria for giving a numerical score.</p> <p><b>3.1.5. Project documents of the formal procedure for students' complaints.</b></p>	<p>provided for the students</p> <p>7. A regulated system for maintaining and control of the quality of education in HEI is provided</p> <p>8. The projects determine certain procedures to assess the quality of education in the HEI and to provide opportunities for decision-making for its improvement with the participation of students and other stakeholders</p> <p>9. Access will be provided to prospective students and students to information sources about teaching programmes offered by HEI and development opportunities</p> <p>10. Rules on the activities of the library and information center</p> <p>11. Provided legally regulated opportunities to support disadvantaged students</p> <p>12. Provided normative opportunities for student and doctoral student involvement in research work.</p>	
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	<p>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><b>4. Student admission, progression, recognition and certification</b></p> <p>Standard:</p> <p>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>Guidelines:</p> <p>Providing 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</p>	<p><b>4.1. Providing structures and internal regulation documents (rules, regulations, instructions) for the system’s operation - from students’ admission up to and including their professional career</b></p>	<p><b>4.1.1.</b> Project document for information and guidance of students concerning the opportunities which the HEI provides for their development as professionals as well as for promoting student mobility.</p> <p><b>4.1.2.</b> HEI has announced project rules and regulations concerning student admission, the gained qualification and graduation of students. Organization is provided to attract, support and assist in the adaptation of Bulgarian and foreign students and doctoral students.</p> <p><b>4.1.3.</b> HEI has proposed project rules for the involvement of students and doctoral students in research</p>	<p>1. Well-developed project regulations for insurance, maintenance, improvement and adjustment of the quality assurance system in education</p> <p>2. Well-developed project rules for evaluating and monitoring the quality assurance system in the HEI education</p> <p>3. Project rules of the administrative services for students and doctoral students</p> <p>4. Rules of the HEI Library and Information Centre activities</p>	

	<p>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 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</li> </ul>		<p>projects in the basic units and research institutions.</p> <p><b>4.1.4.</b> HEI has developed project rules for academic recognition of periods of study and practice abroad in connection with student mobility according to the contractual relationships with foreign HEI and the European education and training programmes.</p> <p><b>4.1.5.</b> Project for the creation of an administrative system for registering the graduates' career development.</p>		
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	<p>the country. 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 of the studies that were pursued and successfully completed.</p>				
<p><b>5. Teaching staff</b> Standard: 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: 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</p>	<p><b>5.1. The project provides well-founded procedures for attracting and maintaining of a teaching staff who are at a high professional level in their teaching, research and/or artistic, creative and sports activities.</b></p>	<p><b>5.1.1.</b> HEI provides project terms and conditions for the employment, the professional qualifications and academic career development of teachers with a first labour contract.</p> <p><b>5.1.2.</b> The project is supplemented with procedures and activities related to increasing the research activity of the teaching staff and its commitment to the educational process.</p> <p><b>5.1.3.</b> The HEI applies a project system of the evaluation of the academic staff according to their teaching and research activities with contributions to improving the quality of education. There are procedures</p>	<p>1. Normative procedures to ensure and maintain the quality of the academic staff 2. Regulations and procedures, which include developed methodology on filling teaching and research positions 3. Normative documents regulating the procedures for professional development and career growth of the teaching staff 4. Provided funding of teachers' performance in implementing quality education and research 5. Project regulations for evaluating teachers, analyzing the</p>	

	<p>work effectively. Such an environment</p> <ul style="list-style-type: none"> <li>□ sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;</li> <li>□ offers opportunities for and promotes the professional development of teaching staff;</li> <li>□ encourages scholarly activity to strengthen the link between education and research;</li> <li>□ encourages innovation in teaching methods and the use of new technologies.</li> </ul>		<p>to stimulate the academic and administrative staff depending on the quality of education maintained.</p> <p><b>5.1.4.</b> The project justifies the HEI policy to create conditions for competitive research (artistic/ creative), innovation and publication activities.</p> <p><b>5.1.5.</b> The HEI provides procedures related to reporting the results and the role of teachers in the educational process, focused on students' training.</p>	<p>results and proposing measures to improve the quality of professional competences</p> <p>6. Project for teachers' participation in domestic and international mobility and applying forms of continuing education related to their career</p> <p>7. Implementation of an evaluation system of the results of the established conditions for competitive research (artistic), innovation and publication activities.</p> <p>8. Procedures and rules for reporting the role of teachers in the learning process, focused on students' training and success.</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</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</p>	<p><b>6.1. The necessary educational resources for students, the needed financial resources for the education and for providing an appropriate academic staff are provided in relation to the educational and</b></p>	<p><b>6.1.1.</b> Project regulations for the planning, allocation and providing organizational, material, technical and information resources for students' training and support.</p> <p><b>6.1.2.</b> Project of well-developed guidelines and</p>	<p>1. Plans for the development of material, technical and informational facilities and a center for distance learning<sup>1</sup></p> <p>2. Rules for providing education to students with different status (older students, students working</p>	

<sup>1</sup> If HEI will offer courses in distance programmes, they should follow the Ordinance on the organization of the distance form of learning in HEI.

support are provided.	<p>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.</p> <p>The needs of a diverse student population (such 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.</p> <p>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</p>	<b>research processes.</b>	<p>schedules for the learning process, satisfying students' requirements through various alternative models of learning and teaching.</p> <p><b>6.1.3.</b> Project to develop rules and guidelines for student access to various resources for comprehensive information on the services provided in relation to education, research, artistic, sports and social spheres.</p> <p><b>6.1.4.</b> Project to enhance the competences of the personnel providing administrative services to students.</p> <p><b>6.1.5.</b> Project to provide resources for support and implementation of innovative practices in students' training and teaching activities.</p>	<p>full time or part time, foreign students, disadvantaged students)</p> <p>3. Provided funding and availability of resources to support teaching activities and students' learning process</p> <p>4. The degree of completion of the libraries and information network: computer equipment; information centers; management system for administrative and academic activities; lecture and laboratory space</p> <p>5. Provided funding for academic and scientific literature</p> <p>6. Project rules to maintain the material, technical and information facilities</p> <p>7. Project rules on the terms and conditions to enhance the competences of the personnel providing the administrative services to students</p> <p>8. Plans to provide resources for the implementation of innovative practices in</p>	
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	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.			learning and teaching activities	
<b>7. Information management</b> Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	Guidelines: 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: <input type="checkbox"/> Key performance indicators; <input type="checkbox"/> Profile of the student population; <input type="checkbox"/> Student progression, success and drop-out rates; <input type="checkbox"/> Students' satisfaction with their programmes; <input type="checkbox"/> Learning resources and	<b>7.1. The project regulations provide procedures for collecting, analyzing and using information for the effective management of teaching programmes and other activities.</b>	<b>7.1.1.</b> The project regulations provide procedures for summarizing the opinion and conclusions of representatives of students, trade unions and user organizations, included in internal auditors' teams, about: - The operation of the internal structures to ensure the quality of the educational process, including the procedures for updating the educational documentation - The effectiveness of the methods of operation of the internal quality system.  <b>7.1.2.</b> Procedures are provided for using information from opinion surveys and recommendations of representatives of the users of staff in taking measures and actions to improve the students' practical training and their successful career.	1. Project regulations for the approval, monitoring and updating of educational documentation 2. Project procedures for approval, monitoring and updating of educational documentation, which regulates the participation of students and other stakeholders 3. Project regulations for the evaluation of the academic staff with the participation of student and user organizations' representatives 4. Project regulations for internal audits and quality assessment with the participation of students and industry representatives 5. Projects of normative documents regulating the overall management and	

	<p>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.</p>			<p>organization of educational and research activities            6. List of potential users of staff who have declared their readiness to welcome students to their organizations for practical training</p>	
<p><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.</p>	<p>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 the learning opportunities available to their students as well as graduate employment information.</p>	<p><b>8.1. Providing public information on:</b>  <b>- Adopted programme documents and education documentation;</b>  <b>- Resolutions and results of audits related to the quality of student training and the academic staff;</b>  <b>- Decisions of academic and faculty councils;</b>  <b>- University forums with the participation of representatives of students, trade unions and user organizations.</b></p>	<p><b>8.1.1.</b> The creation of an information website is provided for concerning:            - Professional fields and majors for student training in relevant educational and qualification degrees;            - Existing curricula, teaching programmes, forms of training, qualification characteristics;            - Forms of assessment and schedule of the examination sessions;            - Data about students' grades and graduate employment.</p> <p><b>8.1.2.</b> There exist opportunities for providing information on:            - The priorities and objectives of the research activities of academic staff, according to their specificity;            - Teachers' and</p>	<p>1. Projects for programme documents and educational documentation related to the quality of student training and of the academic staff.            2. List of planned professional fields and majors for training in relevant educational and qualification degrees.            3. Project regulations for the conduct of research and other activities inherent to HEI            4. Projects of regulatory procedures for surveys among students about the quality of training and of the teaching staff            5. Projects of regulatory procedures for conducting surveys among</p>	

			<p>students' achievements in their research, artistic, performing and sports activities.</p> <p><b>8.1.3.</b> The project defines procedures to summarize and use:</p> <ul style="list-style-type: none"> <li>- The results of internal and external audits;</li> <li>- The results and measures taken after surveys conducted among students about the quality of training and of the teaching staff.</li> <li>- The results of surveys conducted among students and employers about graduates' realization and employment.</li> </ul>	<p>graduates and employers about graduates' realization and employment.</p>	
<p><b>9. On-going monitoring and periodic review of programmes</b></p> <p>Standard:</p> <p>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.</p>	<p>Guidelines:</p> <p>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:</p> <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'</li> </ul>	<p><b>9.1. The project to open and transform a HEI basic unit and affiliate regulates the conduct of regular monitoring, review and updating of the teaching programmes in relation to the development of science and technology.</b></p>	<p><b>9.1.1.</b> The project to open and transform a HEI basic unit and affiliate includes prescriptions for HEI policy on the compliance of teaching programmes with society's economic and social needs.</p> <p><b>9.1.2.</b> The project provides conditions for monitoring the study programmes and collecting the information necessary for changes in their quality and improvements.</p> <p><b>9.1.3.</b> The project clearly states that changes in the teaching programmes will be implemented only if they are justified by</p>	<p>1. The project to open and transform a HEI basic unit and affiliate, which contains information on:</p> <ul style="list-style-type: none"> <li>- Project study programmes;</li> <li>- Number of study programmes, published and uploaded on the websites of the respective faculties</li> </ul> <p>2. Information on the results of the needs analysis that demonstrate the programme's potential to be used for student training</p> <p>3. Reports on a review of programmes and</p>	

	<p>workload, progression and completion;</p> <p>□ The effectiveness of procedures for assessment of students;</p> <p>□ The student expectations, needs and satisfaction in relation to the programme;</p> <p>□ The learning 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>the demand for skilled workforce on the labor market.</p> <p><b>9.1.4.</b> The project determines the participation of teachers, students and employers in the monitoring, review and updating of study programmes.</p>	<p>their conclusions</p> <p>4. The documents which ensure that changes made to the content of the study programmes will be communicated to all stakeholders.</p>	
<p><b>10. Cyclical external quality assurance</b></p> <p>Standard:</p> <p>Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.</p>	<p>Guidelines:</p> <p>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</p>	<p><b>10.1. The project to open and transform a HEI basic unit and affiliate determines they regularly undergo external evaluation to achieve high quality of the educational process in accordance with the ESG.</b></p>	<p><b>10.1.1.</b> The project provides for carrying out self-assessments and external audits of the HEI opened and transformed basic unit and affiliate by agencies recognized on a national and international level.</p> <p><b>10.1.2.</b> The project states that the recommendations, made in the conducted external audits, which ensure</p>	<p>1. The project to open and transform a HEI basic unit and affiliate should contain information on:</p> <ul style="list-style-type: none"> <li>- The number of accredited professional fields and majors of the regulated professions;</li> <li>- Resolutions of national / international agencies for</li> </ul>	

	<p>institution and the public of the quality of the institution's activities.</p> <p>Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative 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>the progress of the educational process, will be considered by the management of the HEI opened and transformed basic unit and affiliate.</p>	<p>external evaluation on the quality of the evaluated programmes offered by the HEI basic unit and affiliate;</p> <p>- Implementation of recommendations made during conducted self-assessments and external audits.</p>	
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