

**Criteria for evaluation of projects for opening and transformation  
of Higher Education Institutions (HEI) in accordance with ESG - Part 1 (1-10)  
and pursuant to Art. 81, para. 6 of the HEA**

**Table 2**

<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>1.1 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 account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports <input type="checkbox"/> the organisation of the quality assurance system; <input type="checkbox"/> departments,	<b>1.1. The project announces HEI quality assurance policy as part of the strategic management of the educational institution and HEI academic priorities in accordance with the requirements of the Higher Education Act and the Development Strategy of Higher Education in RBulgaria. The mission and the existence of demand at national and regional levels are defined; socially acceptable goals for HEI opening or transformation are set.</b>	1.1.1. The project emphasizes the responsibility of the institution and of its basic units for the development of quality culture. Respective internal structures for the adoption and implementation of the quality assurance policy, which includes external stakeholders, have been developed. 1.1.2. There has been established a management approach which guarantees the responsibility for compliance with academic freedoms and creates conditions for intolerance to discrimination acts and academic fraud. A project Code of Ethics for academic unity and for forming a commission, ensuring its	1. A project for opening and transformation of HEI, which reveals a developmental strategy of the educational institution, which also includes: - A description of the HEI basic units and / or affiliates; - A description of the required educational documentation; - Data about the expected research and teaching staff determining its experience and prospects for development; - A description of the facilities and the prospects for its improvement; - An analysis of the methods of financing the HEI activities, the measures to meet the requirements of HEA, which have been financially provided for. 2. The project for the opening and transformation of HEI is supplemented	

\* It is assessed using a positive or a negative assessment, according to Art. 79, para. 3 of the HEA.

	<p>schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;</p> <p>□ academic integrity and freedom and is vigilant against academic fraud;</p> <p>□ guarding against intolerance of any kind or discrimination against the students or staff;</p> <p>□ the involvement of external stakeholders in quality assurance.</p> <p>The policy translates into practice through a variety of internal quality assurance processes that 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>implementation by the academic community, has been presented.</p> <p>1.1.3. HEI applies a project for an internal system for quality evaluation and maintenance of education and academic staff. The functions and structure of the quality maintenance system have been formulated. The manner of surveying students' opinion at least once every school year and the way of disclosing its results have been determined. Procedures for internal quality audit and for the creation of an operative committee for coordination and control have been developed.</p>	<p>with: documents, providing for the use of state- owned movable and immovable property, as well as a document of secured financing from the state budget</p> <p>3. The project for the opening and transformation of private HEI includes: a constituent document, developed in accordance with the HEA, ownership documents of movable and immovable property and a project for the financial provision of the activities of the educational institution (Financial Plan)</p> <p>4. Project Rules of the Organization and Operation of HEI</p> <p>5. Project regulatory documents, providing for the overall management organization of educational, research and other creative activities</p> <p>6. Declarations and CVs of the academic staff with a basic employment contract</p> <p>7. Developmental programme of library and information activities, which has been financially ensured.</p> <p>8. Project Code of Ethics</p>	
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				9. Project Regulations and project administrative structure for the registration of HEI research activities results.	
<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. Programmes</p> <ul style="list-style-type: none"> <li>□ are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;</li> <li>□ are designed by involving students and other stakeholders in the work;</li> <li>□ benefit from external expertise and reference points;</li> <li>□ reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);</li> <li>□ are designed so that they enable smooth student progression;</li> <li>□ define the expected student workload, e.g. in ECTS;</li> <li>□ include well-structured placement opportunities where appropriate;</li> <li>□ are subject to a formal institutional</li> </ul>	<p><b>2.1. The project includes procedures for developing and approving the academic documentation of professional fields and related majors (qualification characteristics, curricula, etc.) in collaboration with stakeholders.</b></p>	<p>2.1.1. The project programs are developed in accordance with the HEI strategy. They include clear expected learning outcomes and are subject to official procedures of institutional approval.</p> <p>2.1.2. In determining the professional qualifications, the potential jobs are analyzed, the opinions of employers and conclusions of national and international research on the development of the labor market are surveyed.</p> <p>2.1.3. HEI provides training in educational levels (professional bachelor, bachelor, master, doctor), forms (full-time, part-time, evening, distance) and for increasing qualification in accordance with its mission, set goals, objectives and capacity.</p>	<p>1. Regulatory procedures for designing and evaluating teaching programs:</p> <ul style="list-style-type: none"> <li>- A set of documents for each teaching program, offered by the institution, which includes: objectives of the program, a description of the qualification, a description of professional competences obtained by the time of graduation, the curriculum, the teaching programs of disciplines, included in the curriculum, teaching methods, methods of evaluation and the formation of final grades, minimum standard requirements for graduation, opportunities for industrial internships and professional development, etc. ;</li> <li>- The project regulations include specific procedures, designed for supervision (control), analysis, evaluation and verification (approval, adoption) of every teaching</li> </ul>	

	approval process.		<p>2.1.4. Each project curriculum is compatible (comparable) with similar curricula of other HEI in Bulgaria, within and outside the European Union, allowing for professional mobility of students and graduates of the respective major.</p> <p>1.1.5. HEI justifies providing the necessary conditions to support the training and professional development of students by providing them with knowledge and skills which can be applied in their future careers.</p> <p>2.1.6. Opportunities to realize the related creative expressions of the academic staff, students, doctoral students and conditions for printing scientific works, textbooks, monographs have been provided.</p> <p>2.1.7. Library and other information services for education and research have been provided.</p> <p>2.1.8. Creating an information center for administrative services for students and</p>	<p>program;</p> <ul style="list-style-type: none"> <li>- Professional competences, acquired due to each teaching program, are identified as areas of knowledge, skills and behaviors and comply with the qualification for which the teaching program has been developed</li> </ul> <p>2. Survey of the level of interest of prospective students and employers in the new educational programs, given the changing nature of the labor market.</p> <p>3. Project regulations for the organization and implementation of educational practices and industrial internships.</p> <p>4. Plan for collaboration with employers' organizations and companies</p> <p>5. Project regulations for the organization and functioning of the institutional Commission for assessment and adoption of teaching programs</p> <p>6. Project regulations on the conditions and procedures for implementing the system of accumulation and transfer of credits</p> <p>7. The project for opening and transformation of HEI presents the</p>	
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			<p>doctoral students has been provided for.</p> <p>2.1.9. Creating a system to protect intellectual property as well as training in intellectual property protection has been provided for.</p>	<p>curriculum with the corresponding disciplines studied in the following categories: fundamental disciplines, specialized courses and disciplines in the professional field, grouped as mandatory, elective and optional in accordance with the statutory requirements</p> <p>8. In accordance with European, national and institutional regulations there have been established:</p> <ul style="list-style-type: none"> <li>- The structure of curricula for each educational and qualification degree in the professional fields;</li> <li>- The structure of the academic year, depending on the professional fields in which the HEI provide training;</li> <li>- The number of credits for each discipline;</li> <li>- The ratio between the hours, designated for lectures and those, provided for practicals (laboratory work, seminars, projects, etc.) within one and the same discipline;</li> <li>- Regulations for conducting production internships and educational practices for the relevant</li> </ul>	
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				educational and qualification degrees 9. Developed procedures to prevent and punish examination fraud and plagiarism	
<b>3 Student-centred learning, 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.	<b>Guidelines:</b> 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. The implementation of student-centred learning and teaching <input type="checkbox"/> respects and attends to the diversity of students and their needs, enabling flexible learning paths; <input type="checkbox"/> considers and uses different modes of delivery, where appropriate; <input type="checkbox"/> flexibly uses a variety of pedagogical methods; <input type="checkbox"/> regularly evaluates and adjusts the modes of delivery and pedagogical methods; <input type="checkbox"/> encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher; <input type="checkbox"/> promotes mutual respect within the learner-teacher relationship; <input type="checkbox"/> has appropriate procedures for dealing with students' complaints. Considering the	<b>3.1. Project methodological standards for educational documentation (curricula and programs) and a standard (procedure) for changes in the academic documentation which are associated with stimulating motivation and student commitment to the learning process.</b>	3.1.1. Project procedure for periodic analysis of the relevance of the used training material, taking into account students' and users' opinion.  3.1.2. HEI project organization for the development and maintenance of modern methods and forms of teaching the studied material. Teaching students is to correspond to and adhere to modern methods of teaching and assessment of students' achievements. 3.1.3. Project procedure for periodic analysis and publicizing results, related to the methods of teaching and evaluating students' achievements, promoting mutual respect between students and teachers. The project reveals the special attention paid to the quality of teaching the	1. Developed project statutory documents, regulating the procedures for the development of teaching documentation (curricula and teaching programs) in the given educational degrees 2. Developed project regulatory document to control educational documentation 3. Results from performed surveys of students' and users' opinions about the quality of academic documentation 4. Developed project procedures for the development, improvement and adoption of academic documentation 5. Project system of testing procedures (incl. State examinations and diploma defenses) for checking and evaluating students' knowledge and skills 6. Information sources to be used by students on the training and development opportunities 7. Provided	

	<p>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>□ Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;</li> <li>□ The criteria for and method of assessment as well as criteria for marking are published in advance;</li> <li>□ 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;</li> <li>□ Where possible, assessment is carried out by more than one examiner;</li> <li>□ The regulations for assessment take into account mitigating circumstances;</li> <li>□ Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;</li> <li>□ A formal procedure for student appeals is in place.</li> </ul>		<p>specialized courses and conducting practicals.</p> <p>3.1.4. Project system of testing procedures (incl. state examinations and diploma defenses), which includes the criteria and methods of checking and evaluating students' knowledge and skills and the criteria for giving a numerical grade.</p> <p>3.1.5. Project documents on the formal review of student complaints.</p>	<p>regulated system for maintenance and control of the quality of education in the HEI</p> <p>8. The projects include certain procedures for quality assessment of education in HEI and for provision of opportunities for decision-making for its improvement with the participation of students and other stakeholders.</p> <p>9. There will be access for prospective students and students to information sources on teaching programs and development opportunities, offered by HEI.</p> <p>10. Developed project rules of procedure of the Library and Information Centre</p> <p>11. Provided statutory opportunities for support to disadvantaged students</p> <p>12. Provided statutory opportunities to involve students and doctoral students in research</p>	
<p><b>4 Student admission, progression, recognition and certification</b></p> <p>Standard: Institutions should consistently apply</p>	<p>Guidelines: Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual</p>	<p><b>4.1. HEI project for structures and internal statutory documents (rules, regulations, instructions) for the operation of</b></p>	<p>4.1.1. Project document for information and guidance to students about the opportunities, which the HEI</p>	<p>1. Developed project regulations for assurance, maintenance, improvement and adjustment of the education quality</p>	

<p>pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Appropriate recognition procedures rely on</p> <ul style="list-style-type: none"> <li>□ institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;</li> <li>□ cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to</li> </ul>	<p><b>the system - from enrolling students till their professional realization.</b></p>	<p>provides for their development as professionals and to promote student mobility.</p> <p>4.1.2. HEI has announced project rules and regulations about the enrolment, acquired qualification and graduation of students. Organization to attract, support and adapt has been provided for Bulgarian and foreign students and doctoral students.</p> <p>4.1.3. HEI has proposed project rules to include students and doctoral students in the implementation of the research projects in basic units and in its research structures.</p> <p>4.1.4. The HEI has developed project rules for academic recognition of periods of study and practice abroad, connected to student mobility within the contractual relationships with foreign HEI and European education and training programs.</p>	<p>system in HEI.</p> <p>2. Developed project of rules for evaluating and monitoring of the education quality system in HEI.</p> <p>3. Developed project of rules on administrative services to students and doctoral students.</p> <p>4. Rules of procedure of the Library and Information Centre at the HEI</p>	
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	<p>ensuring coherent recognition across the country.</p> <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 of the studies that were pursued and successfully completed.</p>		<p>4.1.5. Project to create an administrative system to register the professional career of graduates.</p>		
<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).</p> <p>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.</p> <p>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</li> </ul>	<p><b>5.1. The project justifies a policy and set procedures for attracting and maintaining teaching staff at a high professional level for the education, research, artistic and sport activities.</b></p>	<p>5.1.1. HEI provides a project on the terms and conditions of employment and the development of professional qualifications and the academic career of teachers, working on a first labour contract.</p> <p>5.1.2. The project is supplemented by procedures and activities, related to increasing the research work of the teaching staff and its links to the educational process.</p> <p>5.1.3. The HEI applies a project of a system for evaluation of the academic staff for its educational and research activities with contribution to improving educational quality.</p>	<p>1. Regulatory procedures to ensure and maintain quality academic staff</p> <p>2. Regulations and procedures, where the methodology of assigning teaching and research positions is developed</p> <p>3. HEI statutory documents regulating procedures for the professional and career development of the teaching staff</p> <p>4. Financial provision for teachers so they can implement quality education and research</p> <p>5. Project regulations for the evaluation of teachers, analysis of results and proposing measures to improve the quality of professional competences</p> <p>6. Project for the participation of</p>	

	<p>recognise the importance of teaching;</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>Procedures to stimulate academic and administrative staff depending on the maintained quality of education are suggested.</p> <p>5.1.4. The project justifies the HEI policy envisaged to create conditions for competitive research (artistic), innovation and publication activity.</p> <p>5.1.5. The HEI provides procedures, related to reporting results and the teachers' role in the educational process, focused on students' preparation.</p>	<p>teachers in domestic and international mobility and applying forms of continuing education, related to professional career</p> <p>7. Procedures and rules for reporting the teachers' role in the learning process, focused on the students' preparation and success</p>	
<p><b>6 Learning resources and student support</b></p> <p>Standard: 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: 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</p>	<p><b>6.1. Project for the necessary educational resources to support students, associated with financing training and appropriate academic staff for the purposes of the HEI educational and research process.</b></p>	<p>6.1.1. Project regulations for the planning, allocation and ensuring the organizational, material, technical and information resources for training and support to students.</p> <p>6.1.2. Project of developed guidelines and schedules for the educational process, satisfying students'</p>	<p>1. Plans for the development of the material, technical and information facilities and a center for distance learning<sup>1</sup></p> <p>2. Rules for the provision of teaching to students with different status (those who are older, working full-time or part-time, foreign students, disadvantaged students)</p> <p>3. Financial provision and</p>	

<sup>1</sup> If HEI will offer education through distance learning programs, that should be in line with the Ordinance on the organization of distance learning in higher schools.

	<p>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 organised 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.</p> <p>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>requirements through various alternative models of learning and teaching.</p> <p>6.1.3. Project to develop rules and guidelines for student access to various resources for comprehensive information on the services, provided in the educational, research, artistic, creative, sports and social spheres.</p> <p>6.1.4. Project to improve the competences of the staff, providing administrative services to students.</p> <p>6.1.5. Project to provide resources for support and implementation of innovative practices in the training of students and in teaching activities.</p>	<p>availability of resources to support students' teaching and learning process</p> <p>4. Project of the structure of construction of libraries and information network, computer database; information centers; management system for administrative and academic activities; lecture and laboratory space</p> <p>5. Financial provision for academic and scientific literature;</p> <p>6. Project rules to maintain material, technical and information facilities</p> <p>7. Project rules on the terms and conditions to enhance the competences of the staff for administrative services for students</p> <p>8. Plans to provide resources for the implementation of innovative practices in learning and teaching activities</p>	
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<p><b>7 Information management</b></p> <p>Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>□ Key performance indicators;</li> <li>□ Profile of the student population;</li> <li>□ Student progression, success and drop-out rates;</li> <li>□ Students' satisfaction with their programmes;</li> <li>□ Learning resources and student support available;</li> <li>□ Career paths of graduates.</li> </ul> <p>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><b>7.1. The project statutory documents provide procedures for collecting and analyzing information about available learning resources, including financial ones, to support the career development of students and graduates as a target, outlined in the HEI strategy.</b></p>	<p>7.1.1. The project statutory documents provide procedures for summarizing opinions and conclusions of representatives of students, trade unions and user organizations, included in the internal auditors teams, regarding:</p> <ul style="list-style-type: none"> <li>- The activities of the internal structures to ensure the quality of the educational process, incl. procedures for updating the teaching documentation;</li> <li>- The effectiveness of the methods of operation of the internal quality system.</li> </ul> <p>7.1.2. Procedures for using information from opinion surveys and recommendations of representatives of users of staff in taking measures and actions to improve the practical training of students and their successful career.</p>	<ol style="list-style-type: none"> <li>1. Project regulations for the adoption, monitoring and updating of academic documentation</li> <li>2. Project procedures for adoption, monitoring and updating of academic documentation, which regulates the participation of students and other stakeholders</li> <li>3. Project regulations for the evaluation of the academic staff with the participation of representatives of students and user organizations</li> <li>4. Project regulations for internal audits and quality assessment with the participation of students and industry representatives</li> <li>5. Projects of statutory documents regulating the overall management organization of educational and research activities</li> <li>6. List of potential users of staff, who have declared their readiness to take students for practical training</li> </ol>	
<p><b>8 Public information</b></p> <p>Standard: Institutions should publish information about their</p>	<p>Guidelines: Information on institutions' activities is useful for prospective and current students as</p>	<p><b>8.1. The project provides for publicity of information about:</b></p> <p><b>- Adopted</b></p>	<p>8.1.1. It is envisaged that an information site should be created for:</p>	<ol style="list-style-type: none"> <li>1. Projects of program documents and teaching documentation, related to the quality</li> </ol>	

activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	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><b>program documents and teaching documentation;</b></p> <p><b>- Decisions and results of audits, related to the quality of training of students and academic staff;</b></p> <p><b>- Academic and faculty council decisions;</b></p> <p><b>- University forums with the participation of representatives of students, trade unions and user organizations.</b></p>	<p>- The professional fields and the majors taught in the relevant educational and qualification degrees;</p> <p>- Existing curricula and teaching programs, forms of training, qualification characteristics;</p> <p>- Forms of assessment and a schedule of examination sessions;</p> <p>- Data about students' grades and the employment of graduates.</p> <p>8.1.2. Opportunities have been provided for information on:</p> <p>- Priorities and objectives of the research activities of the academic staff, according to its specificity;</p> <p>- Teachers' and students' achievements in the research, artistic, creative, performing and sports activities.</p> <p><b>8.1.3.</b> The project defines procedures to summarize and use:</p> <p>- The results of internal and external audits;</p> <p>- The results and measures taken</p>	<p>of education of students and of the academic staff</p> <p>2. List of the planned professional fields and majors in the relevant educational and qualification degrees</p> <p>3. Project regulations for the conduct of research and other HEI activities</p> <p>4. Projects of regulatory procedures for surveys among students about the quality of education and of the teaching staff</p> <p>5. Projects of regulatory procedures for conducting surveys among graduates and employers about the realization and employment of graduates</p>	
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			<p>after surveys conducted among students about the quality of education and of the teaching staff;</p> <p>- The results of surveys conducted among students and employers about the realization and employment of graduates.</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.</p> <p>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' 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 environment and support services and</li> </ul>	<p><b>9.1. The project provides for regular monitoring, review and updating of the teaching programs, according to the development of science and technology.</b></p>	<p>9.1.1. The project includes HEI policy to ensure the correspondence of the teaching programs with society' economic and social needs.</p> <p>9.1.2. The project provides conditions for monitoring of the teaching programs and collecting information necessary for their qualitative changes and improvements.</p> <p>9.1.3. The project clearly states that changes in the teaching programs will be implemented only if they are justified by the demand for a skilled workforce on the labor market.</p> <p>9.1.4. The project is to declare the</p>	<p>1. The project for opening and transformation of HEI, which contains information on:</p> <ul style="list-style-type: none"> <li>- Project of the teaching programs;</li> <li>- The number of the teaching programs, which have been publicized by uploading them on the websites of the respective faculties</li> </ul> <p>2. Information on the results of the needs analysis that demonstrates the capabilities of the program to train;</p> <p>3. The reports on the review of the study programs and their conclusions</p> <p>4. The documents, which ensure that any changes made to the content of the teaching program will be communicated to all stakeholders</p>	

	<p>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>commitment of teachers, students and employers to monitoring, reviewing and updating teaching programs.</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 framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution). Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the</p>	<p><b>10.1. The project provides for the regular conduct of self-assessments and external evaluations to achieve quality of the education process.</b></p>	<p>10.1.1. The project provides for carrying out self-assessments and external audits of HEI by agencies, recognized at national and international level.</p> <p>10.1.2. The project declares that the recommendations made due to the conducted external audits, guaranteeing the progress of the educational process, will be considered by the HEI management.</p>	<p>1. In a project for transformation of a HEI, information is to be provided on:</p> <ul style="list-style-type: none"> <li>- The number of accredited professional fields and majors from the regulated professions;</li> <li>- Decisions of national / international agencies for external evaluation on the quality of evaluated programs / HEI;</li> <li>- Implementation of recommendations made during conducted self-assessments and external audits</li> </ul>	

	institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.				
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