

Quality criteria and standards on the level of higher education educational program

Education quality

1. Learning outcome quality

Planned competencies on the educational program are correlated with professional standards (qualifying characteristics) and the labor market modern demands. Planning of the program content is based on the regional (local) labor market analysis results.

More than 80% of graduates shall be employed in according with their course (specialty) within one year and/or continue their education by programs facilitating development of the obtained professional competencies. Employers are satisfied with the learning outcome (satisfaction percentage is not less than 80%). The results of direct assessment conducted with the help of tools, provided by the educational organization, are correlating with the IGA (Final State Attestation) results, declared by the educational organization.

Educational institution performs continuous monitoring of the program graduates career progression. Data on graduates employment and career achievements are open and available to potential program consumers.

Education quality assurance criteria

1. Strategy, aims and program management. Internal quality assurance system.

Educational institution development strategy provides for the development of individual educational programs, including SWOT analysis, assessment of the regional educational markets development prospects, objectives statement. The program educational objectives are logically correlating with strategic plans of region and regional labor market development; are oriented to achievement of planned competencies, determine basic requirements to ensuring and development of the internal and external education quality assurance conditions.

The program management system allows operate and develop the internal quality assurance system, position the program in the educational market, allocate areas of responsibility between the various departments involved in the educational program formation and implementation. The program managers coordinate activities of all structural subdivisions and the program development stakeholders, ensuring their concerted efforts.

2. Structure and content of the programme

Obligatory availability of the program graduate's competency model, correlated with the requests of the international, federal, regional (local) labor market (in accordance with the objectives declared by the educational organization). The program content and structure includes all academic subject areas, required to form the declared competences. Training courses and practices contribute to the formation of all kinds of practical skills required by the program graduate. Students preparation profiles development is provided, agreed with the demands of regional consumers of the program graduates. Student academic workload allows optimal distribution of students' classroom and independent work. Assessment funds are developed based on real practical modern situations, and allow estimate both the formation and the formedness of the competencies declared by the program.

3. Teaching and learning materials

Teaching and learning aids (hereinafter referred to as UMM: textbooks, teaching aids, workshops etc.), used in the academic process, comply with the program declared objectives, facilitate achievement of the competencies, declared in the program. The academic process is provided with educational materials from the disciplines' programs basic lists (in paper and (or) electronic form). Each student is provided with access to library resources, to the full-text databases of scientific periodicals, put on the internet, to the databases, used in training courses. The UMM improvement work is performed on the regular basis taking into account opinions of students and employers.

4. Techniques and methods of educational activities

Educational methodologies for preparation and carrying out basic types of academic studies, applied at the program implementation, provide coverage of the academic courses content, effectiveness of practices, comply with the declared objectives of the program and contribute to the achievement of planned competencies. Number of interactive academic sessions contributes to formation of the declared competencies. All disciplines are provided with the regularly updated UMM. During the program implementation, the internal standards are observed, regulating application of educational methodologies and techniques. Educational institution implements the e-learning system, allowing extension of the program consumers' educational opportunities.

5. Teaching staff

Structure and number of teachers correspond to the program requirements, standards, established by the state, and take into account the teachers involvement in other programs, been implemented by the educational organization. Procedures of teachers election and certification,

applied in the EI, guarantee compliance of the regular teachers' competency, qualification and practical experience to the program objectives and requirements.

Attracting practicing specialists and employers as part-time teachers increases the training practical orientation and allows implementation of innovations. Staffing policy and candidates' pool formation policy are introduced on the program level. The teaching staff key performance indicators system is introduced, associated with financial and non-financial motivation system. Teachers believe that the developed system is fair and are satisfied with its implementation results. Teachers provided with opportunities for research activities, training and self-development. Methodic and scientific support is provided to young teachers by professors and teachers with solid pedagogical experience.

6. Material and technical and financial resources of the programme

Material and technical resources allow achieve the planned learning outcomes. There are lecture halls in quantities sufficient for the educational process and in which modern educational technologies can be used. Lecture halls equipment and approaches to them provide free access for people with limited physical capabilities. Laboratories are equipped with modern equipment and have sufficient quantities of consumables to provide ability for students' professional competencies formation. The library houses educational and scientific literature, magazines in accordance with the program content, its stocks are constantly replenished. Reading room is equipped with sufficient number of computers, there is a free Internet access. Library hours and access to the funds are consistent with students' needs and requirements. Computer and information structure, equipment and material-technical base contribute to students' achievement of supposed learning outcomes and have positive impact on the motivation for students and teachers researches.

To implement the program, a budget is formed, with controlled administration and effectiveness of the allocated resources management. Financial resources formation and management are transparent to teachers, students and the public. The program's financial resources allow creating, maintaining and operating material-technical base and equipment, required for the program implementation, to provide the training process with teachers and employees with high qualification and competency level.

7. Informational resources

Informational resources allow creating, store and delivering the educational content. Students and teachers are granted with access to the materials, missing in the educational organization library, to electronic educational resources on the training course (databases, electronic

textbooks; computer-based learning programs; Internet based informational bases). Virtual work-rooms are organized for the educational process participants, allowing to exchange informational and work with online resources (including methodological support provision). Students have Personal work-room (account), allowing to work with online learning courses; with personal data (for example, portfolio formation), to subscribe to newsletters etc.

Information and communication technologies (ICT) are widely used at the program implementation. The educational organization informational openness is clearly seen.

8. Research work

The program teachers conduct scientific researches, involving students, undergraduates and postgraduates. Research results are implemented into the educational process in order to maintain an educational environment, motivating students to a deeper study of the disciplines, and improving actual learning outcomes. Most of the research activities are implemented by order of enterprises and organizations. Research results are implemented into the enterprises' and organizations' practice. There is a practice of commercialization of students', undergraduates' and graduate students' research activities, including establishing their own business.

9. Participation of employers in the program implementation

Employers participate in the program implementations, thus increasing practical orientation of the learning, allowing the program to respond flexibly to changes in the labor market needs and requirements and attract employers to the formation of students' skills. Employers are actively involved in the educational programs implementation: conducting workshops, seminars and trainings. Assist in organizing and conducting probations and practices of students. The educational organization policy encourages participation of employers in the educational process. Practice of cooperation is of consistent character.

10. Students participation in the programme management

There is a documented system for consideration of students' appeals and complaints at the program level. Feedback from students is part of the educational organization policy on internal quality assurance and education quality assurance and is carried out on an ongoing basis. It improves the actual learning outcomes and increases the education quality assurance level.

11. Student services

Program level student services are a part of the educational organization policy on students support during their learning, helping them to realize their abilities and successfully complete the program. Educational institution creates conditions for the development of social and personal skills of students, provides equal opportunities for students from different social strata.

12. Career guidance and applicants' preparation

Applicant's preparation quality as a way to assure education quality not only due to the high level of education quality assurance, but also by admitting for training the most prepared students, is a part of the educational organization policy on internal quality assurance and is performed on ongoing basis.

Career guidance is systemic in nature and aims to attract to the program the most prepared and motivated prospective students taking into account the labor market regional and inter-regional demands.