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# **PEER REVIEW REPORT**

**An Evaluation of the Alignment of Academic Programmes  
and their Quality Assurance at 'ZZZ' University**

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## 1. Introduction

*(A brief statement about the DESTIN project; its goals, activities and outputs. This will be a standard statement for all reports.)*

## 2. The Peer-Review Process

*(In this section the peer-review process is described and a list of panel members including their positions, professions, etc. is provided. The description of the process will be based upon the WP4 plan.)*

... e.g.,

The aim of the Peer Review process is to review two academic programmes, and the quality assurance principles and processes that relate to the approval/validation, review and enhancement of academic programmes at the university. The panel will seek to advise the university (through discussion and a written report) on the nature and extent to which

(a) the two selected academic programmes have been aligned with European (EHEA) standards and national qualification frameworks;

(b) the HEI's quality assurance processes are aligned with European and national requirements and expectations; and provide

(c) any recommendations that may help the university to further the alignment of its academic programmes and quality assurance processes with European and national standards.

### **3. Observations on the Documentation Submitted and the Conduct of the Site Visit**

*(The Panel will provide general comments on the documentation provided and the conduct of the site visit.)*

## 4. Review of Two Academic Programmes

### 4.1 Programme 'XXX'

The expectation of the panel will be:

**In designing, delivering and monitoring an academic programme, the programme team (including its teachers and supporters of student learning) will meet the appropriate European and national standards and requirements.**

The panel has used a rating-scale to assess each of the '10 Criteria of good practice' for assessment of academic programmes. Each assessment may be accompanied by a short commentary on the rating given.

Criterion 1. The design and objectives of the study programme.	DESTIN PROJECT INDICATIVE ASSESSMENT
<p>1. The study programme has clearly formulated objectives that meet the mission and strategy of the higher education institution.</p> <p>2. The study programme objectives and programme learning outcomes are defined based on the positions and needs of interested parties (stakeholders).</p> <p>3. The study programme objectives and programme learning outcomes are defined based on the trends of development of the Program Subject Area (speciality), labor market, sectoral and regional context, as well as the experience of similar Ukrainian and international study programmes.</p> <p>4. The study programme fosters the achievement of the learning outcomes stated by the higher education standard for the respective Program Subject Area (speciality) and higher education level (if available). If no approved higher education standard is available for the respective Program Subject Area (speciality) and higher education level, programme learning outcomes should meet requirements of the National Qualification Framework for the respective qualification level.</p>	<ul style="list-style-type: none"><li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li><li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li><li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li><li>○ <b>Level A</b> – the study programme and/or the educational activity under</li></ul>

	such programme fully meet the defined criterion and are of an innovative/exemplary character.
<b>Comment</b>	

<b>Criterion 2.</b> The structure and content of the study programme.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The scope of the study programme and its separate educational components (in ECTS credits) are in line with the requirements of legislation concerning the learning workload for the relevant higher education level and meet the relevant higher education standard (if available).</p> <p>2. The content of the study programme has a clear structure; educational components included into the study programme constitute a logical consistent system and, taken together, allow the achievement of the stated objectives and programme learning outcomes.</p> <p>3. The content of the study programme is in line with the Program Subject Area (speciality) (or specialities in cases of interdisciplinary programmes).</p> <p>4. The structure of the study programme envisages the possibility of forming an individual educational trajectory, in particular, though the individual choice of modules by students in the amount stipulated by legislation.</p> <p>5. The study programme and curriculum envisage practical training of students that allows them to gain the competencies necessary for further professional activity.</p> <p>6. The study programme envisages the development of soft skills in students that meet stated objectives.</p> <p>7. The content of the study programme takes into account requirements of the respective professional standard (if available).</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and</li> </ul>

<p>8. The scope of the study programme and its separate educational components (in ECTS credits) realistically reflects the actual workload of students, is relevant for achieving objectives and programme learning outcomes.</p> <p>9. If students are trained under a dual form of education, the structure of the study programme and its curriculum are harmonized with the tasks and specific features of this form of education.</p>	<p>are of an innovative/exemplary character.</p>
<p><b>Comment</b></p>	

<p><b>Criterion 3.</b> Access to the study programme and learning outcomes recognition.</p>	<p><b>DESTIN PROJECT INDICATIVE ASSESSMENT</b></p>
<p>1. The admission rules for the study programme are clear and easy-to-understand, do not contain any discriminatory provisions and are published on the official website of the higher education institution.</p> <p>2. The admission rules for the study programme take into account any peculiarities of the study programme itself.</p> <p>3. Clear and easy-to-understand rules are established for recognition of learning outcomes received at other education institutions, in particular during academic mobility, which are in line with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 1997), are available to all participants of the educational process and are consistently observed during realization of the study programme.</p> <p>4. Clear and easy-to-understand rules are established for recognition of learning outcomes received in the frame of non-formal education, are available to all participants of the educational process, and are consistently observed during realization of the study programme.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> </ul>



	<ul style="list-style-type: none"> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<b>Comment</b>	

<b>Criterion 4.</b> Teaching and learning under the study programme.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The forms and methods of teaching and learning contribute to achieving objectives and programme learning outcomes stated in the study programme; meet requirements of student-centered approaches and the principles of academic freedom.</p> <p>2. All participants of the educational process are provided, in a timely manner, with available and clear information regarding the objectives, content, programme learning outcomes, and the evaluation procedure and criteria employed in individual educational components (in the form of a syllabus or in another similar way).</p> <p>3. The higher education institution provides a combination of learning and research during realization of the study programme appropriate to the higher education level, Program Subject Area (speciality) and objectives of the study programme.</p> <p>4. Academic staff, researchers (herewith “academics”) update their educational content based on the latest scientific achievements and modern practices in the respective sector.</p> <p>5. Learning, teaching and scientific research are related to the internationalization activities of the higher education institution.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<b>Comment</b>	

<b>Criterion 5.</b> Control measures, evaluation of students and academic integrity.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. Forms of control measures and evaluation criteria for students are clear, easy-to-understand, allow for the assessment of achievement of learning outcomes by the student in each individual educational component and/or in the study programme as a whole, and are published in advance.</p> <p>2. Forms of attestation of students are in line with the requirements of the higher education standard (if available).</p> <p>3. Clear and easy-to-understand rules for conducting control measures are established, these rules are available to all participants of the educational process, provide for the impartiality of examiners, in particular include procedures to prevent and solve conflicts of interest, define procedures for challenging the results of control measures and re-assessment, and are consistently observed during realization of the study programme.</p> <p>4. Clear and easy-to-understand policies, standards and procedures are established at the higher education institution to observe academic integrity, and are consistently observed by all participants of the educational process during realization of the study programme. The higher education institution promotes academic integrity (firstly, through the implementation of such policies for the development of an internal quality culture) and uses</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under</li> </ul>

relevant technological solutions as instruments to counteract violations of academic integrity.	such programme fully meet the defined criterion and are of an innovative/exemplary character.
<b>Comment</b>	

Criterion 6. Human resources	DESTIN PROJECT INDICATIVE ASSESSMENT
<p>1. The academic and/or professional qualification of academics involved in the realization of the study programme ensure achievement of the objectives and programme learning outcomes stated by the respective programme.</p> <p>2. Procedures of competitive selection of academics are transparent and allow for the ensurance of a necessary level of professionalism for successful realization of the study programme.</p> <p>3. The higher education institution engages employers into organization and realization of the educational process.</p> <p>4. The higher education institution involves professional practitioners, sector experts, representatives of employers into classroom activities.</p> <p>5. The higher education institution supports the professional development of academics through its own professional development programmes or by working together with other organizations.</p> <p>6. The higher education institution promotes development of teaching excellence.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an</li> </ul>

	innovative/exemplary character.
<b>Comment</b>	

<b>Criterion 7.</b> Educational environment and material resources.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The financial, material and technical resources (the library, other infrastructure, equipment, etc.), and other learning and teaching materials of the study programme ensure achievement of the objectives and programme learning outcomes stated by the study programme.</p> <p>2. The higher education institution ensures free access to relevant infrastructure and information resources necessary for learning, teaching and/or scientific activities of academics and students of the study programme.</p> <p>3. The educational environment is safe for the life and health of students of the study programme, and allows them to meet their needs and interests.</p> <p>4. The higher education institution provides educational, organizational, informational, consultative and social support to students of the study programme.</p> <p>5. The higher education institution creates sufficient conditions for the realization of the right to education by persons with special educational needs, who study in the programme.</p> <p>6. A clear and easy-to-understand policy and procedures exist for mitigation of conflict situations (in particular, related to sexual harassment, discrimination and/or corruption, etc.), which are available to all participants of the educational process and are consistently observed during realization of the study programme.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>

<b>Comment</b>	

<b>Criterion 8.</b> Internal quality assurance of the study programme.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The higher education institution consistently observes its established procedures for development, approval, monitoring and periodic review of the study programme.</p> <p>2. Students, directly and through student governance bodies, are engaged as partners in the process of periodic review of the study programme and in procedures related to its quality assurance. The position of students is taken into consideration in reviewing the study programme.</p> <p>3. Employers, directly and/or through their associations, are engaged as partners in the process of periodic review of the study programme and other procedures related to its quality assurance.</p> <p>4. A practice exists to collect, analyze and take into consideration information about the career path of graduates of the study programme.</p> <p>5. The quality assurance system of the higher education institution ensures reaction to shortcomings identified in the study programme and/or educational activities related to the realization of the study programme.</p> <p>6. The results of external higher education quality assurance (in particular, comments and suggestions formulated during previous accreditations) are taken into account during reviews of the study programme.</p> <p>7. A culture of quality is formed in the academic community of the higher education institution that contributes to the constant development of the study programme and educational activity related to this programme.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>

**Comment**

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**Criterion 9.** Transparency and publicity. Note. Criterion 9 is applied taking into account the requirements and restrictions regarding disclosure of restricted information established by legislation.

**DESTIN PROJECT INDICATIVE  
ASSESSMENT**

1. Clear and easy-to-understand rules and procedures are established that regulate the rights and responsibilities of all participants of the educational process, and are accessible to them and consistently observed during realization of the study programme.

2. At least a month prior to approval of the study programme or changes to it, the higher education institution publishes the respective draft study programme on its official website with the aim of receiving comments and suggestions from interested parties (stakeholders).

3. The higher education institution publishes, in a timely manner, on its official website, correct and reliable information about the study programme (including its objectives, expected learning outcomes and components, in an amount sufficient to inform respective interested parties (stakeholders) and society.

- **Level F** – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;
- **Level E** – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;
- **Level B** – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;
- **Level A** – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.

**Comment**

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<b>Criterion 10.</b> Study through research. Note. Criterion 10 is applied during accreditation of study programmes of the third cycle of higher education.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The content of the study programme is consistent with the research interests of doctoral students (adjuncts) and ensures their full-fledged preparation for research and teaching activities in higher education institutions within their Program Subject Area (speciality) and/or sector.</p> <p>2. The research activity of doctoral students (adjuncts) is in line with the research topics of their supervisors.</p> <p>3. The higher education institution organizationally and materially provides, under the study program, opportunities to conduct research and to test research results in accordance with the research topics of the doctoral students (adjuncts) (i.e. regular conferences, seminars, colloquia, access to the use of laboratories, equipment, etc.).</p> <p>4. The higher education institution arranges opportunities for doctoral students (adjuncts) to join their international academic community by Program Subject Area (speciality), in particular through conference presentations, publications, participation in joint research projects, etc.</p> <p>5. A practice exists whereby supervisors participate in research projects, the results of which are regularly published and/or practically implemented.</p> <p>6. The higher education institution ensures observance of academic integrity in the research activities of supervisors and doctoral students (adjuncts), in particular by taking measures to preclude the possibility of student supervision by persons who have committed violations of academic integrity.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<b>Comment</b>	

## Assessment of the Expectation for Alignment of the Academic Programme

*(The panel will provide a short account of how far and in what ways the expectation has/has not been met.)*

### 4.2 Programme 'YYY'

The expectation of the panel will be:

**In designing, delivering and monitoring an academic programme, the programme team (including its teachers and supporters of student learning) will meet the appropriate European and national standards and requirements.**

The panel has used a rating-scale to assess each of the '10 Criteria of good practice' for assessment of academic programmes. Each assessment may be accompanied by a short commentary on the rating given.

Criterion 1. The design and objectives of the study programme.	DESTIN PROJECT INDICATIVE ASSESSMENT
1. The study programme has clearly formulated objectives that meet the mission and strategy of the higher education institution.  2. The study programme objectives and programme learning outcomes are defined based on the positions and needs of interested parties (stakeholders).  3. The study programme objectives and programme learning outcomes are defined based on the trends of development of the Program Subject Area (speciality), labor market, sectoral and regional context, as well as the experience of similar Ukrainian and international study programmes.  4. The study programme fosters the achievement of the learning outcomes stated by the higher education standard for the respective Program Subject Area (speciality) and higher education level (if available). If no approved higher education standard is available for the respective Program	<ul style="list-style-type: none"><li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li><li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li></ul>



Subject Area (speciality) and higher education level, programme learning outcomes should meet requirements of the National Qualification Framework for the respective qualification level.	<ul style="list-style-type: none"> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<b>Comment</b>	

<b>Criterion 2.</b> The structure and content of the study programme.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The scope of the study programme and its separate educational components (in ECTS credits) are in line with the requirements of legislation concerning the learning workload for the relevant higher education level and meet the relevant higher education standard (if available).</p> <p>2. The content of the study programme has a clear structure; educational components included into the study programme constitute a logical consistent system and, taken together, allow the achievement of the stated objectives and programme learning outcomes.</p> <p>3. The content of the study programme is in line with the Program Subject Area (speciality) (or specialities in cases of interdisciplinary programmes).</p> <p>4. The structure of the study programme envisages the possibility of forming an individual educational trajectory, in particular, though the individual choice of modules by students in the amount stipulated by legislation.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the</li> </ul>

<p>5. The study programme and curriculum envisage practical training of students that allows them to gain the competencies necessary for further professional activity.</p> <p>6. The study programme envisages the development of soft skills in students that meet stated objectives.</p> <p>7. The content of the study programme takes into account requirements of the respective professional standard (if available).</p> <p>8. The scope of the study programme and its separate educational components (in ECTS credits) realistically reflects the actual workload of students, is relevant for achieving objectives and programme learning outcomes.</p> <p>9. If students are trained under a dual form of education, the structure of the study programme and its curriculum are harmonized with the tasks and specific features of this form of education.</p>	<p>educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</p> <ul style="list-style-type: none"> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<p><b>Comment</b></p>	

<p><b>Criterion 3.</b> Access to the study programme and learning outcomes recognition.</p>	<p><b>DESTIN PROJECT INDICATIVE ASSESSMENT</b></p>
<p>1. The admission rules for the study programme are clear and easy-to-understand, do not contain any discriminatory provisions and are published on the official website of the higher education institution.</p> <p>2. The admission rules for the study programme take into account any peculiarities of the study programme itself.</p> <p>3. Clear and easy-to-understand rules are established for recognition of learning outcomes received at other education institutions, in particular during academic mobility, which are in line with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 1997), are available to all participants of the educational process and are consistently observed during realization of the study programme.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be</li> </ul>

4. Clear and easy-to-understand rules are established for recognition of learning outcomes received in the frame of non-formal education, are available to all participants of the educational process, and are consistently observed during realization of the study programme.	<p>eliminated within a one-year period;</p> <ul style="list-style-type: none"> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<b>Comment</b>	

<b>Criterion 4.</b> Teaching and learning under the study programme.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The forms and methods of teaching and learning contribute to achieving objectives and programme learning outcomes stated in the study programme; meet requirements of student-centered approaches and the principles of academic freedom.</p> <p>2. All participants of the educational process are provided, in a timely manner, with available and clear information regarding the objectives, content, programme learning outcomes, and the evaluation procedure and criteria employed in individual educational components (in the form of a syllabus or in another similar way).</p> <p>3. The higher education institution provides a combination of learning and research during realization of the study programme appropriate to the higher education level,</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be</li> </ul>

<p>Program Subject Area (speciality) and objectives of the study programme.</p> <p>4. Academic staff, researchers (herewith “academics”) update their educational content based on the latest scientific achievements and modern practices in the respective sector.</p> <p>5. Learning, teaching and scientific research are related to the internationalization activities of the higher education institution.</p>	<p>eliminated within a one-year period;</p> <ul style="list-style-type: none"> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<p><b>Comment</b></p>	

<p><b>Criterion 5.</b> Control measures, evaluation of students and academic integrity.</p>	<p><b>DESTIN PROJECT INDICATIVE ASSESSMENT</b></p>
<p>1. Forms of control measures and evaluation criteria for students are clear, easy-to-understand, allow for the assessment of achievement of learning outcomes by the student in each individual educational component and/or in the study programme as a whole, and are published in advance.</p> <p>2. Forms of attestation of students are in line with the requirements of the higher education standard (if available).</p> <p>3. Clear and easy-to-understand rules for conducting control measures are established, these rules are available to all participants of the educational process, provide for the impartiality of examiners, in particular include procedures to prevent and solve conflicts of interest, define procedures for challenging the results of control</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> </ul>

<p>measures and re-assessment, and are consistently observed during realization of the study programme.</p> <p>4. Clear and easy-to-understand policies, standards and procedures are established at the higher education institution to observe academic integrity, and are consistently observed by all participants of the educational process during realization of the study programme. The higher education institution promotes academic integrity (firstly, through the implementation of such policies for the development of an internal quality culture) and uses relevant technological solutions as instruments to counteract violations of academic integrity.</p>	<ul style="list-style-type: none"> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<p><b>Comment</b></p>	

<p><b>Criterion 6.</b> Human resources</p>	<p><b>DESTIN PROJECT INDICATIVE ASSESSMENT</b></p>
<p>1. The academic and/or professional qualification of academics involved in the realization of the study programme ensure achievement of the objectives and programme learning outcomes stated by the respective programme.</p> <p>2. Procedures of competitive selection of academics are transparent and allow for the ensurance of a necessary level of professionalism for successful realization of the study programme.</p> <p>3. The higher education institution engages employers into organization and realization of the educational process.</p> <p>4. The higher education institution involves professional practitioners, sector experts, representatives of employers into classroom activities.</p> <p>5. The higher education institution supports the professional development of academics through its own</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under</li> </ul>

<p>professional development programmes or by working together with other organizations.</p> <p>6. The higher education institution promotes development of teaching excellence.</p>	<p>such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</p> <ul style="list-style-type: none"> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<p><b>Comment</b></p>	

<p><b>Criterion 7.</b> Educational environment and material resources.</p>	<p><b>DESTIN PROJECT INDICATIVE ASSESSMENT</b></p>
<p>1. The financial, material and technical resources (the library, other infrastructure, equipment, etc.), and other learning and teaching materials of the study programme ensure achievement of the objectives and programme learning outcomes stated by the study programme.</p> <p>2. The higher education institution ensures free access to relevant infrastructure and information resources necessary for learning, teaching and/or scientific activities of academics and students of the study programme.</p> <p>3. The educational environment is safe for the life and health of students of the study programme, and allows them to meet their needs and interests.</p> <p>4. The higher education institution provides educational, organizational, informational, consultative and social support to students of the study programme.</p> <p>5. The higher education institution creates sufficient conditions for the realization of the right to education by persons with special educational needs, who study in the programme.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general,</li> </ul>

6. A clear and easy-to-understand policy and procedures exist for mitigation of conflict situations (in particular, related to sexual harassment, discrimination and/or corruption, etc.), which are available to all participants of the educational process and are consistently observed during realization of the study programme.	<p>with possible shortcomings that are deemed minor;</p> <ul style="list-style-type: none"> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<b>Comment</b>	

<b>Criterion 8.</b> Internal quality assurance of the study programme.	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The higher education institution consistently observes its established procedures for development, approval, monitoring and periodic review of the study programme.</p> <p>2. Students, directly and through student governance bodies, are engaged as partners in the process of periodic review of the study programme and in procedures related to its quality assurance. The position of students is taken into consideration in reviewing the study programme.</p> <p>3. Employers, directly and/or through their associations, are engaged as partners in the process of periodic review of the study programme and other procedures related to its quality assurance.</p> <p>4. A practice exists to collect, analyze and take into consideration information about the career path of graduates of the study programme.</p> <p>5. The quality assurance system of the higher education institution ensures reaction to shortcomings identified in the study programme and/or educational activities related to the realization of the study programme.</p> <p>6. The results of external higher education quality assurance (in particular, comments and suggestions</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> </ul>

<p>formulated during previous accreditations) are taken into account during reviews of the study programme.</p> <p>7. A culture of quality is formed in the academic community of the higher education institution that contributes to the constant development of the study programme and educational activity related to this programme.</p>	<ul style="list-style-type: none"> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.</li> </ul>
<p><b>Comment</b></p> <p>I</p>	

<p><b>Criterion 9. Transparency and publicity.</b> Note. Criterion 9 is applied taking into account the requirements and restrictions regarding disclosure of restricted information established by legislation.</p>	<p><b>DESTIN PROJECT INDICATIVE ASSESSMENT</b></p>
<p>1. Clear and easy-to-understand rules and procedures are established that regulate the rights and responsibilities of all participants of the educational process, and are accessible to them and consistently observed during realization of the study programme.</p> <p>2. At least a month prior to approval of the study programme or changes to it, the higher education institution publishes the respective draft study programme on its official website with the aim of receiving comments and suggestions from interested parties (stakeholders).</p> <p>3. The higher education institution publishes, in a timely manner, on its official website, correct and reliable information about the study programme (including its objectives, expected learning outcomes and components, in an amount sufficient to inform respective interested parties (stakeholders) and society.</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the</li> </ul>



	educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.
<b>Comment</b>	

<b>Criterion 10. Study through research. Note. Criterion 10 is applied during accreditation of study programmes of the third cycle of higher education.</b>	<b>DESTIN PROJECT INDICATIVE ASSESSMENT</b>
<p>1. The content of the study programme is consistent with the research interests of doctoral students (adjuncts) and ensures their full-fledged preparation for research and teaching activities in higher education institutions within their Program Subject Area (speciality) and/or sector.</p> <p>2. The research activity of doctoral students (adjuncts) is in line with the research topics of their supervisors.</p> <p>3. The higher education institution organizationally and materially provides, under the study program, opportunities to conduct research and to test research results in accordance with the research topics of the doctoral students (adjuncts) (i.e. regular conferences, seminars, colloquia, access to the use of laboratories, equipment, etc.).</p> <p>4. The higher education institution arranges opportunities for doctoral students (adjuncts) to join their international academic community by Program Subject Area (speciality), in particular through conference presentations, publications, participation in joint research projects, etc.</p> <p>5. A practice exists whereby supervisors participate in research projects, the results of which are regularly published and/or practically implemented.</p> <p>6. The higher education institution ensures observance of academic integrity in the research activities of supervisors and doctoral students (adjuncts), in particular by taking measures to preclude the possibility of student supervision</p>	<ul style="list-style-type: none"> <li>○ <b>Level F</b> – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period;</li> <li>○ <b>Level E</b> – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period;</li> <li>○ <b>Level B</b> – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor;</li> <li>○ <b>Level A</b> – the study programme and/or the educational activity under such programme fully meet the defined criterion and</li> </ul>

