|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Approximate variants of decision making concerning accreditation of the programmes | | | | | |
| № | Evaluation of education quality | Evaluation of education quality assurance | Decision on  accreditation | Comments | |
| Education quality (EQ) | Education Quality Assurance (EQA) |
| 1. | 2 | 3, 4 or 5 | To refuse in accreditation | EQ is low.  Prospective results of education are not achieved, as there are considerable shortcomings in realization of the programme.  EI should remove these shortcomings within 1 year and raise education quality to acceptable level. | Level of EQA securing is acceptable, good or high that allows substantial improving the education quality |
| 2. | 3 | 2 | To refuse in accreditation | EQ is acceptable. EI should take within one year urgent measures on essential improvement of education quality and on support and the further improvement of education quality. The reviewers are not sure that EI can perform the specified measures as EQA securing corresponds to low level. | Level of EQA securing is low.  EQA does not provide the students with possibilities for achievement of the most part of the provided results of the programme learning.  EI should improve securing of education quality assurance to acceptable level within one year. |
| 4 | To refuse in accreditation | EQ is good, but is achieved at the expense of skill of the teachers and enthusiasm of the students. EI should support EQ and undertake measures on the further improvement of EQ within the next two years.  However the reviewers are not sure that EI can perform the specified measures as EQA securing corresponds to low level. |
| 5 | To refuse in accreditation | EQ is good, but is achieved at the expense of skill of the teachers and enthusiasm of the students. EI should support EQ within the nearest two years, measures on the further improvement of EQ are not obligatory. However the reviewers are not sure that EI can support EQ within the next two years as EQA securing corresponds to low level. |
| 3. | 3 | 3 | Accreditation with condition  for 1 year | EQ is acceptable.  EI should take measures on essential improvement of education quality within one year. | Level of EQA securing is acceptable.  EI should essentially improve EQA securing, take measures on support and the further improvement of education quality assurance within next year |
| 4 | Accreditation with condition  for 2 years | Level of EQA securing is good.  EI is capable to support level of EQA securing and undertake measures on the further improvement of EQA within next two years |
| 5 | Accreditation with a condition  for 2 years depending on conditions | Level of EQA securing is high.  EI is capable to support level of EQA securing within next two years, measures on improvement of EQA are not obligatory |
| 4. | 4 | 3 | Accreditation with a condition  for 2 years depending on conditions | EQ is good.  EI should support EQ and undertake measures on the further improvement of EQ within the next two years.  However the reviewers are not sure that EI can support EQ within the next two years as EQA securing corresponds only to acceptable level. | Level of EQA securing is acceptable.  EI should essentially improve EQA securing within the next year. |
| 4 | Full accreditation[[1]](#footnote-1) – for 4 years, for specialty programme 5 years, training programme 2 years | EQ is good.  EI should support EQ and undertake measures on the further improvement of EQ within the next four years.  The reviewers are sure that EI can support EQ at good level within the next four years as EQA securing corresponds to good level. | Level of EQA securing is good.  EI is capable to support level of EQA securing and undertake measures on the further improvement of EQA within next four years. |
| 5 | Full accreditation[[2]](#footnote-2) – for 4 years, for specialty programme 5 years, training programme 2 years | EQ is good.  EI should support EQ and undertake measures on the further improvement of EQ within the next four years.  The reviewers are sure that EI can support EQ at good level within the next four years as EQA securing corresponds to good level. | Level of EQA securing is high.  EI is capable to support level of EQA securing within next four years, measures on improvement of EQA are not obligatory |
| 5. | 5 | 3 | Accreditation with a condition:  for 4 years[[3]](#footnote-3), for specialty programme 5 years, training programme 2 years  depending on conditions | EQ is high.  EI should support EQ and undertake measures on the further improvement of EQ within the next four years.  However the reviewers are not sure that EI can support EQ within the next four years as EQA securing corresponds only to acceptable level. | Level of EQA securing is acceptable.  EI should essentially improve EQA securing within the next year. |
|  | 4 | Full accreditation[[4]](#footnote-4) – for 4 years, for specialty programme 5 years, training programme 2 years | EQ is high.  EI should support EQ during next four years, measures on the further improvement of EQ are not necessary.  The reviewers are sure that EI can support EQ at good level within the next four years as EQA securing corresponds to good level. | Level of EQA securing is good.  EI is capable to support level of EQA securing and undertake measures on the further improvement of EQA within next four years. |
|  | 5 | Full accreditation[[5]](#footnote-5) – for 6 years | EQ is high.  EI should support EQ during next six years, measures on the further improvement of EQ are not necessary.  The reviewers are sure that EI can support EQ at high level within the next six years as EQA securing corresponds to high level. | Level of EQA securing is high.  EI is capable to support level of EQA securing within next six years. |

1. Bachelor, Master, Retraining programme [↑](#footnote-ref-1)
2. Bachelor, Master, Retraining programme [↑](#footnote-ref-2)
3. Bachelor, Master, Retraining programme [↑](#footnote-ref-3)
4. Bachelor, Master, Retraining programme [↑](#footnote-ref-4)
5. Bachelor, Master, Retraining programme [↑](#footnote-ref-5)