

## Accreditation Standards for Higher Education Programmes

### 1. Educational programme objectives, learning outcomes and their compliance with the programme

- a) Programme objectives are clearly defined and achievable; they are consistent with the mission of the HEI and take into consideration labour market demands;
- b) The content of a programme component (a course, a module, etc.) ensures the achievement of the objectives and student learning outcomes of the component, considering the number of credit hours allocated for it and teaching methods utilized;
- c) Programme components ensure the achievement of programme objectives and student learning outcomes of the appropriate level of qualification in the National Qualifications Framework;
- d) Programme learning outcomes ensure the competitiveness of its graduates on educational (at the next level of education) and labour markets;
- e) The mechanism of stakeholders' (employers, academic staff, students, graduates) participation in the establishment of programme learning outcomes and programme development, is established and implemented.

### 2. Teaching methodology and organization, adequate evaluation of programme mastering

- a) Programme admission preconditions are transparent and ensure the admission of students of relevant knowledge, skills and values necessary to master programme learning outcomes;
- b) Teaching methods utilized in various components of the programme ensure the achievement of programme learning outcomes;
- c) The sequence and admission preconditions of programme components are logical;
- d) The evaluation methods of each programme component ensures the achievement of student learning outcomes of this component, which is proved by evaluation results;
- e) Student evaluation criteria are transparent; students are informed about the achievement of learning outcomes, their gaps and ways for improvement.

### 3. Student achievements and individual work with them

- a) Students receive appropriate consultations and support regarding the determination of their profile, planning of learning process and improvement of their academic achievement;
- b) Academic staff workload scheme includes individual work with students;
- c) The institution supports students' involvement in research projects and extra-curricular activities, and also offers them components developing practical skills;
- d) The institution aims to internationalise its teaching and scientific work as well as the employability of its graduates.

#### 4. Providing teaching resources

- a) The infrastructure and technical equipment of the institution ensures the achievement of programme learning outcomes;
- b) Programme staff has necessary competences required for the achievement of intended learning outcomes of the component they teach, which is proved by-in case of academic staff- scientific papers written during the past 10 years (in arts field- creative projects) proving staff's competence in the relevant field; in case of invited staff -may be certified by practical experience;
- c) Programme implementation is ensured by the administrative and support staff of an appropriate competence;
- d) Teaching materials are based on the core achievements in the field and ensure the achievement of intended learning outcomes;
- e) Programme is financially sustainable.

#### 5. Teaching quality enhancement opportunities

- a) There is a publicly available quality assurance system which is based on the “Plan-Do-Check-Act” cycle;
- b) Internal and external quality assurance results are utilized to improve the achievement of programme learning outcomes.

#### Specifications of the Accreditation of Regulated and Doctoral Educational Programmes

1. Special requirements set by sector benchmarks should be taken into consideration when determining whether a regulated educational programme satisfies accreditation standards or not.
2. A doctoral educational programme, to the discretion of the institution, can be submitted as a set of individual educational programmes according to direction or field/specialty. In this case the set of individual educational programmes is examined as a single educational programme.