Contents

1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

Description	Evaluation Criteria	Indicator/Evidence
1.1 Programme Objectives		
Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.	Programme objectives: ▪ are clearly established, realistic and achievable; ▪ consider the specificity of the field of study, the level and the educational programme; ▪ reflect what knowledge, skills and competences the programme aims to develop in graduate students; ▪ illustrate the contribution to the development of the field and the society; ▪ are consistent with the mission, objectives and strategy of the HEI, its faculty/school/educational unit and/or its structural unit; ▪ consider local labor market demands, trends and needs of the international labor market; ▪ reflect main issues of internationalization of the educational programme, depending on the peculiarities of the field of study and / or the level of education; ▪ are public and accessible; ▪ shared by the persons involved in the program.	▪ Educational programme; ▪ Mission, objectives and strategy of the HEI, its faculty/school/main educational unit and/or structural unit; ▪ Analysis of the demands of labour market and employers; ▪ Website; ▪ Interview results.

1.2 Programme Learning Outcomes		
The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study. Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy whichstudents gain upon completion of the programme.	Learning outcomes of the programme: ▪ correspond to the aims of the programme and cover main knowledge, skills or/and responsibility and autonomy envisaged by the content; ▪ are measurable, achievable and realistic; ▪ are consistent with the appropriate level of qualification, detailed field descriptor and the qualification to be awarded; ▪ are based on the sectoral benchmarks developed based on the National Qualifications Framework (NQF) (if available); ▪ are consistent with employment demands of programme graduates and enable graduates to continue their education onto the next level of education; ▪ are consistent with the peculiarities of the field of study and labour market demands; ▪ developing the learning outcomes of the programme is a collaborative process and involves all stakeholders (academic / research / visiting staff, students, graduates, employers, etc.); ▪ learning outcomes of educational programmes of different levels grouped in a cluster are consistent in terms of content, complexity and difficulty and are developing considering the relevant cycles; ▪ individuals involved in the implementation of the programme provide information about the learning outcomes to the stakeholders.	▪ Educational programme/Educational programmes grouped in a cluster; ▪ Map of programme objectives and learning outcomes; ▪ Analysis of labor market and employer demands; ▪ A document confirming participation of stakeholders involved in drafting of the programme learning outcomes; ▪ Information on the career development of graduates (in case of the ongoing programme) ▪ Indicator of graduates' progression onto the next level of higher education; ▪ Certificate / License / Post-diploma Examination (if any) results; ▪ Website; ▪ Interview results.
1.3 Evaluation Mechanism of the Programme Learning Outcomes		
Evaluation mechanisms of programme learning outcomes are defined; programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to	▪ The learning outcomes of teaching and scientific-research component are evaluated in a consistent and transparent manner with the periodicity specific to the characteristics of the field; ▪ Learning outcomes assessment system and periodicity take into consideration the peculiarities of the field of study and education level. It utilizes relevant evaluation forms and methods (both direct	▪ Programme learning outcomes assessment mechanism which is accessible to the stakeholders; ▪ Plan of evaluation for learning outcomes of educational programme/educational programmes

measure learning outcomes.	and indirect evaluation methods), which make it possible to determine to what extent students achieved programme learning outcomes; ■ The engagement of external stakeholders (employers, alumna, professional associations, etc.) in evaluation of learning outcomes is ensured; ■ The programme has benchmarks for each learning outcome; monitoring of the results of learning outcomes evaluation and comparison with benchmarks are conducted; ■ Academic/Scientific and visiting staff of the programme are familiar with the methods of evaluation of learning outcomes; ■ The staff implementing the programme get assistance in the development of skills necessary for elaboration, measurement and analysis of learning outcomes; ■ The HEI ensures familiarization of stakeholders with the analysis of evaluation of learning outcomes.	grouped in a cluster; ■ Learning outcomes evaluation results and analysis; ■ Learning outcomes assessment tools and materials (students' papers, etc.); ■ Curriculum map; ■ Benchmarks; ■ Educational programme/s; ■ Alumni and employer survey results; ■ Interview results.
Programme learning outcomes assessment results are utilized for the improvement of the programme.	■ Programme learning outcomes assessment results are utilized for the improvement of the programme, which means, that if necessary, programme content and/or learning outcomes and/or assessment system and/or teaching resources are modified and developed.	■ Instruments and mechanisms elaborated for learning outcome evaluation. ■ Report on changes made in the programme based on learning outcomes evaluation results (if any); ■ Documentation certifying the discussion of learning outcomes evaluation results (minutes, etc.); ■ Interview results.
1.4 Structure and Content of Educational Programme		
The programme is designed according to HEI's methodology for planning, designing and developing	■ Programme is designed according to HEI's methodology for planning, designing and developing of educational programmes; ■ The content, volume and complexity of programme corresponds to	■ Methodology and/or rule for planning, designing and developing educational programmes;

of educational programmes. Programme structure is consistent and logical. The content programme content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.	learning cycle; ▪ The programme is designed in accordance with the legislation of Georgia and ECTS - European Credit Transfer and Accumulation System; ▪ The content and/or structure of the programme ensure the individuality of the programme; ▪ Programme content and structure are consistent with the qualification to be awarded and ensure the achievement of programme learning outcomes; ▪ The learning outcomes of the concentration / module (if any) of the major field of study are consistent with the learning outcomes of the programme; ▪ The programme structure is consistent; teaching and scientific-research components of the programme (including each individual course) are logically organised and logical development of the content is ensured. Admission preconditions to the next component are adequate; ▪ The programme considers new research findings and modern scientific achievements; ▪ Content of the programme depending on the specificity of the field of study and the level of the programme envisages key issues of internationalization; ▪ Programme development is a collaborative process and engages all stakeholders (academic / research / visiting staff, students, graduates, employers, etc.); ▪ The HEI ensures the publicity and availability of the information on the program.	▪ Educational programme with the enclosed syllabi; ▪ Curriculum map; ▪ Evidence of participation of stakeholders in the development of the programme; ▪ Activities and components aiming at supporting internationalisation of the programme. For instance: use of foreign language literature, scientific articles, subjects delivered in a foreign language; comparison of the programme structure and content with its counterparts abroad; involvement of foreign staff in elaboration and development of the programme; ▪ Website; ▪ Interview results.

1.5 Academic Course/Subject

Description	Evaluation Criteria	Indicator/Evidence
The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject. The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.	▪ The learning outcomes of the academic course/subject of the main field of study are in line with programme learning outcomes; ▪ The content of each academic course / subject corresponds to the learning outcomes of this course / subject; ▪ Number of credits allocated for each teaching course/subject correspond to the content and learning outcomes of this course/subject; also, the ratio between contact and independent hours is adequate and considers peculiarities of the course/subject; the number of contact hours correspond to the content and learning outcomes of the course/subject; ▪ Every learning outcome of each academic course/subject is assessed.	▪ Educational programme with enclosed syllabi; ▪ Curriculum map; ▪ Course learning outcomes assessment results; ▪ Results of the interview.
The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.	▪ Compulsory literature and other teaching and learning resources listed in the syllabi correspond to course/subject learning outcomes and ensure the achievement of programme learning outcomes; ▪ Compulsory literature and other teaching and learning resources listed in the syllabi correspond to the achievements in the field of study and also consider the latest research in the relevant field taking into account the specifics of the academic course / subject.	▪ Educational programme, teaching materials/resources, databases of international electronic library indicated in the attached syllabi; ▪ Results of the interview.

2. Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the field of study of the programme, level requirements, student needs and ensure the engagement achievement of the objectives and expected learning outcomes of the programme.

Description	Evaluation Criteria	Indicator/Evidence
2.1 Programme Admission Preconditions		
The HEI has relevant, transparent, fair, public and accessible programme admission	● Programme admission preconditions take programme characteristics into consideration and ensure admission of the students with relevant knowledge, skills and competences for	● Educational programme; ● Website and other means of communication;

preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.	mastering the programme • Programme admission preconditions and procedures are consistent with the existing legislation; • Programme admission preconditions are logically linked to programme content, learning outcomes, level of education, the qualification to be awarded and the instruction language; • Admission of students to the doctoral educational programme is ensured via rule of commission; • The HEI defines the methodology of planning the student body for the educational programme, which considers the specificity of the programme and the resources of the institution and ensures the smooth administration of educational processes; • Admission of students to the programme is in compliance with the methodology of student body planning. • Programme admission preconditions are fair, public and accessible.	• Document regulating the formation and activities of the Doctorate Admission Commission; • Student body planning methodology for educational programme; • Interview results.
2.2 The Development of Practical, Scientific/Research/Creative/Performance and Transferable Skills		
Programme ensures the development of students' practical, scientific/research/creative/perform ing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.	▪ According to the learning outcomes and the level of education, the programme ensures development of practical skills of students and/or development of creative/performance skills and their engagement in the scientific/research projects; ▪ The practical / creative /performance component of the programme is organised and planned in accordance with the learning outcomes of the programme and corresponds to the level of education; ▪ In the framework of a practice component, and/or a scientific-research/performance project, a student is supervised by a qualified person in the field who evaluates student's activity; ▪ The agreements/memorandums and/or their appendices signed with employers or centers of practice envisage the number of students, objectives, outcome and duration of practice and support the achievement of the programme learning outcome.	▪ Information on students' engagement in scientific-research /creative /performing projects and relevant documents; ▪ Scientific papers published with co-authorship of students (if available); ▪ Student conferences, exhibitions, etc., implemented creative/performing projects, etc.; ▪ Completed practice component if available and documentation certifying the results of the practice; ▪ Information on graduate career development; ▪ Respective agreements / memorandums

		with economic agents, employers and objects of practice.
		▪ Funded, ongoing / planned scientific-research projects and documents confirming student involvement;
		▪ Interview results.

2.3 Teaching and Learning Methods

| The programme is implemented by using student-centered teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, student learning outcomes and ensure their achievement. | ▪ Teaching and learning methods of each academic course/subject correspond to the level of education, course/subject content, learning outcomes, sectoral benchmark requirements (if any) and ensure their achievement;
▪ Teaching-learning methods ensure students' active engagement in the learning process, interaction both between students and staff and students themselves; ensure student participation in the learning process with appropriate autonomy and responsibility, and are aimed at the development of various skills by the student, including critical and analytical skills;
▪ Teaching-learning methods are flexible and envisage individual needs of students. If necessary, individual programme is created and utilized in accordance with the interest and academic readiness of the student;
▪ In case there are international students involved in the programme, academic, scientific and invited staff take their cultural and/or other needs into account while establishing teaching and learning, and assessment methods.
▪ In case of necessity, HEI ensures electronic/distance learning with study methods relevant for the field of study, which do not change the objectives and learning outcome of the programme. | ▪ Educational programme/educational programmes grouped in a cluster;
▪ Teaching - learning methods;
▪ Individual plans (if any);
▪ Electronic resources utilized to implement the programme in the HEI;
▪ Results of the interview. |

2.4 Student Evaluation

| Student evaluation is conducted in accordance with the established | ▪ Student evaluation is conducted in accordance with established procedures; it is fair to every student, transparent, reliable and | ▪ Evaluation system regulatory document; |

procedures. It is transparent, reliable and complies with existing legislation.	complies with existing legislation; ▪ The components and methods of assessment of each academic course / subject consider the specificity of the course / subject, correspond to the learning outcomes of this course / subject and provide an assessment of the achievement of learning outcomes; ▪ Master's degree programme provides transparent and fair procedures for the defense and evaluation of thesis, based on peer review by commission. ▪ Evaluation components, methods, and criteria are transparent, accessible, and known in advance to the student; ▪ Students receive feedback on learning outcomes as well as on improving their own strengths and areas for improvement; ▪ The doctoral education programme provides periodic formative assessment of the doctoral student's progress by his / her scientific supervisor. ▪ Dissertation thesis defense is conducted according to HEI's dissertation evaluation and defense procedures with the participation of defense commission; ▪ Assessment of the dissertation involves external evaluator(s); ▪ Dissertation thesis defense is a public event; ▪ The requirements for the academic style of the dissertation are known in advance to the students and are considered when evaluating the dissertations of the students; ▪ During students' evaluation the HEI uses the mechanisms of academic and research ethics, academic integrity, plagiarism prevention, detection and response; ▪ Appealing of students' assessment results is ensured. This is known to students in advance. ▪ Students' assessment appeal process is transparent and objective. An appealing process may involve reviewing evaluation results and making a decision by another evaluator(s); ▪ Evaluation results are analyzed and the results are utilized for the	▪ Evaluation components, and methods presented in syllabi enclosed with the educational programme ▪ Electronic student assessment system / portal; ▪ Doctoral/master/research thesis evaluation and defense regulations; ▪ Dissertation commission establishment and operation regulatory documents, the composition of the commission; ▪ The procedure for appealing evaluation results; ▪ Changes made based on the analysis of assessment results; ▪ Procedure / methodological guide for the academic style of the paper; ▪ Plagiarism prevention, detection and response mechanism; ▪ Norms of ethics of scientific-research activity, document defining the activity; ▪ Ethic norms of scientific-research activities; ▪ Website; ▪ Interview results.

	improvement of teaching process;	
	▪ If necessary, the HEI provides student assessment using the e-learning / distance learning method, considering the specificity and content of the component;	
	▪ The HEI ensures monitoring of the reliability and validity of student assessments, including during e-learning / distance learning.	

3. Student Achievements and Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

Description	Evaluation Criteria	Indicator/Evidence
3.1 Student Consulting and Support Services		
Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.	▪ Students receive appropriate consultations and support regarding the planning of learning process, improvement of academic achievement, employment and professional development; HEI staff including staff involved in in the programme and/or structural units of the HEI provide students with relevant information regarding consultations available at the HEI; ▪ The HEI provides integration for students as well as international students (if any) in the internal university space; ▪ In the framework of the programme, students have an opportunity to participate in local and international projects, events, creative-performing activities, conferences and research fellowships that correspond to the level of education; they can also participate in international exchange programmes; ▪ Students are informed about various local and international projects and events that are consistent with their teaching and research objectives;	▪ Planned and implemented consulting services; ▪ Workload, functions, responsibilities and job descriptions of people conducting student support services (academic/scientific/invited/administrative/support staff, faculty/school coordinators, tutors, etc.); ▪ Documents / information of student involvement in local and international activities; ▪ Website; ▪ Interview results.

	• Academic / research / invited / administrative or other staff are involved in advising students on the learning process as well as in various activities planned in the framework of the programme.	

3.2 Master's and Doctoral Student Supervision

| A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully. Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly. | • The HEI has elaborated the regulatory documents of the rights and duties of the supervisor and co-supervisor (if any) of MA/Doctoral student and of regulating the process of appointing, changing of them and also the process of the supervision/co-supervision;
• A supervisor conducts consultation with Master's and Doctoral students on a regular basis. The frequency of the consultations is relevant to the specificity of the programme and research topic. The supervisor advises the student in the research process on the following issues: research design and project management, research methodology, professional development, writing of thesis/scientific-research paper/dissertation, the process of integration in local and international scientific network, participation in local and international scientific events and presenting research findings, publishing scientific papers in peer-reviewed research journals, participation in scientific grant contests, etc.
• The co-supervisor (if any) supports the Master / Doctoral student in the implementation of the scientific-research component based on mutual agreement with the supervisor and the Master / Doctoral student;
• The HEI has developed a methodology for the ratio of the number of supervisors of MA/Doctoral theses to the number of Master's and Doctoral students of the MA and Doctoral programmes; the methodology ensures effective management of the supervision;
• The HEI has developed mechanisms for evaluating the quality of the activities of the supervisor and co-supervisor of MA/doctoral theses, which ensure the effective implementation and | • Form of the contract for the supervisor / co-supervisor of Master's and Doctoral students and / or a document defining the appointment, change and rights and responsibilities of the supervisor;
• Conducted consultations;
• Methodology for determining the number of supervisors and Master / Doctoral students in the Master / Doctoral programme;
• Ratio of supervisors and active status Masters / Doctoral students;
• Quality evaluation mechanisms and evaluation results of the supervisor / co-supervisor's activity and evaluation results;
• Public information about supervisors' research interests and publications;
• Interview results. |

development of the supervision/ co-supervision process.		

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, effective and efficient functioning of the programme and the achievement of the defined objectives.

Description	Evaluation Criteria	Indicator/Evidence
4.1 Human Resources		
Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.	▪ The persons implementing programme are engaged in the programme in accordance with the legislation and internal regulations of the HEI. Qualification of personnel is in compliance with their qualification requirements, functions and current legislation. ▪ The qualification of academic/scientific staff is proved by scientific papers written during the past 5 years (monograph, textbooks, scientific papers published in peer-reviewed journals, etc.; in arts field– creative/performance projects) and/or practical project, which proves staff's competence in the relevant field; ▪ The qualification of invited staff or teachers is proved by relevant knowledge, experience and competencies necessary to help students achieve programme learning outcomes;	▪ Personnel qualification requirements; ▪ Personal files of the staff; ▪ Contest materials; ▪ Information on publications in peer-reviewed journals, including international peer-reviewed journals, / creative / performing projects; ▪ Interview results.
The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff	▪ Programme has academic/scientific and invited staff workload scheme, which is updated every semester. The scheme includes teaching, scientific-research and other workload according to academic/scientific and invited staff's functions and duties (during the evaluation of this standard one should consider the workload of an academic/scientific and invited staff in all institutions, where he/she holds an academic or scientific position); ▪ The full workload of the academic / research and invited staff, including the workload of affiliated academic staff, including the	▪ Academic, scientific, invited staff (including affliated academic staff, also supervisors of MA/Doctoral students) workload scheme, which envisages staff workload in other HEIs; ▪ Methodology for determining the number of academic, scientific and visiting staff of the programme; ▪ The ratio of academic/scientific/invited

ensure programme sustainability.	workload of the programmes in the cluster, ensures the smooth implementation of the educational programme and the proper performance of the functions assigned to the staff implementing the educational programme; ▪ Hours allocated for student consultation are envisaged by the workload of academic/scientific/invited personnel. ▪ The number of academic/scientific/invited personnel at the programme is adequate with regard to the number of students; ▪ The balance between academic, including balance between affiliated academic and invited staff ensures the programme sustainability. ▪ The number of Master's and Doctoral students corresponds to the workload of their supervisors; ▪ The turnover of academic/scientific and invited staff ensures programme sustainability. ▪ The HEI provides study/analysis of quantitative indicators of educational programmes, including study/analysis of turnover rate of academic/scientific/invited staff, and uses the results to improve programme sustainability.	staff to the number of students enrolled in the programme; ▪ The ratio of affiliated academic staff involved in the teaching/scientific component required for the awarding of the qualification envisaged by the programme with the student number; ▪ The turnover index of the academic/scientific/invited personnel (in the case of an active programme) and the results analysis; ▪ Information about the staff reflected in the Education Management Information System; ▪ Interview results.
The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.	• The Head of the Programme possesses necessary knowledge and experience required for programme elaboration according to the level of the programme. The qualification of the Head of the programme is certified by relevant education in the field, practical experience and/or scientific papers/creative work; • The Head of the Programme is personally involved in programme assessment and development, programme implementation, student advising, in various events planned within the programme.	▪ Functions of the Head of the Programme, his/her personal file; ▪ Interview results.
Programme students are provided with an adequate number of administrative and support staff with relevant competence.	▪ Programme students are provided with an adequate number of administrative and support staff with appropriate competence; ▪ Qualification of administrative and support staff is consistent with their functions.	▪ Number of administrative and support personnel; ▪ Job description of administrative and support staff; ▪ Interview results.

4.2 Qualification of Supervisors of Master's and Doctoral Student

| Master's and Doctoral students have qualified supervisor/ supervisors and, if necessary, co-supervisor/ co-supervisors who have relevant scientific-research experience in the field of study. | • The HEI has developed transparent qualification requirements for the supervisor / co-supervisor, which are in line with the requirements of the Master / Doctoral level supervision and respond to the specifics of the programme and international best practice;
• Due to the specificity and development of the field, the scientific supervisor of each Master / Doctoral student is equipped with the latest knowledge, has actively participated in scientific studies and has published a scientific paper (in art - creative / performing project), which corresponds to the general theme and direction of the theses of MA/Doctoral student;
• Due to the specificity and development of the field, the scientific co-supervisor of each Master / Doctoral student (if any) is equipped with the latest knowledge, has actively participated in scientific studies and has published a scientific paper (in art - creative / performing project) or has appropriate professional experience which corresponds to the general theme and direction of the theses of MA/Doctoral student. | • Personal files of supervisors and co-supervisors of MA and Doctoral students and documents confirming the implemented studies;
• Supervisor publications in international peer-reviewed journals / creative projects/ monographies published in the international publications;
• Interview results. |

4.3 Professional Development of Academic, Scientific and Invited Staff

| The HEI conducts the evaluation of programme staff and analyzes evaluation results on a regular basis. | • The HEI conducts, analyzes and actively utilizes the results of the evaluation of the programme staff and staff satisfaction surveys;
• The evaluation of academic, scientific and invited staff includes evaluation of their teaching and research work, as well as evaluation of their creative/performing activities;
• Evaluation results are used for the professional improvement of academic, scientific and invited staff;
• Evaluation results are considered when promoting and using the staff supporting mechanisms. | • The results of the staff evaluation and also the results of staff satisfaction surveys (including the quality of research and teaching, international mobility data, etc.) and their utilization in staff management and development;
• Interview results. |
| The HEI fosters professional development of the academic, scientific and invited staff. | • Various activities are carried out at least once a year for the professional development of academic and scientific staff, including programme heads, supervisors of master's and doctoral students and | • Events for professional development of academic, scientific and invited staff planned/implemented by the HEI |

Moreover, it fosters their scientific and research work.	in case of necessity visiting staff; ▪ The HEI provides necessary conditions (material, financial resources, etc.) for fostering scientific, research, creative/performing work of academic, scientific and invited staff; ▪ The HEI promotes participation of academic, scientific staff, including Masters / Doctoral students' supervisors in international projects, researches and conferences; ▪ The HEI provides training to staff involved in the programme to make effective use of e-learning / distance teaching and learning / assessment methods as needed.	(trainings, scientific missions, qualification courses, conferences, exchange local and/or international projects, which serve to develop the professional skills and / or skills of teaching / e-learning / distance teaching-learning-assessment / assessment methods); ▪ Supporting mechanisms for fostering scientific and research work; ▪ Data on staff involvement in international and/or scientific/research projects, conferences, research and events organized by HEI; ▪ Documents for certifying international cooperation (international research, published papers via affiliation with the HEI, international mobility, exchange and/or joint programmes, bilateral agreements, memoranda, etc.). ▪ Interview results.
4.4 Material Resources		
Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.	• Programme/Educational programmes grouped in a cluster is provided with library, material, laboratory, informational and digital resources of appropriate number and quality required for achieving objectives and learning outcomes of the programme/educational programmes grouped in a cluster; • The HEI takes care of updating the programme library, material, information and digital resources of the programme; • Library keeps all the core literature indicated in the syllabi as well	• Library, material, information and digital resources and documents confirming the purchase of their ownership / license; • Ratio of technical devices to the number of students; • Access to international electronic library databases and relevant

	as other teaching materials (including electronic resources), that ensures the achievement of programme learning outcomes; • Modern scientific periodicals, digital resources and international electronic library databases are available for students. The latter enables students to become familiar with the modern scientific breakthroughs in the field and achieve programme learning outcomes; • Material, laboratory, information and digital resources are freely available to students and staff; • Students are informed about the availability of the resources and know how to utilize them. • The staff and students engaged in the programme are provided with appropriate resources when using teaching/learning/assessment methods in the electronic /distance methods in the educational process.	certificates; • Compliance of library books with core literature indicated in educational programmes; • Indicators of access to international electronic library databases; • Interview results.

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to programme needs.	▪ The budget of the educational programme /higher educational programmes cluster / faculty / school stipulates the support of the programme by the HEI. Allocation of financial resources for the programme from the budget is financially feasible and ensures the sustainability of the programme; ▪ The budget provides information on educational programme financial support sources, both permanent and single.	▪ Educational programme Funding sources; ▪ HEI budget; ▪ Budget of the educational programme/ educational programmes cluster /faculty/school; ▪ Interview results.

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analyzed and utilized for informed decision making and programme development on a regular basis.

Description	Evaluation Criteria	Indicator/Evidence

5.1 Internal Quality Evaluation		
Programme staff collaborates with internal quality assurance service(s)/staff available at the HEI when planning the process of programme quality assurance, creating assessment instruments, and analyzing assessment results. Programme staff utilizes quality assurance results for programme improvement.	▪ Programme staff collaborates with internal quality assurance service(s) available at the higher education institution when planning the process of programme quality assurance, creating assessment instruments, and analyzing assessment results; ▪ Programme staff takes into consideration quality assurance results when making programme related decisions; ▪ Elaboration of a self-evaluation report of a programme/ educational programmes grouped in a cluster is a collaborative process involving academic staff, faculty, students, alumni, as well as invited staff, employers, and administrative staff as needed; ▪ Internal quality assurance office together with programme staff constantly works on the elimination of weaknesses identified during the elaboration of self-evaluation report; ▪ Programme quality assurance is based on the "plan–do–check-act" principle; ▪ To monitor and evaluate the electronic/distance learning process, the HEI ensures the adaptation of internal quality assurance mechanisms and their proper implementation.	▪ Internal quality assurance service (both the HEI and faculty/school) assessment results and changes made based on these results; ▪ Programme/Educational programmes groups in a cluster related statistical data (student profiles, student's progression, student status suspension and termination rates, student's satisfaction in relation to the programme, graduates' employment rates, etc.); ▪ Activities and changes made to eliminate weaknesses identified during self-evaluation report elaboration process; ▪ Survey results conducted by higher education institution; ▪ Methodology for implementing the learning process electronically / remotely; ▪ Interview results.
5.2 External Quality Evaluation		
Programme utilizes the results of external quality assurance on a regular basis.	▪ Programme utilizes the results of external quality assurance on a regular basis and ensures that results are used to improve the programme; ▪ HEI discusses and takes into consideration recommendations got during programme accreditation/authorization (national and/or international) process. ▪ If necessary, programme staff utilizes developmental peer review	▪ External Evaluation Results; ▪ Developmental peer review; ▪ Amendments made as a result of external quality assessment; ▪ Interview results.

	(involving local and/or foreign colleagues working at other HEIs/ scientific-research institutions) with the purpose of improvement of programme/research environment.	

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematically collecting and analyzing information. Evaluation results are applied for the programme improvement.	▪ Programme monitoring and periodic review is conducted with the involvement of academic, scientific, invited, administrative staff, students, graduates, employers and other stakeholders through systematically collecting and analyzing information. ▪ The programme is modified/adapted based on the analysis of assessment results, in order to ensure its modernization; ▪ If necessary, at scheduled periodicity academic and invited staff teaching evaluation is carried out using pre-determined classroom observation template. The classroom observation is conducted by peers from the same programme, from the different programme but the same higher education institution, or by peers invited from a different the HEI; ▪ Students evaluate (through questionnaires or other means) the main academic course / subject to refine and improve it at the end of each course / subject; ▪ Master / Doctoral students evaluate the implementation of the scientific-research component, as well as scientific supervision; ▪ Periodically the programme is compared with similar programmes of foreign universities. To bring the programme in compliance with the modern requirements, the best international practices are applied; ▪ Using the complex indicators of results of monitoring and programme, the programme efficiency is assessed and if necessary, the programme is modified and improved.	▪ Programme monitoring and periodic review results and the document certifying utilization of these results; ▪ Peer review report and changes implemented based on the recommendations given in the report (If available); ▪ Academic/scientific and invited staff teaching evaluation results; ▪ Activities and changes implemented for the purpose of evaluating the academic course / subject, as well as for the development of the scientific-research component; ▪ Survey results conducted by the higher education institution; ▪ Interview results.