

**Substantive Change Report  
by Academic Information Centre (AIC)**

Register Committee

Ref. RC31/C63

Ver. 1.0

Date 2021-10-22

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Decision of: 15/10/2021

Report received on: 21/06/2021

Agency registered since: 01/06/2018

Last external review report: June /2018

Registration until: 30/06/2023

Absented themselves from decision-making: Anita Līce

Attachments:

1. [Substantive Change Report, 21/06/2021](#)
2. [Clarification request to AIC, 02/09/2021](#)
3. [Clarification response by AIC, 14/09/2021](#)

1. The Register Committee considered the Substantive Change Report of 21/06/2021 and the additional clarifications of 14/09/2021.
2. The Register Committee noted that since its last review in June 2018, AIC has introduced the following changes in its external quality assurance activities:
  - the launch of a new external QA activity: *accreditation of foreign study programmes*;
  - a change of the activity *accreditation of study directions* into two separate activities: *assessment of study fields* and *accreditation of study fields*; this change was introduced with the aim to open up the possibility of assessment by other EQAR -registered agencies, i.e. assessment by another agency while keeping the decision-making power with a national body;
  - a separate procedure was developed – *inclusion of licensed study programmes on the accreditation of a study field* – to cover those ESG standards that could not be effectively covered during the study programme licensing procedure.
3. The Committee further took note of the following changes within the organisational structure of the agency:
  - a new *Accreditation Commission for Foreign Study Programmes* was established with the task to take decisions on study programmes implemented by higher education providers outside Latvia.
  - AIC's previous accreditation committees, *Committee for Accreditation of Studies* and *Committee for Licensing of Study*

*Programme*, merged into one body: Higher Education Quality Commission (Study Quality Committee); the two former committees consisted of the same members but were separated due to legal restrictions.

- The composition of the consultative body of the agency, *Higher Educational Quality Assurance Council*, was reorganised following a change in legislation in 2019.

4. **Given that most of these changes became effective in 2019 and 2020 already, the Committee underlined that AIC should have submitted a change report immediately after the new activities have been developed and the organisational changes have taken effect.**
5. The Register Committee noted some inconsistency in the naming of its accreditation body, i.e. in its organisational chart the agency refers to the Higher Education Quality Commission while on its website it refers to the Study Quality Committee.

#### Accreditation of foreign study programmes

6. The Register Committee considered the mapping of criteria for the accreditation of foreign study programmes against the ESG Part 1 and concluded that the model incorporates all elements of ESG 1.1 to ESG 1.10 (see also clarification response).
7. The Register Committee took note that higher education institutions and stakeholder organisations have been consulted in the development of the methodology and that the activity was designed based on the model of *licensing of study programmes*. The agency explained that, as opposed to the *licencing of study programmes*, the standards (and sub-standards) of the new activity are more detailed and outcome-oriented, and it is only offered to already operating foreign study programmes (ESG 2.2).
8. The Committee further took note that the new activity follows the same implementation steps as in the case of AIC's regular activities. The Committee, however, found that **while the accreditation process of foreign study programmes is described on the agency's website the specific guidelines and criteria are not published by AIC<sup>1</sup>. The Committee considered that this does not comply with the standard, which requires that guidelines are published for all external quality assurance processes (ESG 2.3).**
9. The Register Committee noted that the accreditation of foreign study programmes is carried out by a group of 4-5 experts, which includes a student and an employer representative. The experts are selected from AIC's database, appointed by AIC and they follow a training prior to the site visit (ESG 2.4).

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<sup>1</sup><https://www.aika.lv/en/laws-and-regulations-publications/internal-rules-and-regulations/>

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10. The Committee noted that the accreditation decision is taken by the newly established *Accreditation Commission for Foreign Study Programmes*. The Committee noted that the Committee includes a student member and that the decisions of its recent accreditation procedures are published on its website (ESG 2.5).
11. The Register Committee noted that AIC follows its policy to publish all reports (ESG 2.6) and that it has already published a number of procedures that have been recently completed.
12. The Committee noted that appeals are addressed by a separate committee for procedures abroad and that complaints about the conduct of the reviews process are usually dealt with by the assessment coordinator appointed by AIC but can also be addressed to the management of AIC at any stage of the process. **The Register Committee underlined that the role and composition of the separate appeals committee should be clearly outlined, while the process on how foreign higher education institutions may make complaints should be easily accessible and clearly communicated to institutions (ESG 2.7).**

### Assessment of study fields and accreditation of study fields

13. The Register Committee noted that starting with 1 January 2019 the accreditation of study directions was divided in two separate procedures: *assessment of study fields* and *accreditation of study fields*. The difference between the two procedure is that the assessment of study field does not include a decision making and that the activity can be carried out by any other EQAR-registered QA agencies. This change allows the possibility for Latvian higher education institutions to seek an assessment of study fields with other EQAR-registered agencies, while the decision-making power on accreditation remains with AIC.

### Inclusion of licensed study programmes on the accreditation of a study field

14. The Register Committee understood that AIC has designed the activity *inclusion of licensed study programmes on the accreditation of a study field* as an ex-ante procedure for new study programmes. The Committee noted that the procedure only covers those ESG standards which could not be effectively covered during the study programme licensing procedure.
15. The Committee considers the *inclusion of licensed study programmes on the accreditation of a study field* together with the regular *assessment/accreditation of study fields*, given that the same programme is subject to both procedures and thus the full set of ESG Part 1 standards is expected to be covered in the ex-post stage.
16. The Register Committee however noted that the review team for the *inclusion of licenced study programme on the accreditation of study field* consists of two academic experts and does not include a student within the review.

17. The Register Committee underlined that this approach does not fully meet the requirement of the standard ESG 2.4, as the standard seeks to assure a first-hand student perspective is present on the panel.
18. Considering the above mentioned shortcomings in ESG compliance, the AIC is asked to make a further report by 15 January 2022 detailing its course of actions to ensure compliance with ESG 2.3, 2.4 and ESG 2.7 in its new activities.

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## EQAR Substantive Change Report

Reference #	17457290
Status	Complete
Login Username	AIKA
Login Email	asnate.kazoka@aic.lv
Agency #1	Academic Information Centre
Agency acronym	AIC
Expiry date #1	30/06/2023
Contact #1	Jolanta Silka
Phone #1	+37167251157
Email #1	<a href="mailto:jolanta.silka@aic.lv">jolanta.silka@aic.lv</a>
Other organisations?	No
A. Has the organisational identity of the registered agency changed?	No
B. Has the organisational structure changed?	Yes

## Description

With changes to the legislation that came into force starting from 1 January 2019, the composition of consultative body of the agency - Higher Educational Quality Assurance Council - was reorganised. The number of members was reduced to 8 to ensure that every group of stakeholders is represented effectively (once, without double representation) - through a direct channel only and not through other stakeholder organisations.

Also, with the changes that came into force starting from 1 January 2019, the two decision bodies - Committee for Accreditation of Studies and Committee for Licensing of Study Programmes that formally consisted of the same members but had to act as two separate legal bodies (because of legal restrictions) were merged into one body - Study Quality Committee. When establishing the new committee, a new call for its members was launched but the mandate, main principles of composition, tasks and approval procedure of the committee stayed the same.

In 2020 the Accreditation Commission for Foreign Study Programmes was established with the task to take decisions on study programmes implemented by higher education providers outside Latvia. The commission was established through an open call and in composing the commission the perspective of academics, employers and students was taken into account.

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### C. Changes in EQA activities

- 1. One or several new external QA activities were introduced
  - 2. Substantive changes carried out to one or several existing external QA activities (e.g. changes to their methodology, criteria or procedures)
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## Description new/changed

One activity (accreditation of study directions) has been separated in two parts (assessment of study fields and accreditation of study fields) and two new activities (inclusion of new licensed study programme on the accreditation form of a study field; accreditation of foreign study programmes) have been introduced.

Starting from 1 January 2019 the accreditation of study directions (now according to the official translations the term used is study fields) is divided in two separate procedures - assessment of study fields and accreditation of study fields. It was done with the aim to open the possibility of assessment by other EQAR registered agencies while keeping the decision-making power within a national body. The assessment of study fields follows the standard framework defined by the ESG 2.3 whereas the accreditation of study fields includes only decision making based on the expert report and other documentation produced during the assessment of study field either by AIC or by other EQAR registered agency.

The assessment of study fields has not changed substantially in comparison to accreditation of study directions that was subject to the last external review, apart from removal of the decision-making stage. As reported during the progress visit to ENQA, the assessment standards have been refined as AIC was delegated more power in designing them.

Accreditation of foreign study programmes was developed as ex-post assessment of existing study programmes provided by foreign higher education institutions operating abroad. It was designed on the basis of the current ex-ante assessment of study programmes implemented for Latvian higher education...

... institutions (study programme licensing) by adding standards that should be covered by an already operating study programme.

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### 1. New EQA activity:

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1	Inclusion of study programme on the accreditation form of a study field
2 <b>Focus</b>	Accreditation of foreign study programmes study programmes or higher education institutions
<b>ESG 2.1</b>	<p>Inclusion of study programme on the accreditation form of a study field is a consecutive procedure to the licensing of study programme. It covers only those ESG standards which could not be effectively covered during the study programme licensing procedure when the programme was not yet operating.</p> <p>Accreditation of foreign study programmes takes place according to ten criteria. The supporting guidelines of each of those criteria ensure that the ESG are fully covered.</p> <p>Criterion 1. Strategy, aims and programme management;  Criterion 2. Structure and content of the programme;  Criterion 3. Teaching and learning materials;  Criterion 4. Techniques and methods of educational activity;  Criterion 5. Teaching staff;  Criterion 6. Resources;  Criterion 7. Research work;  Criterion 8. Cooperation and internationalisation;  Criterion 9. Employability of graduates;  Criterion 10. Student services.</p>



**ESG 2.2**

The methodology for inclusion of study programme on the accreditation form of a study field is developed in order to minimise the burden on higher education institutions and cover only those elements that haven't been covered by the licensing procedure or have changed since then.

The draft methodology was consulted with higher education institutions and stakeholder organisations.

So far there is no any such procedure conducted. It is expected to have it at the end of this year or next year.

The methodology for accreditation of foreign study programmes covers all the relevant aspects of study programme implementation. The methodology has been designed on the basis of the methodology for "licensing of study programmes" and by taking into account the methodologies of other agencies that implement accreditation of separate study programmes.

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**ESG 2.3**

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[https://www.aika.lv/wp-content/uploads/2021/02/Metodika\\_jauna-procedura\\_final.pdf](https://www.aika.lv/wp-content/uploads/2021/02/Metodika_jauna-procedura_final.pdf)

2

[https://www.aika.lv/wp-content/uploads/2021/02/Alivadi%20nijas\\_jauna-procedura\\_final.pdf](https://www.aika.lv/wp-content/uploads/2021/02/Alivadi%20nijas_jauna-procedura_final.pdf)

3

[https://www.aika.lv/wp-content/uploads/2021/02/Expertu\\_atzinums\\_jauna-procedura\\_final.pdf](https://www.aika.lv/wp-content/uploads/2021/02/Expertu_atzinums_jauna-procedura_final.pdf)

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**ESG 2.3**

Not applicable

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## ESG 2.4

The review team for inclusion of study programme on the accreditation form consists of two experts where one is a foreign expert. The review team has only two academic experts as this is considered as a direct follow up to licensing of study programmes, where experts from employers, students and academic field participate, and a step before the assessment of study fields which both include the student and employer representatives.

The experts are selected from AIC expert database, appointed by AIC and provided training prior to the site visit.

The review team for accreditation of foreign study programmes includes 4-5 reviewers. Each team includes a student and employer representative. The experts are selected from AIC expert database (or proposed by partner agencies), appointed by AIC and provided training prior to the site visit.

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## ESG 2.5

Same as in "Accreditation of study directions" and "Licensing of study programmes".

## ESG 2.6

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1

<https://www.aika.lv/>

## ESG 2.7

Appeals are addressed by permanent appeals committee established by AIC - a separate committee for procedures conducted according to the Latvian legislation and a separate committee for procedures abroad. Complaints about the conduct of the reviews process are usually dealt with by the assessment coordinator appointed by AIC but can also be addressed to the management of AIC at any stage of the process.

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## ESG 3.4/ESG 3.6

Same as in "Accreditation of study directions" and "Licensing of study programmes".

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## 2. Changed EQA activity

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Accreditation of study directions

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ESG 2.1	The methodology was based on the methodology for "Accreditation of study directions" which was assessed against ESG and only briefly updated after the changes in legislation.
ESG 2.2	The methodology was based on the methodology for "Accreditation of study directions" which was assessed against ESG and only briefly updated after the changes in legislation. The updates were done based on the feedback collected through survey for the higher education institutions and experts.
ESG 2.3	
1	<a href="https://www.aika.lv/wp-content/uploads/2020/12/Methodology-for-the-Assessment-and-Accreditation-of-Study-Fields-amended-08.12.2020..pdf">https://www.aika.lv/wp-content/uploads/2020/12/Methodology-for-the-Assessment-and-Accreditation-of-Study-Fields-amended-08.12.2020..pdf</a>
2	<a href="http://aika.lv/wp-content/uploads/2019/05/The-Guidelines-for-the-Preparation-of-the-Self-Assessment-Report-of-a-Study-Direction.pdf">http://aika.lv/wp-content/uploads/2019/05/The-Guidelines-for-the-Preparation-of-the-Self-Assessment-Report-of-a-Study-Direction.pdf</a>
ESG 2.4	Same as in "Accreditation of study directions" which was assessed against ESG.
ESG 2.5	Same as in "Accreditation of study directions" which was assessed against ESG.
ESG 2.6	
1	External reports are published after the "Accreditation of study fields is completed". All reports are published on <a href="https://eplatforma.aika.lv/">https://eplatforma.aika.lv/</a>
D. Activity outside the scope of the ESG	No
File #1	<a href="#">Guidelines_for_accreditation_of_foreign_study_programmes.pdf (448k)</a>
Last Update	2021-06-21 16:47:15
Start Time	2021-06-21 16:26:17
Finish Time	2021-06-21 16:47:15
IP	80.232.221.44

<b>Browser</b>	IE
<b>Device</b>	Desktop
<b>Referrer</b>	<a href="https://fs22.formsite.com/res/formLoginReturn">https://fs22.formsite.com/res/formLoginReturn</a>

Brussels, 2 September 2021

## Substantive Change Report – Clarification Request

Dear Jolanta,

We wish to thank you for the Substantive Change Report of 21/06/2021. Your report is currently being reviewed by two rapporteurs before it is brought to the attention of the entire EQAR Register Committee.

In order to prepare consideration by the Committee, we would be obliged if you could clarify the following:

1. In your report, you explained that the organigram of the agency was updated following the changes that took place in 2019. We noted however that the organigram published on your website does not include the agency's new Accreditation Commission for Foreign Study Programmes, nor the current standing of the Appeals Committee. Could you please provide us with an updated chart or organigram?
2. The agency stated that the *accreditation of foreign study programmes* takes place according to a list of ten criteria, which ensure that the ESG is covered. Could you please provide us with a mapping of these standards against the ESG?
3. We noted that the methodology for *the accreditation of foreign study programmes* is developed using *the licensing of study programmes* and by taking into account the methodologies of other agencies that implement accreditation of separate study programmes? Could you please clarify on what are the newly introduced elements or changes in the *accreditation of foreign study programmes* compared to the licensing of study programmes?
4. We understand that the *assessment and accreditation of the study fields* covers only those ESG standards which could not be effectively covered during the *study programme licensing*

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*procedure*. Could you please elaborate on which are the standards that will be employed in this procedure?


We would also appreciate if you could provide us with a general overview/chart of the various procedures carried out by AIC, the stages of the review as well as the responsible decision making committee.

In order to expedite proceedings we kindly ask whether you would agree on a minuted call or if not to an official response before 17/09/2021.

Please also note that this request and the agreed minutes or your response will be published together with the final decision on your Report.

I shall be at your disposal if you have any further questions or inquiries.

Kind regards,

A handwritten signature in black ink, appearing to read "Colin Tück".

Colin Tück  
(Director)

# Substantive Change Report by the Academic Information Centre (AIC)

## Minutes of Telephone Conversation

Register Committee

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Date 2021-09-17  
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Date of the online conversation:	14/09/2021
Representative of AIC:	Jolanta Silka, Asnate Kažoka
Representative of EQAR:	Melinda Szabo

1. AIC has made a Substantive Change Report on 21/06/2021. In order to prepare the deliberations of the Register Committee on the report, EQAR contacted AIC via a video call to clarify the matters below.
2. AIC agreed to clarify the matters by means of a ZOOM conversation.
3. The agency explained that the organisational changes recently introduced are now reflected in the agency's organigram (including the new Accreditation Commission for Foreign Study Programmes and the current standing of the Appeals Committee). The organigram is now published on AIC's website:  
<https://www.aika.lv/en/aika-about/organisational-structure/>
4. The agency stated that the new activity *accreditation of foreign study programmes* has been mapped against the ESG and provided EQAR with a detailed overview of the correspondence between the standards of the external QA activity and the ESG (see attached [annex 1](#)).
5. The rapporteurs were unclear on the differences in the *accreditation of foreign study programmes* and the *licensing of study programmes* on which the former activity is based. AIC explained that the *accreditation of foreign study programmes* is an ex-post procedure, compared to *the licensing of study programmes*, which is ex-ante procedure, that the standards and sub standards are more detailed and it is more outcome oriented and only offered to foreign study programmes. The differences between the criteria for both assessments are shown in [annex 2](#). The agency further commented that it has so far completed three procedures using *the accreditation of foreign study programmes* and two procedures will be completed in the end of September 2021. The resulting reports are published on AIC's website: <https://www.aika.lv/en/for-higher-education-institutions/accreditation-of-foreign-study-programmes/decision-taking/>. Further the agency added that in the course of piloting the new procedure, it has found a number of aspects that could be further

improved (editorial changes mostly), and that an updated version of the methodology will be published by the end of the year.

6. In the procedure for *the inclusion of licenced study programmes on the accreditation form of the study fields*, AIC explained that the review experts are only asked to consider those ESG standards which could not be effectively covered during the *study programme licensing procedure* and would normally be covered during the *assessment/accreditation of study fields*. The agency further added that it has not carried out such a procedure yet, and it does not expect many higher education institutions to undergo this procedure as they would prefer to introduce new programmes shortly before the *assessment/accreditation of their study fields* and thus skip the *inclusion of licenced study programmes on the accreditation form of the study fields*.
7. To better explain the changes in its external QA activities, AIC provided an overview/chart of its new and old procedures, including the responsible decision-making committee (see [annex 3](#)).

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**Mapping of the standards used in the accreditation of foreign study programmes against the ESG**

ESG standard	Guidelines for self-evaluation reports by higher education institutions	Guidelines for expert reports
<b>ESG 1.1. Policy for quality assurance</b>	1.Strategy, aims and programme management. <ul style="list-style-type: none"> <li>• Aims of the study programme and their compliance with the strategic directions of the higher education institution</li> <li>• Structure for programme management, including the involved parties/ individuals and their responsibilities</li> <li>• Structure for student participation in programme management</li> <li>• SWOT (strengths – weaknesses – opportunities – threats) analysis of the study programme</li> </ul> 9. Employability of graduates. <ul style="list-style-type: none"> <li>• Coherence of study programme’s goals with the labour market needs (regional, local)</li> <li>• Mechanisms for involvement of employers in the management and development of study programme</li> </ul>	1.Strategy, aims and programme management. <ul style="list-style-type: none"> <li>• Aims of the study programme and their compliance with the strategic directions of the higher education institution</li> <li>• Structure for programme management, including the involved parties/ individuals and their responsibilities</li> <li>• Structure for student participation in programme management</li> <li>• SWOT (strengths – weaknesses – opportunities – threats) analysis of the study programme</li> </ul> 9. Employability of graduates. <ul style="list-style-type: none"> <li>• Coherence of study programme’s goals with the labour market needs (regional, local)</li> <li>• Mechanisms for involvement of employers in the management and development of study programme</li> </ul>
<b>ESG 1.2. Design and approval of programmes</b>	1.Strategy, aims and programme management. <ul style="list-style-type: none"> <li>• Economic and social grounds for establishing the study programme</li> </ul>	1.Strategy, aims and programme management. <ul style="list-style-type: none"> <li>• Economic and social grounds for establishing the study programme</li> </ul>

	<p>2. Structure and content of the programme.</p> <ul style="list-style-type: none"> <li>• The content of study programme, including the compulsory and elective subjects</li> <li>• The relevance of the content of study programme and compliance with the needs of labour market</li> <li>• Interrelation of different study courses, the relation between the aims of study courses and the intended outcomes of study programme</li> <li>• The relation between the study courses and internship</li> <li>• The topics of graduate qualification works.</li> </ul>	<p>2. Structure and content of the programme.</p> <ul style="list-style-type: none"> <li>• The content of study programme, including the compulsory and elective subjects</li> <li>• The relevance of the content of study programme and compliance with the needs of labour market</li> <li>• Interrelation of different study courses, the relation between the aims of study courses and the intended outcomes of study programme</li> <li>• The relation between the study courses and internship</li> <li>• The topics of graduate qualification works.</li> </ul>
<p><b>ESG 1.3. Student-centred learning, teaching and assessment</b></p>	<p>4. Techniques and methods of educational activity.</p> <ul style="list-style-type: none"> <li>• Process for development and principles for application of teaching methods</li> <li>• Process for development and principles for application of student evaluation methods</li> <li>• Academic integrity principles, including the use of plagiarism detection tools</li> <li>• Implementation of student-centred approach in the learning and teaching process</li> </ul> <p>8. Research work.</p> <ul style="list-style-type: none"> <li>• Directions of scientific research of teaching staff and students</li> <li>• Scientific activities performed by teaching staff and students (publications, participation in scientific projects)</li> </ul>	<p>4. Techniques and methods of educational activity.</p> <ul style="list-style-type: none"> <li>• Process for development and principles for application of teaching methods</li> <li>• Process for development and principles for application of student evaluation methods</li> <li>• Academic integrity principles, including the use of plagiarism detection tools</li> <li>• Implementation of student-centred approach in the learning and teaching process</li> </ul> <p>8. Research work.</p> <ul style="list-style-type: none"> <li>• Directions of scientific research of teaching staff and students</li> <li>• Scientific activities performed by teaching staff and students (publications, participation in scientific projects)</li> </ul>

	<p>10. Student services.</p> <ul style="list-style-type: none"> <li>• Support mechanisms available for students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.)</li> </ul>	<p>10. Student services.</p> <ul style="list-style-type: none"> <li>• Support mechanisms available for students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.)</li> </ul>
<b>ESG 1.4. Student admission, progression, recognition and certification</b>	<p>1.Strategy, aims and programme management.</p> <ul style="list-style-type: none"> <li>• System and procedures for admission of students, including the mechanisms for recognition of prior learning</li> </ul> <p>4. Techniques and methods of educational activity.</p> <ul style="list-style-type: none"> <li>• Mobility of students</li> </ul>	<p>1.Strategy, aims and programme management.</p> <ul style="list-style-type: none"> <li>• System and procedures for admission of students, including the mechanisms for recognition of prior learning</li> </ul> <p>4. Techniques and methods of educational activity.</p> <ul style="list-style-type: none"> <li>• Mobility of students</li> </ul>
<b>ESG 1.5. Teaching staff</b>	<p>5. Teaching staff.</p> <ul style="list-style-type: none"> <li>• Procedures for attracting and/employing qualified teaching staff</li> <li>• Compliance of the qualification of teaching staff with conditions for implementation of study programme</li> <li>• Procedures for improving the qualification of teaching staff</li> <li>• Ratio between the academic and research workload of teaching staff</li> </ul>	<p>5. Teaching staff.</p> <ul style="list-style-type: none"> <li>• Procedures for attracting and/employing qualified teaching staff</li> <li>• Compliance of the qualification of teaching staff with conditions for implementation of study programme</li> <li>• Procedures for improving the qualification of teaching staff</li> <li>• Ratio between the academic and research workload of teaching staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Mobility of teaching staff</li> <li>• Cooperation of teaching staff in implementation of the study programme</li> </ul> <p>6. Cooperation and internationalisation.</p> <ul style="list-style-type: none"> <li>• System and procedures for attracting teaching staff and students from abroad</li> </ul> <p>8. Research work.</p> <ul style="list-style-type: none"> <li>• Directions of scientific research of teaching staff and students</li> <li>• Scientific activities performed by teaching staff and students (publications, participation in scientific projects)</li> <li>• Relation between research work and study process, including the description and assessment of the use of the outcomes in the study process</li> </ul>	<ul style="list-style-type: none"> <li>• Mobility of teaching staff</li> <li>• Cooperation of teaching staff in implementation of the study programme</li> </ul> <p>6. Cooperation and internationalisation.</p> <ul style="list-style-type: none"> <li>• System and procedures for attracting teaching staff and students from abroad</li> </ul> <p>8. Research work.</p> <ul style="list-style-type: none"> <li>• Directions of scientific research of teaching staff and students</li> <li>• Scientific activities performed by teaching staff and students (publications, participation in scientific projects)</li> <li>• Relation between research work and study process, including the description and assessment of the use of the outcomes in the study process</li> </ul>
<p><b>ESG 1.6. Learning resources and student support</b></p>	<p>3. Teaching and learning materials.</p> <ul style="list-style-type: none"> <li>• Process for development and updating of teaching materials</li> <li>• Relevance and quality of the available teaching materials</li> <li>• Availability of methodical guides for all disciplines and all types of activities – internships, course projects, diploma projects</li> </ul> <p>4. Techniques and methods of educational activity.</p> <ul style="list-style-type: none"> <li>• Application of e-learning activity</li> </ul> <p>6. Cooperation and internationalisation.</p>	<p>3. Teaching and learning materials.</p> <ul style="list-style-type: none"> <li>• Process for development and updating of teaching materials</li> <li>• Relevance and quality of the available teaching materials</li> <li>• Availability of methodical guides for all disciplines and all types of activities – internships, course projects, diploma projects</li> </ul> <p>4. Techniques and methods of educational activity.</p> <ul style="list-style-type: none"> <li>• Application of e-learning activity</li> </ul> <p>6. Cooperation and internationalisation.</p>

	<ul style="list-style-type: none"> <li>• Strategy for cooperation and internationalisation.</li> <li>• Cooperation with institutions in Ukraine and abroad (higher education institutions, municipalities, non-governmental organisations, scientific institutes), selection of cooperation partners</li> </ul> <p>7. Resources.</p> <ul style="list-style-type: none"> <li>• The availability, quality and sustainability of financial resources</li> <li>• The availability, quality and sustainability of material and technical resources (premises, equipment etc.)</li> <li>• The availability, quality and sustainability of methodological and informative resources (library, databases, online tools (Moodle) etc.)</li> <li>• The use of information and communication technologies in implementation of the study programme</li> </ul> <p>10. Student services.</p> <ul style="list-style-type: none"> <li>• Support mechanisms available for students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy for cooperation and internationalisation.</li> <li>• Cooperation with institutions in Ukraine and abroad (higher education institutions, municipalities, non-governmental organisations, scientific institutes), selection of cooperation partners</li> </ul> <p>7. Resources.</p> <ul style="list-style-type: none"> <li>• The availability, quality and sustainability of financial resources</li> <li>• The availability, quality and sustainability of material and technical resources (premises, equipment etc.)</li> <li>• The availability, quality and sustainability of methodological and informative resources (library, databases, online tools (Moodle) etc.)</li> <li>• The use of information and communication technologies in implementation of the study programme</li> </ul> <p>10. Student services.</p> <ul style="list-style-type: none"> <li>• Support mechanisms available for students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.)</li> </ul>
<b>ESG 1.7. Information management</b>	1.Strategy, aims and programme management.	1.Strategy, aims and programme management.

	<ul style="list-style-type: none"> <li>• System for internal monitoring, development and review of study programme, including the system for receiving and using the feedback of stakeholders, the use of key-performance indicators (KPI)</li> </ul> <p>9. Employability of graduates.</p> <ul style="list-style-type: none"> <li>• Statistics on employment of graduates, including the analysis of demand, workplace (field), average pay</li> <li>• Outcomes of surveys for employers and the use of these outcomes for improvement of the content and quality of study programme</li> <li>• Outcomes of surveys for graduates and the use of these outcomes for improvement of the content and quality of study programme</li> </ul>	<ul style="list-style-type: none"> <li>• System for internal monitoring, development and review of study programme, including the system for receiving and using the feedback of stakeholders, the use of key-performance indicators (KPI)</li> </ul> <p>9. Employability of graduates.</p> <ul style="list-style-type: none"> <li>• Statistics on employment of graduates, including the analysis of demand, workplace (field), average pay</li> <li>• Outcomes of surveys for employers and the use of these outcomes for improvement of the content and quality of study programme</li> <li>• Outcomes of surveys for graduates and the use of these outcomes for improvement of the content and quality of study programme</li> </ul>
<b>ESG 1.8. Public information</b>	<p>7. Resources.</p> <ul style="list-style-type: none"> <li>• The availability of public information on the study programme</li> </ul>	<p>7. Resources.</p> <ul style="list-style-type: none"> <li>• The availability of public information on the study programme</li> </ul>
<b>ESG 1.9. On-going monitoring and periodic review of programmes</b>	<p>1.Strategy, aims and programme management.</p> <ul style="list-style-type: none"> <li>• System for internal monitoring, development and review of study programme, including the system for receiving and using the feedback of stakeholders, the use of key-performance indicators (KPI)</li> </ul> <p>9. Employability of graduates.</p>	<p>1.Strategy, aims and programme management.</p> <ul style="list-style-type: none"> <li>• System for internal monitoring, development and review of study programme, including the system for receiving and using the feedback of stakeholders, the use of key-performance indicators (KPI)</li> </ul> <p>9. Employability of graduates.</p>

	<ul style="list-style-type: none"> <li>• Outcomes of surveys for employers and the use of these outcomes for improvement of the content and quality of study programme</li> <li>• Outcomes of surveys for graduates and the use of these outcomes for improvement of the content and quality of study programme</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes of surveys for employers and the use of these outcomes for improvement of the content and quality of study programme</li> <li>• Outcomes of surveys for graduates and the use of these outcomes for improvement of the content and quality of study programme</li> </ul>
<b>ESG 1.10 Cyclical external quality assurance</b>	Accreditation of foreign study programmes ends with a formal decision on accreditation term. The accreditation certificate is awarded for a defined period, thus imposing that accreditation has to be repeated after this period	Accreditation of foreign study programmes ends with a formal decision on accreditation term. The accreditation certificate is awarded for a defined period, thus imposing that accreditation has to be repeated after this period

Mapping of the criteria used in the licensing of study programmes and accreditation of foreign study programmes

Licensing of Study Programmes	Accreditation of Foreign Study Programmes
I. Compliance of the study programme with the study direction (field)	Criterion 1. Strategy, aims and programme management.
II. Resources and provision of the study programme	Criterion 3. Teaching and learning materials Criterion 6. Resources
III. Study content and the mechanism for the implementation of the study programme	Criterion 2. Structure and content of the programme Criterion 4. Techniques and methods of educational activity
IV. Teaching staff	Criterion 5. Teaching staff
V. Compliance of the study programme with the provisions of regulatory enactments	
	Criterion 7. Research work
	Criterion 8. Cooperation and internationalisation
	Criterion 9. Employability of graduates
	Criterion 10. Student services



## National assessment procedures

Type of Assessment	Organisation	Experts	Decision-making
Licensing of study programmes	AIKA	<b>3 experts</b>	Higher Education Quality Commission <i>(Study Quality Committee)</i>
Inclusion of new study programme in the accredited study field	AIKA	<b>2 experts</b>	Higher Education Quality Commission <i>(Study Quality Committee)</i>
Assessment and accreditation of study fields (directions)	AIKA	<b>at least 5 experts</b>	Higher Education Quality Commission <i>(Study Quality Committee)</i>
	Other EQAR agency		
	AIKA + other EQAR agency		
Substantial changes	AIKA	<b>1 expert</b>	Higher Education Quality Commission <i>(Study Quality Committee)</i>

Assessment and accreditation of HEI	AIKA	<b>7 experts</b>	Council of Higher Education
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**Assessment of study programmes abroad**

Assessment and accreditation of study programmes abroad	AIKA	<b>at least 4 experts</b>	Accreditation Commission for foreign study programmes
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*\*changes are coloured*

*\*\* Higher Education Quality Commission is the same as the previously title Study Quality Committee. Recently official translation of the Law on Higher Education Institutions was revised and some terms are changed, e.g. Study Quality Committee to Higher Education Quality Commission, study direction to study field. (in Latvian there are no changes)*