

APPROVED
by Baiba Ramaņa, Chairperson of the Board
of the Foundation “Academic Information Centre”,
in Riga, on 3 March 2020

COORDINATED
by Jolanta Silka, Head of the Accreditation Department
of the Foundation “Academic Information Centre”,
in Riga, on 3 March 2020

AMENDMENTS APPROVED
by Baiba Ramaņa, Chairperson of the Board
of the Foundation “Academic Information Centre”,
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Academic Information Centre/ Quality Agency for Higher Education
Guidelines for accreditation of foreign study programmes

The guidelines for accreditation of foreign study programmes provide the framework for assessment of study programmes offered by foreign higher education institutions¹.

The guidelines are intended for the use of foreign higher education institutions undergoing accreditation of study programmes, expert groups involved in the assessment, AIC procedure coordinators and the Accreditation Commission for Foreign Study Programmes.

The guidelines consist of the general information about the assessment criteria and the assessment scale. They provide detailed guidance for higher education institutions in preparing the self-evaluation report and related annexes as well as guidance to the expert groups involved in assessing the study programmes on the preparation of the expert report.

The assessment criteria included in these guidelines have been developed in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1 and following the best practice in the European Higher Education Area (EHEA).

1. Assessment criteria

Criterion 1. Strategy, aims and programme management.

¹ Registered in a country other than Latvia and implementing study process in countries other than Latvia

- Criterion 2. Structure and content of the programme
- Criterion 3. Teaching and learning materials
- Criterion 4. Techniques and methods of educational activity
- Criterion 5. Teaching staff
- Criterion 6. Resources
- Criterion 7. Research work
- Criterion 8. Cooperation and internationalisation
- Criterion 9. Employability of graduates
- Criterion 10. Student support services.

2. Assessment scale

Each criterion is assessed according to the following scale:

- Excellent – no deficiencies in meeting the set criterion have been identified;
- Good – minor deficiencies in meeting the set criterion have been identified;
- Average – deficiencies have been identified in meeting a criterion, but they can be eliminated within a short period of time;
- Poor – significant deficiencies have been identified, and they cannot be eliminated within a short period of time.
- n.r. – criterion is not relevant for the study programme under assessment

Assessment of criteria is performed according to the guidelines provided below for each criterion.

3. Structure of the self-evaluation report

Quality Agency for Higher Education offers accreditation of study programmes of higher education institutions according to the methodology developed based on Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)² part 1 – Standards and Guidelines of Internal Quality Assurance. Therefore, the main source of accreditation of study programme is the self-evaluation report developed by the higher education institution itself.

The self-evaluation report is structured along the 10 criteria defined for the assessment procedure. Each of the criteria consists on several sub-criteria and each of them should be covered accordingly, if applicable. The self-evaluation report is written in analytic language by providing statements, examples and comparisons.

The self-evaluation report is supplemented by the mandatory appendices defined in the structure of the self-evaluation report and other appendices.

The length of the self-evaluation report should not exceed 50 pages (excluding annexes).

The structure of the self-evaluation report is described below and provided in Annex 1 and Annex 2.

3.1. Parameters of the study programme (Annex 1)

Please note that it is required to indicate the type and form of the study programme. Study

² Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

programme types are full-time or part time studies and indicates the required workload to complete a study programme, and thus is connected to the duration of the study programme. Normally, in terms of the European Credit Transfer System (ECTS), a year full-time studies consists of 60 ECTS (30 ECTS per semester), but a year of part-time studies offer less than 60 ECTS. For example, a Bachelor study programme that consists of 180 ECTS would last 3 years as a full-time study, but for part-time it would take more time – about 3 years and 6 months to earn the same 180 ECTS.

The form of study primarily determines a part of study time used by students for their individual work and amount of time used for interaction with lecturers. Study programme forms are face-to-face (intramural) studies or extramural studies. Face-to-face (intramural) studies involves traditional classroom learning, and students attend classes daily or according to agreed schedule, the study process is mostly organised in the premises of a higher education institution. Face-to-face (intramural) studies can be offered in full- or part-time. Part-time classes usually take place in the evenings. Extramural studies mean that most part of the teaching material is to be learned independently in the form of individual work, while meetings with lecturers will be organised mainly in the form of introductory lectures or consultations.

3.2. Self-evaluation report (Annex 2)

1. Strategy, aims and programme management

Under this section please describe and analyse:

- *Economic and social grounds for establishing the study programme*
- *Aims of the study programme and their compliance with the strategic directions of the higher education institution*
- *Structure for programme management, including the involved parties/individuals and their responsibilities*
- *Structure for student participation in programme management*
- *SWOT (strengths – weaknesses – opportunities – threats) analysis of the study programme. Please fill in the SWOT Analysis Matrix accordingly.*
- *System and procedures for admission of students, including the mechanisms for recognition of prior learning*
- *System for internal monitoring, development and review of study programme, including the system for receiving and using the feedback of stakeholders, the use of key-performance indicators (KPI). In the Form 2 examples of KPI's are presented, but please present your own KPI or choose the most appropriate ones that reflects the progress and activities of your higher education institution. Please also provide a link to institutional quality policy and other publicly available elements of the institutional internal quality assurance system.*

2. Structure and content of the programme

Under this section please describe and analyse:

- *The general content of study programme, including the number of subjects, relation between compulsory and elective subjects*
- *The relevance of the content of study programme and compliance with the needs of labour market*
- *Compliance of the programme with the national qualifications framework (where such*

framework is developed)

- *Interrelation of different study courses, the relation between the aims of study courses and the intended outcomes of study programme (based on the mapping prepared according to the template in the Form 2 Appendix 11). The mapping should be provided in a separate Excel document which is attached to the self-evaluation report.*
- *The relation between the study courses and internship*
- *The topics of graduate qualification works*

3. Teaching and learning materials

Under this section please describe and analyse:

- *Process for development and updating of teaching materials*
- *Relevance and quality of the available teaching materials*
- *Availability of methodical guides for all disciplines and all types of activities – internships, course projects, diploma projects*

Please indicate the information that is common for all places of implementation and also the information that is specific for each branch (if applicable)

4. Techniques and methods of educational activity

Under this section please describe and analyse:

- *Process for development and principles for application of teaching methods*
- *Process for development and principles for application of student evaluation methods*
- *Academic integrity principles, including the use of plagiarism detection tools*
- *Implementation of student-centred approach in the learning and teaching process, including assessment*
- *Application of e-learning approach*
- *Mobility of students*

Please indicate the information that is common for all places of implementation and also the information that is specific for each branch (if applicable)

5. Teaching staff

Under this section please describe and analyse:

- *Procedures for attracting and/employing qualified teaching staff*
- *Compliance of the qualification of teaching staff with conditions for implementation of study programme*
- *Procedures for improving the qualification of teaching staff*
- *Ratio between the academic and research workload of teaching staff*
- *Mobility of teaching staff*
- *Cooperation of teaching staff in implementation of the study programme*

Please indicate the information that is common for all places of implementation and also the information that is specific for each branch (if applicable)

6. Resources

Under this section please describe and analyse:

- *The availability, quality and sustainability of financial resources*
- *The availability, quality and sustainability of material and technical resources (premises, equipment etc.)*
- *The availability, quality and sustainability of methodological and informative resources (library, databases, online tools (Moodle) etc.)*
- *The use of information and communication technologies in implementation of the study programme*
- *The availability of public information on the study programme*

Please indicate the information that is common for all places of implementation and also the information that is specific for each branch (if applicable)

7. Research work

Under this section please describe and analyse:

- *Directions of scientific research of teaching staff and students*
- *Scientific activities performed by teaching staff and students (publications, participation in scientific projects,*
- *Relation between research work and study process, including the description and assessment of the use of the outcomes in the study process*

Please indicate the information that is common for all places of implementation and also the information that is specific for each branch (if applicable)

8. Cooperation and internationalisation

Under this section please describe and analyse:

- *Strategy for cooperation and internationalisation*
- *Cooperation with institutions on the national level and abroad (higher education institutions, municipalities, non-governmental organisations, scientific institutes), selection of cooperation partners*
- *System and procedures for attracting teaching staff and students from abroad*

Please indicate the information that is common for all places of implementation and also the information that is specific for each branch (if applicable)

9. Employability of graduates

Under this section please describe and analyse:

- *Coherence of study programme's goals with the labour market needs (regional, local)*
- *Statistics on employment of graduates, including the analysis of demand, workplace (field), average pay*
- *Mechanisms for involvement of employers in the management and development of study*

programme

- Outcomes of surveys for employers and the use of these outcomes for improvement of the content and quality of study programme
- Outcomes of surveys for graduates and the use of these outcomes for improvement of the content and quality of study programme

Please indicate the information that is common for all places of implementation and also the information that is specific for each branch (if applicable)

10. Student support services

Under this section please describe and analyse:

- Support mechanisms available for students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.)

Please indicate the information that is common for all places of implementation and also the information that is specific for each branch (if applicable)

11. Appendices

Appendix 1. Development strategy of programme (if available) and reports on the implementation of development strategy.

Appendix 2. Structural scheme of programme management.

Appendix 3. Statistics on students about the last 3 years (enrolment, division by study years, drop-out, graduates.

In this annex please provide well-structured statistical data (table or chart) arranged by study types and forms (e.g. full-time, intramural form) over the reporting period. – Dynamics of the number of the admitted students (by study courses and study years). – Dynamics of the number of graduates. – Drop-out rate of the students (by study courses and study years) by specifying also the drop-out reasons. – Breakdown of the number of the students by the language in which the study programmes are implemented (e.g. the National language, English, etc.). – Breakdown of the number of the students by funding sources (state-funded places, own funding). – Statistics on the full-time students from abroad (except for those studying in the framework of the exchange programmes) by specifying the home country of these students.

Appendix 4. Data on the academic staff members currently involved in the programme. Please fill in the table, and in addition, please provide CVs of the academic staff listed in the table.

Appendix 5. Curriculum of the programme (structured by years of study and semesters; a separate curriculum for each study delivery mode (if applicable)). Please fill in the table according to the sample in the Form 2 Appendix 5.

Appendix 6. Course descriptions. Please provide course descriptions in English. If it is not possible, please provide summary descriptions in English and full course descriptions in the National language.

Appendix 7. Internship description. Please, explain what is the aim and learning outcomes of

the internship, describe the way how internship is organised, its structure, how it is assessed as well as the tasks of all involved parties

Appendix 8. Templates of questionnaires for students, employers and professors. Statistics about participation in surveys in the last 3 years.

Appendix 9. List of internal documents that regulate study process, teaching staff, student participation and are relevant for implementation of study programme (with links to the respective web page).

Appendix 10. Document/-s regulating the formation of budget for study programme and financial calculation of budget for programme.

Appendix 11. Mapping of the programme aims with the learning outcomes (competencies) of study courses. Please fill in the table.

4. Structure of the expert report

The experts report is structured in 10 sections along the 10 criteria (Annex 3):

1. Strategy, aims and programme management.
2. Structure and content of the programme
3. Teaching and learning materials
4. Techniques and methods of educational activity
5. Teaching staff
6. Resources
7. Research work
8. Cooperation and internationalization
9. Employability of graduates
10. Student services.

The section for each criteria consists of the following parts:

- Strengths;
- Weaknesses;
- Recommendations for elimination of weaknesses and for further development.

Example:

Criterion 1. Strategy, aims and programme management.
Strengths
Weaknesses
Recommendations 1. ... 2. ...

Parameters of study programme

Title of the study programme		
Title of the study programme in English		
Study programme type and level		
Qualification level to be obtained (National qualification framework/ European qualification framework)		
Amount of the study programme (ECTS)		
Form, type and duration (in case if duration cannot be measured by full years, indicate the number of months) of the study programme as well as the language of the study programme		
<i>Full-time, face-to-face (intramural) studies</i>	X years X months	Language
<i>Full-time, extramural studies</i>		
<i>Part-time, face-to-face (intramural) studies</i>		
<i>Part-time, extramural studies</i>		
Place of implementation of the study programme	HEI, Address	
Director of the study programme		
Admission requirements		
Degree, professional qualification to be awarded		
Aim of the study programme		
Objectives of the study programme		
Learning outcomes of the study programme to be achieved		
The final examination upon the completion of the study programme	Comprehensive Exam	

Title of the Higher Education Institution

Self-Assessment Report of Study Programme
“Name of the Programme”

City, 2021

Self-Assessment Report

1. Strategy, aims and programme management

1.1.Economic and social grounds for establishing the study programme

1.2.Aims of the study programme and their compliance with the strategic directions of the higher education institution

1.3.Structure for programme management, including the involved parties/ individuals and their responsibilities

1.4.Structure for student participation in programme management

1.5.SWOT (strengths – weaknesses – opportunities – threats) analysis of the study programme

Table.1 A SWOT Analysis Matrix.

Strengths What do you do well? What unique resources can you draw on? What do others see as your strengths?	Weaknesses What could you improve? Where do you have fewer resources than others? What are others likely see as a weaknesses?
Opportunities What opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?	Threats What threats could harm you? What is your competition doing? What threats do your weaknesses expose to you?

1.6.System and procedures for admission of students, including the mechanisms for recognition of prior learning

1.7.System for internal monitoring, development and review of study programme, including the system for receiving and using the feedback of stakeholders, the use of key-performance indicators (KPI). An institutional quality policy is developed in collaboration with stakeholders and is publicly available.

Examples of KPI's (choose as appropriate):

1) Financial KPIs:

- a. **Instructional Costs** - evaluate the cost of part-time and full-time faculty members;
 - b. **Administrative Costs Per Student** - measure how much your institution is spending on administrative services on a per-student basis;
 - c. **Programme and Faculty Budgets** - compare planned budgets by semester or year with actual expenditure;
 - d. **Funding and Grants** – measure the amount of research grants, state funds, alumni donations, and other funds earned by the institution;
 - e. **Student Financial Support** – measure the proportion of students receiving scholarships;
 - f. **Tuition Costs** - monitor costs accrued by students on a semester or annual basis.
- 2) Admission and Enrolment KPIs:
- a. **Admission rate** - measures and informs management of the percentage of those who applied to the university and who were accepted for studies;
 - b. **Student attendance rate** – measure how frequently students attend their classes;
 - c. **Retention Rates** – measure what percentage of students return for the next semester;
 - d. **Recruitment Marketing Programs** – measure the success of each marketing campaign.
- 3) Student Success KPIs:
- a. **Course completion rate** – measures the percentage of students who were enrolled to the course and actually completed it;
 - b. **Graduation rate** – measures the percentage of students who were enrolled to the study programme and completed it;
 - c. **Student Engagement** – measure the number of students who study abroad, live on campus, participate in research activities, etc;
 - d. **Student Outcomes** - keep track of students after graduation to see where their education takes them.
- 4) Faculty and Staff KPIs:
- a. **Student to Teacher ratio** – Measures how many students enrolled are per academic staff;
 - b. **Faculty Turnover** – measure the number of faculty employed on permanent bases, turnover rates identify areas with weak employee retention;
 - c. **Faculty Workload** – measure the workload of the academic staff in different activities on an individual and departmental basis;
 - d. **Part-Time vs. Full-Time Faculty** - examine the costs and benefits for both types of instructors;
 - e. **Weekly Student Contact Hours** – analyse productivity by certain courses, sections, instructors and other variables;
 - f. **Number of academic publications per academic staff member** – the number of refereed publications in reputable journals.
- 5) Facilities and resources KPIs:
- a. **Classroom Utilization** – monitor when, where and how classroom resources are being used;
 - b. **Sustainability** – monitor utility etc. spending;

- c. **On-Campus Housing** – know the lifestyle of your students to influence future campus upgrades.

2. Structure and content of the programme

- 2.1. The general content of the study programme, including the number of courses, relation between compulsory and elective study courses*
- 2.2. The relevance of the content of the study programme and compliance with the needs of labour market*
- 2.3. Compliance of the programme with the national qualifications framework (where such framework is developed)*
- 2.3. Interrelation of different study courses, the relation between the aims of study courses and the intended outcomes of study programme (based on the mapping prepared according to the template in Appendix 11)*
- 2.4. The relation between the study courses and internship*
- 2.5. The topics of graduate qualification works*

3. Teaching and learning materials

- 3.1. Process for development and updating of teaching materials*
- 3.2. The relevance and quality of the available educational materials*
- 3.3. Availability of methodical guides for all disciplines and all types of activities – internships, course projects, diploma projects*

4. Techniques and methods of educational activity

- 4.1. The process of developing and the principles of application of teaching methods*
- 4.2. The process of developing and the principles of applying student assessment methods*
- 4.3. Academic integrity principles, including the use of plagiarism detection tools*
- 4.4. Implementation of student-centred approach in the learning and teaching process, including assessment*

4.5. *Application of e-learning approach*

4.6. *Mobility of students*

5. Teaching staff

5.1. *Procedures for the recruitment and use of qualified teaching staff*

5.2. *Compliance of the teaching staff qualifications with the implementation conditions of study programmes is provided in **Appendix 4***

5.3. *Procedures for training teaching staff*

5.4. *The ratio of academic and research load of teaching staff*

Table 2. Distribution of working hours for academic staff

Position and name of scientific and pedagogical worker	Types of work (% to total working time)			
	Educational	Methodical	Scientific	Organizational and educational

5.5. *Mobility of teaching staff*

5.6. *Cooperation of teaching staff in the implementation of the curriculum*

6. Resources

6.1. *The availability, quality and sustainability of financial resources*

6.2. *The availability, quality and sustainability of material and technical resources (premises, equipment etc.)*

6.3. *The availability, quality and sustainability of methodological and informative resources (library, databases, online tools (Moodle) etc.)*

6.4. *The use of information and communication technologies in implementation of the study programme*

6.5. *The availability of public information on the study programme*

7. Research work

7.1. Directions of scientific research of teaching staff and students

7.2. Scientific activities performed by teaching staff and students (publications, participation in scientific projects)

7.3. Relation between research work and study process, including the description and assessment of the use of the research outcomes in the study process

8. Cooperation and internationalization

8.1. Strategy for cooperation and internationalisation

8.2. Cooperation with institutions in the home country and abroad (higher education institutions, municipalities, non-governmental organisations, scientific institutes), principles for selection of cooperation partners

8.3. System and procedures for attracting teaching staff and students from abroad

9. Employability of graduates

9.1. Coherence of study programme's goals with the labour market needs (regional, local)

9.2. Statistics on employment of graduates, including the analysis of demand, workplace (field), average pay

9.3. Mechanisms for involvement of employers in the management and development of the study programme

9.4. Outcomes of surveys for employers and the use of these outcomes for improvement of the content and quality of study programme

9.5. Outcomes of surveys for graduates and the use of these outcomes for improvement of the content and quality of study programme

10. Student support services

10.1 Support mechanisms available for students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.)

Appendices

Appendix 1

Development strategy of the study programme (if available) and reports on the implementation of the development strategy

Appendix 2

Structural scheme of programme management

Appendix 3

Statistics on students about the last 3 years (enrolment, division by study years, drop-out, graduates)

Well-structured statistical data (table or chart) arranged by study types (e.g. full-time, part-time) and forms (intramural, extramural) over the reporting period.

–Dynamics of the number of the admitted students (by study courses and study years).

–Dynamics of the number of graduates.

–Drop-out rate of the students (by study courses and study years) by specifying also the drop-out reasons.

–Breakdown of the number of the students by the language in which the study programmes are implemented (e.g. the state language, English, etc.).

–Breakdown of the number of the students by funding sources (state-funded places, own funding).

–Statistics on the full-time students from abroad (except for those studying in the framework of the exchange programmes) by specifying the home country of these students.

Example:

Table 6. Dynamics of the student number

№	Indicator name	Year											
		2018 courses				2019 Courses				2020 courses			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Total number of students on October 1 st , of the corresponding year												
2.	Total number of graduates												
3.	A number of drop-out students, (total): Including: – for non-fulfilment of the curriculum - for violation of discipline - in connection with the transfer to other educational institutions - other reasons												
4.	Number of students enrolled in senior courses:												
	including – transferred from other educational institutions												

Table 7. Data on the academic staff currently involved in the study programme

Nº	Name Surname	Degree and / or professional qualification	Position	Implemented study courses / modules

In addition, please provide CVs of the academic staff members listed in the table

Curriculum of the programme (structured by years of study and semesters; a separate curriculum for each study mode (if applicable))

Example:

Table 8. Curriculum of the bachelor's programme "Name"

Full Time

Study course title	Name and surname of the responsible teaching staff member	CP	Planning									
			1st year		2nd year		3rd year		4th year		5th year	
			Semester of studies									
			1	2	3	4	5	6	7	8	9	10
Part A	Total part A											
Part B*	Total part B											
Part C**	Total part C											
	Total											

* Part B offers elective study courses, of which student must choose courses of XX CP

** Part C offers elective study courses, of which student must choose courses of XX CP

Appendix 6

Course descriptions. Short descriptions in English.

Appendix 7

Internship description. Please, explain what is the aim and learning outcomes of the internship, describe the way how the internship is organised, its structure, how it is assessed as well as the tasks of all involved parties.

Appendix 8

Templates of questionnaires for students, employers and teaching staff members. Statistics about participation in surveys in the last 3 years

Appendix 9

List of internal documents that regulate study process, teaching staff, student participation and are relevant for implementation of the study programme (with links)

Appendix 10

Document/-s regulating the formation of budget for study programme

Appendix 11

Mapping of the programme aims with the learning outcomes (competencies) of study courses

Mapping of study courses

The mapping should be provided in a separate Excel document which is attached to the self-evaluation report.

	Learning outcomes to be achieved in the study programme (1)	Learning outcomes to be achieved in the study programme (2)	Learning outcomes to be achieved in the study programme (3)	Learning outcomes to be achieved in the study programme (4)	
Intended learning outcomes (1) of the study course A					
Intended learning outcomes (1) of the study course B					
Intended learning outcomes (1) of the study course C					
Intended learning outcomes (1) of the study course D					
...					

Joint opinion by the expert group on the assessment of a study programme

Title of the study programme

Title of the higher education institution

Expert group:

1. Expert, degree/ professional qualification, name, surname
2. Expert, degree/ professional qualification, name, surname
3. Expert, degree/ professional qualification, name, surname
4. Expert, degree/ professional qualification, name, surname

_____ (Date)

5. Structure of the expert report

1. Summary

Please include an overview on the criteria assessed

Criteria	Overall evaluation of the criterion
Criterion 1. Strategy, aims and programme management	
Criterion 2. Structure and content of the programme	
Criterion 3. Teaching and learning materials	
Criterion 4. Techniques and methods of educational activity	
Criterion 5. Teaching staff	
Criterion 6. Resources	
Criterion 7. Research work	
Criterion 8. Cooperation and internationalisation	
Criterion 9. Employability of graduates;	
Criterion 10. Student services.	

2. Information about the assessment procedure (timeline, experts group, scope of evaluation)

3. General description of the University profile

4. Strategy, aims and programme management.

Under this section please assess the quality, effectiveness and sustainability of the following:

- *Economic and social grounds for establishing the study programme*
- *Aims of the study programme and their compliance with the strategic directions of the higher education institution*
- *Structure for programme management, including the involved parties/ individuals and their responsibilities*
- *Structure for student participation in programme management*
- *SWOT (strengths – weaknesses – opportunities – threats) analysis of the study programme*

- *System and procedures for admission of students, including the mechanisms for recognition of prior learning*
- *System for internal monitoring, development and review of study programme, including the system for receiving and using the feedback of stakeholders, the use of key-performance indicators (KPI). An institutional quality policy is developed in collaboration with stakeholders and is publicly available.*

Strengths;

Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

5. Structure and content of the programme

Under this section please assess the quality, effectiveness and sustainability of the following:

- *The content of study programme, including the compulsory and elective subjects*
- *The relevance of the content of study programme and compliance with the needs of labour market*
- *Compliance of the programme with the national qualifications framework (if applicable)*
- *Interrelation of different study courses, the relation between the aims of study courses and the intended outcomes of study programme*
- *The relation between the study courses and internship*
- *The topics of graduate qualification works*

Strengths;

Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

6. Teaching and learning materials

Under this section please assess the quality, effectiveness and sustainability of the following:

- *Process for development and updating of teaching materials*
- *Relevance and quality of the available teaching materials*
- *Availability of methodical guides for all disciplines and all types of activities – internships, course projects, diploma projects*

Strengths;

Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

7. Techniques and methods of educational activity

Under this section please assess the quality, effectiveness and sustainability of the following:

- *Process for development and principles for application of teaching methods*
- *Process for development and principles for application of student evaluation methods*
- *Academic integrity principles, including the use of plagiarism detection tools*
- *Implementation of student-centred approach in the learning and teaching process, including assessment*
- *Application of e-learning approach*
- *Mobility of students*

Strengths;

Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

8. Teaching staff

Under this section please assess the quality, effectiveness and sustainability of the following:

- *Procedures for attracting and/employing qualified teaching staff*
- *Compliance of the qualification of teaching staff with conditions for implementation*

of study programme

- *Procedures for improving the qualification of teaching staff*
- *Ratio between the academic and research workload of teaching staff*
- *Mobility of teaching staff*
- *Cooperation of teaching staff in implementation of the study programme*

Strengths;

Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

9. Resources

Under this section please assess the quality, effectiveness and sustainability of the following:

- *The availability, quality and sustainability of financial resources*
- *The availability, quality and sustainability of material and technical resources (premises, equipment etc.)*
- *The availability, quality and sustainability of methodological and informative resources (library, databases, online tools (Moodle) etc.)*
- *The use of information and communication technologies in implementation of the study programme*
- *The availability of public information on the study programme*

Strengths;

Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

10. Research work

Under this section please assess the quality, effectiveness and sustainability of the following:

- *Directions of scientific research of teaching staff and students*

- *Scientific activities performed by teaching staff and students (publications, participation in scientific projects,*
- *Relation between research work and study process, including the description and assessment of the use of the outcomes in the study process*

Strengths;
Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

11.Cooperation and internationalization

Under this section please assess the quality, effectiveness and sustainability of the following:

- *Strategy for cooperation and internationalisation*
- *Cooperation with institutions on the national level and abroad (higher education institutions, municipalities, non-governmental organisations, scientific institutes), selection of cooperation partners*
- *System and procedures for attracting teaching staff and students from abroad*

Strengths;
Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

12.Employability of graduates

Under this section please assess the quality, effectiveness and sustainability of the following:

- *Coherence of study programme's goals with the labour market needs (regional, local)*
- *Statistics on employment of graduates, including the analysis of demand, workplace (field), average pay*

- *Mechanisms for involvement of employers in the management and development of study programme*
- *Outcomes of surveys for employers and the use of these outcomes for improvement of the content and quality of study programme Outcomes of surveys for graduates and the use of these outcomes for improvement of the content and quality of study programme*

Strengths;

Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.

13.Student support services

Under this section please assess the quality, effectiveness and sustainability of the following:

- *Support mechanisms available for students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.)*

Strengths;

Weaknesses;

Recommendations for elimination of weaknesses and for further development.

Assessment (please highlight the relevant)

Excellent	Good	Average	Poor	N.r.