**AKKORK CRITERIA FOR QUALITY AND QUALITY ASSURANCE ASSESSMENT**

**INSTITUTIONAL CONDITIONS**

Education quality assurance is a complex of terms which are provided by an educational institution for its students to achieve the intended educational results

CRITERION 1. STRATEGY, AIMS AND PROGRAM MANAGEMENT

* Describe the strategy for the development of the program for the next 4-6 years. Coherence of the strategy of development of the program with the prospects of development of the regional (federal, local) labor markets, industry trends within the major of the graduates of this program. Attach the reports on the implementation of the strategy over the past 5 years to the report on self-examination\*
* The number of educational institutions in the region engaged in the implementation of programs such as the evaluated program
* How can the implementation of the program be affected by the main macro factors (changes in the regulatory framework, global, federal, regional trends in the field of education, competition, demographic and cultural factors, etc.)
* Coherence between the objectives of the program and the objectives of the professional activity of a graduate
* Coherence between the program aims and the demand of the federal (regional, local) labor markets\*
* Informational availability of the documented objectives of the program for all interested parties
* Program management system (the list and structure of the divisions, functions, duties and responsibilities of the various areas of responsibility of the structural units) is effective
* The system of the program management allows to effectively attract employers to the analysis, design and implementation of the program\*
* The availability of basic departments of the main employers in an educational institution (at the level of implementation of the program)\*
* The availability of the university departments in the enterprises which are the main consumers of the graduates
* The system of the internal monitoring and examination of the quality of education allows to update the content of the program in accordance with the changing conditions of the labor market as well as to carry out continuous assessment of the process of competencies formation and to involve employers in this process\*
* The availability of a functioning system of key performance indicators of the units involved in the implementation of the program
* The availability within the accredited program of professional-social (socio-professional, professional) accreditation carried out by Russian and / or international agencies (unions / employers' associations)

CRITERION 2. PROGRAM STRUCTURE AND CONTENTS

* Prove that the competence model of an educational institution graduate has been recognized on the labor market\*:
* describe how the graduate competence model developed by an educational institution correlates with the labor market needs (professional standards, qualifying characteristics)
* Prove that the claimed by the educational institution competences take into account the regional demand for specialists of this level (given regional specificity)
* The availability of competencies in the competence model that characterize personality and are an integral part of professional competence (e.g. strategic / systematic thinking, etc.)
* The availability of social competencies in the competence model which are aimed at development, maintenance and improvement of communications
* The availability of competencies in the competence model which reflect formation of entrepreneurial skills and competencies, the formation of which is necessary for work in the sphere of small and medium business
* Prove that the content of the program allows one to form competences of a graduates developed through the offices of employers
* Prove that the content of the program provides the development of training profiles on agreement with employers taking into account the regional labor market needs\*
* Prove that all the disciplines of the program are aimed at formation of competences of a graduate (provide, if necessary, the matrix of competencies)\*
* Prove that in the curriculums of the subjects (modules) learning outcomes are formulated together with formed competencies. Provide subject programs
* Prove that the evaluation assets used in the ongoing monitoring of progress and implementation of interim certification contain materials that are developed on the basis of real practical (industrial) situations
* Describe the processes of the main forms of students progress monitoring. How does the technology of performance monitoring and a mid-term attestation allow to evaluate the forming competences
* What forms teaching stated in the curriculum of the program allow to develop professional competences of the graduates associated with entrepreneurial abilities and skills for working in small and medium business
* Prove that the questions and tasks of the Final State Attestation are tailored to specific requests of enterprises and organizations (taking into account the specifications of the industry in which the accrediting organization operates) and allow to evaluate the formedness of the competences of the graduate\*
* Prove that in practice programs (tasks, results, etc.) the formed competences are reflected (taking into account the specifics of the industry in which the accrediting organization operates). Attach sample program practices.
* Prove that the topics of Graduate Qualification Works (GQWs) is defined by the demand of enterprises of the real and / or financial sector\*. The proportion of GQW designed to perform tasks that are informed by the needs of employers
* Specify the proportion of GQWs which have practical application in the enterprises and organizations
* The proportion of subjects (modules) developed through the offices of employers.
* Prove that the program structure includes compulsory and elective subjects providing students with individual learning trajectories. Give an example of an individual student's plan
* Prove that the distribution of educational subjects of the curriculum corresponds to the logical sequence of their study
* How the program structure provides the learning of the program by students with different initial levels of training. Give an example
* Describe the process and mechanisms of employers engagement in the analysis and design of the contents of the main curriculum (including interaction with the employers about planning and organizing of practices; negotiation procedure with employers about externships and traineeships)\*
* Whether the structure of the program corresponds with the internship (name of an educational institution) which, according to the educational institution, is best in for the implementation of this program

CRITERION 3. TEACHING AND LEARNING AIDS (TLA)

* Describe the processes of developing and updating of TLA, participation of employers, students and other concerned parties in the development TLA\*
* The proportion of TLA agreed upon by key social partners from the labor market (%, at the moment of evaluation)
* In the op-amp is designed and approved A standard of TLA of a subject which governs its content and structure, the content of the individual elements, didactic requirements, the process of organization and development of TLA expertise is designed and approved in the educational institution\*
* How is the interaction of the various divisions and departments in the development and updating of TLA coordinated. A mechanism of actualization of TLA which takes into consideration changing conditions at the federal, regional and local labor markets is stated
* The developed subject TLA corresponds to the approved standard.
* The proportion of TLA adjusted to ERO and other external representatives of the academic community
* Prove that the tasks for extern- and internships are aimed at the acquisition of practical skills by the students (correlate with competency model)\*
* Whether the tasks for externships are stated taking into account the topics of the graduate qualification works
* Whether the questions of the state exam within the specialty (field of study) fully correspond with the educational program mastered by a graduate\*
* TLA used in educational processes possess:
* consistent and logical presentation of educational material
* availability of generalizations and conclusions
* availability of test questions and tasks, including test materials
* adequacy and quality of the illustrative material
* availability of additional sources of information for written work
* methodological works which allows combination of classroom and independent work
* TLA allow various types of lessons to be implemented
* The developed TLA can be used for all forms of education implemented with the program
* Availability of data bases which correspond the full list of program subjects in content
* Use of TLA developed within the program (textbooks, manuals, methodical works, workshops, lists of equipment base, teaching methods, etc.) by other Russian educational institutions implementing similar programs
* Whether the program of general and special subjects (professional cycle subjects) include modern advances in science, engineering, technology and management including production for the major (prove with examples)
* Whether the information comprising the component of the subjects appeals to domestic and foreign scientific periodicals, monographs, and network resources

CRITERION 4. EDUCATIONAL TECHNOLOGIES AND METHODS

* Prove that the technologies and methods used in the educational process contribute to a more complete disclosure of the content of training courses and formation of the stated competencies\*
* How the applied methods and technologies of educational activities are provided with the corresponding TLA
* Prove that employers are involved in determining (selecting) of technologies and methods used for program implementation
* Mark which kinds of studies are used in the educational process.
* Lectures
* Seminars
* Laboratory classes
* Workshops on problem solving
* Colloquia
* Individual consultations
* Trainings
* Lessons where different technologies are used including:

business, role-playing games;

organizational-activity, games, group problem work;

discussion;

technology “Brainstorming”;

analysis of real situations of professional activity.

* Case method
* Project method
* Simultaneous lecturing of two lectures
* Lectures with planned mistakes
* Master class
* Other (indicate)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Give an example of five specialized subjects and specify the proportion of training of these subjects
* Whether the implementation of e-learning at the program level is a part of the university strategy to improve the quality and accessibility of education. Describe how the introduction of e-learning impacts the formation processes: training and methodological support of educational process, the training of the teaching staff, organization of multimedia online and offline training
* Estimate if the level of development of e-learning at the university allows the use of new educational methods at the program level to improve the quality and accessibility of education, such as: methods of distribution of seminars and group activities; education and training at the workplace for practical and situational cases; organization of e-learning repositories; formation of individual learning trajectories.
* The proportion of educational subjects implemented by an employer
* The number of master classes in the current academic year conducted by representatives of employers (and / or other members of the professional community).

CRITERION 5. ACADEMIC TEACHING STAFF

* Prove that the educational process involves staff whose qualifications allows the implementation of the learning process through the use of approved methods and technologies of educational activities\*
* Provide the distribution of full-time teachers by age(%):

Under 30

31-45 years

46-55 years

56-70 years

More than 70 years

* Describe the system of internal monitoring of the teaching staff and the administrative personnel, its relationship with the motivation. Give examples of legal acts regulating this process\*
* Prove that the system of training and retraining of teaching staff allows the maintenance of the competence of teachers at a level sufficient for the implementation of the program focused on the modern labor market requirements
* Describe the system of financial and non-financial motivation of the teaching staff, provide legal documents regulating this activity
* Evaluate how the system of internal monitoring of the teaching staff allows to estimate the developmental potential of the teaching staff (teachers striving for perfection and self-development, including through in-integration of educational, research and innovative activities in their work)\*
* Provide data on the results of the last integrated assessment of the teaching staff.
* Describe what measures are taken in the educational institution in the implementation of policies for staff provision: consolidation in the departments of highly competent and qualified teaching staff; involvement of young professors and graduate students in teaching, provision of methodological and scientific support to young teachers, material incentives\*
* Describe the policies of the program in the field of formation and development of personnel reserve\*
* The number of “reservists” promoted to higher positions (in the last year)\*
* The number of “reservists” dismissed from the educational institution (in the last year)
* The results of the “reservists” monitoring on satisfaction with the prospects of their professional development
* Describe the process, frequency and results of the complex assessment of the teaching staff. Give examples of legal acts regulating the process\*
* Describe the system of key performance indicators of the teaching staff and the administrative staff \*
* In the educational institution the requirements for the qualification and competence of teachers involved in the implementation of the program are developed and approve \*
* In the educational institution the standards and norms which determine the teacher’s work are developed \*
* Describe the process of an interview or a survey of students and graduates on the evaluation of full-time teachers, the results of which are accounted for during the attestation of teachers\*
* Whether professors and teachers implementing the program are invited to other educational institutions: for special course lecturing; for supervision of final graduate works; to conduct master classes
* The percentage of teachers who combine work in the educational institution with the occupational activity \*
* The percentage of teachers of specialized subjects with experience in the profile of the implemented subject (not more than 5 years old)
* T he percentage of the teaching staff holding certificates corresponding to the requirements of professional industry standards and qualifications frameworks
* Describe how the training and retraining of teachers is implemented. The availability of teachers documented evidence of systematic training (internships, additional education programs, seminars, courses, etc.)
* How is the involvement of employers in the implementation of the program carried out (design of copyright courses, master classes, workshops, supervision of final graduate works, participation in final state attestation)
* The number of full-time academic staff implementing the programs, leading research and teaching activities in foreign universities
* The percentage of teachers:

fully satisfied with HR policies implemented at the program level,

partially satisfied with HR policies, unsatisfied

The percentage of teachers:

fully satisfied with the system of motivation functioning in the educational institution

partially satisfied with the motivation system, unsatisfied with the motivation system

CRITERION 6. MATERIAL AND TECHNICAL AND FINANCIAL RESOURCES OF THE PROGRAM

* Describe the material and technical resources which ensure efficient and effective organization of the learning process. Provide a list of internal regulations, defining types and amounts of material and technical resources allocated for the program\*
* The percentage of classrooms equipped with resources (including modern software products) which provide access to information needed for effective operation of the participants of the educational process
* The percentage of laboratories (of the total number of laboratories required for the implementation of the main curriculum) equipped with modern instruments and equipment (availability and use in the educational process of modern equipment that allows students to form professional competences)
* Whether the educational institution has modern facilities for basic and applied research for the major (qualification)\*
* Evaluate how the material and technical resources of the program allow the implementation of e-learning in the educational process of the program, as well as the improvement of the mechanisms of its use
* Whether the bases of occupational practice are provided with modern equipment and instruments, special polygons to the extent necessary for the formation of professional competences\*
* How is the accessibility of the education for disabled people ensured\*
* Describe the processes of budget formation required for the implementation of the program, monitoring of its performance, effectiveness of the use of resources allocated to the implementation of the program, the plan for the development and improvement of educational and material and technical resources of the program in order to maintain and improve the quality of education. Attach documents regulating the process\*
* Whether the processes of formation and use of financial resources allocated for the implementation of programs for teachers, students and the public are transparent. Provide the address of an information resource that hosts this information\*
* To which extent the financial resources of the program allow to acquire, maintain and operate the material and technical base and equipment necessary for the implementation of the program\*
* To which extent the financial resources of the program allow the provision of the learning process with teachers and employees with a high level of qualification and competence\*
* How are the processes aimed at obtaining of additional funding for the program, for example, business activities connected with the provision of educational services and the implementation of scientific and technological achievements of teachers and students, as well as at attraction of private investments are carried out\*
* The number of laboratories with equipment and supplies provided by social partners (employers)

CRITERION 7. INFORMATION RESOURCES

* Describe the use of informational infrastructure for the creation, storage and delivery of educational content\*
* Whether the students and teachers are provided with the access to the missing from the library of the educational institution fundamental works, major domestic and foreign journals on the major, monographs of famous scientists and other literature on the profile of the program through the library funds of other educational institutions and / or electronic information resources available on the Internet\*
* Availability of electronic educational resources on the major (databases, electronic textbooks, educational computer programs, data bases on the Internet) for the students and teachers\*
* Describe how virtual offices, i.e. services that enable teachers and staff of the educational institution share information between themselves and work with online resources (including methodical support) are organized for teachers and administering staff\*
* Whether the student has personal account – service that helps them work with their personal data, for example, display the current progress; see the schedule of classes; and use the electronic library of the educational institution, work with online training courses; subscribe to newsletters, etc.
* Whether the information resources of the program allow the implementation of the continuing operation and updating of the electronic labor exchange, i.e. the base of vacancies in the partner companies of the educational institution\*
* Describe the management information system designed to provide administrative and technical support of the processes related to e-learning (the ability to use it within the main curriculum)
* Note in which processes information and communication technologies (ICT) are used:
* In management processes
* In activities planning
* in the process of electronic document flow, including for the purpose of transmission and storage of staff reports
* In orders control system
* For maintenance of students database and formation of their e-Portfolio
* For maintenance of teachers database and formation of their e-Portfolio
* For learning schedule planning
* For formation of curricula and subject programs
* For planning and recording of the teaching staff workload
* for the organization of feedback from students, graduates and employers, also for the collection of information on the quality of teaching
* for provision of information about the programs / services implemented by the department
* Assess the information transparency of the educational institution \*:
* The presence of official pages and accounts in social networks of general use (Facebook, Twitter, Vkontakte, LiveJournal) (Provide a link / a number of subscribers at the time of monitoring)
* “Useful” files on the site(s) on the main curriculum (total number of files in formats doc, pdf, ppt, xls, at the time of monitoring)
* The availability of an archive of scientific publications / teaching materials in the public domain (an Internet address / the number of downloads, at the time of monitoring)

CRITERION 8. SCIENTIFIC RESEARCH

* Describe the organization of research activities (RA) carried out by teachers and heads of departments, within external and internal financing. Provide examples of research carried out at the expense of external funding and within internal grants, the results of which are demanded by the educational institution and / or other organizations\*
* The percentage of use of research results in educational process and in the organization of educational activities in the management of the educational institution (% over the past three years)\*
* Describe the process of involvement and participation of students and graduates in carrying out of research through internal and external sources of funding. Give examples of research activities
* The number of teachers and students who took part in scientific conferences in this country and abroad as guest (plenary) speakers (during the previous year)
* The number and name of student science clubs run by teachers (Heads of Departments)
* The proportion of students (from the general number of students of the major) engaged in scientific clubs (in the previous year)
* Prove that the results of research carried out by students and teachers of the program are implemented by enterprises and organizations. Give examples\*
* The percentage of research results within the profile of the program that have practical application in the real (or financial) sector of the economy and are confirmed by the implementation acts in enterprises within the profile of the program and / or successfully commercialized research results of students and graduates, including the establishment of their own businesses (in the last three years)\*
* The percentage of patents and certificates of conformity of research results to Russian and international quality standards in the total number of research activities within the profile of the program (% over the last three years)
* The number of students of the program, receiving additional scholarships (of President of the Russian Federation, of the governor, of the principal, from corporations)
* The proportion of students in the main curriculum who are the winners of research grants (Russian and foreign, % over the last three years)

CRITERION 9. EMPLOYER PARTICIPATION IN THE PROGRAM IMPLEMENTATION

* How the policy of the educational institution in the sphere of the education quality improvement encourages the participation of employers in the program implementation\*
* The number of master classes conducted by representatives of employers (and / or other members of the professional community) in the total amount of training sessions on the program\*
* Whether employers are involved in the formation of the student matrix of competencies. Give examples of competencies that have been developed in together with employers\*
* The number of social partners of the program. Give examples
* Whether the employers participate in the observational, academic council and other bodies of collective management
* Describe how the employers contribute to the employment of graduates of the program\*
* Whether the employers are involved in the assessment of final graduation works not only as members of the SAC. Give examples
* Whether the departments meetings with the participation of employers and the business community are held regularly. Give examples
* Whether the employers taking part in the program implementation allocate resources, including financial resources

CRITERION 10. STUDENTS’ PARTICIPATION IN THE PROGRAM CONTENTS DETERMINATION

* How the students participate in program management (including through student government, participation in the monitoring, etc.). List the documents that regulate these processes\*
* What documented procedures of receiving information from the students by the department and (or) the educational institution exist\*
* How is feedback from students used to improve the actual learning outcomes and (or) improve the education quality assurance\*
* Describe the measures to encourage student participation in determining the content of the program and organization of educational process by the departments and faculty\*
* Whether the students' opinion in taken into consideration at the assessment of the quality of classes. How?
* Whether the students' opinion in taken into consideration at the assessment of the conditions created for the independent work. Describe the outcomes of these studies (in the last year)
* Whether the opinion of students is taken into account at update of educational methodological materials (EMM). Describe the results of the research (in the last year)
* Whether the results of students' participation in public master classes, workshops, trainings held by the representatives of the business community and employers, are analyzed. How will the structure and content of this activity change in the next year taking into account students' attendance of such events\*
* The percentage of students who evaluate the quality of education as “excellent” / “good” / “satisfactory” / “unsatisfactory”
* The percentage of students who think that their opinion is taken into consideration at program development
* The percentage of students who assessed the influence of research activities on the quality of education

CRITERION 11. STUDENT SERVICES

* Describe the system of work of the educational institution aimed at the formation of personal and social skills of students, the organization of leisure and recreation of the students. Give examples of regulations governing these of the educational institution at the program level
* Describe how this system of work takes into account the individual characteristics and dispositions of students and contributes to the process of socialization and adaptation of students from socially vulnerable segments of the society\*
* How regularly are cultural and sports events for students of the program conducted. Whether the resources allocated for recreation, physical development, decent social conditions, etc. are sufficient
* Describe the reward system of students for achievements in extracurricular activities\*
* The number of creative clubs, studios, clubs functioning on a permanent basis for the students of the program
* What mechanisms of material students support are functioning at the level of the program:\*
* visits to the recreation camps
* Various awards and financial aid
* Travel privilege payments for rail, air, river and road transport
* Organization of privileged students’ canteens
* Payment for sanatorium-resort therapy
* additional payments to orphan students
* additional payments from students with disabilities and low-income students
* Whether the students who need help in learning because of a disability or chronic disease are offered services such as software for voice recognition, hearing aids or services on noting of lectures, seminars, etc.
* Whether the educational institution provides the students with an opportunity to enroll in additional courses and / or programs, such as internships abroad including language and computer courses, a variety of seminars and workshops, master classes, etc.\*
* Whether there are computer classes of free access at the educational institution, that is, classes that are designed only to prepare students for studies using the network of educational resources of the educational institution and / or informational online resources, scans of the necessary materials or downloaded information\*
* Whether the students can receive psychosocial support from specialists (e.g. on issues related to stress, giving up of harmful habits, etc.)\*
* Whether the educational institution has an internal recruitment agency (Job Center) for students and graduates\*
* Whether student employment trainings, advice on resume preparation is provided
* Whether the students can pay for the education in installment
* Whether the students can get educational loans in the banks – partners of the educational institution
* Whether the students can get a discount for educational payments if they study alongside employment at this educational institution
* Whether the students can transfer from fee-based to budget training if they show excellent results in education, scientific research and activity in public life of the educational institution\*
* Whether the scholarship of the principal and the employers is paid to the students of budgetary and fee-based training
* Whether the educational institution has:\*
* library with a reading room and a subscription
* Canteen and/or cafes
* Gym and stadium
* Medical center or clinic for students
* Stalls in which students can buy stationery, books required for study, CD-drives, flash drives, etc.
* Whether there are access points, i.e. touch screen monitors or computers linked to the site of the educational institution and which allow the students to receive the necessary information about the timetable, their group, the learning objectives, the schedule for the teacher, etc. in the halls and / or corridors of the educational institution.
* Whether the network of wireless Internet access (Wi-Fi) and all the conditions for its use are available at the educational institution
* Whether customer service which helps students to issue and receive documents is organized at the educational institution: medical certificates confirming the training; extracts from the order; transcripts and exam sheets; usernames and passwords, transcripts or student tickets; specify the information about tuition fees, etc.\*
* Whether the students are given an opportunity to work at their educational institution on a flexible schedule

CRITERION 12. PROFESSIONAL ORIENTATION AND PREPARATION OF APPLICANTS

* How is the vocational guidance and training of potential applicants organized. Provide statistical data on the number of career guidance activities (for the previous year)\*
* How is the system of identification and attraction of the best prepared students to the training is organized. Whether the educational institution runs competitions, contests and other events\*
* Describe how to implement a system of continuous education “School-university”, “School – college – University" within the major\*
* Whether pre-university training of students and applicants for the passing of the unified state exam and entering of the educational institution in the subjects submitted for the entrance test is organized at the educational institution
* Whether the educational institution provides the attendants of prevocational training courses with methodical literature on the unified state exam and the subjects of entrance exams and other subjects of preparatory training\*
* The average score at the Unified State Examination (hereinafter – USE) of the students enrolled in the training within the educational program on a budgetary basis (or through the means of trust funding – for non-state educational institutions) (in the previous year)
* The average minimum score at the USE of the students enrolled in the training within the educational program on a budgetary basis (or through the means of trust funding – for non-state educational institutions) (in the previous year)
* The average score at the USE (average for all the majors) of the students enrolled in the training within the educational program with full compensation of payment (in the previous year)